

Grade level:	4/5
Subject:	Social Studies

Your name:	Denis Walsh
Title of Lesson:	Identity Bracelets

Theme(s):	Identity and Culture
Lesson duration:	

Big Ideas:

Objectives [teacher's rationale for this lesson – key questions]
<p>(rational is a paragraph that states why the students need to do this lesson)</p> <p>(learning objective)</p> <p>(essential questions)</p>

First Peoples Principles of Learning
Learning requires exploration of one's identity

Materials & Technologies
<i>Students will use the following materials, tools, equipment</i>

Twine Beads (enough 25x 6 of 6-10 different colours) Pencil paper

Pre-Class Preparation
<i>The teacher will need to make the following preparations prior to the class(es)</i>

Resources & References

Lesson *(Teacher Action/Student Action)*

Resources	Time	Teacher	Student
		<p>Students will be making bracelets out of beads and twine</p> <ul style="list-style-type: none"> - The bracelets will be a metaphor for important things about themselves - Through this activity Ss can put words and meanings to their identities 	<p>The twine needs to be cut into approx. 15cm in length and a large knot needs to be tied near one end to hold the beads</p>
		<p>Quick inquiry:</p> <ul style="list-style-type: none"> - What does identity mean? - What do you consider part of your identity? 	<p>Raise hands and provide examples (possibly likes/dislikes, personality traits, friendships, family, etc.)</p>
Google slides on surface pro		<p>In slides:</p> <ul style="list-style-type: none"> - Project the first bead and what each colour means - Allow Ss to discuss with each other while considering which colour to choose 	<p>Ss should be following along with the slides, making decisions on bead colours, and discussing with their peers if they want to</p> <p>Ss may benefit from recording the meaning of each bead, as the beads represent things they can use in later social studies assignments about their identities</p>
		<p>Possible beads</p> <ul style="list-style-type: none"> - Country of birth - Favourite junk food - Subject I am best at (force a choice) - Nearest street name - Community that you feel closest to (friends, family, class, after-school clubs, sports, online, etc.) 	<p>Nearly all of the beads will have a colour that represents not wishing to disclose, not having knowledge, or not seeing their choice listed</p> <p>I understand the maturity level needs to be high for some specific beads. Talking about personal parts of one's identity is not inherently wrong in a classroom setting,</p>

		<ul style="list-style-type: none"> - Race/ethnic background - Family continent/world region of origin - Religion/theism belief - Word that describes me 	<p>but it will backfire if the class cannot handle it. Removing certain beads or replacing them with more mundane descriptors reduces the richness and meaningfulness of this lesson and its connection to personal identity, which is directly tied to a fundamental First Peoples' Principle of Learning</p>

Assessment/evaluation
<p>Formative/ summative (if relevant)</p>

Adaptations/Modifications/Differentiation/Language Competencies

Extensions/Possible Cross-curricular Connections

