

My Identity and Relationships

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 5

Lesson: 4 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations:-A1.1, A1.2, A1.3, A1.4, A1.5, D2.4, D3.4

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- [Teacher Resource: Checklist](#)

Learning Goals

- We are learning about the factors that affect a person's self-concept and support their health and well-being.
- We are practicing developing healthy relationships by accepting and celebrating diversity and reducing stigma to support our and others mental health.

Overall Assessment

Using the Teacher Resource: Checklist, observe and provide written and verbal feedback on students' understanding of the factors that affect the development of a person's self concept and ways they can contribute to preventing or reducing stigma by supporting their own and others health and well-being.-

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Have students draw the outline of a person with the heading “This is Me”. Explain to students that having a strong self-concept and sense of identity is important to their personal health and well-being. Use the following teacher prompts and student responses to have students identify characteristics that make them unique and record them on their drawing.

- **Teacher prompt:** “List three things you are good at.” *Student responses:* writing, reading, math, soccer, dance, cooking
- **Teacher prompt:** “List three words people would use to describe you.” *Student responses:* funny, kind, quiet, smart, inquisitive, energetic
- **Teacher prompt:** “Everyone’s interests change as they grow and mature and learn new skills. What are your interests now?” *Student responses:* music, swimming, video games
- **Teacher prompt:** “Name one skill you are trying to master.” *Student responses:* skateboard trick, drawing, singing
- **Teacher prompt:** “Who influences you the most when you are trying to make a decision?” *Student response:* older or younger sibling, trusted adult, friends, teacher, coach
- **Teacher prompt:** “Cultural identity refers to identification with, or sense of belonging to a particular group based on factors such as our nationality, race, gender and religion. What culture might you identify with or have a sense of belonging?”

Invite students to share their “This is Me” portrait with an [Elbow Partner](#), having them note similarities and differences between them and something new or interesting they learned about each other.

Action

Write the following terms in a chart form for students to view: “Internal Factors” and “External Factors”. List the following factors under the Internal Factors column.

Internal factors:

- Having a sense of purpose in life
- Having a clear sense of who you are
- Having a strong sense of cultural identity
- Feeling that you have the ability to take steps to make things better
- Having clear boundaries
- Being optimistic
- Having high expectations of yourself
- Having the skills to solve problems
- Gender orientation

Using the Internal factors list for reference and Direct Instruction, explain that a person's self-concept and mental health and well-being can be affected by a number of internal and external factors that work together. Internal factors come from within yourself. They include having a sense of purpose in life, being able to arrive at and sustain a clear sense of who you are, having a strong sense of cultural identity, feeling that you have the right – and the ability – to take steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems.

Use the following teacher prompts to have students add to their "Who Am I" portrait.

- **Teacher prompt:** "Who do you go to for support when you are trying to solve a problem?" *Student responses:* sibling, aunt, uncle, trusted adult, teacher, elder
- **Teacher prompt:** "How do they help you when you have a problem?" *Student resources:* they listen, they help me sort out the problem, they help me decide on ways I can solve the problem
- **Teacher prompt:** "What are your goals for your future? What occupation would interest you when you are an adult?"

Write the following definitions for students to view.

Gender identity: Gender identity is your inner feelings of whether you are a female, a male, both or neither. Your gender identity is not seen by others. It can be the same sex as you were assigned at birth (male or female) or it can be different.

Gender expression: Gender expression is how you choose to express yourself through your name, your pronouns, your hairstyle, or your choice of clothes.

Sexual orientation: Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex.

(The definitions for gender identity and gender expression were extracted from: Kids Help Phone. (2021). [Gender identity and gender expression](#). The definition for sexual orientation was extracted from: Ontario Ministry of Education. (2019). [The Ontario Curriculum, Grades 1–8: Health and Physical Education](#))

Review the terms explaining that one factor that affects an individual's self-concept is their identity, and how they view themselves and their relationship with others. Having a strong sense of identity and an understanding of their sexual orientation is also an important part of developing their sense of self and well-being.

Use a [Think Pair Share](#) strategy and the following teacher prompts to engage students in a discussion about external factors that influence their self-concept and development, recording student responses under External Factors on the chart created at the beginning of the action.

- **Teacher prompt:** "There are also external factors that have an impact on your self-concept and development. These come from outside yourself. Can you provide me examples of external factors that are protective – things that help a person develop a positive self-concept and improve their mental health and well-being?"

Student response: "Protective external factors include having support from friends, family, and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you've accomplished."

- **Teacher prompt:** "We have learned how people may be different or similar to us and that we are all unique. How can we form healthy relationships by accepting ourselves and others and celebrating our differences? How does including others prevent stigma and help them feel good about themselves?"

Student responses:

- - “People come in all shapes, sizes and abilities and we should respect each other for who we are and what we can do.”
 - “I can be kind to myself by thinking positive thoughts and take time to reflect on my strengths and my accomplishments which will improve my well-being.”
 - “I can be patient with myself as I learn and grow physically, emotionally and socially.”
 - “I can show respect for others by encouraging others and practicing including everyone in our community during and after school.”
 - “I can avoid harmful behaviours by calling people names and spreading gossip.”
 - “I show respect for cultural differences and all other forms of diversity.”

Have students add the external factors that influence their self-concept and development to their “Who Am I” portrait (e.g., people who support them and they can go to for help, what they are proud of, friends, community groups they belong to).

Have students complete their “Who Am I” portrait by identifying three ways that show how they accept themselves and others for who they are. Invite students to share their completed portrait with others.

Consolidation

Engage students in a large group discussion about how doing nice things for others make a person feel, using the following teacher prompt.

Teacher prompt: “A common factor that enhances all relationships is showing support to others. This can be done by performing random acts of kindness. How can performing these types of actions make a person feel?” *Student response:* “Random acts of kindness can make both people feel really happy. The person who performs the act feels good about themselves when they see how the other person reacts. It helps the person who is on the receiving end of the act know that they are included, and someone cares about them.”

Use a **Popcorn Strategy** for students to generate ideas of all the ways they can perform random acts of kindness throughout their day, both at school and at home. Record student-generated ideas. Using an **Exit Card** strategy and the class-generated list, have students identify three random acts of kindness they will try to perform in the next week. Remind students doing nice things for others helps create a positive school environment, which can help foster a sense of belonging and improve well-being for everyone.

Consider revisiting the Exit Cards at a later date for students to reflect on how they felt after completing the act and how the person who received it felt.