



Master of Educational Technology

Intermediate Lesson Planning Template

Grade(s): 4-6	Duration: 60-120	Lesson Topic/Title: Personal Identity - My Story (I Am)
Subjects: mins Art/ADST/Career Education		
Big Ideas:		
<ul style="list-style-type: none"> Engaging in creative expression and experiences expands people’s sense of identity and community. We experience many changes in our lives that influence how we see ourselves and others 		
Curricular Competencies:		
<ul style="list-style-type: none"> Intentionally select, apply, combine, and arrange artistic elements, processes, materials, technologies, tools, and environments in art-making Explore relationships between identity, place, culture, society, and belonging through the arts Interpret and communicate ideas using symbols and elements to express meaning through the arts Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning environments 		
Content Objectives		
General Objectives:	Specific Objectives:	
<ul style="list-style-type: none"> Reflect on personal identity and what it means to you Celebrate identities authentically Challenge stereotypes Create a more inclusive and respectful community 	<ul style="list-style-type: none"> Students will engage with processes, materials, technologies, tools, strategies, and techniques to support creative works Students will be able to work collaboratively and inclusively Students will be able to share their work using a delivery mode of their choice 	

<ul style="list-style-type: none"> ● Create a story that reflects who you are 	<ul style="list-style-type: none"> ● Students will understand the personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment ● Students will reflect on and examine their own thinking about identity
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21st CENTURY COMPETENCIES: BC Core Competencies

- Communication
 - Communicating - Students will exchange information, experiences and ideas to explore the world around them and to understand and effectively use communication forms, strategies, and technologies.
 - Collaborating - Students will work with others and recognize and value others' perspectives
- Thinking
 - Creative Thinking - Students will generate ideas and concepts about identity and develop a creative piece to reflect their understanding
 - Critical and Reflective Thinking - Students will examine their own thinking about their identities and be curious about how their identity influences the world around them
- Personal and Social Awareness
 - Positive Personal Cultural Identity - Students will understand and appreciate factors that contribute to a healthy sense of oneself.

LEARNING GOAL(S)

- I can reflect on my own identity
- I can appreciate that there are many parts of me that make up my identity
- I can appreciate the diversity of identities within my classroom and broader community
- I can demonstrate respect and empathy towards individuals with different identities from my own
- I can engage in open and constructive discussions about identity, valuing different perspectives and experiences
- I can actively contribute to creating an inclusive and equitable environment that values and respects all identities
- I can reflect on the ongoing development of my personal identity and celebrate my identity authentically

PRIOR KNOWLEDGE *Prior to this lesson, students will be able to...*

- Students will be able to understand the importance of storytelling
- Students will be able to work collaboratively in an inclusive environment

Equity, Diversity, Inclusion, Decolonization, Anti-Racism (EDIDA) Frameworks- Considerations:

- Students will choose materials of their choice to depict a story about themselves however they choose
- Students will have fair and equitable access to resources and tools
- Students will be encouraged to collaborate with peers
- Students will be encouraged to challenge themselves and take risks
- Students will be encouraged to think critically, creatively, and reflectively
- The contextual space will be safe and inclusive

- Students will have the option for flexible seating and group work
- Students will receive personalized, immediate feedback and guidance
- Students will be encouraged to share their stories
- Students will consider the diverse perspectives of classmates
- Students will be encouraged to exercise a growth mindset with digital applications

DIFFERENTIATED INSTRUCTION *What will I do to assist and/or differentiate instruction for individual learners? (Materials, Delivery, Outcome)*

- Choice of materials to use
- Students can choose to share their story with a partner, in small groups, or not at all
- Choice of no-tech/low-tech/high-tech material options available
- Provide scaffolding or extra support for students in need
- Students can bring in materials of their own
- Options to work with a partner when gathering and creating materials
- Extension activities provided
- Students are not required to provide connections/questions to every art piece

Accommodations: (PLEASE REFER TO THE INCLUSION GUIDE)

- Consider the physical space; lighting, seating
- Provide translation devices
- Provide students with breaks when needed
- Provide students with extra class time to complete the presentation
- Provide students with extra support if needed
- Provide students with opportunities to reflect on learning
- Encourage a growth mindset

MATERIALS:

- *11x17 paper*
- *See/Think/Wonder sheet*
- *Loose parts of your choice*
- *Writing material*
- *iPad*
- *Optional Applications: iMovie, StopMotionFilms, BookCreator, PowerPoint*
- *Extension Application: MakeyMakey*

<p>INTRODUCTION/MINDS-ON</p> <ul style="list-style-type: none"> ● Review the importance of oral storytelling ● Write down one word that represents you. Think about what stories might go with your word ● Share your word with a partner 	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ● How might storytelling influence your life and how you see the world? ● How might you tell your own story?
<p>ACTION-LEARNING EXPERIENCES:</p> <p>A) EXPERIENCE 1 (Provocation/Challenge)</p> <ul style="list-style-type: none"> ● Students will watch the video: Wellbeing for Children https://www.youtube.com/watch?v=om3INBWfoxY ● Discuss with a partner or small group the following questions: <ul style="list-style-type: none"> ○ What do you see in this video? ○ What is the video missing? ○ How would you tell your own story? ○ How is identity-related to wellbeing? ○ Where do values come from? ○ What do you think are important aspects of your identity? ● EXPERIENCE 2 (Provocation/Challenge) ● Students will create a piece related to their identity with loose parts of their choice <ul style="list-style-type: none"> ○ Gather your materials to complete your identity piece (11x7 paper, See/Think/Wonder sheet, loose parts) ○ Think about different symbols, images, words, etc that represent you ○ You could incorporate the word that you chose to represent yourself at the beginning of the lesson ○ Connect your identity to a place ● Gallery Walk: Students will walk around the classroom and observe the loose parts and identity pieces of classmates <ul style="list-style-type: none"> ○ Students will write down any connections, questions, or comments they have for the artist using a See/Think/Wonder sheet ● Think-Pair-Share: Share in partners or small groups about what your piece means to you. Invitation to share as a class to follow. ● Take a photo of your piece and add it to your portfolio ● Return all materials <p>C) EXPERIENCE 3 (Provocation/Challenge)</p>	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ● Who am I? ● Where am I from? ● What's important to me? ● What is identity? ● What are the key aspects of my identity that shape me as a person? ● How do my experiences of privilege or marginalization shape my identity? ● How does my identity influence my choices in life? ● How does my identity shape how I see the world?

<ul style="list-style-type: none"> ● Students will create a story to represent their identity journeys and to help develop a positive personal identity <ul style="list-style-type: none"> ○ This could reflect a timeline ○ This could focus on a milestone in your identity journey ○ This could focus on an important aspect of your personal identity ● Students can choose to make a poster presentation but are encouraged to make a digital presentation <ul style="list-style-type: none"> ○ Suggested Applications: <ol style="list-style-type: none"> 1) StopMotion Films 2) iMovie 3) BookCreator 4) PowerPoint ● Students should be encouraged to think about the loose parts activity and the different identity stories that were shared with classmates ● Students should be encouraged to reflect on comments left by classmates on the See/Think/Wonder sheet 	
<p>CONSOLIDATION/CONCLUSION:</p> <ul style="list-style-type: none"> ● Give time to reflect on students' own work. Encourage reflection on the connections, questions, or comments classmates observed about your identity piece from the See/Think/Wonder sheet. ● Have a class discussion and encourage group sharing about partner discussions and/or any reflections or comments about identity pieces. ● Fill out exit slip: Self-assessment checklist of participation and 2 stars and a wish ● Invitation to present a digital presentation to the class 	<p>CRITICAL GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ● How do different aspects of your identity, such as your culture, hobbies, or beliefs, contribute to who you are as an individual? ● How can we create an inclusive environment where everyone feels valued and respected for their unique identities? ● What does your identity piece mean to you? ● What materials did you choose to use? Why? ● What did you learn about your partner's identity piece? ● How were other identity pieces different from yours? How were they similar? ● What did you find interesting about your classmate's connections, questions, or

	comments towards your identity piece?
<p>ASSESSMENT (STRATEGIES, TOOLS) - DIAGNOSTIC, FORMATIVE, SUMMATIVE</p> <p>Diagnostic</p> <ul style="list-style-type: none"> ● Self-assessment checklist of participation <p>Formative</p> <ul style="list-style-type: none"> ● Teacher observation/feedback on student engagement ● Think-pair-share ● Questions to guide understanding <p>Summative</p> <ul style="list-style-type: none"> ● Ongoing contribution to unit portfolio ● 2 stars and a wish 	
<p>EVALUATION OF THE LESSON</p> <p>Diagnostic</p> <ul style="list-style-type: none"> ● Self-assessment checklist of participation <p>Formative</p> <ul style="list-style-type: none"> ● Teacher observation/feedback on student engagement ● Think-pair-share ● Questions to guide understanding <p>Summative</p> <ul style="list-style-type: none"> ● Ongoing contribution to unit portfolio ● 2 stars and a wish 	
<p>REFLECTION:</p> <ol style="list-style-type: none"> 1. Were my students successful in meeting the learning goals? How do I know? 2. Did my instructional decisions meet the needs of all students? If not, what are my next steps? 3. What worked well? Why? 4. What will I do differently <ol style="list-style-type: none"> a. When teaching this lesson again? 	

b. For the subsequent lesson?

5. What are the next steps for my professional learning?