

Creating Spaces for Playful Inquiry

Provocations: Thinking about Identity

*How does the learning environment you have
created in your classroom
reflect your identity as a teacher?*

*Comment l'environnement d'apprentissage que
vous avez créé dans vos salles de classe représente
votre identité comme professeur?*

*Who is the teacher within you?
Qui êtes-vous comme professeur?*

*How do the pieces of my life come together
to make me who I am?
Comment les expériences de ma vie contribuent à
mon identité?*

*How do our words affect our identity and the
identity of others?
Comment nos mots affectent notre identité et
l'identité des autres?*

What are some commonalities and differences with these stories and your own childhood? How can childhood experiences influence who you are now?

Que sont des similarités et différences entre ces histoires et ton enfance? Comment est-ce que les expériences de notre enfance peuvent nous influencer?

How can studying unrepresented stories affect our understanding of ourselves and our relationship with others?

Comment l'apprentissage des histoires sous-représentées affecte nos pensées de nous-mêmes, et de notre relation avec les autres?

How do these materials help you think about who you are?

Comment ces matériaux nous aident à penser de nous-mêmes?

How do numbers helps us communicate and think about ourselves?

Comment les nombres nous aident à communiquer et à penser de nous-mêmes?

What does a talking stick mean to you?

*How does your identity come through
when you speak?*

How might you see yourself in these materials?

*What other materials might your students need to
identify themselves and add to your classroom
talking stick?*

Que représente un bâton de parole?

*Quand vous parlez, comment est-ce que ton identité
est partagé?*

Où se trouve ton identité dans ces matériaux?

*Quels autres matériaux est-ce que vos élèves auront
besoin pour s'identifier et ajouter à ton bâton de
parole?*

*What is the connection between
our five senses and our memories?*

*Can you think of a time when one of your senses
gave you the key to unlock a memory
that lives in your heart?*

Quel est le lien entre nos cinq sens et nos souvenirs?

*Souviens-tu d'un évènement qui se trouve dans ton
coeur qui était ouvert avec un des cinq sens?*

What makes you whole?

Qu'est-ce qui te fait complet?

*How do these colours represent you?
What makes you special?
Comment ces couleurs te représente?
Qu'est-ce qui te fait spécial?*

Identity is a big idea or theme that crosses curricular content areas and is embedded in the personal and social core competencies.

Consider how students see themselves – what image do they have of themselves as part of a family? as part of a community? as a friend? as a learner?

What shapes identity? How do we become more aware of our own identity? How does understanding our own identity help us to understand others?

Connections in the BC Curriculum: Identity

(not a comprehensive compilation)

First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.
- Learning requires exploration of one's identity.

Arts Education

Big Ideas:

Creative expression develops our unique identity and voice. (grade 2)

Creative expression is a means to explore and share one's identity within a community. (grade 4)

Engaging in creative expression and experiences expands people's sense of identity and belonging. (grade 5)

Engaging in creative expression and experiences expands people's sense of identity and community. (grade 6)

Through art making, one's sense of identity and community continually evolves. (grade 7)

Curricular Competencies:

Explore identity, place, culture, and belonging through arts experiences. (gr 3&4)

Explore connections to identity, place, culture, and belonging through creative expression. (grade 5)

Explore relationships between identity, place, culture, society, and belonging through the arts. (grades 6&7)

Career Education

Big Ideas:

Public identity is influenced by personal choices and decisions. (grades 4&5)

Our personal digital identity forms part of our public identity. (grades 6&7)

Curricular Competency:

Question self and others about how their personal public identity can have both positive and negative consequences. (grades 6&7)

Social Studies

Big Ideas:

Rights, roles, and responsibilities shape our **identity** and help us build healthy relationships with others. (K)

Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada's **identity**. (grade 4)

Natural resources continue to shape the economy and **identity** of different regions of Canada. (grade 5)

Immigration and multiculturalism continue to shape Canadian society and **identity**. (gr 5)

Curricular Content:

the development and evolution of Canadian identity over time (grade 5)

Mathematics

Big Idea (Number)Elaboration:

How do numbers communicate and help us think about ourselves?

(Kindergarten – Grade 5)

English Language Arts

Curricular Competencies (varying grades):

- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity
- Create stories and other texts to deepen awareness of self, family, and community
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Recognize how language constructs personal, social, and cultural identity

Physical and Health Education

Curricular Content:

- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity (grade 4)
- physical, emotional, and social changes that occur during puberty, including those involving sexuality and sexual identity, and changes to relationships (grade 5)
- influences on individual identity, including sexual identity, gender, values, and beliefs (grade 6)

Science

Curricular Competency:

Express and reflect on personal or shared experiences of [place \(variations from K-7\)](#)

Positive Personal and Cultural Identity Competency (Personal & Social Core Competency)

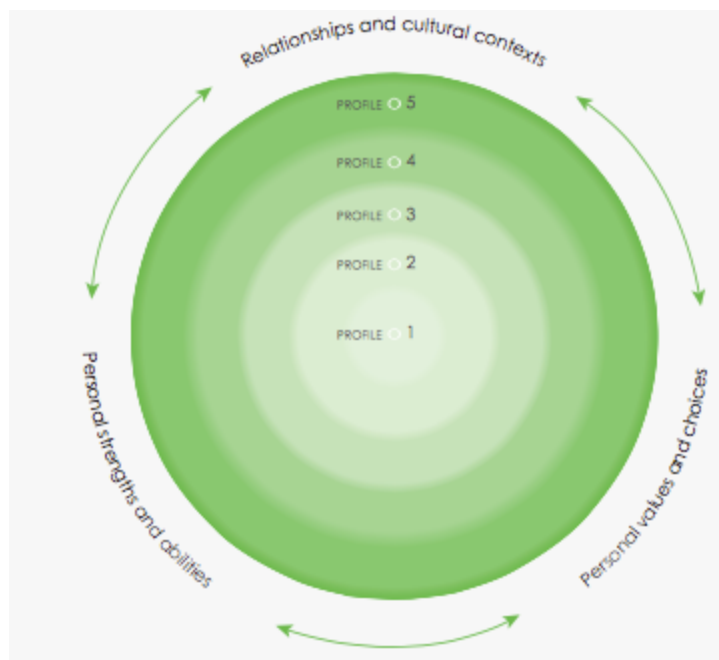
1. Relationships and cultural contexts

Students understand that their relationships and cultural contexts help to shape who they are. ("Culture" is meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality, and religion.) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.

PS PROFILES · POSITIVE PERSONAL & CULTURAL COMPETENCY · DRAFT © MINISTRY OF EDUCATION

SAMPLE "I" STATEMENTS

- I can describe my family and community.
- I am able to identify the different groups that I belong to.
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- I understand that learning is continuous and my concept of self and identity will continue to evolve.



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