

## Learning Plan 1 TOPIC: Identity

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### UNIT OF STUDY: Personal Standards and Identity

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#### LEARNING OUTCOMES:

- USC 6.1 Analyze the factors that influence the development of personal standards and identity
- USC7.1

Establish and use strategies to commit to and act upon personal standards (see grade 6) for various aspects of daily living over which an individual has control.

- USC 8.1  
Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviors.
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#### ANTICIPATORY SET:

Inside-Outside Circle:

1) Number students off into 2 groups (#1 and #2).

2) Groups will form 2 circles - 1 facing out (#1) and 1 facing in (#2).

3) Students should be facing a partner.

4) Read the following quotations to the students:

" How many years has it taken people to realize that we are all brothers and sisters and human beings in the human race?"- **Marsha P. Johnson**

" We should not be ashamed of who we are. We have to show the world that we are numerous. There are many of us out there"- **Slyvia Rivera**

□ When I dare to be powerful, to use my strength in the service of my vision, then it becomes less and less important whether I am afraid."- **Audre Lorde**

□ "Despite the constant hatred we face as the LGBTQ+ community, we must stand united and strong in spreading our message of love."— **Jazz Jennings**

□ "I think trans women, and trans people in general, show everyone that you can define what it means to be a man or woman on your own terms.

A lot of what feminism is about is moving outside of roles and moving outside of expectations of who and what you're supposed to be to live a more authentic life."

— **Laverne Cox**

5) When cued, partners will discuss each quotation for 2 minutes (1 minute each)

6) After each quotation is discussed, direct one of the circles to move to the right or left (i.e. 2 spaces to the right, 3 spaces to the left).

7) Students will find a new partner. The next question will then be posed, and partners will discuss.

8) Repeat steps 4 to 7 until all 5 quotations have been discussed.

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### **PROCEDURES:**

1) Read Article: Basics of Identity (below)

2) NoteTakerActivity: Students will summarize the most important points from the article.

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### **CONCLUSION:**

3-2-1 Exit Slip: (below)

Students will complete the exit slip.

□ 3 Things I Learned

□ 2 Interesting Things

1 Question I Have

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**ASSESSMENT:**

Inside-Outside Circle

Note Taker

3-2-1 Exit Slip

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**MATERIALS NEEDED:**

Article: Basics of Identity (below)

Note Taker Graphic Organizer (below)

3-2-1 Exit Slip (below)

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## BASICS OF IDENTITY

Identity answers the question: "Who are you?" Identity relates to the basic values that influence the choices we make. These choices reflect who we are and what we value. For example, understanding the Indigenous land where we live is like discovering a special part of who we are. Just like we learn about ourselves, it is important to learn about the history, traditions, and stories of the Indigenous people who were here first. By being mindful of the Indigenous land, we show respect and appreciation for the original caretakers. Learning about Indigenous ways of knowing helps us understand ourselves.

It's important for us to choose our identities, not just adopt the values of our parents, peers, or society. For example, practicing being anti-racist may be something new to you and your family. Being anti-racist is being a leader for fairness and kindness. As we figure out who we are, it's super important to treat everyone with care, no matter where they're from or what they look like. Being anti-racist means standing up against unfairness and making sure everyone has a chance to thrive.

Defining ourselves for ourselves is one of the most exciting things we will ever do. Our goal is to develop and encourage choices that are consistent with our true self. To deny our true self is to deny the best within us.

Understanding and being mindful of ableism is like being a leader for inclusivity. As we explore our own identities, we learn that we all have different strengths, some friends might face challenges we can't see. Being mindful about ableism means treating everyone with care and dignity. It's like building a team where each person's unique abilities make us stronger together. By being aware of ableism, we create a world where everyone's identity is valued and appreciated, no matter what challenges one may face.

- **Adapted from Psychology Today, 2014**

## Notetaker

Main Points	Examples

### 3-2-1 Exit Slip

3	3 things I learned...
2	2 Interesting Things
1	1 question that I have