



Lesson Plan:

My Identity

General Information

Grade Level:	8th, 9th, 10th, 11th, 12th grade
Focus Area:	<input checked="" type="checkbox"/> Career Development & Planning <input type="checkbox"/> College Planning <input checked="" type="checkbox"/> Native American Culture
<p>Overview of the lesson:</p> <p><i>This lesson will provide Native American students an opportunity to explore the concept of identity, including Native American cultural identity, and how to recognize aspects of identity. Additionally, the students will conceptualize and analyze pieces of their own identity.</i></p>	

Targets & Outcomes

ASCA Student Standards Targeted:

Mindsets & Behaviors

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-LS 1. Critical thinking skills to make informed decisions
- B-SS 3. Positive relationships with adults to support success
- B-SS 10. Cultural awareness, sensitivity and responsiveness

Social and Emotional Learning Competencies Targeted:

- ✓ Self-Awareness
- ☐ Self-Management
- ☐ Social Relationship/Awareness
- ✓ Relationship Skills/Management
- ✓ Responsible Decision-Making

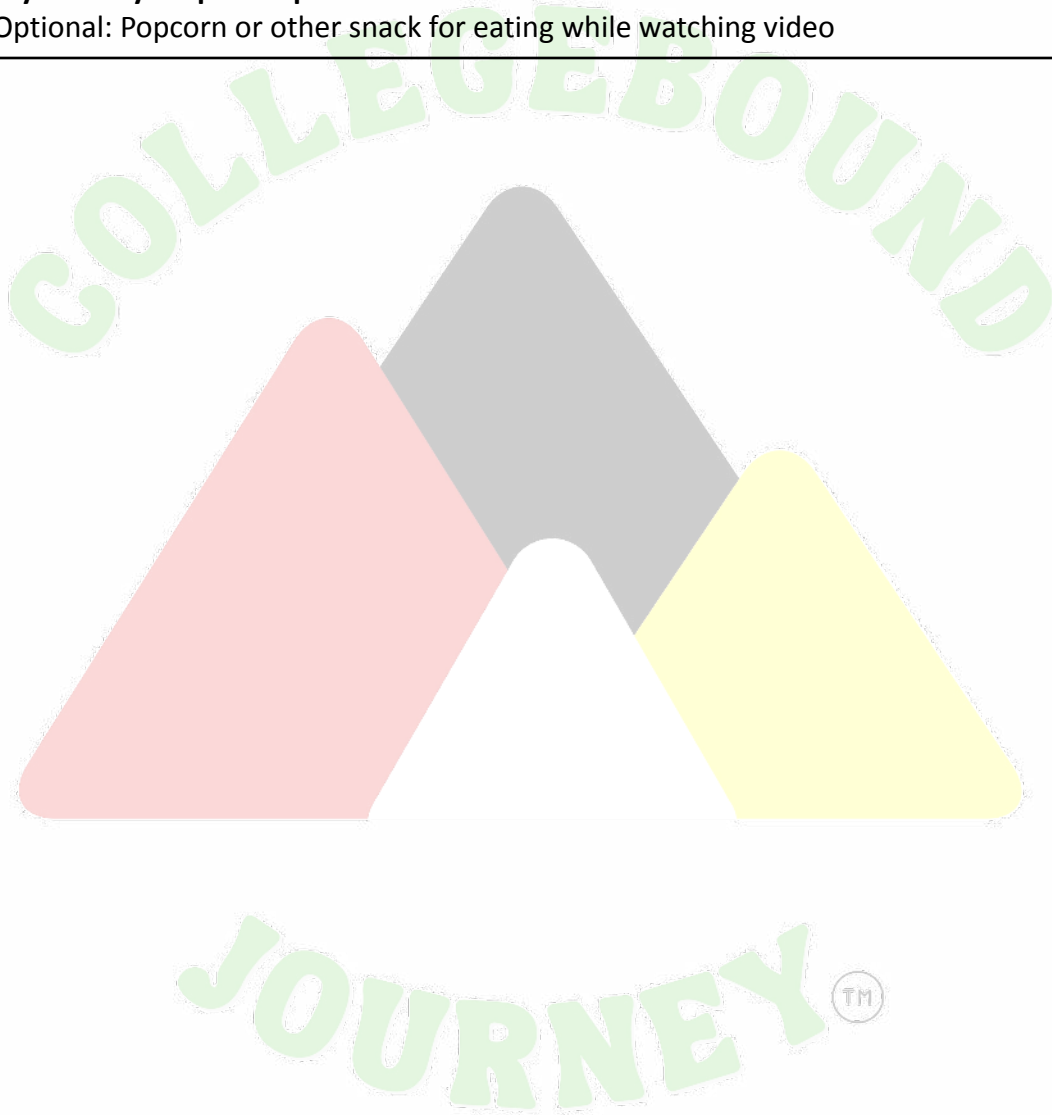
Student Learning Objectives:

Student(s) will:

- Identify aspects of personal identity and correspond understanding to self.
- Identify aspects of Native American cultural identity and explore connection to self.
- Construct a personal identity, including Native American cultural identity.

Materials:

- Handout: **Who am I?** worksheet (see Additional Resources section) or choose one of your own.
- Computer/projector, Smartboard, or other technology to show group an online video
- Online video: [Living a circular life | Dallas Arcand | TEDxYYC](#)
- Handout: **My Identity Map**
- **My Identity Map Example**
- Optional: Popcorn or other snack for eating while watching video



Lesson Delivery:

Pre-Delivery Preparation:	<ul style="list-style-type: none">Complete a preferred Who Am I? worksheet as an example for the students.
Introduction:	<p>In our last group we touched on the concept of cultural identity. Let's review the definition that we used last time...Your cultural identity is a critical piece of your personal identity (and worldview) that develops as you absorb, interpret, and adopt (or reject) the beliefs, values, behaviors, and norms of the communities in your life (Exceptional Futures, 2023).</p> <p>Today we are going to take some time and explore more about the concept of both personal and cultural identity. Additionally, we are going to relate some of those elements to your own personal identity.</p>
Teach Content:	<ol style="list-style-type: none">Personal Identity<ol style="list-style-type: none">Indicate that the group is going to complete a "Who Am I?" activity.Indicate that identity are aspects of ourselves that make us an individual. The activity will guide students to understand pieces of themselves.Provide the students with a preferred Who Am I? handout and request that they complete it (allow students 5-10 minutes to complete the handout).Share your Who Am I? handout and welcome others to share pieces that they would like to contribute.Explain that this activity highlights some elements of their identities; however, not everything, but some. In addition there is another piece that makes up our identity. This is called cultural identity.Cultural Identity<ol style="list-style-type: none">Video<ol style="list-style-type: none">Read this statement to the students: Did you know that there are over 500 different tribes throughout the United States? Each tribe is unique in many ways. Last time we watched a video and learned a bit more about the Cheyenne River tribe, including their Lakota language, their community, their values, and their people. We are going to watch another video today. This video is going to highlight some cultural aspects that you may know

	<p>or that may be new to you. Afterwards, we will discuss some of these elements.</p> <ol style="list-style-type: none"> ii. Ask the students, as they watch the video, to consider the cultural themes or topics highlighted in the video. iii. Show the students the Living a Circular Life video. iv. Ask the students what they thought about the video or what spoke to their hearts or spirits.
<p>Practice Content:</p>	<p>Cultural Identity Mapping Activity</p> <ul style="list-style-type: none"> ● Provide the students with the My Identity Map worksheet. ● Show the students the My Identity Map Example and indicate that they are going to start mapping out their own identity map. ● Start by indicating that the circle symbols correspond to the Native American concepts that Dallas Arcand highlighted in the video. ● Talk the students through mapping around those circles. The following scripts can be used: <ul style="list-style-type: none"> ○ Dallas spoke about “Circles” of people around us. Let’s start with mapping around that word ... (add friends, school, teams, youth groups, neighborhood). Use the example to show students how to map this. ○ Part of that circle is family. At least one of your biological parents is Native American, so let’s map that piece. If you know the tribe’s name that you are connected to, let’s write that down. If not, let’s just write My Tribe. Do you know the ethnicity(ies) of the other parent? Let’s add that, if we know it. Use the example to show students how to map this. ○ From here what language, teachings, traditions, or ceremonies can you link to your tribe? For example, a tradition can be to attend powwows or jingle dancing.. A teaching can be to help others or learning about dream catchers. A ceremony can be smudging or a sweat. A language can be Ojibwe, Dakota, or Ho-Chunk. Write down some aspects that you can think of (If students are not able to think of any aspects, validate that. Also, indicate that they can skip that piece). ○ One teaching that Dallas mentioned was the Medicine Wheel, and that there are four parts of a person: Spiritual, Physical, Mental, and Emotional. He also indicated that we need to keep each of those parts healthy. Map a few ways that you keep each of those parts healthy. For example, you could put down playing

	<p>sports, reading, being a student at “X” school, attending church or ceremonies, eating healthy, etc.</p> <ul style="list-style-type: none"> ○ What other pieces make up your cultural identity? Food? Dress? Family responsibilities? Keep adding elements to your cultural map (Provide students a few moments to add to their maps). ○ Let’s share one cultural element of your maps with one another (if appropriate). ○ We can continue to add to our identity maps. For example, there are three other sections on your map: Gifts & Talents, Appearance; and Preferences. You can even add more sections, if you would like. Review your Who Am I? handout and add information from the handout to your map (Provide students a few moments to add to their maps). ○ We are going to continue to add to our identity maps as we complete future activities. I am going to collect the maps for now and bring them back to future sessions (Collect the student maps).
<p>Summarize/Close:</p>	<p>Ask student(s) to take a moment and reflect on today’s activities silently. After a few moments, ask the student(s) the following reflection questions:</p> <ol style="list-style-type: none"> 1. What is one takeaway you have learned today? 2. How was Native American culture valued (or emphasized, included) today’s activity?

Additional Resources	
<p><i>Who Am I? Worksheets</i></p>	<ul style="list-style-type: none"> ● All About Me Hoodie ● Who I Am ● All About Me Worksheets

Notes for future delivery or research: