

# Lesson Plan 5 Identity Challenges

Resources

**Identity: Challenges when people are different and how to be inclusive**

Slide 1

In the last few lessons we've looked at what happens when we meet new people – how we can articulate our own identities, approach people with an open mind and ultimately navigate inevitable difference respectfully while finding and celebrating similarity.

This lesson we'll be looking at difficulties when different people come together. We'll also be looking at spaces. Are there conversations or places in which certain aspects of our identities aren't welcome?

Are we responsible for any spaces which dictate which aspects of other people's identity are welcome and which aren't?

How can we move towards inclusivity – what does it look like and how can we use all the skills learnt so far to ensure it's being achieved as much as possible, on a continual basis?



## Learning Objectives

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- To think about aspects of our identities that are sometimes challenged
- To explore how we can make the places we share more inclusive

## Curriculum Mapping

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### RE

- Belonging: When has a community / family / clubs groups / religion / skills mattered to me?

### PSHE

- Active listening and communication, team working and negotiation

### Citizenship

- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities

## Preparation

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- Presentation (included)
- Paper and pens
- Ball of string
- Google maps / subscription to Digimaps (optional): [digimapforschools.edina.ac.uk](http://digimapforschools.edina.ac.uk)

## Running time

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50 mins

Slides 2–3

**Recap of Lesson 4 Meeting New People/Similarities and Differences / 10 mins**

Slides 4–5

**Topic Introduction Identity Challenges**

Watch the final scene of the Identity film.

Look at the pictures on the whiteboard.

What are the ways in which our identities can be challenged?

- Our race, our religion
- Our abilities
- Our tastes, hobbies
- Our ethnic cultures, dietary requirements
- Immigration status
- Sexuality or gender
- Socioeconomic background
- What else?

Group or pair up the students.

Ask them to think of a city / town / village / place, either real or imaginary.

Tell the students they now need to re-design it in such a way which would make it inclusive for all.

They must think about all the details (suggest some: public space, food industry, education, transport infrastructure, etc) and can present it in three different ways.

There are various ways to complete this activity. You could choose one or offer your students several options, and then ask each group to present to the whole group afterwards.

Here are some ideas:

- **A city plan** – aerial view / map showing features of their dream city / town / village / place. You could get students to work on A3 pieces of paper to design. Ask them to label the different aspects of their ‘city / place for all’ and be prepared to share back.
- **A drama / role play** that acts out a short city / town / village / place vision TV advert. You could assign roles in the groups (narrator, citizens of the city) and ask them to produce three key scenes that show the benefits of the ‘city / town / village / place for all’.
- **Dragon’s Den / Apprentice style pitch** to showcase vision. You could give them an A3 poster to write down what they value about the city / town / village / place and give them key questions to keep in mind when preparing their pitch.

Whatever method is used, it is important for learners to share and reflect on the process of creating their vision. It is the discussions and choices they have made, and the reasons for those, that are at the heart of the learning in this activity.

Slide 7

**Once everyone has shared with the rest of the group, ensure you have a thorough reflection discussion. This is where the key to this activity lies.**

### Reflection questions

- What do you think is the most important part of your city / town / village / place for all?
- Do you think that everyone would be able to enjoy your city / town / village / place?
- How could your city / town / village / place be more like your dream city / town / village / place? Why is it not already?
- How can people from different backgrounds come together to improve a city / town / village / place?
- What skills, values and behaviour does it require to make a place better?
- What can you start to do in your own life to improve the spaces you share with others?

Write some of their ideas and suggestions on the board.

Ball of string

Create some space in the classroom and ask the children to stand in the circle. This activity can be done by half the class at a time if space is limited.

Start by holding a ball of string in your hand and saying,  
“My name is \_\_\_\_\_ and I like \_\_\_\_\_. Who else likes \_\_\_\_\_?”

Then, still holding the end of the string, throw the ball to someone else who likes that activity. That person then says the same sentences but using a different activity or thing.

As the game goes on learners will become connected by the web. As the web is being built people often see connection with a spider web, stars or other natural patterns. If one person pulls on the web, everyone else is affected, highlighting interdependence.

Teachers can suggest more thought-provoking questions as the activity progresses e.g. questions about invisible aspects of your identity, questions about faith and belief, questions about countries etc.

Slide 9

**Extension activity or written/home learning Class web**

Encourage the group to think carefully and suggest things that they know will connect everyone in their class.

They can then draw their partner / group / class ‘web’ in their books.

**In the next lesson Identity Stories**

In this lesson you'll use your writing skills as a vehicle to celebrate the many aspects / dimensions of your identity.

We will focus on our name as a basis to write poems / prose about our identity.