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| Subject: | **Identity – PHE, ELA** | Grade: | **Grade 6-7** | Duration: | variable |

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| Big Ideas: | Summative Assessment: |
| Exploring **stories** and other **texts** helps us understand ourselves and make connections to others. (ELA)  Exploring and sharing multiple perspectives extends our thinking. (ELA)  Learning about similarities and differences in individuals and groups influences community health. (PHE) | Public service announcement – students can take various aspects of their own identity, and create a public service announcement that celebrates these aspects, even if these aspects have not been traditionally celebrated in certain cultures  Identity thumbprint – Students will complete an identity thumbprint. They will start by brainstorming all the things that make them who they are. Then using a combination of words, poetically placed or listed, and pictures, they will create their thumbprint.  Character, Gift, Struggle Triangle- A beautiful teaching by Gabriel George of the Tsleil-Waututh Nation is that each person comes into our world with a character that makes them who they are, a gift, and struggle. Often these are interconnected. Continually giving students time to reflect on their character, gift and struggle allows them to get to get in touch with their identity. Students will create a representation of this teaching that they will add to and adapt throughout the year. This will be personal and just for them but will follow their journey throughout the year. Using this teaching many times throughout the year helps them track themselves and provides the space for reflection. |

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| Unit Understandings: | | |  | Content: |
| Students will understand that gender is part of identity.  Students will understand that gender identity exists on a spectrum.  Students will understand that supporting individual identities supports the health of our communities.  Students will understand that different cultures have varying perspectives on gender identity. | | |  | * Physical, emotional and social changes that occur during puberty and adolescence * Influences on individual identity, including sexual identity, gender, values, and beliefs. * Consequences of bullying, stereotyping, and discrimination * Reading strategies: using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences * Text features: how text and visuals are displayed * Metacognitive strategies: talking and thinking about leaning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one’s awareness of self as a reader and as a writer * Oral language strategies: focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns. |
| Transfer: | | |  | Essential Questions: |
| Students will practise empathy and demonstrate respect of diverse identities.  Students will embrace diversity in all aspects of life.  Students will seek diversity as a means of learning about oneself. | | |  | What is identity?  What aspects contribute to a person’s identity?  Does gender matter? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | Identity,Empathy, Gender |  |  | * **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts** * Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts** * Recognize **how language constructs personal, social, and cultural identity** * Construct meaningful personal connections between self, **text**, and world * Respond to **text** in **personal, creative, and critical ways** * Explore and describe how personal identities adapt and change in different settings and situations * Explore strategies for promoting the health and well-being of the school and community * Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence |
| First People’s Principles of Learning: | | |  |
| Learning requires exploration of one’s identity.  Learning is embedded in memory, history, and story. | | |  |
| Core Competencies: | | | |
| **Critical Thinking**   * I can analyze my own assumptions and beliefs and consider views that do not fit with them * I can tell the difference between facts and interpretations, opinions, and judgments   **Communication**   * I am an active listener; I support and encourage the person speaking * I recognize that there are different points-of-view and I can disagree respectfully * I can represent my learning, and tell how it connects to my experiences and efforts   **Positive Personal and Cultural Identity**   * With some direction, I can demonstrate respectful and inclusive behaviour * I build and sustain positive relationships with diverse people, including people from different generations * I can describe my family and community * I am able to identify the different groups that I belong to * I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)   **Social Responsibility**   * I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. * I can advocate for others | | | |
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| Lesson Planning | | | |  |
| Suggested Lessons: | | | | Resources: |
| Identity Dissection Experiment:   * Choose 5 famous characters from literature, sports, or movies and put the name of each on separate chart sheets (ie. Ironman, Calvin from Calvin & Hobbes, Christian Ronaldo, Lady Gaga) * Have students work in groups to write in point-form, the most important “identifying” characteristics of their assigned character. These should not just be physical characteristics, but other aspects that make up a person’s identity * Once charts are done, have students compare and contrast charts. Are there certain categories described for each character? (ie. Gender, nationality, dominant personality trait, occupation, beliefs…) * Begin and end activity in a circle, with the parameters for respectful discussion established at the beginning | | | | Teaching Routines/Strategies:   * use circles as a pedagogy for our conversations and work (set up lessons within the safety of the circle) * Knew/New (Adrienne Gear)   Picture Books:   * Introducing Teddy – a Gentle Story About Gender and Friendship * My Princess Boy * Worm Loves Worm * Red – A Crayon Story * I am Jazz (there are also TED talks, animated You Tube videos, etc, on I Am Jazz, since it is based on true events around Jazz Jenning’s life)   Novels:   * George * The Boy in the Dress * Gracefully Grayson   Short Story   * Baby X * Two Spirit: Past, Present & Future by Harlan Pruden from The Gender Spectrum Educator Guide |
| Identity Creation Activity:   * Once the “Identity Categories” are discussed from the previous activity, have students describe/draw the identity of someone in their own family, using the categories discussed. * These identities will be incomplete – no one can completely describe another person’s identity for them. It is an inside job, and each person must find their own identity in life. * Some aspects of identity offer choice, some don’t. Brainstorm as a class, the categories of a person’s identity that they can control, and not control – in chart form. * Begin and end activity in a circle, with the parameters for respectful discussion established at the beginning | | | | Hook Question: Why do people ask if a baby is a boy or a girl? Why do people have set preferences or ideas about gender and “whichone” they want?  Resources:   * SOGI 1,2, 3 * The Gender Spectrum: What Educators Need to Know * Two-Spirited Indigenous Peoples |
| Gender Self-Portrait Lesson   * As seen in The Gender Spectrum Educator Guide * Students will receive a piece of paper (11x17) they will create a French door fold. * The outside will be collaged based on who they are supposed to be based on gender expectations and stereotypes * Inside the doors, on the inside students will create a collage representing who they really are * Have a talking circle to share finished collages and further talk about gender stereotyping, expectations, identity, and gender diversity | | | |  |
| Resources / Related Books | | | | |
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