

# Lesson Plan 6 Identity Stories

Resources

## **Identity: My name, my story!**

Slide 1

In the last few lessons we have looked at different aspects of our identities and explored differences and similarities among each other. We have also looked at what happens when we meet new people and we reflected on the challenges that might emerge when bringing diverse groups of people together.

In this lesson you'll use your writing skills as a vehicle to celebrate the many aspects of your identity. We will focus on our name and other aspects of our identity as a basis to write poems/prose about our identity.



## Learning Objectives

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- To celebrate students' own identity
- To use prose or poetry to express, explore and deepen self-awareness
- To understand the power of personal narratives to build self-esteem, break down barriers, demystify stereotypes and humanise people's stories

## Curriculum Mapping

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### RE

- Identity and Belonging

### PSHE

- Mental wellbeing: maintaining a healthy self-concept
- Self-improvement through constructive self-reflection

## Preparation

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- Presentation for class (included)
- Completed Identity backpacks
- Completed Circles of Me worksheets by students

## Running time

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50 mins

Famous authors have used various methods to express their ideas, feelings and fantasies. Many have written autobiographies and / or poems about their lives. Through different literary genres, such as prose and poetry, authors have been able to immortalise their ideas into dramas, novels, poems, sonnets, but they have also been able to open windows into their lives and break down barriers.

Ask the class, why is there power in sharing personal narratives / story with others?

- It helps you make sense of your life – why certain events happened the way they did
- It helps make sense of who you are and your own identity
- It humanises people instead of putting everyone in the same box
- Opens windows into the lives of others
- Breaks down barriers and stereotypes

In lesson 3, students played the 'Story of my name' icebreaker. In pairs, students were asked to discuss their name, if their name has a meaning, if they like their name, if they have a nickname, who named them / were they named after someone.

In this lesson, students will be asked to write and think a little bit further about their name. Ask students to write responses to the following series of prompts.

Teacher can model and give examples throughout each prompt question. Students should spend two minutes maximum on each prompt. Tell students to not think too much about it and write whatever comes to mind first.

**Prompt 1** List five things that the sounds in your name remind you of. These may be words that rhyme with your name; things that you associate with individual sounds; or a combination.

**Prompt 2** Make five statements beginning "My name is..."  
You may name yourself after any person or thing you choose.

**Prompt 3** List one sight, one sound, one taste, one smell, and one texture you remember from your childhood.

**Prompt 4** Make three statements beginning "My name means..." You may use the actual etymological origins of your name; you may also make some up.

**Prompt 5** List three things that are holy / sacred / important to you.

Ask class to get into pairs and share what they've written with each other. Encourage one or two students to share what they've written with the rest of the class.

Slide 5

### Reflection questions

- How did you find the process of writing with a specific time limit?
- Did you find any of the steps easier / difficult? Why?

Completed  
Identity  
backpacks

Ask students to look back at their identity backpacks, circles of me and the language they generated in the writing activity above. Write a poem or short piece of prose which reflects their own name and aspects of their identity. At the end we will ask some of you to share your writing with us all.

Completed  
Circles of Me  
worksheets

Students may use as much or as little of the language generated in the 'Write yourself out!' activity as they choose, and they may also add new language. There is no formal constraint for this assignment: students can write in any way that seems useful or interesting to them. Students may make use of prompt questions below or none at all.

### Prompt questions

- Write about your name and its meaning (do you like it? Do you have a nickname? Were you named after someone in your family? How did you come to be named?)
- Write about your experience of having this name
- What's one of your earliest childhood memories?
- What are some of your best qualities / traits?
- Write about one of your most useful talents
- Describe a physical feature of yours that you really like
- Write about a trait you inherited or picked up from a parent / family member
- Write about how you fit the stereotype of people from a specific city / country... or about how you don't fit the stereotype at all
- Tell your story about the importance of having a faith / beliefs / religion or lack thereof
- Tell your story about when you met someone that inspired you

Invite students to share their writing with the class.

## Refection / Plenary / 5 mins

Slide 8

- How did you find the process of writing about your name and yourself?
- What activities did you find easier / difficult? If so, why?
- How did you feel when you listened to your peers' or classmates' personal narratives?
- Did anybody hear somebody challenge a stereotype that you once bought into? If so, what?

Slide 9

### Extension activity

- Students to turn their stories into a music, art or film project.