

BSC Lesson Plan Template

Grade Level: K-5		Authors: Tiera Trammell
Lesson Title: Exploring Visible and Invisible Identities		
Big Idea: Understanding identity, acceptance, self expression.		
Driving/Essential Question(s): 1) What does it mean and look like to be fair to everyone? 2) What are parts of us that people can see, what are parts they can't? 3)Why is it important to learn about different kinds of people?		
Prior Knowledge Required/Addressing Prior Misconceptions: Lesson Plan Key: SWBAT: Students will be able to : FWS: Facilitators will say FW: Facilitators will SW: Students will		
Resources/ Materials/Technology: -Video: Youtube: My Shadow is Pink by Scott Stuart -Pencil -Paper -Paper Bags -Candy or Supplies to fill		

Objective: <i>What do you want students to understand/learn?</i> <i>What do you want students to be able to do?</i>	SWBAT: Understand different aspects of identity, highlighting differences and celebrating uniqueness and fairness.
Language Objective: <i>What are the language demands of this lesson?</i>	SWBAT : The goal of this lesson is to understand and express uniqueness and fairness.
Vocabulary:	FW: Identity(visible, invisible), Acceptance, Self-Expression
Opening/Warm up/Do Now/ Hook (5 minutes) <i>How will open the lesson and connect the learning to students' identities and/or funds of knowledge?</i>	FWS: Fill a bag with guiding prompts to discuss different aspects of visibility. They can include things like: Glasses → wears glasses (visible) Soccer ball → likes soccer (invisible) Microphone → likes singing (invisible) Picture of different skin tones → skin color (visible) Heart → caring/kind (invisible) Teddy bear → likes stuffed animals (invisible) Hat/Hair→ wears braids visible SW: Name which items are visible and invisible traits.
Mini-Lesson (I Do): (10 minutes) <i>How will you demonstrate/model the learning that you would like the students to engage in?</i>	FWS: Play the video “My Shadow is Pink” by Stuart Scott on Youtube. FW: Ask reflective questions and jot down notes on the board to check for students' understanding.
Worktime (We Do and You	FWS:

Do: (30 minutes) <i>What activities have you planned that will lead students to this learning and/or allow them to practice this learning?</i>	FW: Hand out paper bags for students to design. FWS: Instruct students, on the outside of the bag, they should draw visible parts of their identity. Hair, Clothes, Glasses, Skin etc for about 15 minutes. FW: Arrange items that are an invisible identity for students to select and put in their bag. Examples can be items like chocolates, candies, stickers of activities, stickers of hearts, printed notecards with words SW: Fill their bags with items to take home/keep at school
Checks for Understanding: (Throughout Lesson) <i>What opportunities will you provide throughout the lesson to check for student understanding?</i>	SW: Students should understand identities are not always something you can visibly see. Regardless of a visible or invisible identity, everyone should be treated fairly and with kindness.
Closing & Student Reflection: (5 minutes) <i>How will you recap and assess student learning for this lesson?</i>	FW: Facilitate conversation between students about what is in their bag and why they put it in there. FW: Close by restating that everyone is unique, and have different identities, but all should be treated fairly (each student received a bag no matter what was in it.)
Accommodations, Modifications and Scaffolds: <i>How will you maintain high expectations for all students?</i>	Accessibility needs should be addressed per student.
Lesson Extension/Homework	In class assignment, further reading to be provided to take home. Students can also take a “gallery walk” to understand identities of other students.
Standards Alignment	

Notes: