

Lesson Plan 3 Similarities & Differences

Resources

Identity: Challenging stereotypes

Slides 1–3

In the last lesson we looked at Visible and invisible identities, exploring the notion that identity is complex and multilayered. Students learnt that there are parts of their identity that are visible to others and parts that are invisible.

In this lesson we'll be examining our own identity and the aspects associated with our identity that are most important to us. We will also challenge stereotypes by listening to other's stories; finding similarities and differences with each other. We are less likely to make assumptions of others when we can understand our differences and find common similarities in what is important to us.

Stereotypes are examined as participants share stories about when they were proud to be part of a group and when it is challenging to be associated with a particular group.



Learning Objectives

- To explore what aspects of our identity are important to us and others
- To identify similarities and differences with other's identities
- To share aspects of our identity that make us proud but can also be challenging

Curriculum Mapping

RE

- Responsibility and Laws

PSHE

- Identifying unhelpful thinking traps e.g. generalisations and stereotyping
- Discernment in evaluating the arguments and opinions of others
- Evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health

Citizenship

- Rights and responsibilities of citizens
- Social cohesion
- The nature of rules and laws

Preparation

- Presentation (included)
- Circles of Me workshop to be completed by teacher to model
- Circles of Me worksheet to be printed (included)
- Sentence starters worksheets printed (included)

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

The revisiting of Safe Space, and previous lessons and activities should prepare students to be ready to engage. However, for the main activity there is an alternative activity to part b, which allows you to choose whether your students are ready to share from personal stories or you would prefer a more distanced approach.

Running time

50 mins

Recap Safe Space then show the identity video. Ask students to think about where the characters are exploring similarities and difference in their identity.

Explain that today's lesson will be exploring the similarities and difference we have with others and what aspects of their identity are most important to them.

Slide 6

Activity 1 Story of my name (ice breaker)

Model first to the class the story of your name.

E.g. my names mean x, my parents chose it because of y.

Slide 7

Ask the students to talk to the person sitting next to them about their name. Use these questions to prompt discussion.

- 1** What is your full name?
- 2** Do you like your name? Why / why not?
- 3** Why did your parents choose your name?
- 4** What does your name mean?
- 5** Do you have any nicknames?
- 6** If you could change your name, would you? What would you change it too?

Slides 8–10

Bring the class back together and ask students to share some new things they learnt about their partners name. Alternatively, you can ask them to introduce each other.

Did anyone have any similarities in their name, its meaning or why it was chosen for them?

Ask the class, who thinks a person's name is an important part of their identity?

Explain that our names form part of who we are, our identity. It's how others know us, but It is often something we don't give much thought too. Just by taking the time to discuss our names we can learn so much more about ourselves and others.

Circles of Me
worksheets

Key Question What are the main aspects of our identity?

A Hand out the Circles of Me worksheets. Model your own completed worksheet.

Get the students to write their name in the center circle and then fill in each satellite circle with an aspect of their identity they consider to be among the most important in defining themselves.

Give them several examples of aspects that might fit into the satellite circles:
gender, religion, sexuality, race / ethnicity, nationality, hobbies.

In pairs ask students to share their circles and talk through the different aspects of their identity that are important to them.

Remind students to only share what they feel comfortable with and recap the Safe Space principles.

Slide 12

Prompt questions

- How did it feel to choose what aspects of your identity are most important?
- Did you choose any aspects that were similar to your partner?
- Why do you think that was important to you both?

Take one or two responses from the group, ensuring they don't share on anyone else's behalf.

Slide 13

Get the pairs to join with two other pairs to make small groups.

Explain to the class that in their groups they will be going around and sharing:

1 A story about when they felt especially proud to be associated with one of the identifiers they selected

2 A story about a time it was challenging to be associated with one of the identity aspects they chose

Or:

3 A scenario you fear could be challenging in the future based on this particular element of your identity

B Before you set your students off to do this group work, ensure they have the **sentence starter worksheet**, and model an example of a proud and challenging story from your identity circles.

Sentence
starters
worksheets

Sentence starters

- I feel proud that I am _____
- I feel proud that belong to _____
- I feel proud that I love to _____
- I feel proud that I believe _____ because...

- It can be challenging to be _____
- It can be challenging to belong to _____
- It can be challenging to believe this _____ because...

Distanced alternative to the activity B

If you feel your students are not ready to share personally, you could use 'made up' case studies of people with different identities and ask students to discuss what those people might feel proud of and challenges they might face. Thinking carefully not to generalise and stereotype but to discuss how certain aspects of a person's identity can affect them and how they live their lives.

Plenary Reflection session / 5 mins

Slides 14–16

Ask the class whether anyone feels comfortable to share one of their stories with the whole class. Choose a couple of volunteers.

Ask for a show of hands:

- Who found they shared similar aspects of their identity with someone else?
Encourage students to volunteer to explain what they were.
- Who learnt something different about a classmate's identity, that they didn't realise was important to them?
Encourage students to share an example of this
- How did it feel to think about the challenges that are, or could be, associated with part of your or someone else's identity?

Slide 17

Why do you think it is important to understand yours and other identities?

- Helps with empathy
- Breakdown generalisations
- Challenges stereotypes and assumptions

Slide 18

In the next lesson

In the next lesson we will be speaking about meeting new people for the first time and the assumptions we might make of others. Learning how to avoid letting these be a barrier to the relations we form with them.

Slide 19

Extension Activity

- Where do stereotypes come from?
- How can we eliminate them?