

Title: Identity, Paradigms, and Diversity

Content Standard: Connect to specific Common Core College and Career Readiness anchor standards by grade level.

Prior Knowledge: None

Learning Target: I can express key aspects of my identity and examine how my identity impacts paradigms of myself and others.



10–20% OF LEARNING TIME. Engage students with the key lesson concept through their prior knowledge and experience. Ensure they have foundational knowledge they need to successfully “Investigate.”

- Ask: “When you think about your identity, what comes to mind?”
Potential student answers include: I am 10 years old, I am a student, I live in a city, etc.
- Ask: “What themes do we notice?”
Ensure that some of the following ideas are captured: age, nationality, race, experiences, culture, gender, etc.



40–50% OF LEARNING TIME. Release students to discover key lesson skills, words, action, and concepts. Set up learning with a clear learning product, resources needed, and time for completion.

- Divide students into groups of no more than four.
- Invite students to capture aspects of their identity in a physical or digital copy of the [My Identity](#) resource, sharing with teammates as they work.
- Circulate among groups to support and extend thinking as needed.
- If time allows, invite students to write 10 “I am...” statements fueled by their My Identity answers.



40–50% OF LEARNING TIME. Use questions to structure the discussion so students can share their thinking during “Investigate,” learn from mistakes, and learn from each other.

- Invite students to circle up, and ask:
 - What was powerful for you about this experience?
 - Which aspects of our identities do we have in common with each other? Which are different?
 - What is the benefit of sharing aspects of our identity with others?
 - What is the benefit of having diverse identities in our group? What is challenging?
 - How does your identity impact the way you think about yourself?
 - How does your identify impact the way you think about others?