

# **Inside out - understanding identity to understand our world**

**Seanna Hyndman & Vicki Roberts**

# Reflect & respond - setting the stage

## Quick Write

- 2 minutes
- Non-stop

## PROMPT -

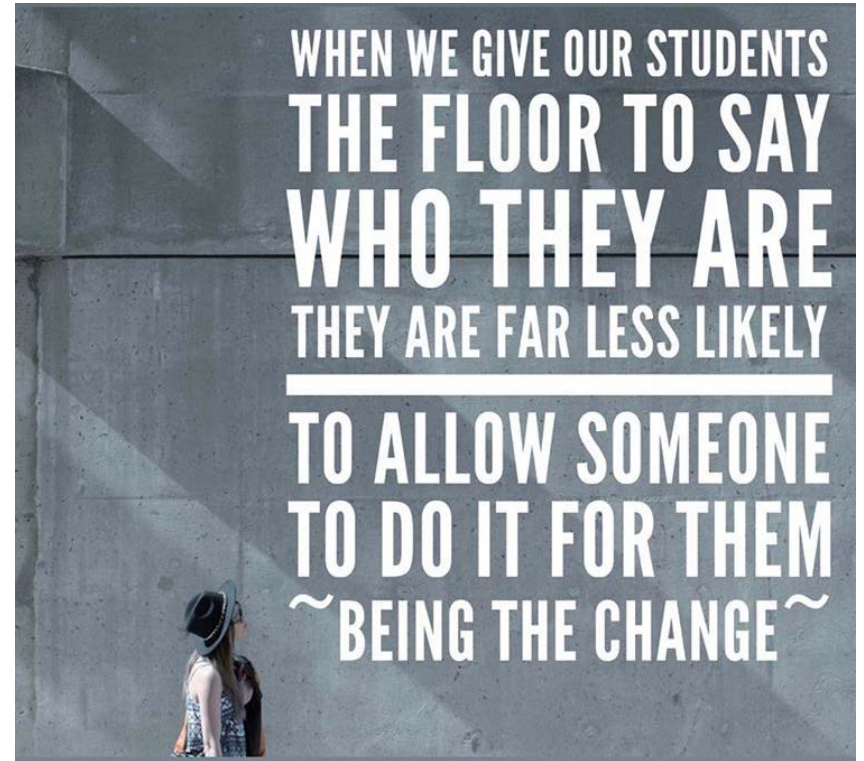
What resonates with you?

Connections? Reactions? Questions?

Images?

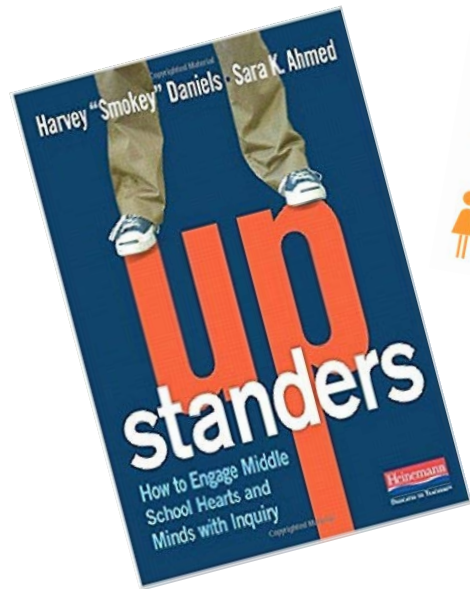
## Turn & Talk

Share your reactions with a partner(s)



# Who we are, our passions and our journey

- Seanna & Vicki
- we have a passion for community
- linking social emotional growth & academic growth
- Here to share!



# Today's goals...

KNOW..

the many aspects of identity

DO...

participate in learning experiences  
that you can take back to your  
students

UNDERSTAND...

that purposeful & scaffolded  
teaching of identity leads to  
transformation & student agency



# shape of the session



- Curriculum connections & planning process
- Anchor lesson
- community impact - students, teachers, beyond

[bit.ly/identitybctela](http://bit.ly/identitybctela)

Feel free to ask questions along the way



# Curriculum connections

## *Fish in a Tree*

- The redesigned curriculum and backward design
  - Looking at core competencies
  - Aboriginal Worldviews & Perspectives
  - Planning process
- story to hang the learning on
  - shared reading experience = lots of teacher modeling, think aloud, shared class discussion, time to reflect on essential questions
  - supporting ELL, readers at various readiness levels - multiple access points

# Our essential questions - guiding the learning

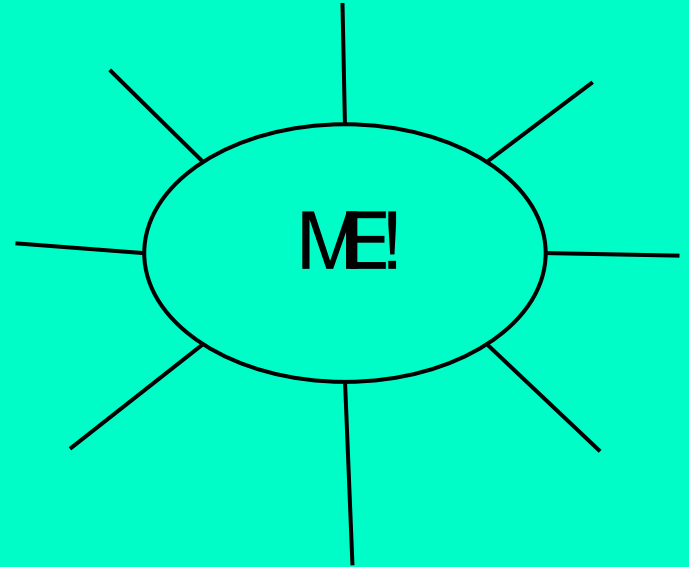
- How is our identity formed?
- How does what others think about you affect how you think about yourself?
- What can you learn about yourself by studying the lives of others?
- When should an individual take a stand in opposition to an individual or larger group?

**anchor  
lessons**



# identity webs

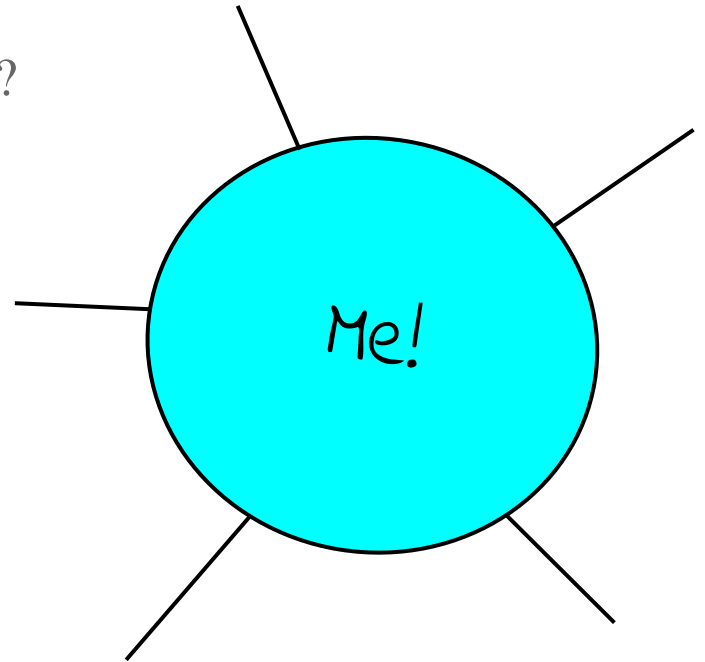
creating a space where all  
students are honoured &  
recognized





# working through the lesson

- brainstorm - what is identity?
- modeling the web process
- create your own identity web
- time to share

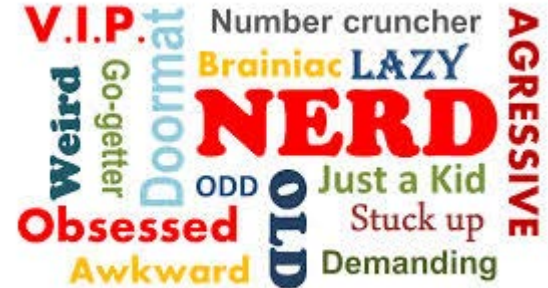


# Demonstrating understanding through writing...

Exploring I DENT I T Y through  
First Nations symbols



How do labels affect  
I DENT I T Y?



I am..

# Working through the lesson

- creating our own “I am not ..” statements
  - Write down something you have been labeled
  - crumple & share
- stating our identity... “I am..” statements
  - break the stereotype...break the false label
  - Define or Re-Define yourself!
  - post to share

# transforming ..

■

## *Our Living Art Project*

*Breaking Down Labels*

*Building UP Identities*

*The Yellow Team has been working toward understanding the importance of IDENTITY. We have been thinking about who we are and how we impact the people around us. This wall represents the many ways that we see ourselves. When you read these words we hope that you will think about them, see yourself and be proud of who you are!*



**community impact**

**students**

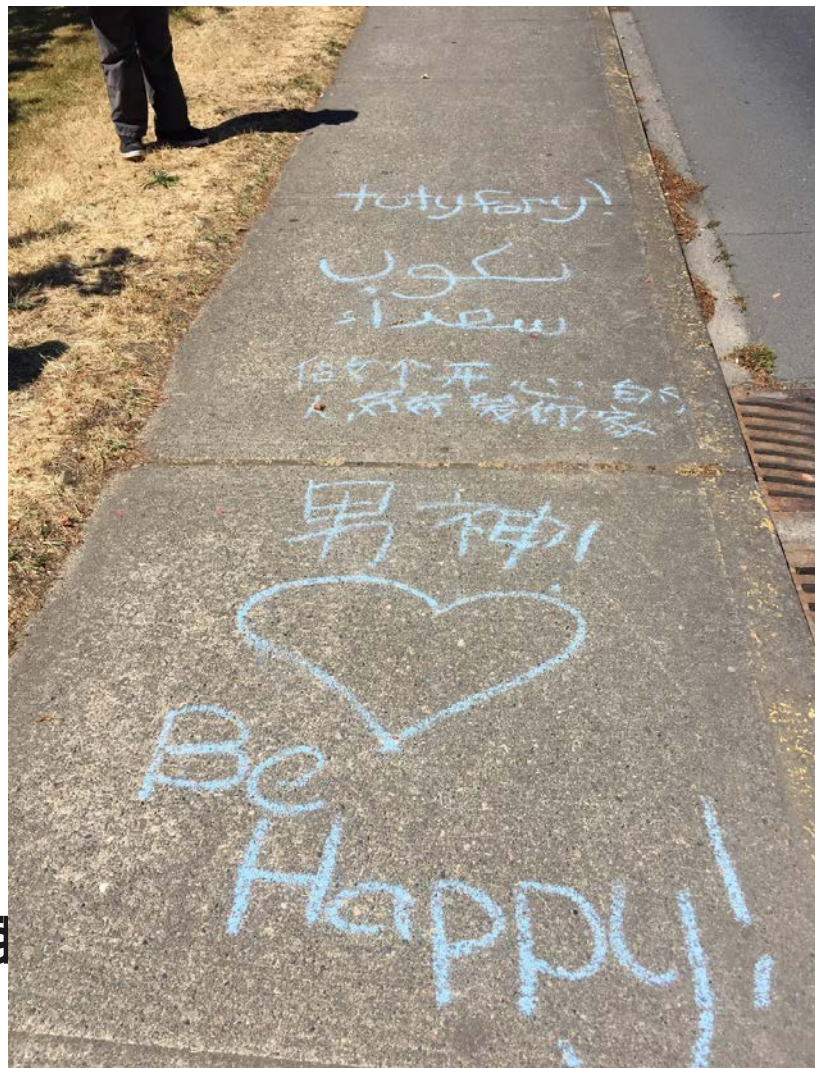
**teachers**

**beyond**

# our community...

- classroom management
- now they have the language
- question the world around them
- PSA video
- living art walls
- Ed May Social Justice grant
- t-shirts
- Community messages





Let your  
Identity  
Shine



Always  
People Change  
People  
People

“When we wrote it was about ourselves. We got to learn about each other.”

“We learned stuff about each other that we usually don’t. It was a safe place. We could trust each other.”

“Humans aren’t perfect. We’ll probably always say and do mean things but I’m going to think about what I’m saying and think more often. I don’t want to hurt someone’s identity.”

“I realised that I’m not alone!”

“Kids who don’t know about their identity now have a way to think about it. It will help them dig deep”

“I started to think about why bullies say the mean things that they do. I’m starting to think about what is going on in other people’s heads.”

“I learned so much about myself!”

“I used to be called a lot of names. I would pretend it didn’t hurt. But now I’m here. I know it’s okay to be me. No one can change that!”

**in their words..**

# Time to talk...

Form small groups

In your groups discuss:

- Thoughts, reactions, insights, connections to what we have shared in the session

# WE love to share and connect...

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**thank you!**  
**S & V**