

## Lesson Plan 2 Visible and Invisible Identity

Resources	<b>Identity: The identity backpack</b>
Slide 1	<p>In the last lesson students explored the concept of identity and what the word itself means. They learnt about where people get their identities from and how they are formed.</p>
Slide 2	<p>This lesson will begin to explore the idea that identity is complex, that it has many layers to it and each person's identity is a huge part of who they are and what is important to them. Students will learn that there are parts of our identity that are visible to others and parts that are invisible, either because we don't choose to share them or as simple as they can't be seen by others. This is where assumptions are often made of people, often based on what we can see by looking at others. It is only by getting to know ourselves really well that we can also begin to understand and want to learn more about others. Through taking time to really know others, having meaningful dialogues and sharing with each other in a safe space, we can celebrate difference and find out similarities.</p> <p>Through the metaphor of a backpack, which the film highlights, this lesson will explore visible and invisible identity.</p>



## Learning Objectives (Slide 3)

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- To developing an understanding of our own uniqueness and respect that of others
- To explore and appreciate our own and other's identities
- To understand there are visible and invisible parts to our identities

## Curriculum Mapping

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### RE

- Symbolism: when has objects / headwear / clothes / jewellery / book / media has mattered to me?

### PSHE

- Respect for others' right to their own beliefs, values and opinions
- Clarifying own values, including reflection on the origins of personal values and beliefs

### Citizenship

- Rights and responsibilities of citizens

## Preparation

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- Presentation for class (included)
- Identity film (included)
- Backpack activity sheets, printed back to back and copied per pupil (included)
- Question sheets, printed and copied for half the class (included)
- Envelopes to put questions in (optional)

NB students will need to stick backpack worksheets in books as they will need to refer back to these in lesson 6.

## Running time

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50 mins

**Objective** To explore our own and other's identities

Today we will be talking more about who we are and what makes us unique. Therefore, it is important that the classroom is a happy and friendly space where we can all share our views and ideas without feeling that others may criticise.

Revisit Safe Space and check all is agreed and whether anyone wants to add anything.

**Key Question** What makes up an identity? Visible and Invisible

Ask students to come up with lots of different factors that make up our identity. Give some examples to get students started e.g. hair colour, likes and dislikes, hobbies. Take responses from students and scribe on the board in two separate lists (Visible / Invisible parts of our identity).

**Activity 1 Identity Factor**

Either:

- 1 Draw out the difference between the two lists from students once you have a number of responses. Summarise that there are some parts of our identity we can see, and some of them we can't, and we would need to ask someone or spend time with them to know that about them

Or:

- 2 Create a human spectrum asking students to stand on an invisible line – one end representing visible and one invisible. Read out an identity factor and ask students to move on the line to whether they think it falls into the invisible or visible category. Ask students to volunteer explanation of why they chose to stand where they did. Repeat a few times.

Slide 7

## Activity 2 Create your identity backpack (main) / 35 mins

**Objective** To understand there are visible and invisible parts to our identities

Slide 8

Ask the class “Why do you think a backpack might be a good metaphor for thinking about identity?”

Encourage students to reflect on the film and the shapes all carrying backpacks

Some suggestions might include:

- We can (and do) add to our backpack.
- We can unpack it to remind ourselves of what’s in it.
- We can reorder the contents according to our current priorities.
- It has zips and pockets...

Slide 9

Show the identity film, pausing on the scene with two shapes unpacking their backpack in their living rooms.

Ask the questions:

Slides 10–12

- What could the shapes be?
- How would they know they have things in common?
- Do the outsides of the bags mean anything?

Activity  
backpack  
worksheets

Slide 13

### Creating the backpacks

Hand out the backpack template to each student and get them to fold it in half.

Ask them to think about the factors that make up their identity and add these to their backpack.

### Prompt questions

- See me and you'll learn – outside (front of the bag)
- Meet me and you'll learn – inside of the bag
- Spend time with me and you'll learn – pockets
- Anything that makes up who you are that is not listed – zips (students to draw on)

Model to the students unpacking a few items from your backpack to show students some examples of your identity, referring back to the prompt questions.

Students create their own backpacks, drawing and writing on their identities onto the different areas of the backpacks.

Slide 14

### Reflection questions

Ask the class:

- How did you find the activity?
- Which bits were most challenging? Why?
- Where did faith or belief feature?

Slide 15

### Activity 3 Interviews

Explain to the class that now we have all thought really hard about what makes us unique, we are going to get the opportunity to find out about who someone else is and what makes them special.

Slide 16

Show film clip of the shapes talking on the picnic blanket

As we have been learning having the time to ask people questions is the very best way to get to know each other and really listen to each other. This is a great opportunity for you to put what we said about Active Listening techniques into practice!

Tell students they only have to share what they feel comfortable with.

Activity:  
Question sheets

Get the students to work in pairs and give out an envelope of questions to each pair.

Explain they will have five minutes to interview them and find out more about them:

“Start by talking to your partner about two items in your backpack.  
After you have both shared your two items, take it in turns to take a question card out of the envelope and discuss your answers with each other”.

Repeat with students finding another person to discuss with.

## Plenary Reflection session / 5 mins

Slides 17 & 18

Bring the group back together. Debrief together by asking students to:

- Share something they learnt that they didn't already know before
- The question that they most liked answering?

If students mention the invisible parts, you can mention that it is often those that are the most interesting to share and to hear more about from others.

Ask students why they think that is and what can we learn from this?

## In the next lesson

Slide 19

We will be exploring Similarities and Difference, examining our own identity and the stereotypes associated with our identity and challenging stereotypes by listening to other's stories and finding similarities and differences with each other.

Slide 20

### Extension Activity

- Were there any parts of their identity they put on the bag but didn't feel comfortable sharing? Why do they think this is?
- How could we make our class a place that we would feel more comfortable to share more about ourselves?