Learning about Identity

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I have a brother or a sister. C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\FRVRQ8OF\MC900089470[1].wmf
2. I know another language. C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\GC27YJZB\MC900338530[1].wmf
3. I belong to a religious group.
4. I go to school. 
5. I can sing “O Canada.” C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\RLK9RW1G\MC900025713[1].wmf
6. I take swimming lessons. C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\AA22T75P\MC900332876[1].wmf
7. I visit my Grandma or Grandpa often. 
8. I know the name of 2 or more of my neighbors. C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\1NW5B2DQ\MC900286890[1].wmf
9. I have stayed the night in the hospital.C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\Q2U61XYO\MC900359059[1].wmf
10. I play on a sports team. [](http://search.babylon.com/imageres.php?iu=http://www.yuexingtoys.com.hk/images/balls.jpg&ir=http://www.as-found.net/exhibitions/balls/&ig=http://t1.gstatic.com/images?q=tbn:ANd9GcTea8LQlZ10LY8XG00iYnlOGGoyBefn-hu-gWA5OzyJKBHJA-cgh5csacVZ&h=768&w=1024&q=balls&babsrc=SP_ss)
11. I know a special story about my name. 
12. I have clean drinking water. 
13. I look like someone in my family. 
14. I eat big turkey dinners on special occasions. C:\Documents and Settings\Owner\Local Settings\Temporary Internet Files\Content.IE5\9V3PAJUN\MC900413686[1].wmf
15. I have been or are part of a club. 

**Primary Social Studies: Unit 1- Identity**

**Outcome**: P.1.1 Demonstrate an understanding of themselves as unique and special.

P1.3 Identify and describe groups to which they belong.

Objective: Get to know themselves, their classmates as well as large and small group of which they may belong to.

**Estimate time for lesson**:30-45 mins.

**Materials:** Learning about Identity provided above, pencils.

**Procedure**: Inform students that our purpose is to learn about identity. Identity can be described as learning about ourselves and understanding what is special and unique about us. Talk about identity invite questions on the topic.

Next give students the above sheet “Learning about Identity”. Read and fill it in together, but being sure to explain that everyone’s answers could be different. Remind the students to pay close attention to the questions for they soon will have to ask other student similar questions. Have the students look for the pictures for clues about what each sentence is about. The student should put a check or an X in the box if the sentence identifies with them. Upon completion, ask students go around the class and find another classmate who identifies with each sentence. Encourage the students to use as many different names of their classmates as possible. Afterward discuss the differences and similarities between each student. What groups do all students belong to and which ones do only some students belong to? Groups come in all sizes; some international some just among families.

Ask students some questions to get them thinking about why some people belong to the same groups and others belong to different groups. For example:

* Why are you some of the groups that you have an X mark on?
* Do all people belong to the same organizations and groups? Why or Why not?
* What types of groups are there in the world?
* What kind of feelings do you have about belonging or not belonging to certain groups?
* Can you describe one of the groups that you belong to?

**Extension ideas**: You could get students to draw an image and write a little below about one of the groups they are a part of.

This could easily be used to roll into graphing for primary students. You could make a large class graph of all the groups that students belong to.

**Assessment:** Collect the sheets after the students has completed the work. Listening to the on-topic discussion. Note body language, attitude, and communication throughout the lesson.