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# Lesson Plans & Parents Guide

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**LESSON:**

## **HOW AM I Changing?**

**Grade:** 1

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**Unit:** Heritage and Identity: Our Changing Roles and Responsibilities

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**Subject:** Social Studies History and Geography

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**Date:**

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### **SPECIFIC EXPECTATION (S):**

A1.2 describe how some significant events in their lives (e.g., the birth of a sibling, starting school, moving to a new home, getting a pet) led to changes in their roles, relationships, and/or responsibilities

A1.3 compare some of the significant events in their own lives and/or the lives of their family members with those in the lives of their peers

### **SUCCESS CRITERIA:**

Teachers should develop success criteria that reflect achievement of learning goals to align lesson plan with assessment/evaluation tools.

### **LEARNING GOALS:**

- Students will examine a significant moment in their lives and consider the impact of that moment on who they are.
- To reflect on and express individuality.

## **RESOURCES:**

- *Who Do I Want To Become?* Written by Dr. Rumeet Billan
- Photos from significant moments in each students' life
- List of the significant events of the students in the class
- Paper, markers, etc. for partner work

## **CONTEXT FOR LEARNING:**

In Grade 1, students are beginning to recognize the differences and similarities between themselves and their peers.

## **INSTRUCTIONAL DELIVERY:**

### **Opening Activities:**

Read *Who do I Want to Become?* and discuss the significant moment in Dylan's life – when he decides **who** he wants to become.

### **Teaching Strategies and Content of Lesson:**

- Working with a partner, students will brainstorm significant events in their life (birth of a sibling, getting a pet, moving, starting school, etc.)
- Students will then select one event to focus on for the activity and will bring a photo of the event (or themselves at the correct age) to school.
- With a partner, students will summarize the way their roles, responsibilities or identity changed as a result of the event.
- Students will prepare a visual representation of their personal change (e.g. a picture of themselves before and after, words that described themselves before and after, etc.)
- Each student will post their work in class for a “gallery walk” and get to know their peers better.

## **CONSOLIDATION**

Reflection: Have students complete a journal entry about their significant event.