

#InquiryMindset
#KindnessNinjas

Identity

Inquiry Story

Educator Guide



Created by
Allie Apels & Rebecca Bathurst-Hunt

@joysofkinder & @inquiryteacher

WELCOME Educator!

Hello, we're so glad you are here!

Thank you for taking this Identity Inquiry journey with your learners. We are so appreciative of everything educators are doing right now to look into, honour and celebrate the individuals in their 'classroom families' and learning communities. We have created this workbook and educator resource as a guide to support you in implementing this Structured Inquiry with your learners and supporting them in uncovering their stories. Use this resource as a vehicle to unpack identity. Throughout this journey we are sure you will be able to find many connections and opportunities for your curriculum to be met and uncovered **with** your students.

In this Structured Inquiry, you as the educator have chosen the question: 'What is your story?'. Structured inquiry situates the educator in posing the question and guiding the learners together in inquiry. Using chosen and curated resources as provocations to spark curiosity, you will be able to switch on thinking and wonders and will empower your learners to connect and reflect on the focus question. In this inquiry, although everyone is engaging in considering the question together, each learner's story is unique, allowing the inquiry to be personalized to the learner based on their own life experiences.

When designing this Structured Inquiry, we decided to create an optional workbook. The workbook could be used in a printed out format, but is not intended to be used as a 'worksheet' type of booklet. Of course you as the educator can use it how you wish, pick which questions will support your learners best, use them as prompts without the booklet - whatever works! Our hope for you printing out the booklet is that it would be used to hold and document your inquiry journey. Some pages may be used to reflect, draw or write, while others may be used for photographs of hands-on learning experiences or group responses to provocations. Think of it almost as a learning scrapbook or portfolio, get creative. We can't wait to see how you use it!

The educator guide is to support you as the educator in implementing this inquiry. We have a page that corresponds with each question/page in the 'workbook'. Each page has book provocation suggestions along with some possible experiences for your learners. Again, this is a guide, you will have your own book provocations and your own creative ideas and will choose what best supports the learners in your classroom. The sequence and structure is up to you, the books and experiences are your choice, and feel free to be inspired by what speaks most to you. We love the sequence of self, family, home, (we added in classroom family), and land. This sequence was inspired by Adrienne Gear's work and her book, *Powerful Understanding*.

We would love to see and hear how you are implementing this inquiry and using the workbook, questions and provocations in action. We are excited to witness how children are interacting and considering our questions, and how they choose to tell and share their story with the world. Please hashtag **#inquiry mindset** in your posts and tag **@joysofkinder** and **@inquiryteacher**. We will be engaging in this inquiry with our own learners and plan to share our journey with YOU, so be sure to follow along.

With love and kindness,

Allie Apels & Rebecca Bathurst-Hunt

#InquiryMindset

@joysofkinder & @inquiryteacher

WAYS to capture

OUR SUGGESTIONS

- use it as a workbook
- use it as prompts in your journal
- create a duotang, spiral bound book, or binder for ongoing documentation
*depending on layout, shrinking the doc may be helpful
- select the pages that suit your class and their interests
- use the blank pages to add your own questions or further documentation
- provocations can be paired with materials to explore the questions
- make the questions visible in your classroom
- use a large bulletin board to document your journey.

If your learners are using loose parts to reflect on a question or are creating 3D pieces, you might consider taking a photo and gluing it in their workbook. Then depending on their skills, you may wish to scribe their description or story below the photograph or have them write it themselves.

Don't forget to model curiosity yourself. You may even wish to share bits of YOUR story with your students as you travel through this IDENTITY INQUIRY.

Also, we encourage you to follow your student's lead. If they're wanting to investigate a question deeper or a guiding questions sparks some curiosity in another area, it is totally okay to step away from the roadmap that we have laid out for you. This is where inquiry learning can become truly personalized, meaningful and powerful!

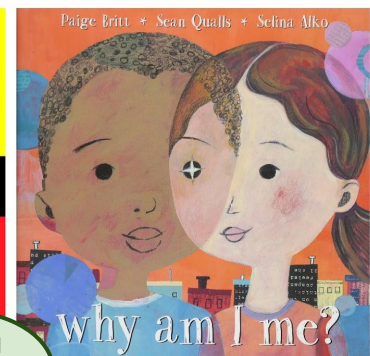
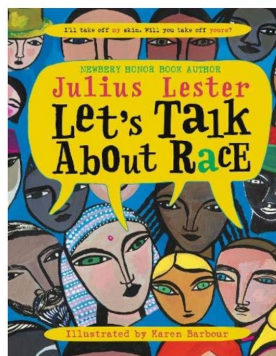
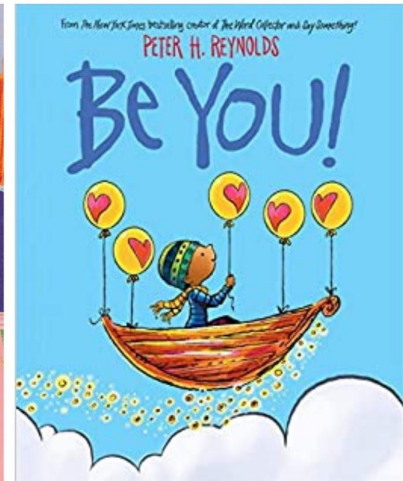
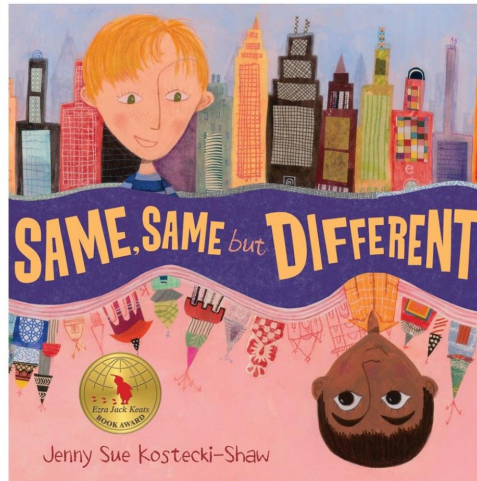
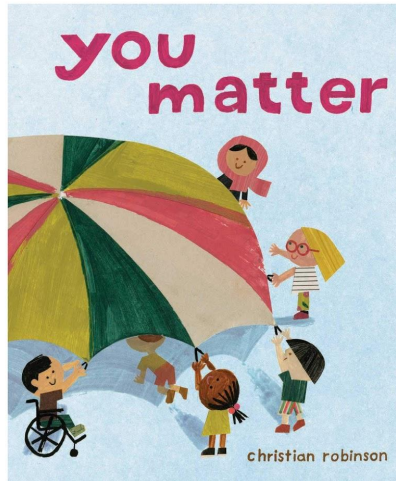
We were recently inspired by Naomi O'Brien @readlikearockstar and LaNesha Tabb @apron_education who shared that **books can be mirrors**, where students can see themselves. They also suggested that **books can also be windows**, where students see others. It is important for you keep this in mind when selecting your provocations. You should have a mix of both types of books; ones where they see representations of themselves, but also build respect and tolerance for other cultures and races.

WHAT is your story?

BEGINNING TOGETHER

We believe in using some initial provocations to switch on curiosities, support learners in tapping into their prior-knowledge and allow them to begin making connections to our current focus and question. Throughout this **Identity Inquiry**, learners will be considering the essential question of 'What is your story?'. Here are some initial book provocations to support this initial process. Some of these spark the power of storytelling, while others celebrate uniqueness and honour our similarities and differences.

POSSIBLE BOOK PROVOCATIONS



Available
in
français!

YOU are a story?

INITIAL DOCUMENTATION PAGE

You will find a page similar to this, capturing the initial part of each learner's story, at the beginning of each section. Use this as a beginning point and almost as a story inventory or a question and answer process with your learners.

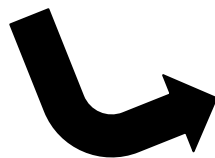
Depending on the abilities and strengths of your students, they may be able to write their ideas down or you might be able to scribe for them.

DOCUMENTATION OPTIONS

How special will it be to look back on this page? We thought it would be a nice addition to add a photograph of each child here.

It might be a traditional photo, a photo printed on your school printer, a polaroid, a photo sent in from home, or it could also be a hand drawn self-portrait.

You can have your students add the photograph here!



YOU ARE a story!

What is your name? _____

Do you have a nickname? _____

How old you are? _____

When is your Birthday? _____

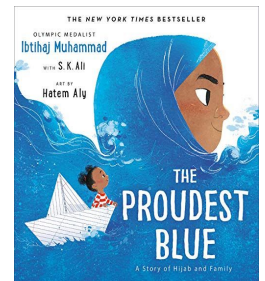
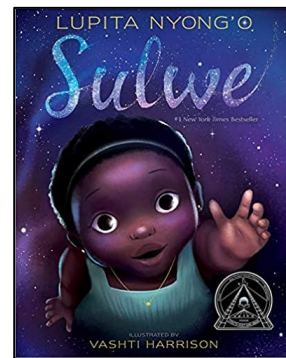
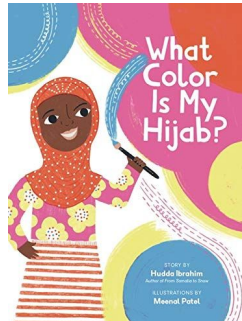
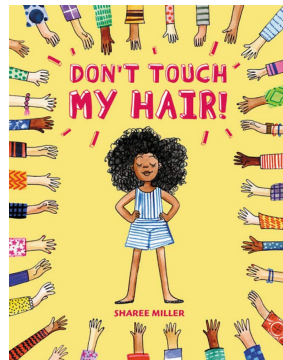
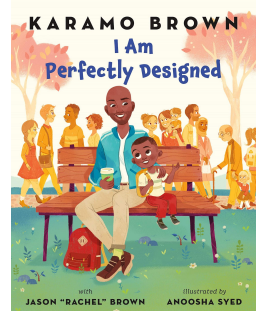
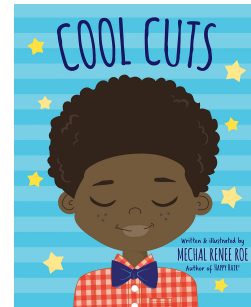
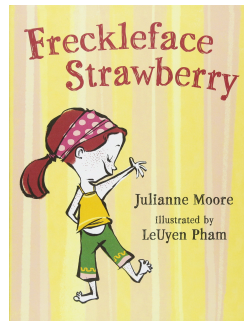
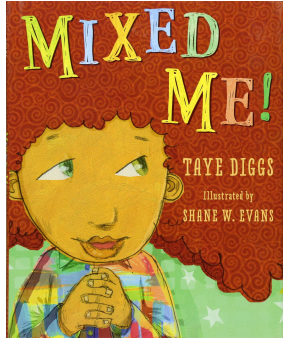
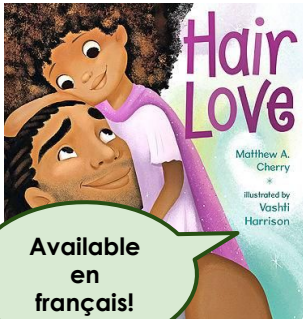
What grade are you in? _____

ADD A PHOTOGRAPH OF YOURSELF HERE

I am unique. @joysofkinder & @inquiryteacher

WHAT do you look like?

POSSIBLE BOOK PROVOCATIONS

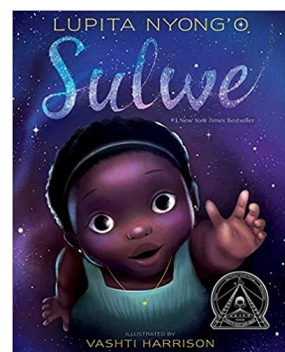
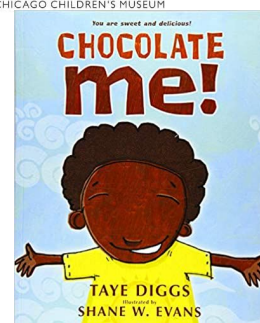
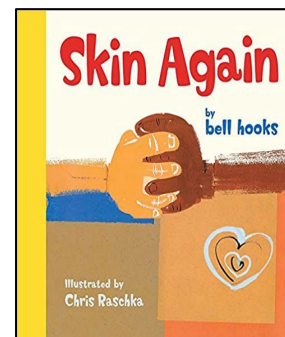
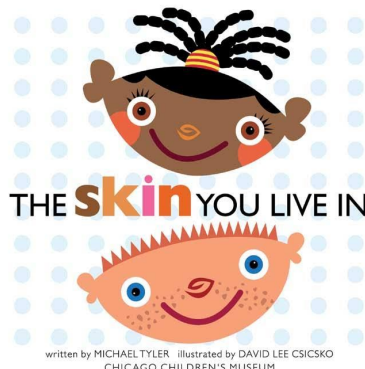
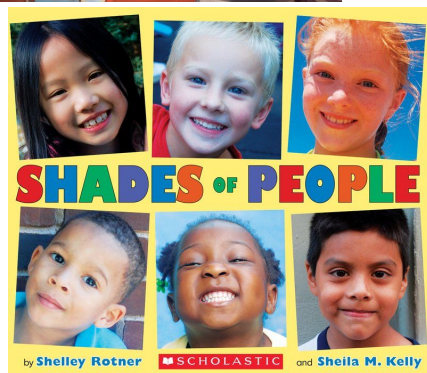
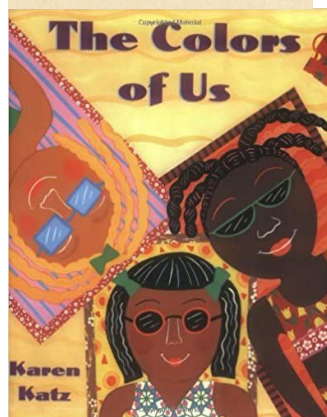
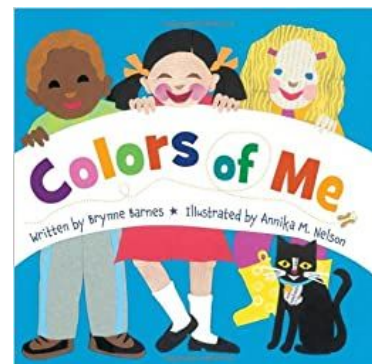
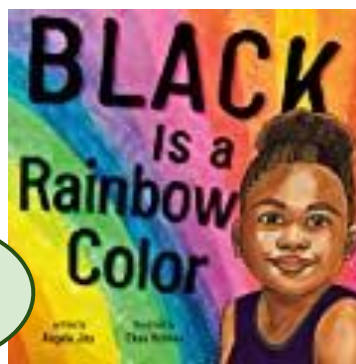
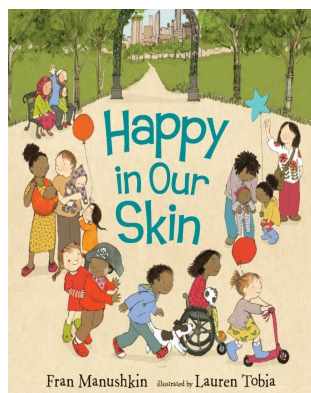


POSSIBLE EXPERIENCES

- Mirror Sharpie Self-Portraits
- Loose Part Portraits
- Create their own peg doll person as themselves
- Create a self portrait on a plastic or paper plate using platercince
- Create a self-portrait on a wooden block using a photo transfer process or with marker
- Use a toilet paper roll and mixed materials to create a mini sculpture/puppet of themselves.

WHAT shade is your skin? If your skin colour had a name, what would it be?

POSSIBLE BOOK PROVOCATIONS

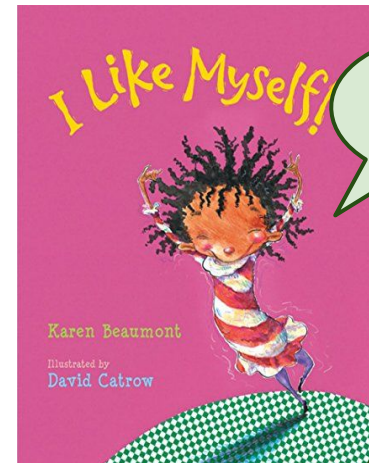
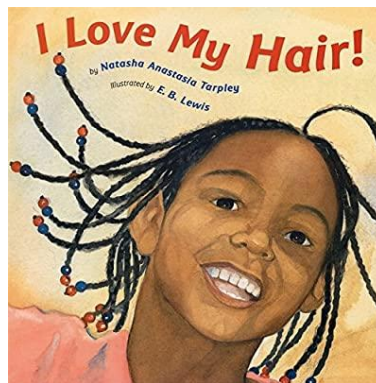
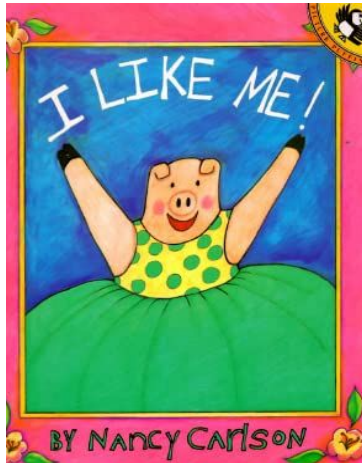


POSSIBLE EXPERIENCES

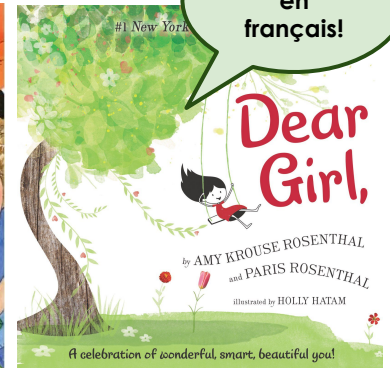
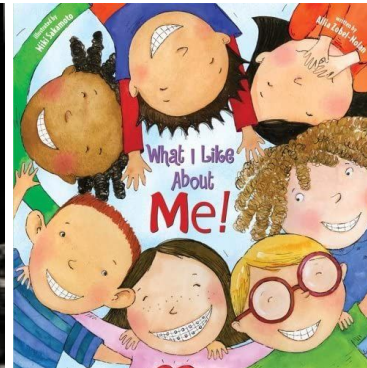
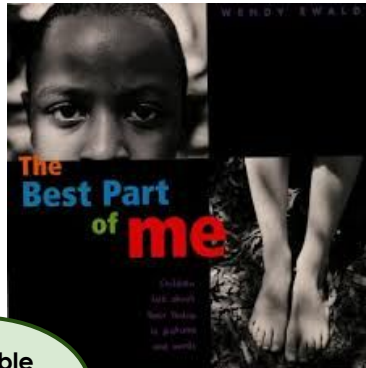
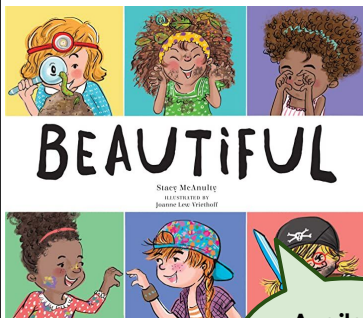
- Mix with paint to create various skin colours and shades
- Try to create a matching shade with crayons or pencil crayons
- Find a similar colour using paint swatches
- Colour mix with playdough or plasticine to match the shade of skin

WHAT is your favourite part of you?

POSSIBLE BOOK PROVOCATIONS



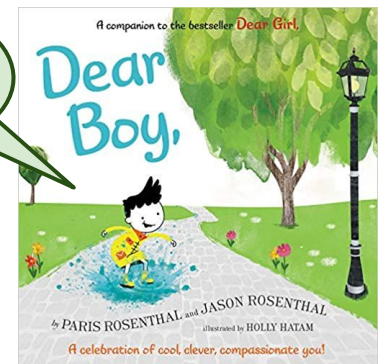
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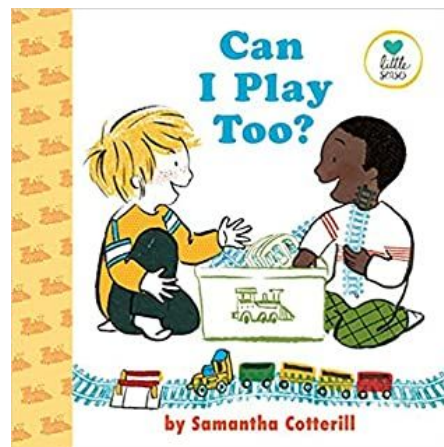
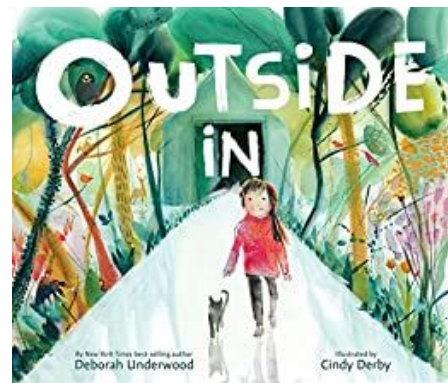


POSSIBLE EXPERIENCES

- Build and create with loose parts
- Reflective photograph illustration or writing (similar to book)
- Create a class book/slideshow

WHAT do you like to play with?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

- Reflective drawing or writing
- Photograph of child playing
- Create a collage using toy store magazines - students can use their scissor skills to cut out their favorite toys
- Students could bring in their favorite toy(s) to share

WHAT fills your heart with happiness?

POSSIBLE BOOK PROVOCATIONS



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POSSIBLE EXPERIENCES

- Reflective drawing, painting or writing
- Map of your heart and all the things that make it happy
- Loose parts collage on a wooden heart
- Students could paint hearts using watercolor paints and then write (or have someone scribe) what makes their heart happy with black sharpie marker.

WHAT is one of your favourite memories?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

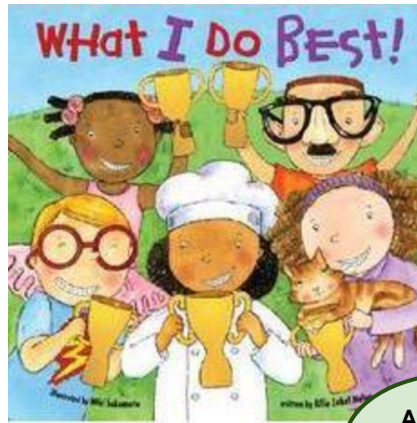
- Reflective drawing, writing, painting
- Loose parts collage
- Photograph that reflects the memory
- Memory Capsule/Jar: Have students write or draw their favorite memory and seal it up in a little jar or vile. They could even put add a significant artifact/item in the jar

WHAT are your superpowers?

POSSIBLE BOOK PROVOCATIONS



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POSSIBLE EXPERIENCES

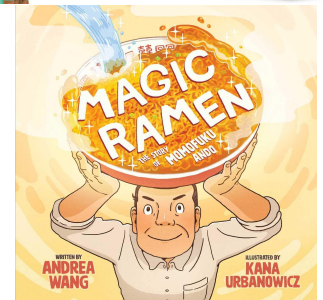
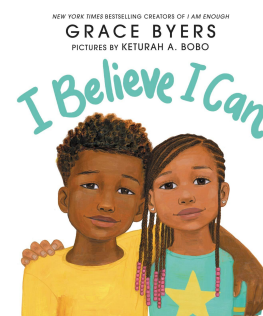
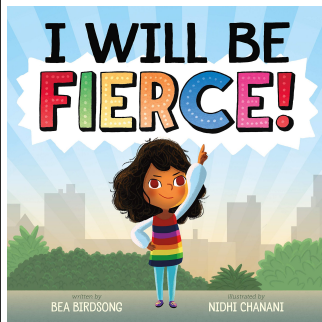
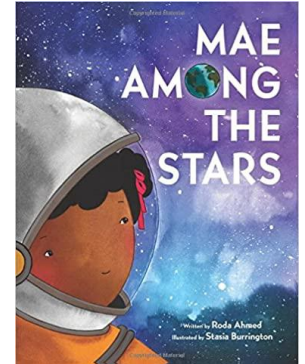
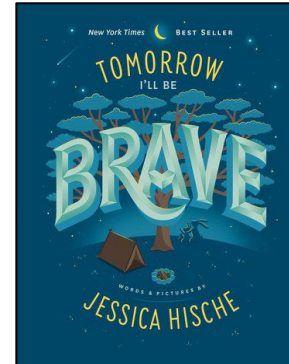
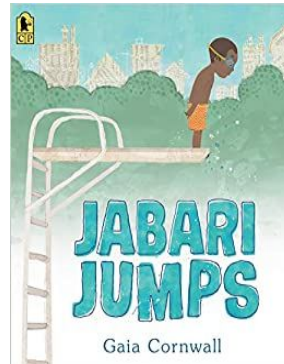
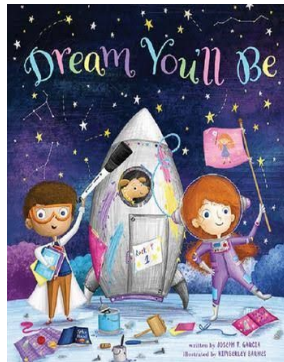
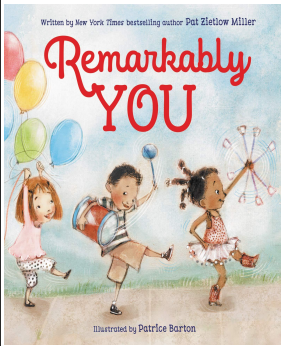
- Reflective drawing, painting, writing
- Loose parts collage
- Photograph of child doing something they're good at
- Short video demonstrating what they're good at
- Linking to Laurie McIntosh's DNA work: Dreams, Needs and Abilities (<https://lauriemcintoshca.wordpress.com>)
- Shadow Box filled with photos, drawings and artifacts that represent what they're good at

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WHAT do you dream to do or become?

POSSIBLE BOOK PROVOCATIONS

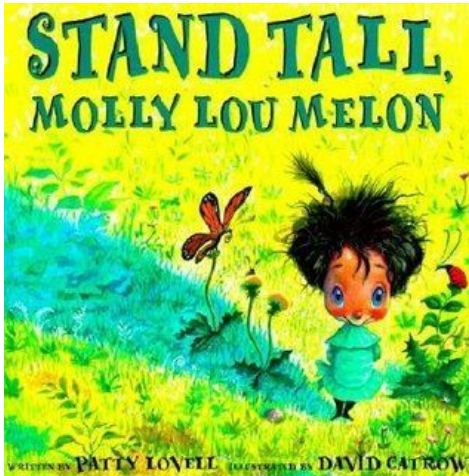


POSSIBLE EXPERIENCES

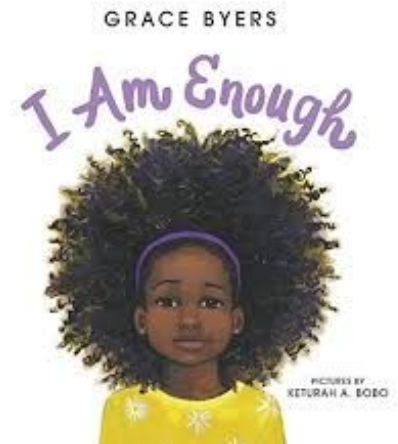
- Reflective drawing, writing, painting
- Photograph of the child holding a chalkboard sign with their goal/dream
- Create a collaborative class Dream Mobile/Chandelier: each child could write their dream on a tag or piece of ribbon and hang it from the mobile
- Linking to Laurie McIntosh's DNA work: Dreams, Needs and Abilities (<https://lauriemcintoshca.wordpress.com>)

WHAT about yourself are you most proud of?

POSSIBLE BOOK PROVOCATIONS



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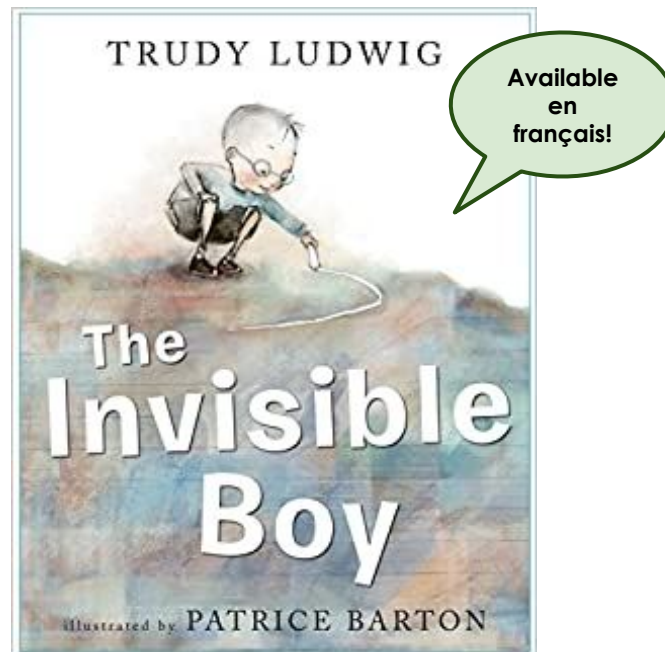
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POSSIBLE EXPERIENCES

- Reflective drawing, writing, painting
- Have your learners create a sculpture of themselves doing something that they are proud of using pipe cleaner and tin foil
- Self Pride Medal: Have your learners create a medal on a wooden cookie. They can draw a picture of themselves doing something that they are proud of and bead a necklace to hang it from
- Linking to Laurie McIntosh's DNA work: Dreams, Needs and Abilities (<https://lauriemcintoshca.wordpress.com>)

WHAT invisible part of you would you like to make visible?

POSSIBLE BOOK PROVOCATIONS

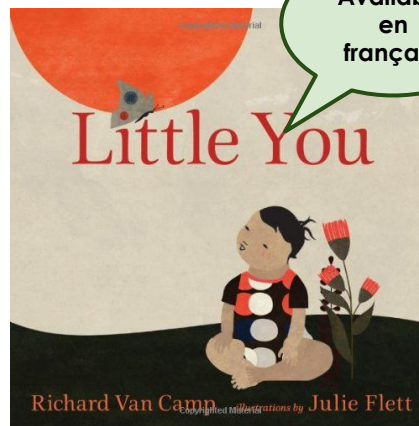
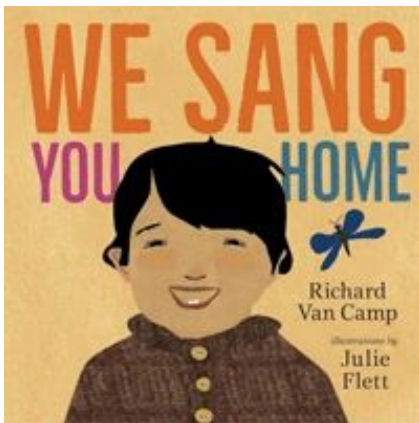


POSSIBLE EXPERIENCES

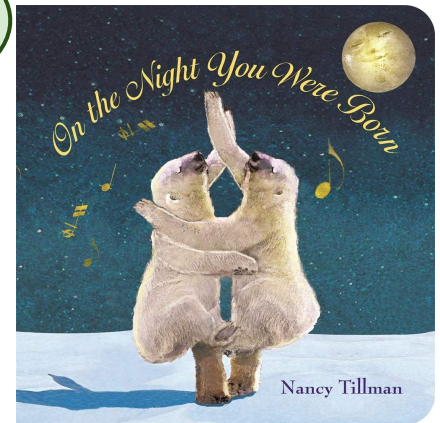
- Reflect through drawing or writing
- Learners could create their own individual mini mobiles using mixed materials. Have students hang a tag(s) from the mobile that says something about them that their classmates may not be aware of. Eg. *I am an artist. I am sensitive. I am scared of bees. I am a musician.*

WHAT were you like when you were a baby? How have you changed?

POSSIBLE BOOK PROVOCATIONS



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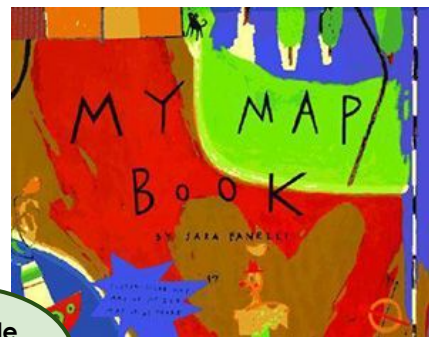
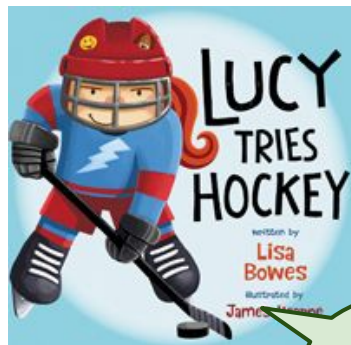
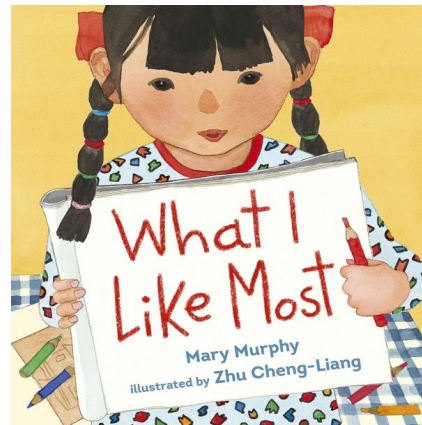
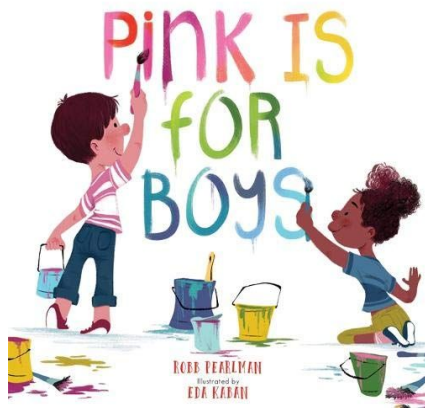
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POSSIBLE EXPERIENCES

- Students can bring in a baby photo and compare it to a photo of themselves now
- Parents could send in a baby video or photos to flipgrid, class dojo or google classroom
- Bring in two of the same objects to compare. Eg, the student could bring their baby shoes to compare to their current shoes

WHAT do you like most?

POSSIBLE BOOK PROVOCATIONS



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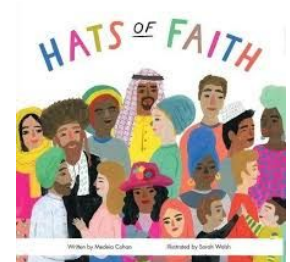
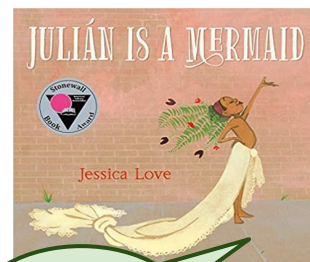
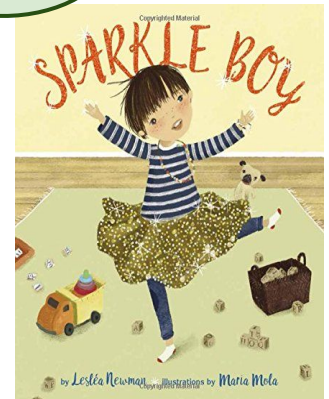
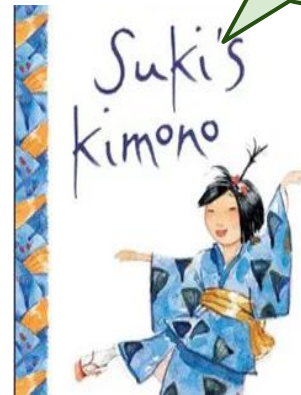
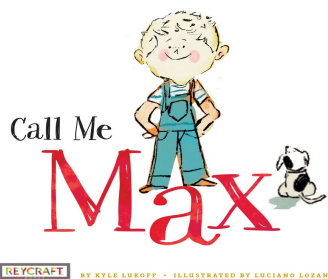
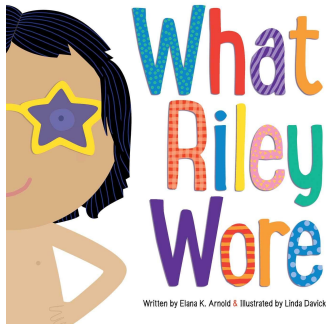
POSSIBLE EXPERIENCES

- Mixed medium collage
- Loose parts collage
- Reflect through drawing, painting, writing
- Make a Sticker List of the things you like best (Michaels \$1.50 sticker pads are great for this). Add words or beginning sounds beside the stickers
- Trace a silhouette of each student's heads on black paper. Have them cut and paste pictures from magazines of all of the things that they like

WHAT is your favourite thing to wear?

POSSIBLE BOOK PROVOCATIONS

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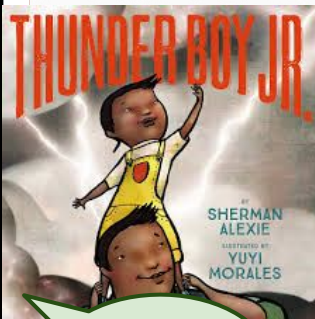
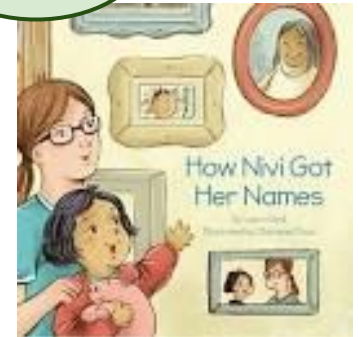
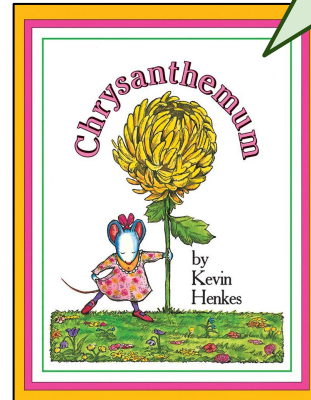
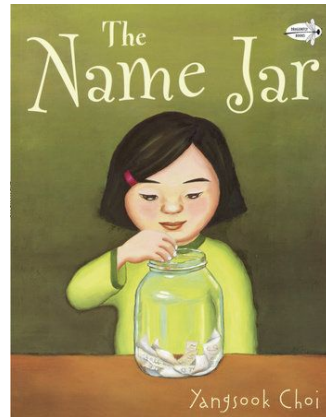
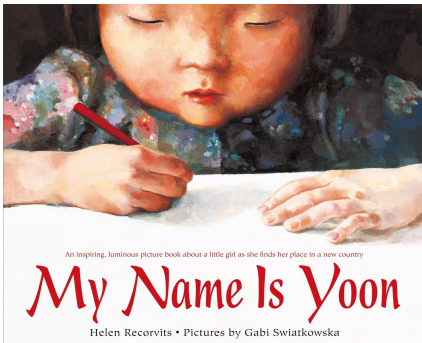
POSSIBLE EXPERIENCES

- Design an outfit for a wooden drawing mannequin or wooden people shapes (from Michaels) using fabric and craft materials
- Have the children wear their favourite outfit to school or bring in photos of themselves in their favourite outfit
- Have students use dress up clothes or play silks to design their own their own outfit
- Reflect through drawing, painting or writing

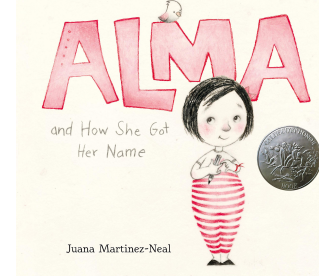
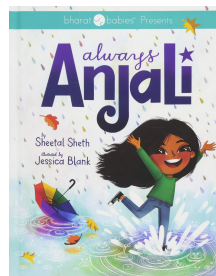
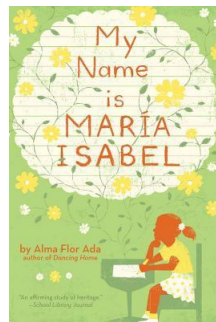
WHAT is the story of your name?

POSSIBLE BOOK PROVOCATIONS

Available
en
français!



Available
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français!



POSSIBLE EXPERIENCES

- ❖ Have parents complete a name survey (Inspired by Adrienne Gear: Powerful Understanding <https://www.readingpowergear.com>). Some potential questions could be:
 - Who was I named after?
 - Why did you choose my name?
 - What does my name mean?
 - Was I named before or after I was born?
 - Were you considering other names for me?
 - What can I do to show respect the names of others?
- ❖ Have parents and child tell the story of their name orally and submit to an online platform (eg, Flipgrid, FreshGrade, SeeSaw, Google classroom, Classdojo etc)

WHICH animal do you feel connected to?

Sometimes I feel like a...

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

- Reflective drawing, painting or writing
- Mixed medium collage: Using a photograph of the child, have them transform themselves into an animal or have them make a mask to go over a photograph of themselves
- Explore photographs of actual totem animal. Have your students create their own totem animal using mixed materials on a paper towel roll
- Create a totem animal using clay or plasticine

WHAT do you need to be the best version of you?

POSSIBLE BOOK PROVOCATIONS

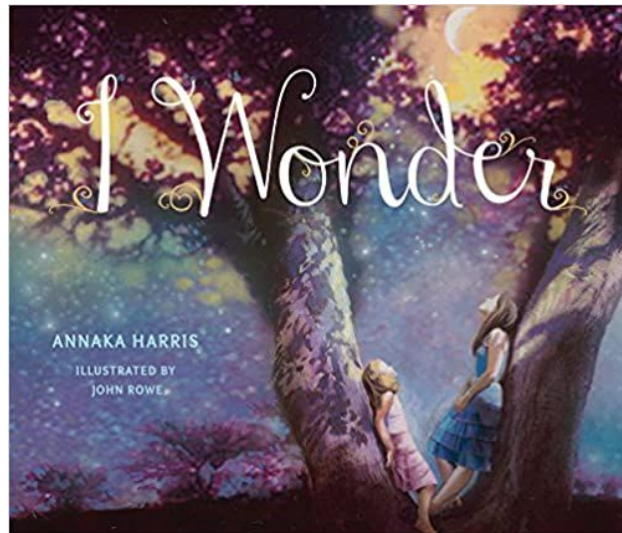
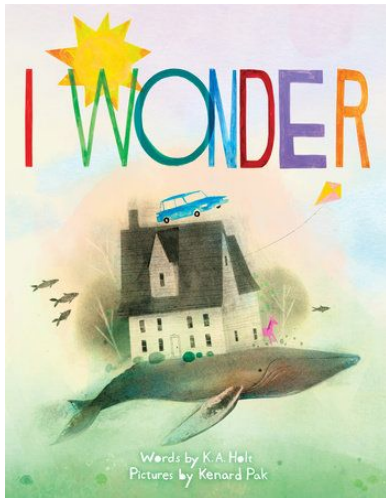


POSSIBLE EXPERIENCES

- Interview each child individually
- Reflect through drawing, painting or writing
- Linking to Laurie McIntosh's DNA work: Dreams, Needs and Abilities (<https://lauriemcintoshca.wordpress.com>)

WHAT are you curious about?

POSSIBLE BOOK PROVOCATIONS

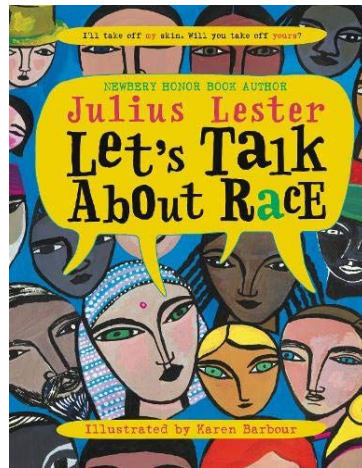
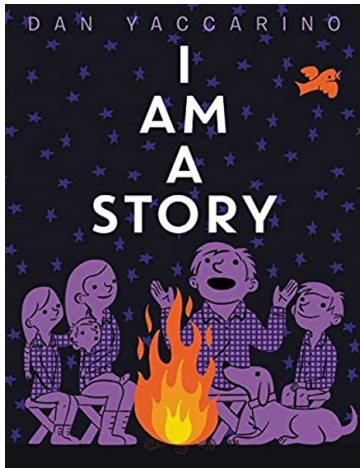


POSSIBLE EXPERIENCES

- Reflective drawing, painting or writing
- Photograph of student with thought bubble describing what they're curious about
- Loose parts collage
- Students add what they are curious about to a Wonder tree, Wonder Wall or Curiosity Jar

WHAT stories do you have to tell?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

- Have the child use Chatterpix Kids (app) to tell a story using small toys, objects or loose parts
- Code a story using Ozobot to follow the line of your story
- Use story stones to tell a story
- Tell a story using materials that are already set up at a small world play center
- Use drawings, painting or writing to tell your story

WHO IS PART OF YOUR STORY?

INITIAL DOCUMENTATION PAGE

You will find a page similar to this, capturing the initial part of each learner's story, at the beginning of each section. Use this as a beginning point and almost as a story inventory or a question and answer process with your learners.

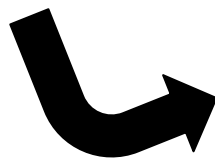
Depending on the abilities and strengths of your students, they may be able to write their ideas down or you might be able to scribe for them.

DOCUMENTATION OPTIONS

How special will it be to look back on this page? We thought it would be a nice addition to add a photograph of their family here.

It might be a traditional photo, a photo printed on your school printer, a photo sent in from home, or it could also be a hand drawn portrait.

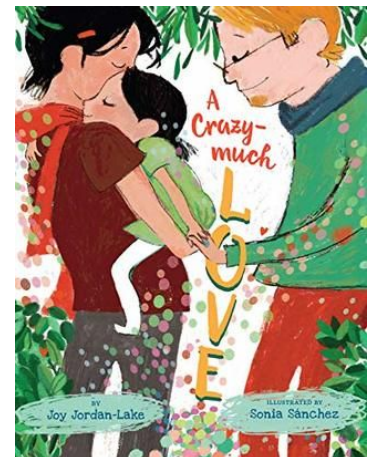
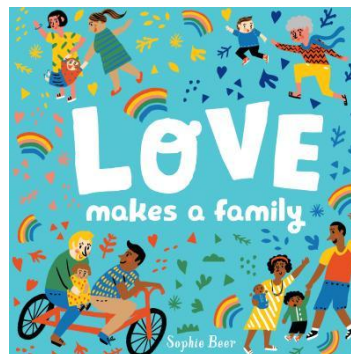
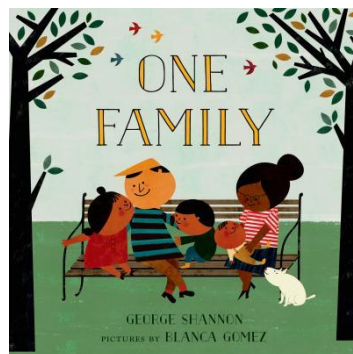
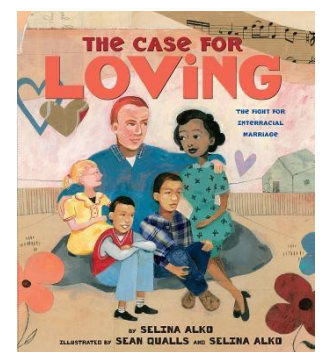
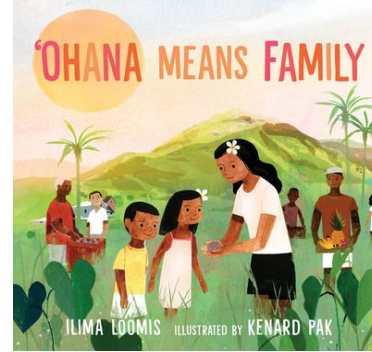
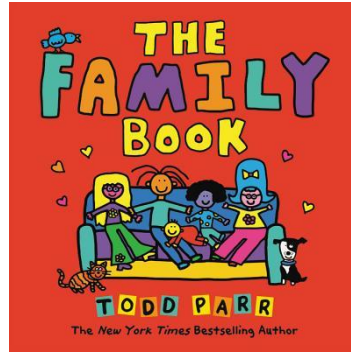
You can have your students add the photograph here!



WHO IS PART OF YOUR STORY?	
What is your family's name?	_____
What are your parents' names?	_____
What are your siblings' and pets' names?	_____
<div style="border: 1px dashed black; height: 150px; margin: 10px 0;"></div>	
ADD A PHOTOGRAPH OF YOUR FAMILY HERE.	
<div style="display: flex; justify-content: space-between;">My family is unique.@joysofkinder & @inquiryteacher</div>	

WHAT makes a family?

POSSIBLE BOOK PROVOCATIONS



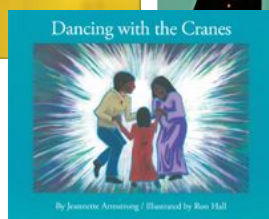
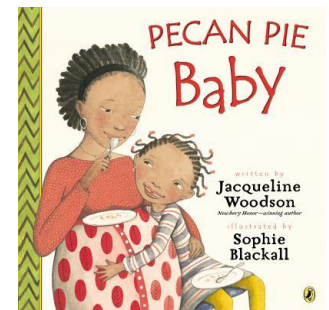
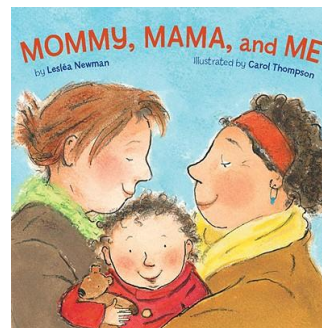
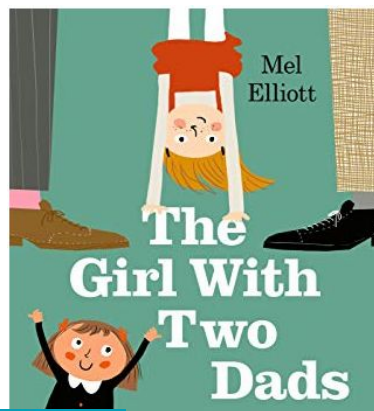
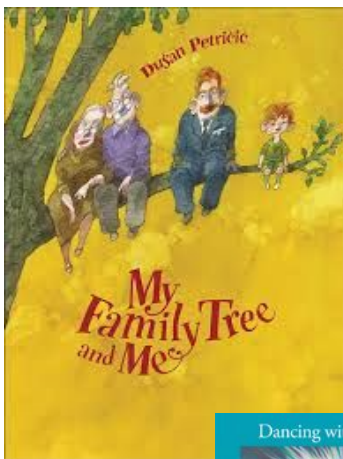
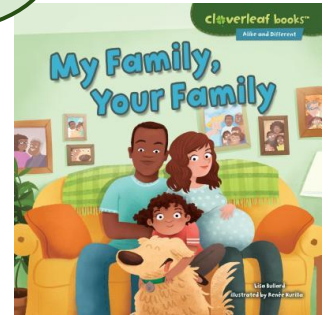
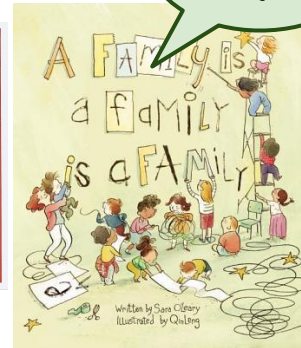
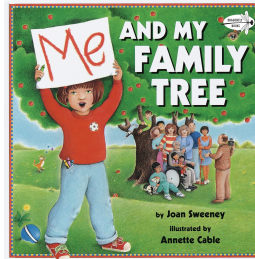
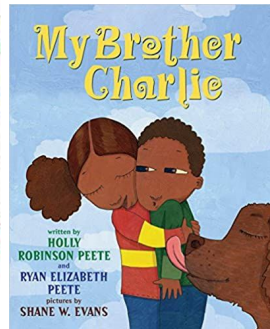
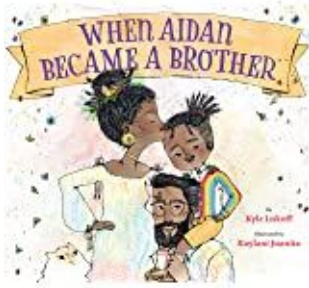
POSSIBLE EXPERIENCES

- Reflect on the question as a class, record student answers on padlet
- Think/pair/share and record contributions on sticky notes or chart paper

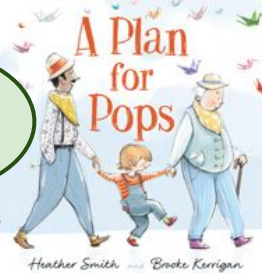
Who is part of your family?

POSSIBLE BOOK PROVOCATIONS

Available
en
français!



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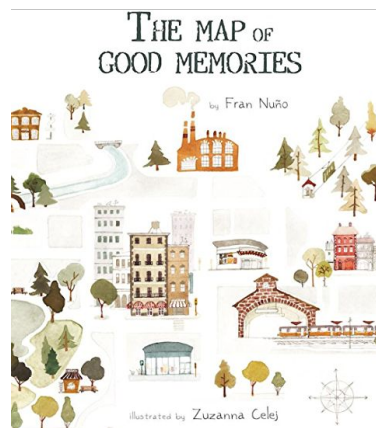
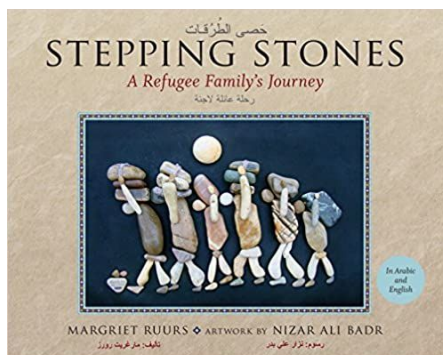
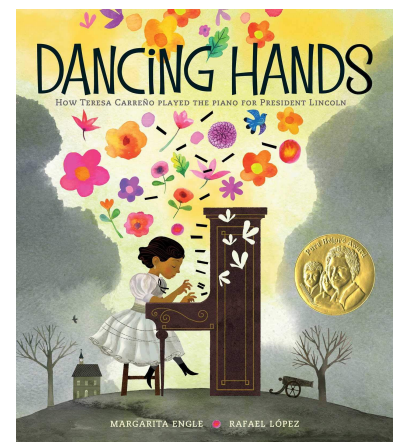
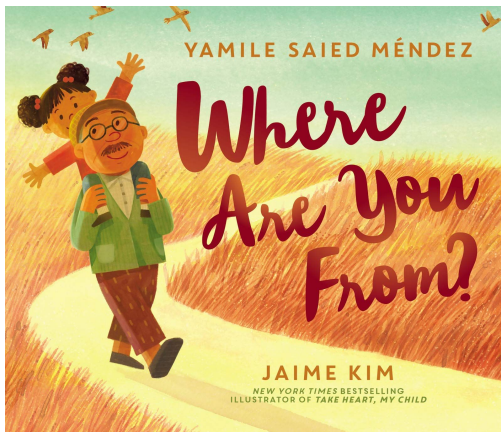


POSSIBLE EXPERIENCES

- Reflect in a drawing, painting or writing
- Label a family photograph(s)
- Use stones to create people and assemble them like a family portrait
- Use peg dolls and loose parts to represent the members of your family
- Make a house-shaped frame out of popsicle sticks and draw your family inside using sharpie marker
- Create a family tree with pictures of your learner's families

WHERE is your family from?

POSSIBLE BOOK PROVOCATIONS

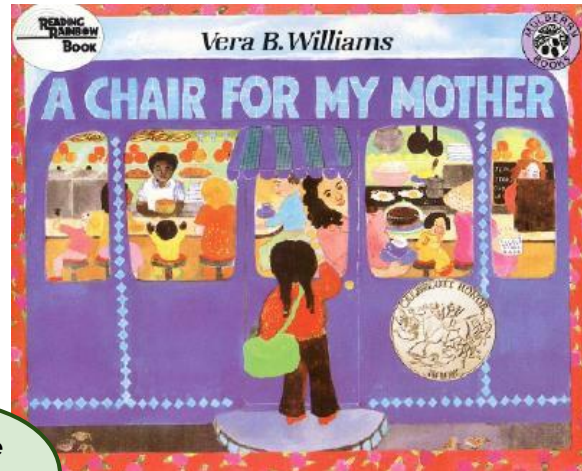
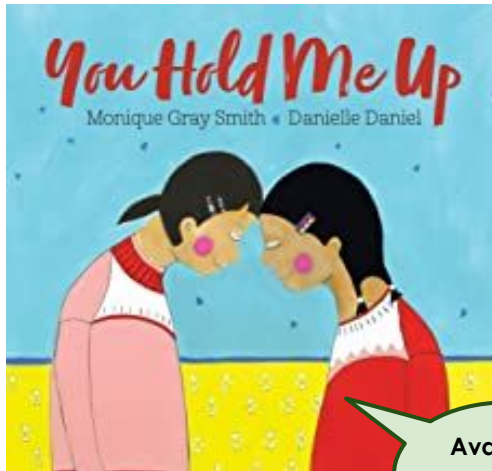


POSSIBLE EXPERIENCES

- Color parts of a map to show where your family members are originally from or where
- Create a collaborative map and have each child mark where they are from on it
- Have each student make a Book Bento depicting where they're family is from (a photograph of items that connect to a book, similar to a bento box layout)
- Print out a large map, pin where each family is from

WHAT does your family do to hold each other up?

POSSIBLE BOOK PROVOCATIONS



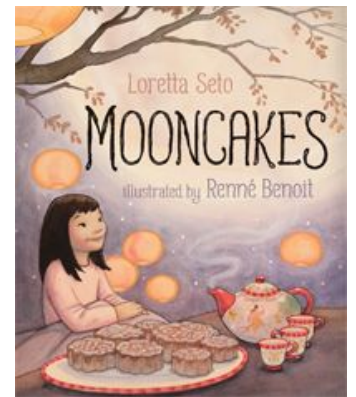
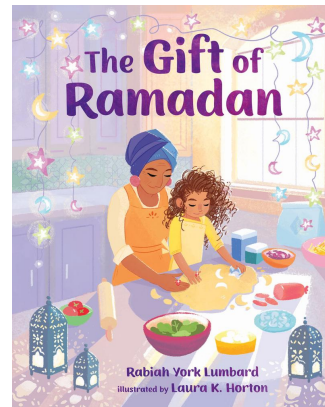
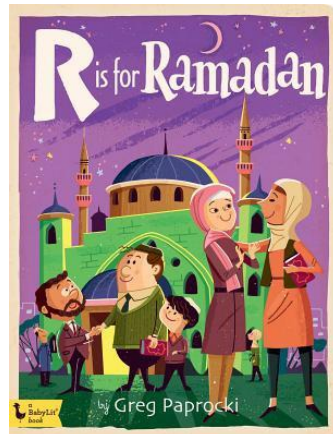
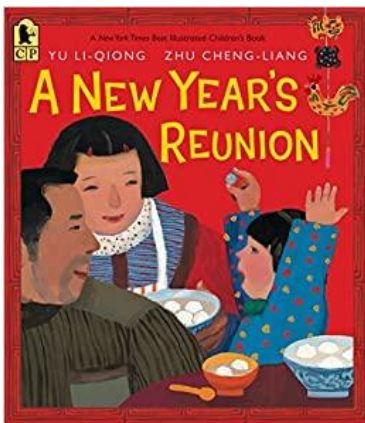
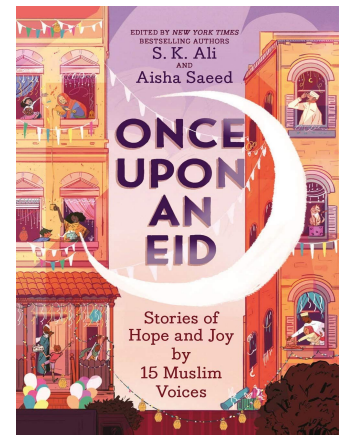
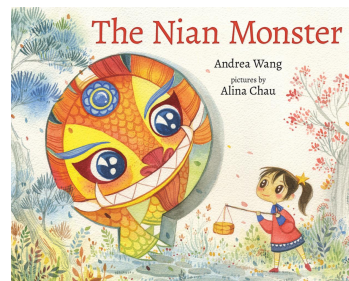
Available
en
français!

POSSIBLE EXPERIENCES

- Make something or do an act of kindness for a family member to hold them up
- Have students draw, paint or write about a family member who holds them up.
- Brainstorm things that you can say to a family member to hold them up

WHAT does your family celebrate?

POSSIBLE BOOK PROVOCATIONS

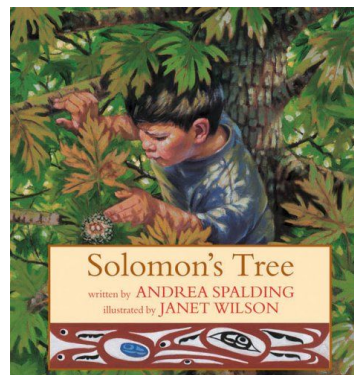
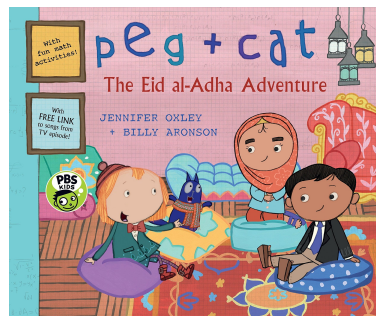
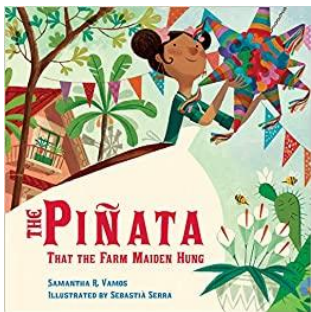
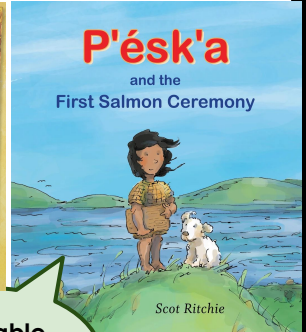
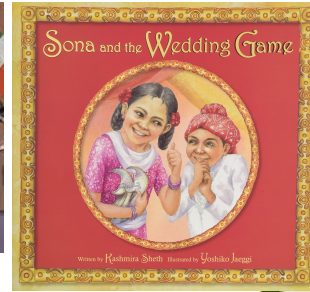
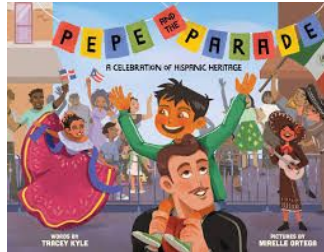
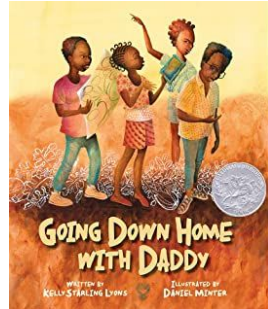
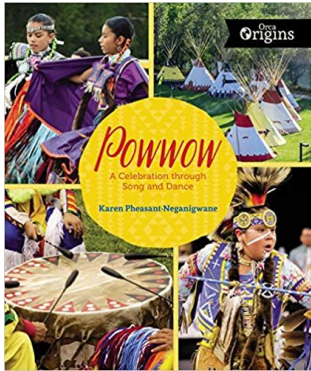


POSSIBLE EXPERIENCES

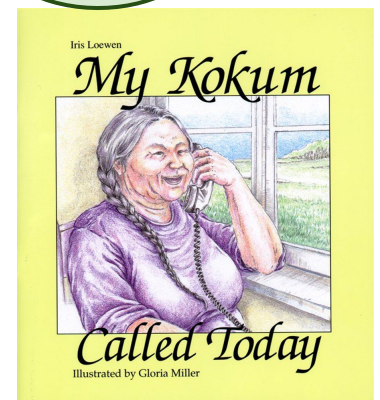
- Bring in artifacts, photographs, books, clothing items that are used during your celebration
- Invite parents or grandparents in to share stories about their celebrations
- Reach out to experts in the community that may be able to share stories, music or dances that are performed at cultural celebrations
- Have family guest speakers via zoom or in person (if safety protocols allow)

WHAT is a tradition your family does?

POSSIBLE BOOK PROVOCATIONS



Available
en
français!

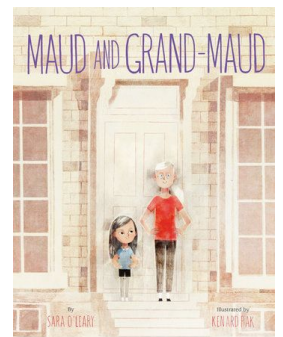
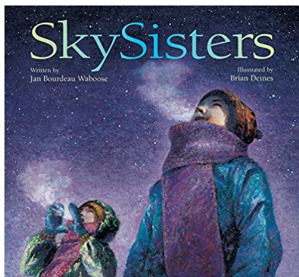
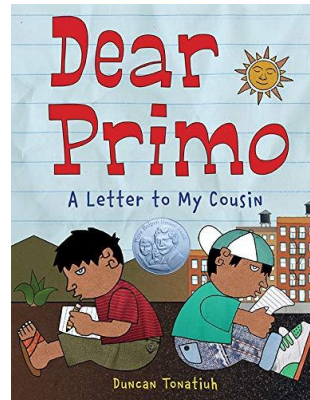
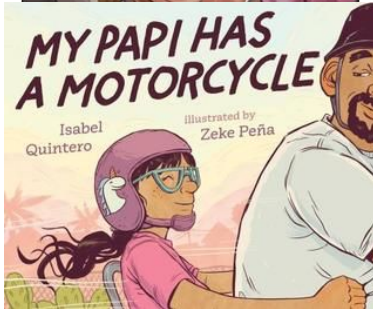
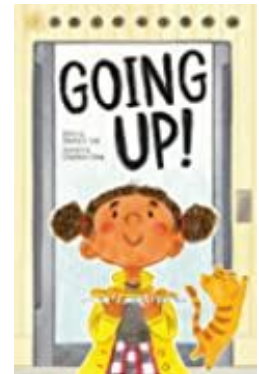
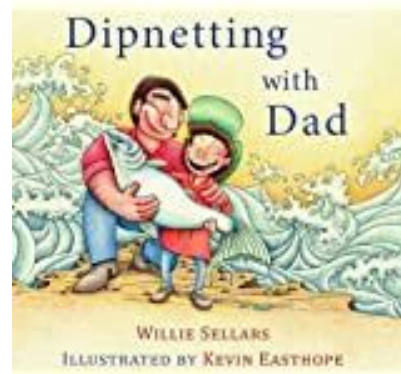
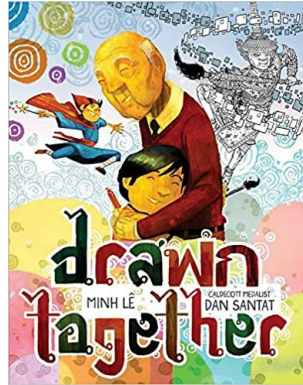
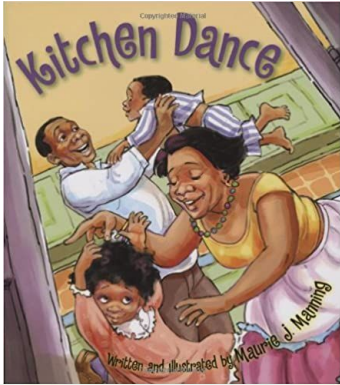


POSSIBLE EXPERIENCES

- Bring in artifacts, photos, books that represent your family tradition
- Invite community members in to share their traditions that certain learners may be able to connect to
- Have family guest speakers via zoom or in person (if safety protocols allow)

WHAT does your family like to do together?

POSSIBLE BOOK PROVOCATIONS

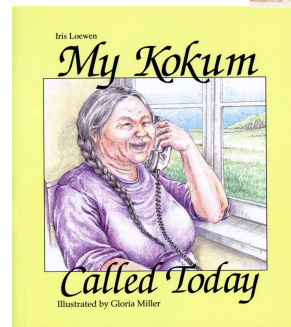
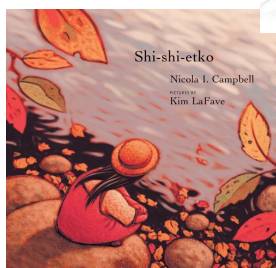
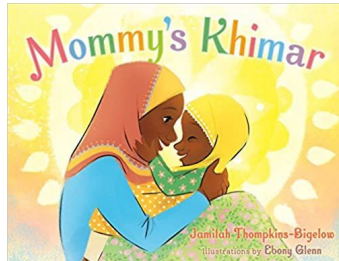
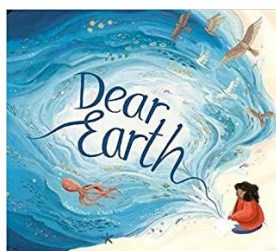
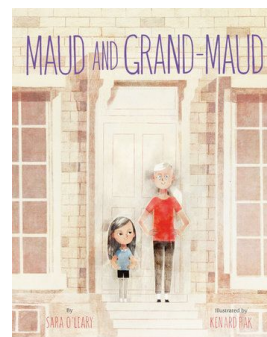
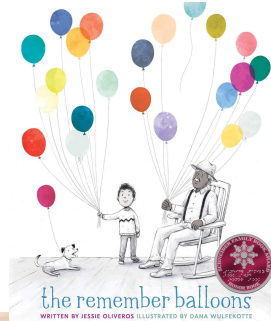
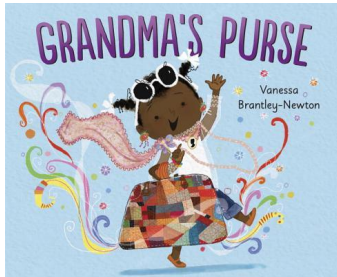
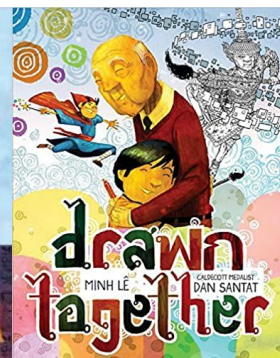
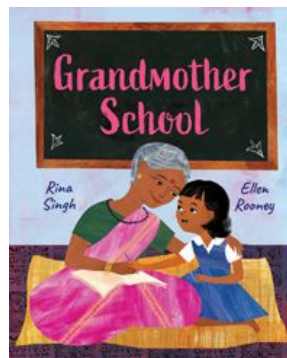
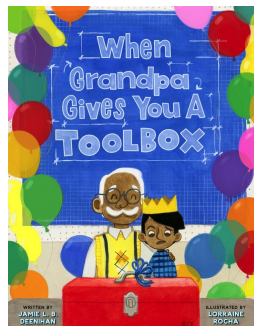
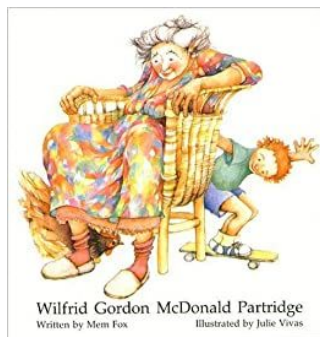
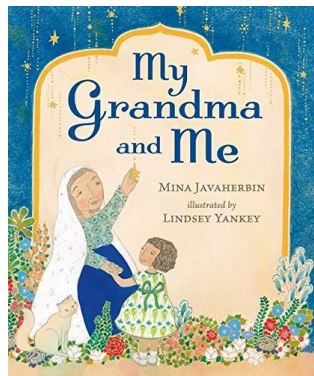


POSSIBLE EXPERIENCES

- Reflect through a drawing, painting or writing
- Have families send in photos of them engaging in their favourite activity together
- Have families send in a video clip of a favorite activity
- Have students use loose parts to reflect on what they like to do with their family
- Create a class book to share these ideas with your students drawings/writing

WHAT special memory do you have with a family member?

POSSIBLE BOOK PROVOCATIONS

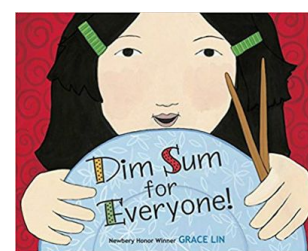
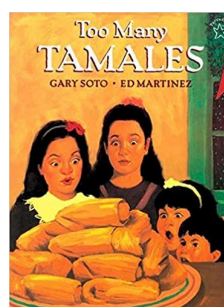
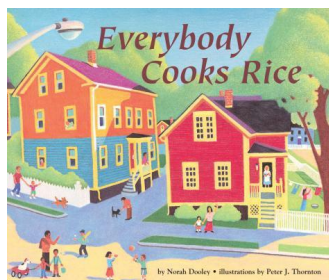
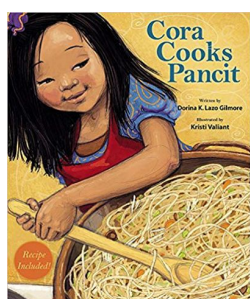
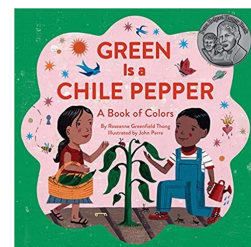
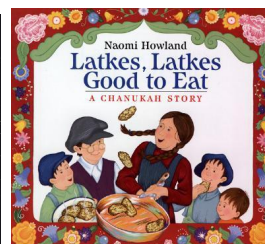
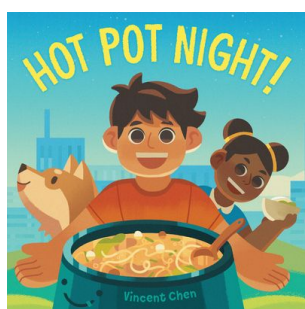
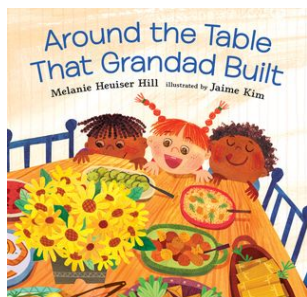
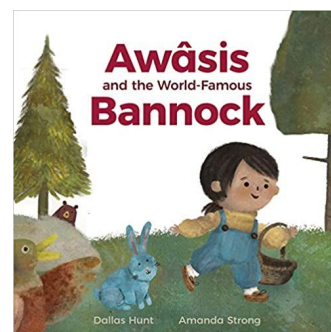
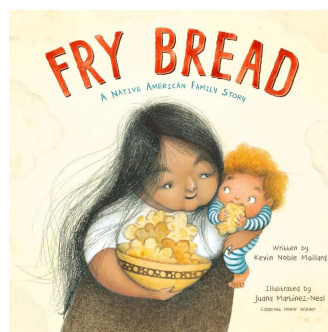
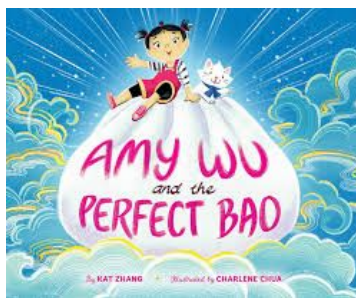
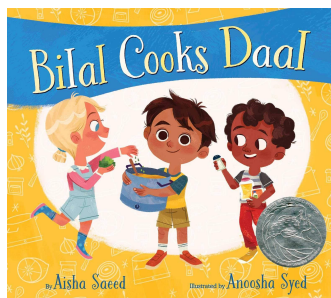


POSSIBLE EXPERIENCES

- Reflect through drawing, writing or painting
- Create a Family Memory Jar: Students could work with a family member to add items of significance to a jar. For example a photograph, ticket, brochure, souvenir, receipt and drawings that connect to their favorite family memory
- Use loose parts to describe the memory

WHAT is a special meal your family likes to eat together?

POSSIBLE BOOK PROVOCATIONS

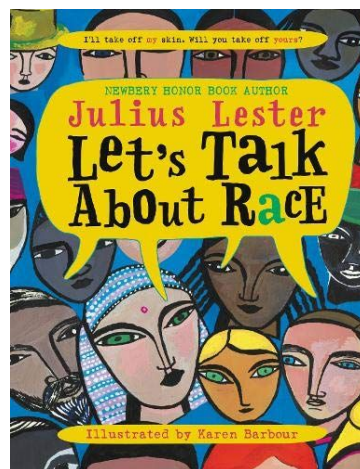
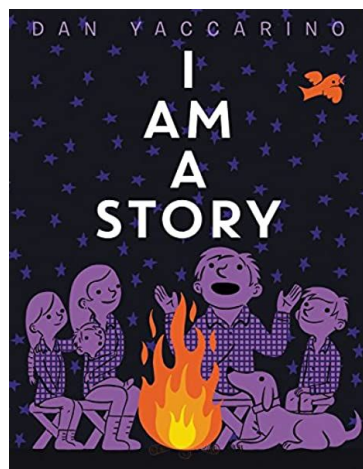
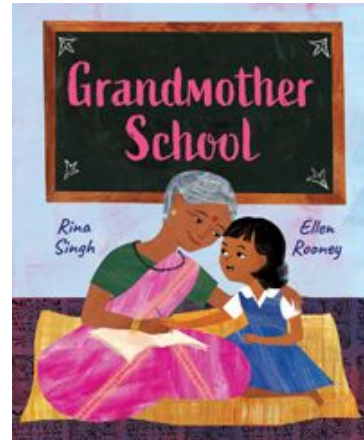
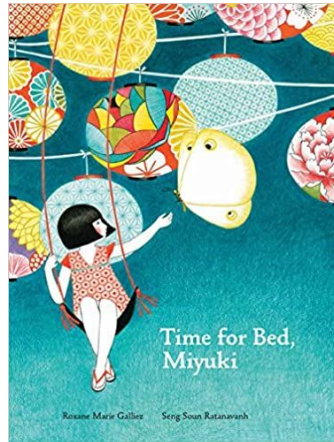
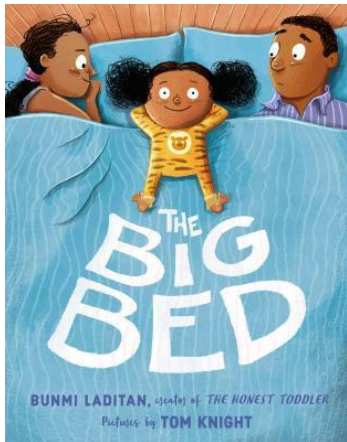


POSSIBLE EXPERIENCES

- Create a collaborative class cookbook - have each family send in a favourite family recipe and photo of the dish
- Do a food tasting - have each child bring in samples of a favourite dish (if allowed to share food)
- Reflect through drawing, painting and/or writing
- Families could send in photos or video clips of them enjoying a favourite meal together. Consider using a digital space to share these videos such as Flipgrid, Google Classroom, Fresh Grade, See Saw, Class Dojo, etc.)

WHAT stories do you have to share about your family?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

- Use loose parts to tell a family story
- Use story stones to tell a family story
- Tell a story using puppets

WHAT is the story of your home?

INITIAL DOCUMENTATION PAGE

You will find a page similar to this, capturing the initial part of each learner's story, at the beginning of each section. Use this as a beginning point and almost as a story inventory or a question and answer process.

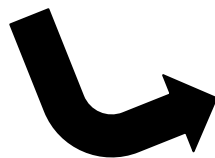
Depending on the abilities and strengths of your students, they may be able to write their ideas down or you might be able to scribe for them.

DOCUMENTATION OPTIONS

How special will it be to look back on this page? We thought it would be a nice addition to add a photograph of their home(s) here.

It might be a traditional photo, a photo printed on your school printer, a photo sent in from home, or it could also be a hand drawn illustration.

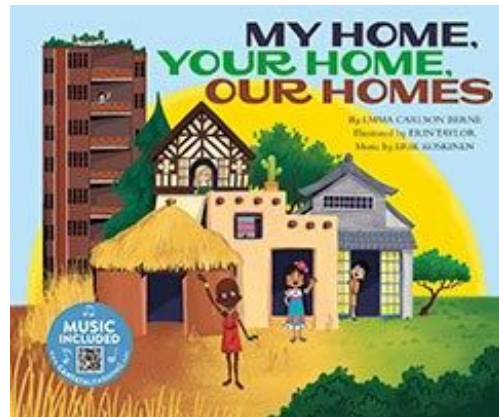
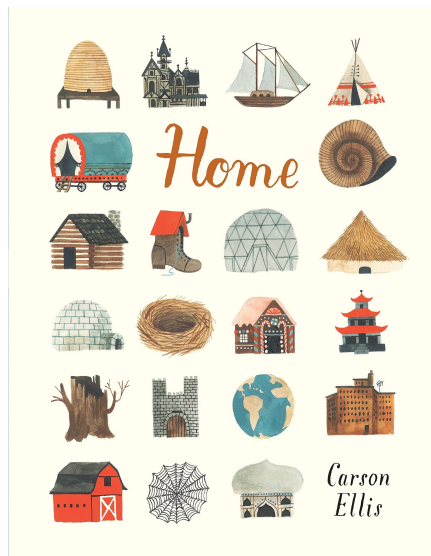
You can have your students add the photograph here!



WHAT IS THE STORY OF YOUR HOME?
How long have you lived in your home? _____
How many rooms are in your home? _____
Which neighbourhood is your home located in? _____
<div style="border: 1px dashed black; height: 150px; margin: 10px 0;"></div> <p style="text-align: center; color: gray;">ADD A PHOTOGRAPH OF YOUR HOME HERE.</p>
<div style="display: flex; justify-content: space-between;">My home is unique.@joysofkinder & @inquiryteacher</div>

WHAT is a home?

POSSIBLE BOOK PROVOCATIONS

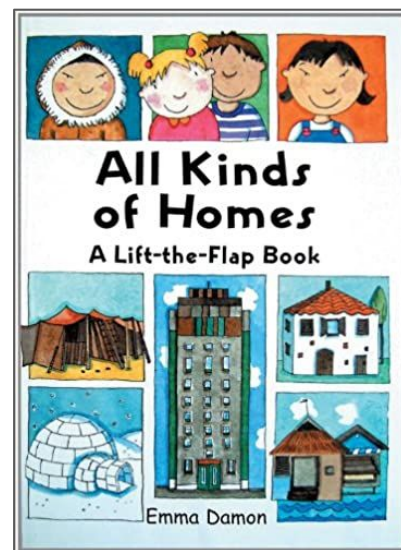
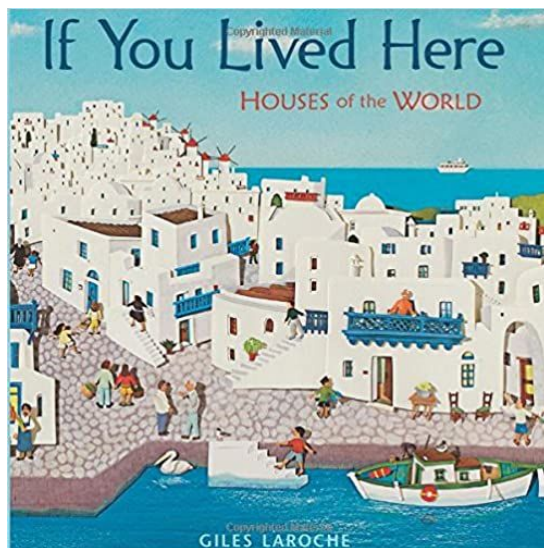


POSSIBLE EXPERIENCES

- Reflect on the question as a class - record answers using padlet
- Think/pair/share - record reflections on sticky notes or chart paper

WHAT does the outside of your home look like?

POSSIBLE BOOK PROVOCATIONS

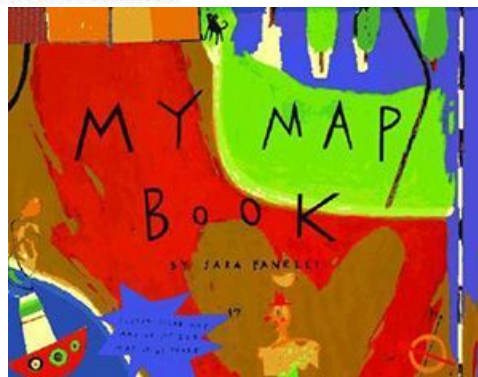
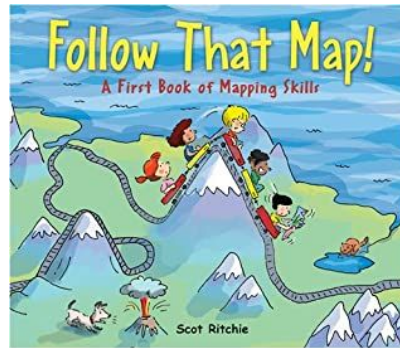
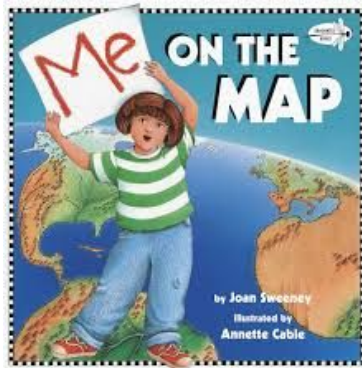


POSSIBLE EXPERIENCES

- Use a stuffed brown lunch bag as a base for creating a house.
- Have students transform a wooden block into their home
- Using mixed mediums to create a 2D representation of your home
- Use black sharpie or fine line markers to draw your home
- Build their home using building materials (magnatiles, wooden blocks, magformers, lego, duplo, foam blocks etc)

CAN you create a map to your home?

POSSIBLE BOOK PROVOCATIONS

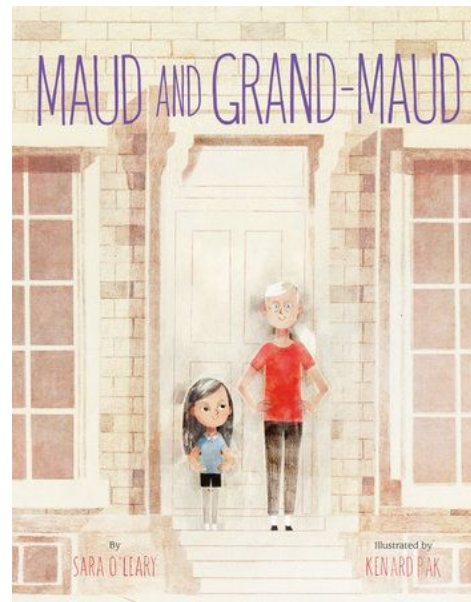
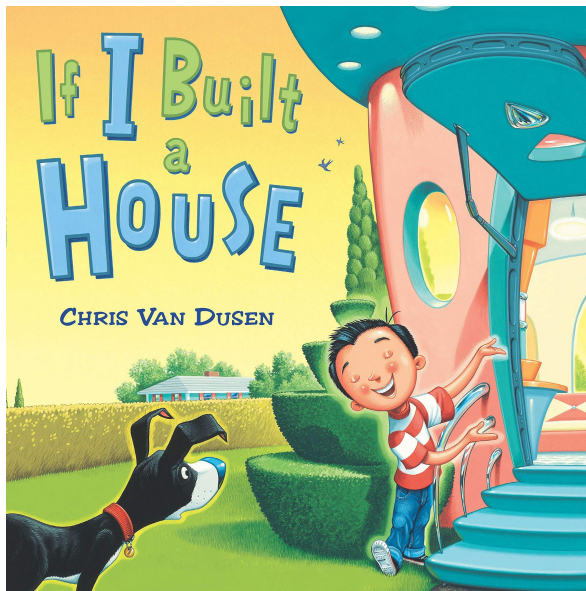


POSSIBLE EXPERIENCES

- Draw or paint a map. Use the coding technology (eg. Ozobot) to code the route. Students could also use coding arrow cards
- Draw and label a map
- Use loose parts and miniature items to create your own map
- Print a community map and together pin where children's homes are found on the map
- Students can learn their addresses, too!

WHAT is your favourite room in your house?

POSSIBLE BOOK PROVOCATIONS

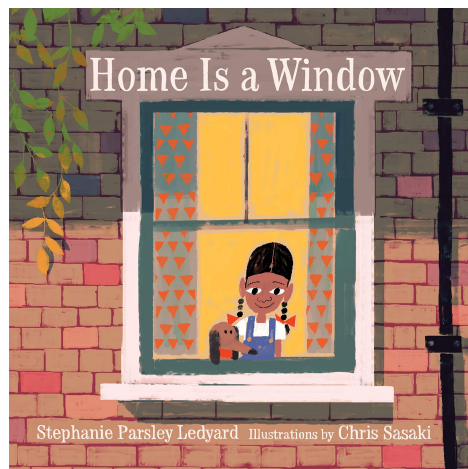
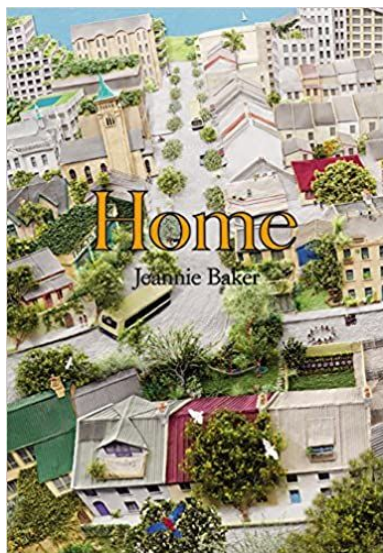


POSSIBLE EXPERIENCES

- Use lego to create to build a representation of your favorite room in your home
- Use wooden blocks to create recreate a room from your home
- Create a room using loose parts
- Reflect on the question through drawing, painting and writing

WHAT is your favourite memory at home?

POSSIBLE BOOK PROVOCATIONS

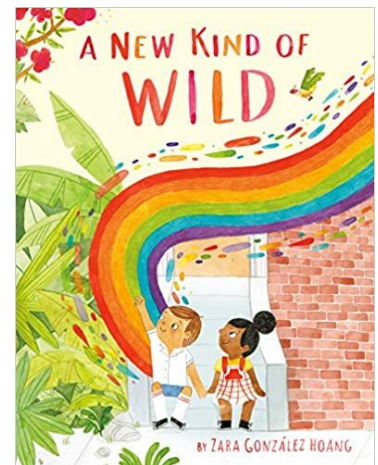
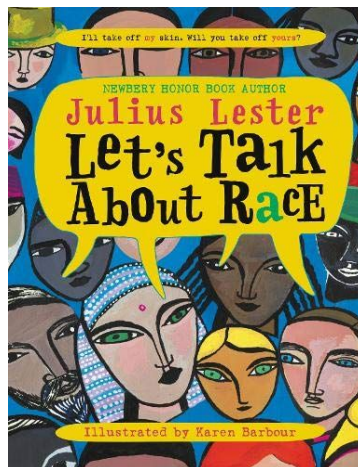
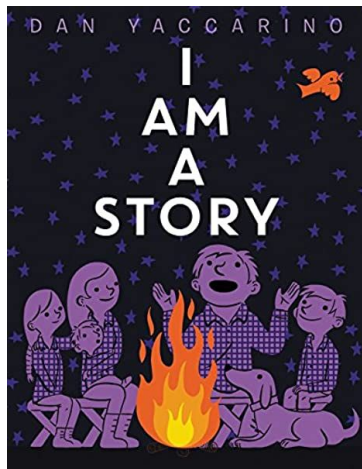


POSSIBLE EXPERIENCES

- Reflect using drawings, writing or painting
- Have students use loose parts to describe their favourite memory from at home
- Students could bring in a photo and orally share what their favourite memory from home is

WHAT stories about your home do you have to share?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

Tell your story using:

- loose parts
- blocks
- drawing
- painting (watercolour, tempera, paint sticks)
- clay or playdough

who is a part of our classroom family?

INITIAL DOCUMENTATION PAGE

You will find a page similar to this, capturing the initial part of each learner's story, at the beginning of each section. Use this as a beginning point and almost as a story inventory or a question and answer process with your learners.

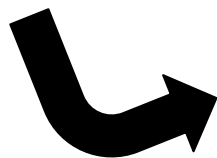
Depending on the abilities and strengths of your students, they may be able to write their ideas down or you might be able to scribe for them.

DOCUMENTATION OPTIONS

How special will it be to look back on this page? We thought it would be a nice addition to add a photograph of their classroom family here.

It might be a traditional photo, a photo printed on your school printer, a photo sent in from home, or it could also be a hand drawn illustration.

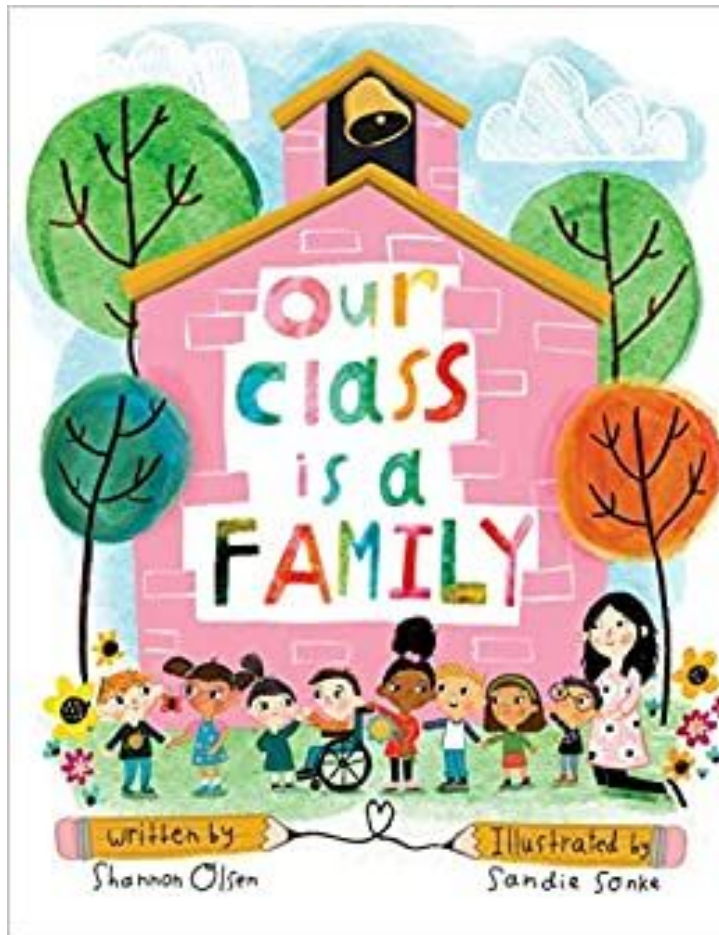
You can have your students add the photograph here!



who is a part of our classroom family?
What is the name of your teacher(s)? _____
How many students are in your classroom family? _____
What school is your classroom family a part of? _____
<div style="border: 1px dashed black; height: 150px; margin: 10px 0;"></div> <p style="text-align: center; color: gray;">ADD A PHOTOGRAPH OF YOUR CLASSROOM FAMILY HERE.</p>
<div style="display: flex; justify-content: space-between;">I am unique.@joysofkindergarten & @inquiryteacher</div>

How is your classroom like a family?

POSSIBLE BOOK PROVOCATIONS

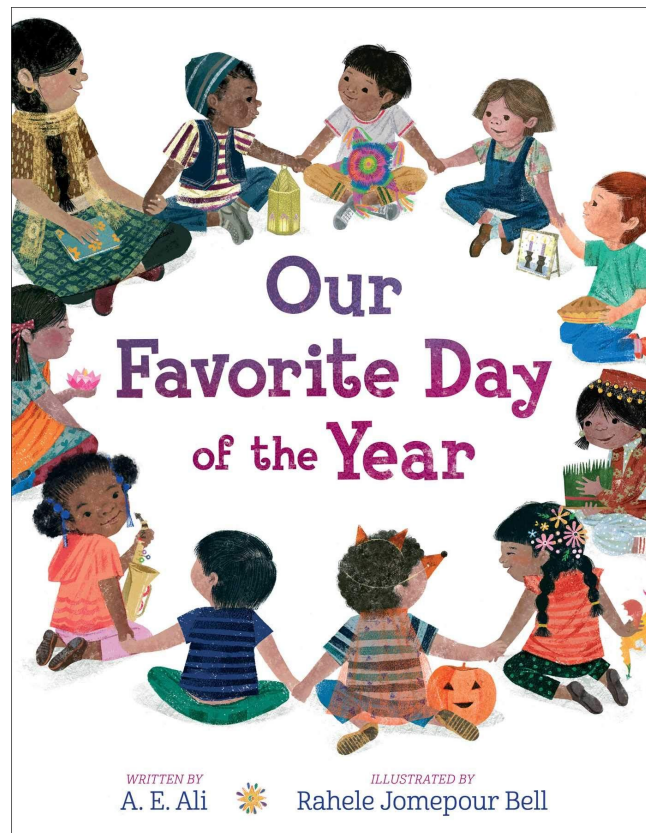


POSSIBLE EXPERIENCES

- Share reflections in a sharing circle. Record student contributions on padlet
- Think/pair/share - record reflections on sticky notes or chart paper

WHAT makes your classroom family special?

POSSIBLE BOOK PROVOCATIONS

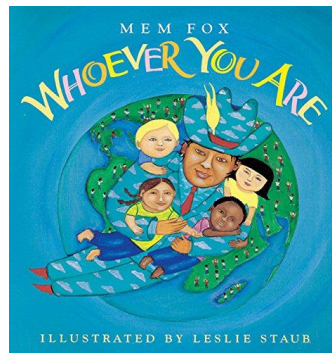
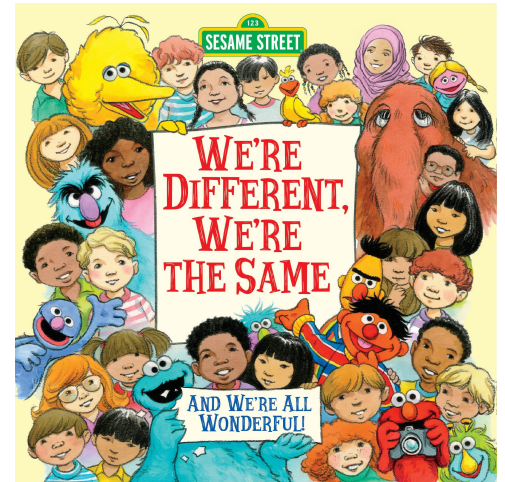
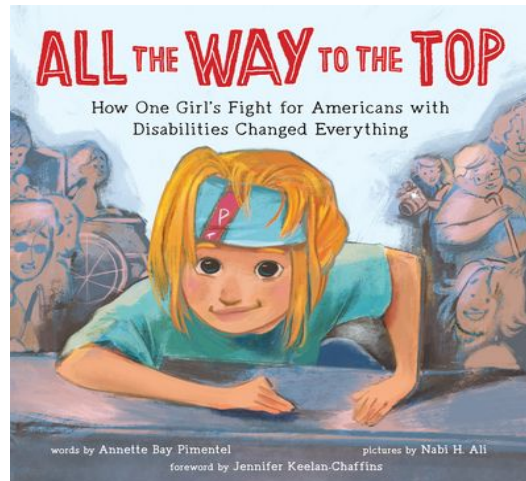
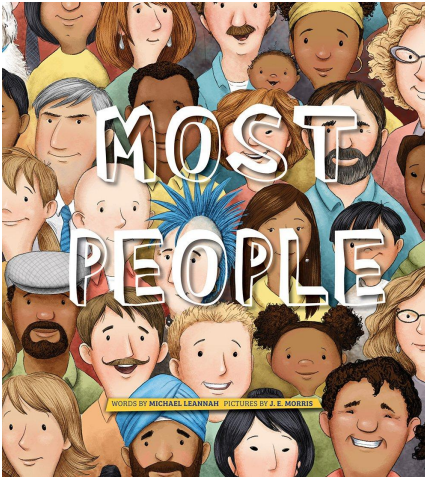


POSSIBLE EXPERIENCES

- Create a class poster describing all of the things that make your classroom family special
- Create a class book with drawings and photographs

How are you the same as your classmates? How are you different?

POSSIBLE BOOK PROVOCATIONS



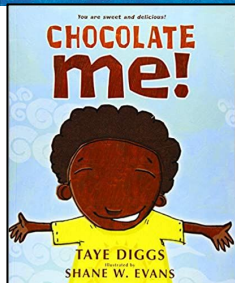
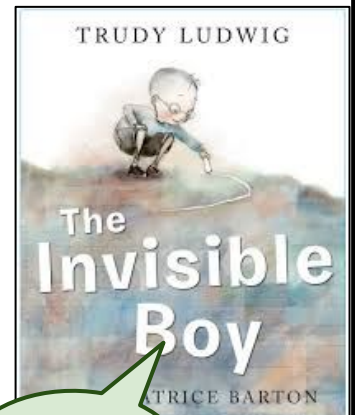
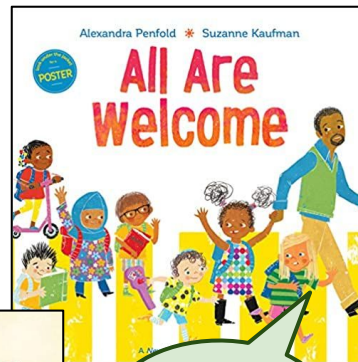
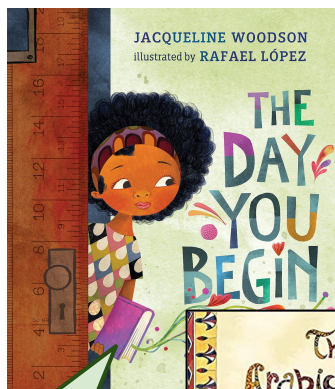
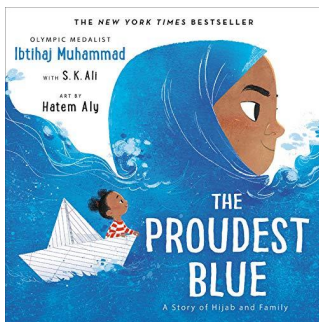
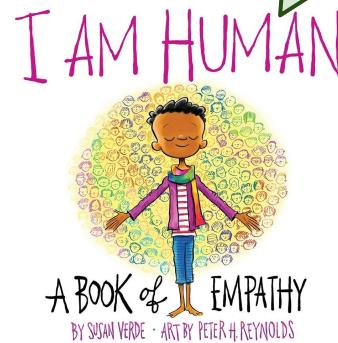
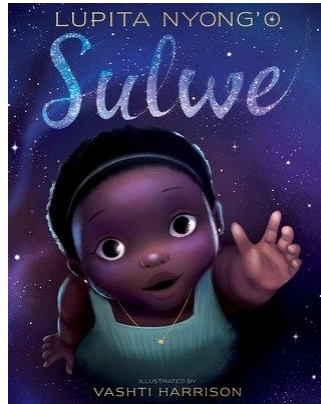
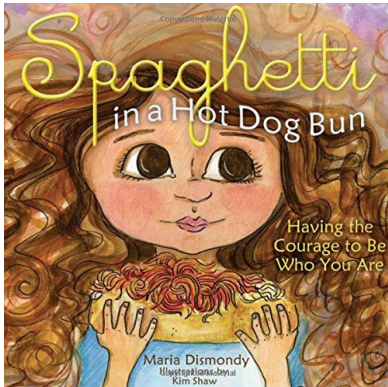
POSSIBLE EXPERIENCES

- Students could work with a partner using a Venn Diagram
- Create a class chart: record student reflections on sticky notes and add them to the chart
- Reflect through writing, drawing, painting
- Use loose parts and peg dolls to reflect on differences and similarities
- Photocopy photographs of students on overhead transparencies and have students explore on a light table

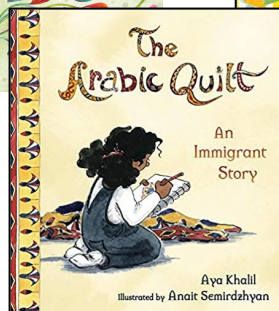
How can we make everyone in our classroom family feel welcomed?

POSSIBLE BOOK PROVOCATIONS

Available
en
français!



Available
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français!



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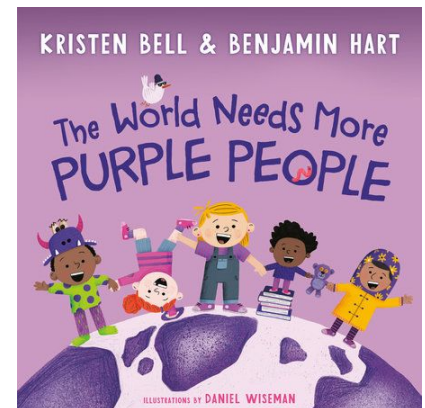
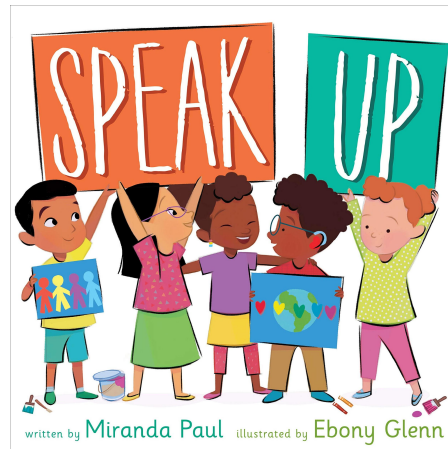
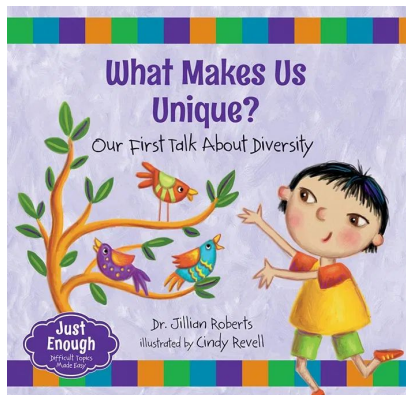
Available
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français!

POSSIBLE EXPERIENCES

- Create a class promise/mantra/motto/pledge
- Reflect through drawing, writing, painting
- Create a collaborative mural with your class motto written on it

How might you represent the diversity that lives in our classroom?

POSSIBLE BOOK PROVOCATIONS



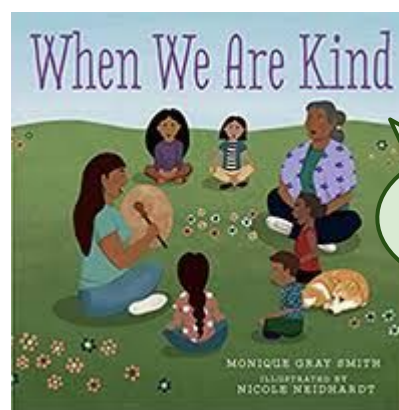
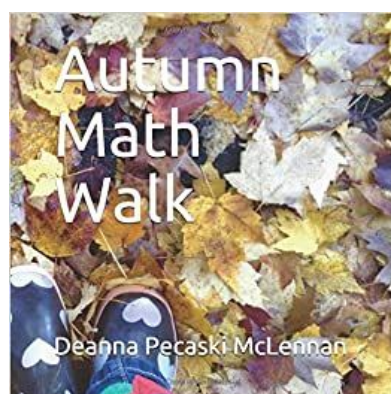
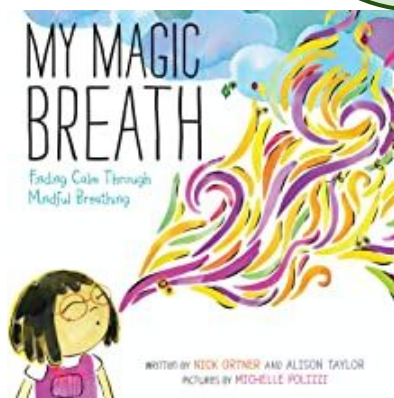
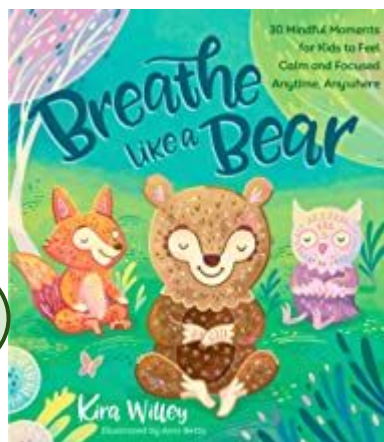
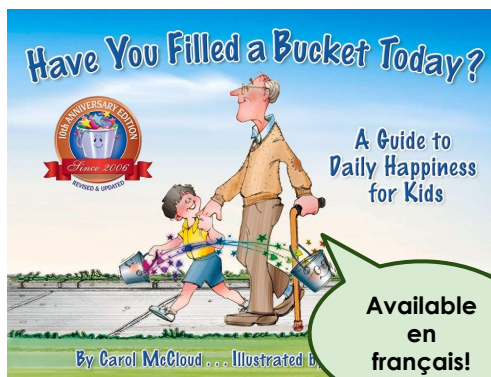
Available
en
français!

POSSIBLE EXPERIENCES

- Have each student weave a piece of yarn or fabric into a collaborative weaving
- Create a collaborative painting
- Take a photograph of all of your learners hands in a circle or the shape of a heart
- Create a collaborative piece using painted handprints from each student

WHAT is something your classroom family likes to do together?

POSSIBLE BOOK PROVOCATIONS

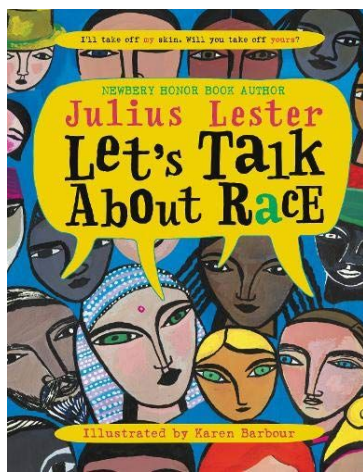
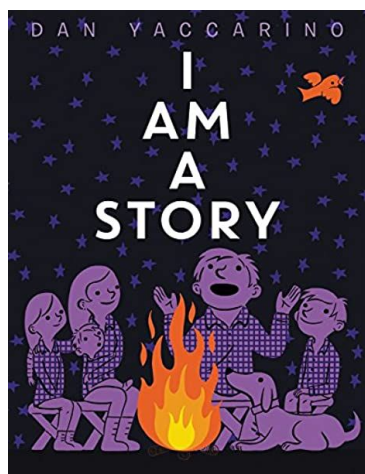


POSSIBLE EXPERIENCES

- Reflect through drawing, writing painting
- Have students use loose parts to reflect on what they love to do with their classroom family
- Create a classbook or slideshow to share

WHAT stories of your classroom family do you have to share?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

Tell your story using:

- loose parts
- blocks
- drawing
- painting (watercolour, tempera, paint sticks)
- clay or playdough

WHAT IS THE STORY OF THE LAND THAT WE CALL HOME?

INITIAL DOCUMENTATION PAGE

You will find a page similar to this, capturing the initial part of each learner's story, at the beginning of each section. Use this as a beginning point and almost as a story inventory or a question and answer process with your learners.

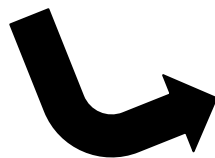
Depending on the abilities and strengths of your students, they may be able to write their ideas down or you might be able to scribe for them.

DOCUMENTATION OPTIONS

How special will it be to look back on this page? We thought it would be a nice addition to add a photograph of the land your learners call home.

It might be a traditional photo, a photo printed on your school printer, a photo sent in from home, or it could also be a hand drawn illustration.

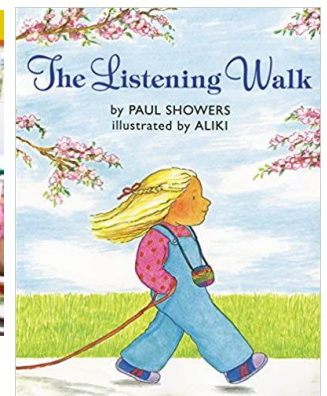
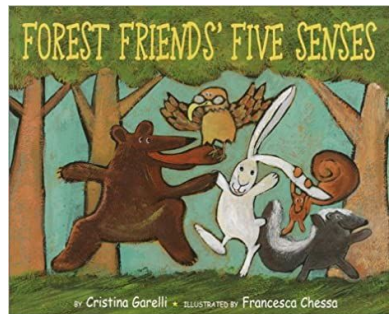
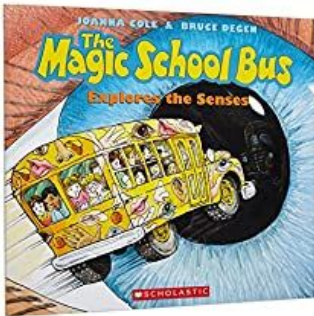
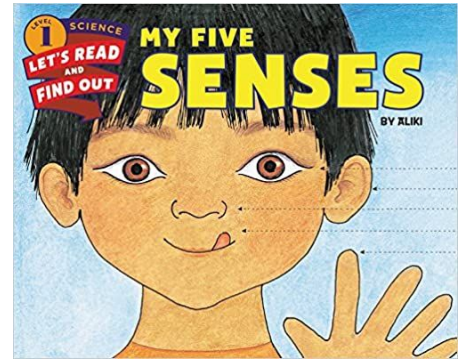
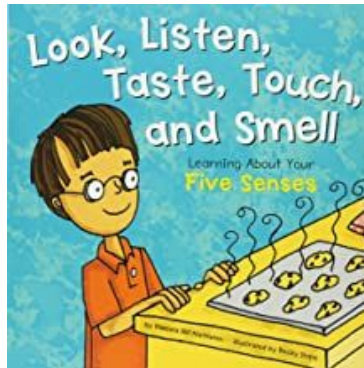
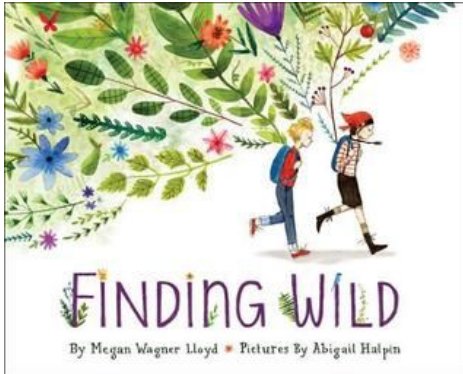
You can have your students add the photograph here!



WHAT IS THE STORY OF THE LAND THAT WE CALL HOME?
Where do you live? _____
Who were the first people to live on this land? _____
What is a traditional way we can say thank you to the land? _____
<div style="border: 1px dashed black; height: 150px; width: 100%;"></div> <p style="text-align: center; font-size: small;">ADD A PHOTOGRAPH OF THE LAND THAT SURROUNDS YOUR SCHOOL...</p>
<div style="display: flex; justify-content: space-between;">The land is unique.@joysofkinder & @inquiryteacher</div>

CAN you use your five senses to explore the land that you we call home?

POSSIBLE BOOK PROVOCATIONS

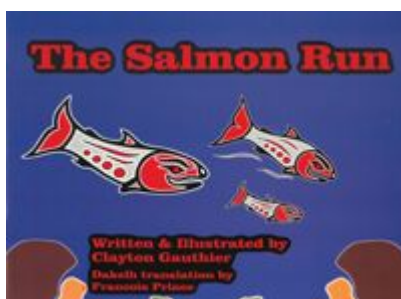
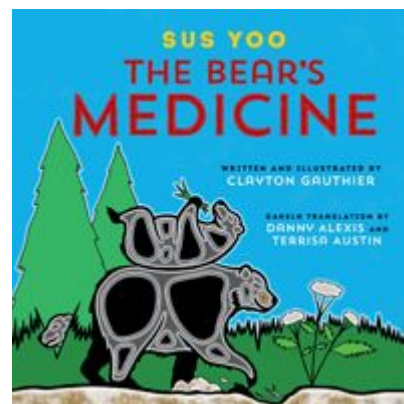
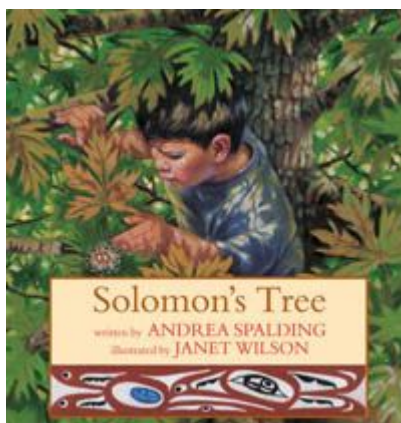
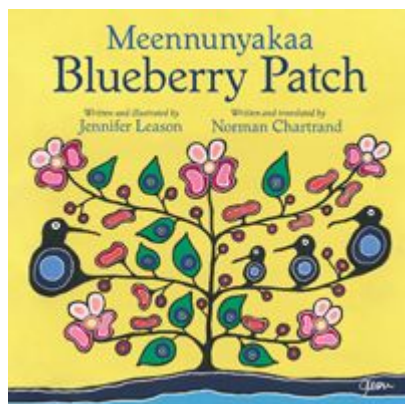


POSSIBLE EXPERIENCES

- Create a nature journal out of brown paper lunch bags. Document what you explore using your five senses.
- Have students document what they explore using their senses by taking photos with ipads
- Paint chip matching: have students use their sense of sight to look for items in nature that match the different colors of paint chips

WHAT stories come from the land?

POSSIBLE BOOK PROVOCATIONS

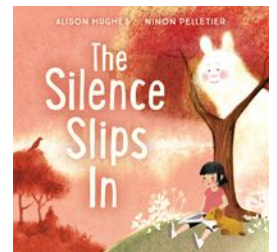
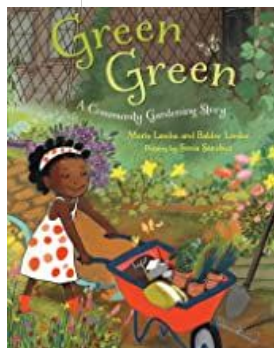
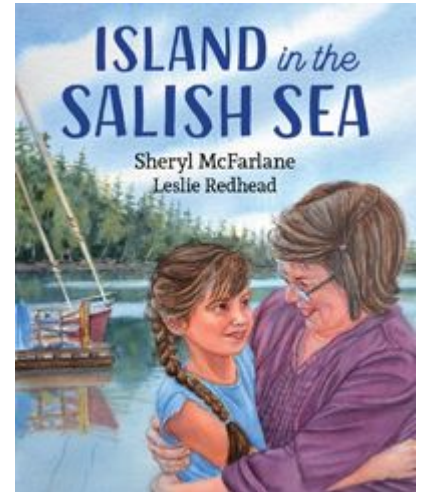
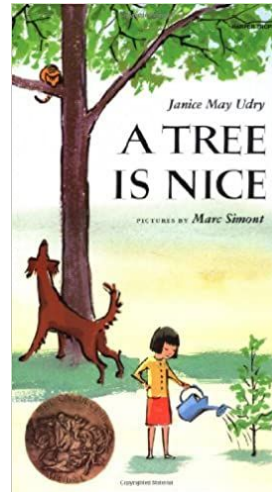
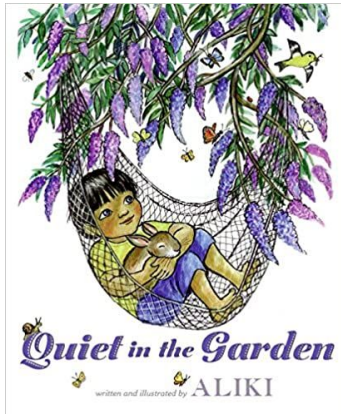


POSSIBLE EXPERIENCES

- Invite local museum curators, city workers or indigenous community members to come in, or video chat, to tell stories of the land
- Go on a community walk, look for evidence of stories and history. Are there any statues, memorials, plaques, dedications etc. that tell stories about the history of the land
- Recreate the land in the form of a collaborative playscape using the felting process, dioramas materials, mixed medium

WHERE is your favourite place on the land to be?

POSSIBLE BOOK PROVOCATIONS



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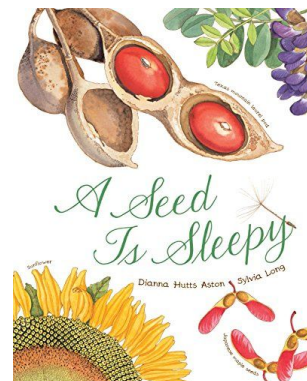
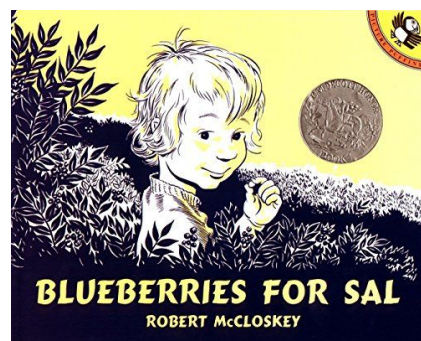
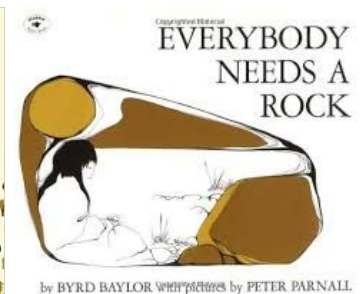
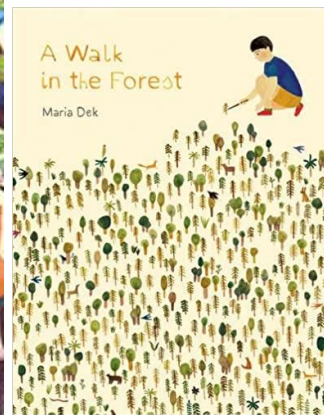
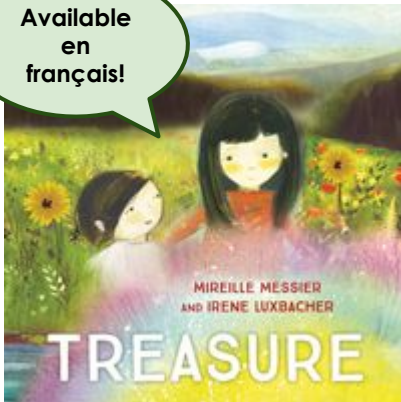
POSSIBLE EXPERIENCES

- Use natural materials to recreate a mini diorama of their favorite place to be on the land
- Build with loose parts

WHAT evidence can you collect from the land?

POSSIBLE BOOK PROVOCATIONS

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POSSIBLE EXPERIENCES

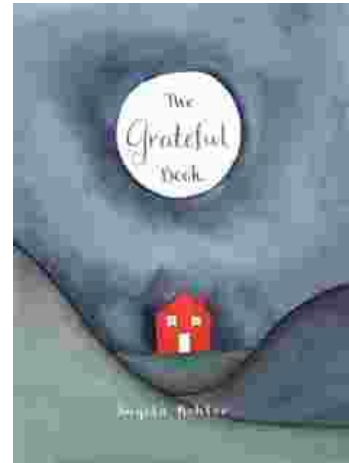
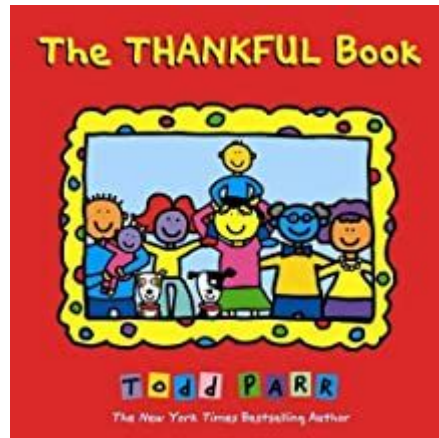
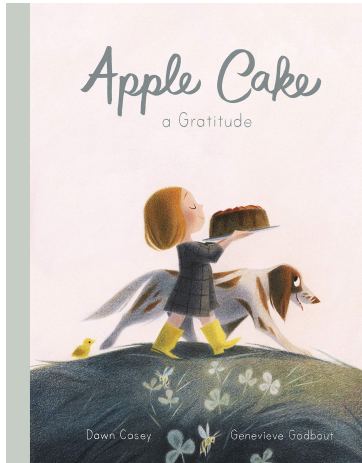
- Collect pieces of nature in cardboard egg cartons. Each section can be used as a little divider
- Make a nature weaving board. Take a piece 5 by 7 sheet of cardboard and add elastic bands to it. Students can then weave in their findings (similar to a loom)
- Collect evidence of nature in jars. The jars can then be displayed as a mini museum and can be further explored in the classroom at a science table
- Create a mixed medium Nature Shadow Box using a cardboard shoebox lid
- Create 'Clay Nature Ornaments', stick in found objects and leave to dry

#InquiryMindset

@joysofkinder & @inquiryteacher

WHAT aspects of our land are you grateful for?

POSSIBLE BOOK PROVOCATIONS

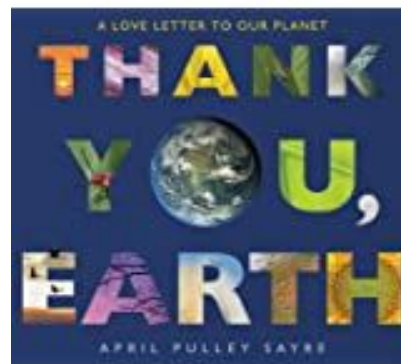
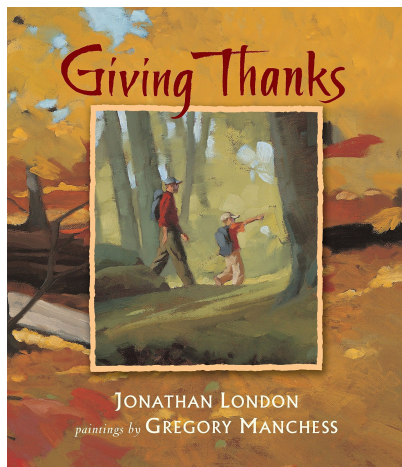


POSSIBLE EXPERIENCES

- Create a gratitude tree. Each student gets a leaf and writes or draws something on it that they are grateful for. Then they add it to the class tree
- Students can write or draw what they are grateful for and add it to a class Gratitude Jar
- They can orally express what they are grateful for in a Gratitude Sharing Circle
- Have a gratitude sharing circle
- Create a gratitude jar

How can you show gratitude for our land?

POSSIBLE BOOK PROVOCATIONS

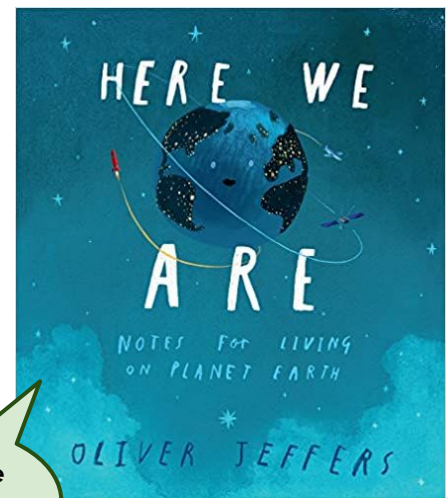
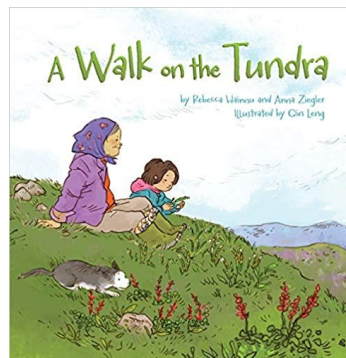


POSSIBLE EXPERIENCES

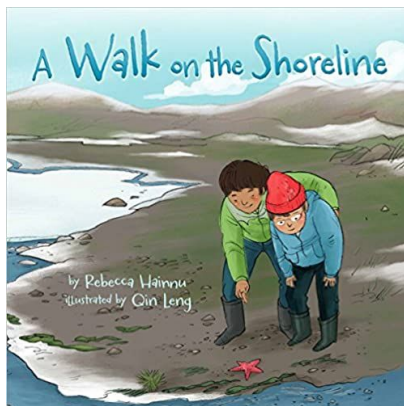
- Brainstorm actions that you can take to give thanks to the land
- Have student think of what part of the land they are most grateful for, go outside to that piece of the land and take turns expressing thanks
- Reflect through drawing, writing, painting
- Scribe messages of thanks to put up around your room
- Learn and practice a traditional land acknowledgement as part of your daily routines
- Write letters or cards in thanks to the land, film students reading and sharing their words with the land, for instance thanking the trees
- Learn the traditional Indigenous way of saying 'Thank you' and practice thanking the land

How is the land a part of who we are?

POSSIBLE BOOK PROVOCATIONS



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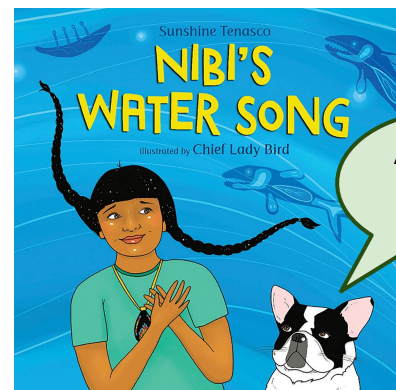
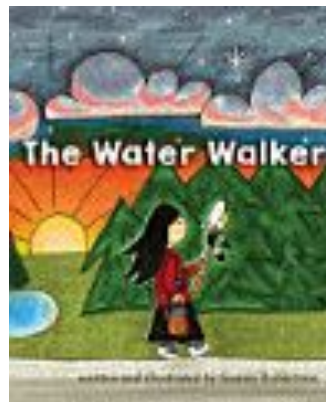
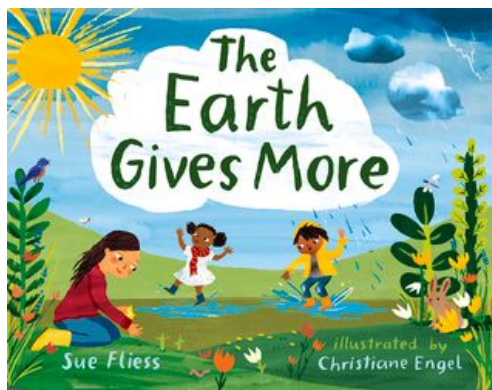
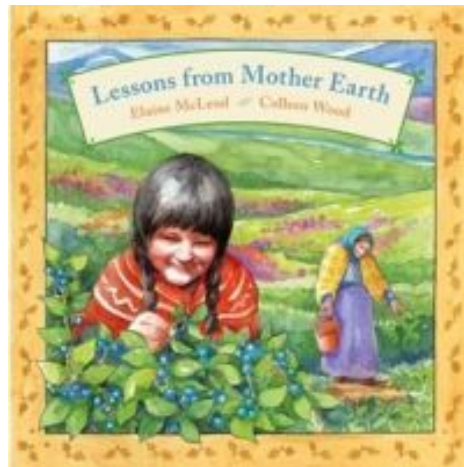


POSSIBLE EXPERIENCES

- Reflect through drawing, writing, painting
- Invite Elders to come into the classroom(skype or zoom) to tell stories of the land

How might we protect Mother Earth's treasures?

POSSIBLE BOOK PROVOCATIONS



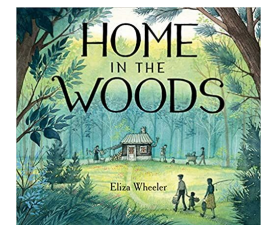
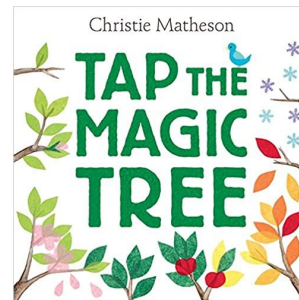
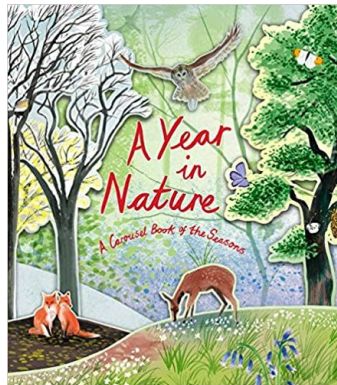
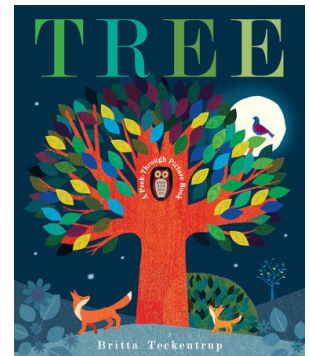
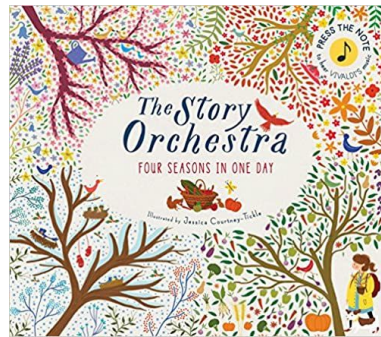
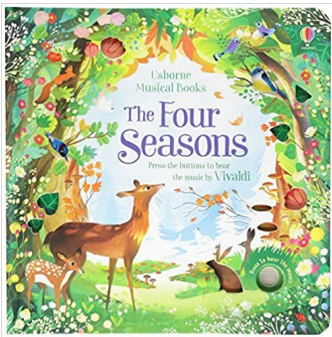
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POSSIBLE EXPERIENCES

- As a class, brainstorm actions that you can take to protect the land. Go outside and take action
- Make signs informing community members of how they can protect the land
- Create a video to inspire others with ideas of how to care for the land

How do the four seasons transform our land?

POSSIBLE BOOK PROVOCATIONS

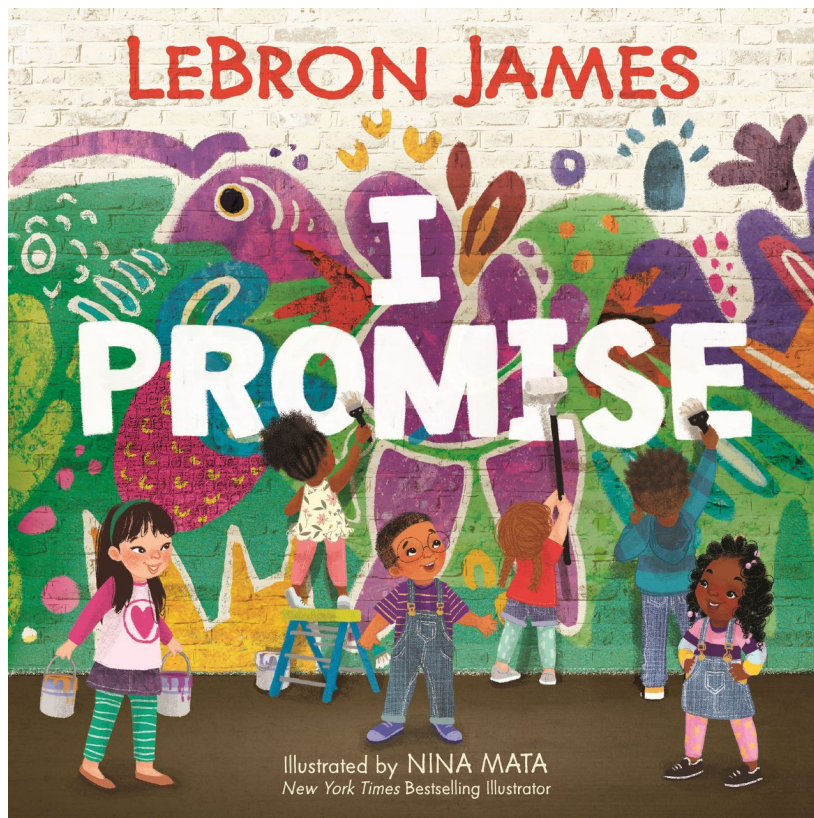


POSSIBLE EXPERIENCES

- Create a collaborative canvas that represents each season
- Using loose parts and mixed materials, have students work together to transform 4 tree branches. Each branch can represent one season
- Student could create their own representation of each season. Provide them with 4 tree stumps and have them use paint and their fingers to stamp the leaves for each season

THIS IS JUST THE BEGINNING OF YOUR STORY, WHAT happens next?

POSSIBLE BOOK PROVOCATIONS



POSSIBLE EXPERIENCES

- Encourage students to brainstorm a list of promises for themselves that they will be encouraged to include in the next chapter of their story
- Create an impactful collaborative art piece to share their ideas and promises
- Create a class book to share their thoughts
- Ask your learners how they would like to share out their thinking and next steps in their stories
- Video record each of your students stating one of their promises

How will you share and celebrate your story with others?

POSSIBLE EXPERIENCES

We believe that public displays of student learning are very important for any inquiry. Although we may not be able to physically have families or community members in our classrooms this year, we hope you are able to consider alternate authentic ways for your learners to share their stories with others.

Some ways that you might consider sharing your processes and your identity inquiry journey with a greater audience, could be:

- Creating a movie that tells the story of your inquiry
- A celebration/showcase evening for parents and stakeholders (perhaps this can be done virtually)
- A blog post
- Digital portfolios
- Using the workbook as a scrapbook style, and then sending it home with students. We suggest combining this with some guiding questions and suggestions for parents to ask/look for when looking through their child's story
- Collaborative Mural that captures the process
- Connecting with another class that is also unpacking identity and personal stories
- Inviting other educators into your classroom to be an authentic audience for your learners to share with

Truly, the opportunities are endless!
We can't wait to see what you come up with.

STAY CURIOUS and Connected!

THANK YOU!

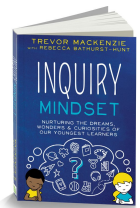
Thank you for all that you do on a daily basis to make learning authentic, meaningful and open-ended for your learners. We so appreciate and see your passion, love and dedication to making this world a happier and more positive and inclusive place.

Remember, in inquiry we are more powerful together. We hope you are able to join us in our classroom families' Identity Inquiry journeys and also feel inspired to share yours. Please consider tagging us, **@joysofkinder** and **@inquiryteacher**, so we can see what you are up to! We can't wait to see how this journey unfolds for you and your learners, your creative twist on supporting your learners unpack their stories AND all the amazing books you choose to use as provocations.

If you are looking for further support and inspiration for Inquiry-Based Learning, please consider Rebecca's co-authored book, with Trevor MacKenzie, *Inquiry Mindset*.

Thank you for taking the time to unpack identity with your learners.

With love and kindness,
Allie Apels & Rebecca Bathurst-Hunt



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-Allie Apels & Rebecca Bathurst-Hunt

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