

Identity Lesson Plan 1: What is Identity?

This lesson is about introducing the concept of identity and exploring what makes up our identity.

Total lesson length: 50 mins

Learning objectives

- To explore and understand the concept of identity
- To learn and understand the different things that make up other people's identities
- To reflect on the different things that make up their own identity

Preparation

- Identity film downloaded (included)
- PowerPoint (included)
- My Identity worksheets (included)
- My Identity worksheet filled in by teacher

Curriculum topics

RE

- Meaning and Purpose
 - / Identity
 - / Spiritual and personal views
- Religion and society
 - / Community cohesion
- World religions
 - / Interfaith issues
 - / Worldviews

PSHE

- About you
- Diversity

RSE

- Respectful relationships

Citizenship

- Community, Identity and Diversity

Timings	Script	What you will need
10 mins	<p data-bbox="331 244 869 276">Activity 1: Stand Together If...</p> <p data-bbox="331 339 1021 371">Objective: To introduce the idea of identity</p> <p data-bbox="331 435 1352 515">Explain to the students that we are going to think about what the word ‘identity’ means and are going to start with an activity.</p> <p data-bbox="331 579 1193 659">Clear some space in the classroom, or go to hall, and ask the students to stand in a circle.</p> <p data-bbox="331 722 1352 802">Use the phrase ‘Stand together if...’ and then make a statement e.g. ‘Stand together if you walked to school today’.</p> <p data-bbox="331 866 1435 946">Invite all the students who that’s true for to come and stand together in the centre of the circle. Then ask them to return to the circle.</p> <p data-bbox="331 1010 1536 1145">Repeat this with different phrases / statements listed below, or include your own statements more relevant to your class and school, and ensure that all students have the opportunity to stand in the middle at least once.</p>	

‘Stand together if...’

- you are the oldest in your family
- you speak more than one language at home
- you don’t like carrots
- your parents / your grandparents came to the UK from another country
- you have a religion or belief
- you like computer games
- you like telling jokes
- you have brown eyes
- your favourite colour is green

Reflection questions:

Bring the students back and ask the class:

- How was that?
- What did it feel like when you were in the middle?
- Why do you think I was asking you questions about your family, your hobbies, what you believe and what you like?

Explain that all of the questions you were asking them were about their identity, and that their identity is: all the things that make you YOU!

Timings

Script

What you will need

For example, all of the things that we talked about in the game are part of your identity:

- Your family / carers, if you have brothers or sisters, where your family / carers come from.
- Your personality and what you're like: are you shy / helpful / funny / kind etc.
- What you're good at: sport / maths / writing / art / dancing / music
- What you enjoy doing: reading / cycling / baking / playing computer games
- What you believe: whether you have religious or a non-religious belief or worldview
- What you look like: whether you have blue / brown /green eyes, brown skin / white skin etc.

Explain to the class that:

Your identity makes you special and unique. 'Unique' means that although some people's identities might be similar to yours, nobody in the world has an identity exactly the same as you and that makes you very special – you are the only you in the world, and that's something that you can feel proud about and celebrate!

Timings	Script	What you will need
10–15 mins	<p data-bbox="327 240 1048 280">Activity 2: Teacher’s Identity Worksheet</p> <p data-bbox="327 339 1182 379">Objective: To understand what makes up my identity</p> <p data-bbox="327 438 1373 475">Prior to this lesson, download the Identity Worksheet and fill it in.</p> <p data-bbox="327 534 1485 619">Explain that you are going to share some things that make up part of your own identity by showing them your own filled in Identity Worksheet.</p> <ul data-bbox="327 678 1176 1034" style="list-style-type: none"><li data-bbox="327 678 1176 715">• Which places are important to me and my family?<li data-bbox="327 742 1099 778">• Which people are important to me in my life?<li data-bbox="327 805 824 842">• What is my personality like?<li data-bbox="327 869 696 906">• What do I look like?<li data-bbox="327 933 1104 970">• What beliefs and values are important to me?<li data-bbox="327 997 719 1034">• What do I like doing? <p data-bbox="327 1093 1350 1177">Present your own worksheet on the whiteboard, explaining what each one is and why they are important parts of your identity.</p>	Filled in Teacher’s Identity worksheet copied, one per table or on whiteboard

Timings**Script****What you will need****Reflection:**

Explain to the class that all of these different things make up part of your identity and they are some of the things that make you YOU.

Optional Activity:

Ask the class what they think the best way of finding out about people is?

Explain that a really good way to find out about other people is to ask them questions.

Invite students to put their hand up and ask you questions about the parts of your identity that you have just shared with them.

Timings

Script

What you will need

5 mins

Activity 3: Identity Film and discussion

Objective: To practice identifying the different things that make up people's identity

Play the **Identity film** all the way through, then play it again and pause at 01:23:



Ask students:

What parts of the two students' identities can you see in the film?

Possible answers could include:

- their country (from the flag)
- the type of food they like to eat
- their families (from the photos on the wall)
- their hobbies (hockey stick, games console, books)

Identity film

(www.youtube.com/watch?v=ESrNn9N4itk)

Timings	Script	What you will need
15–20 mins	<p>Activity 4: Students Identity Worksheet</p> <p>Objective: To reflect on what different things make up their own identity</p> <p>Explain that now you have shared some parts of your identity with them, you would now like the class to spend some time filling in a worksheet about important parts of their identity.</p> <p>Hand out worksheets and allow students some time to complete it.</p> <p>Reflection:</p> <p>Either:</p> <p>Class Process</p> <p>Explain that: As we said before, our identity is something to be proud of and to celebrate, so we are going to celebrate the identities of some of the people in our class.</p> <ul style="list-style-type: none"> • Ask one of the questions from the worksheet and ask if anyone from the class would like to share their answer e.g. Which people are important to you in your life? • Take a handful of answers from 2–3 people. • If it feels appropriate ask the rest of the class to join you in giving the people who answered a round of applause to recognise and celebrate their identity and how important it is. 	Students Identity Worksheet copied per table or on whiteboard

Timings

Script

What you will need

Or:

Small Group Process

- Put students into groups of four and invite them to share anything from their worksheet that they would like to share with the other people in the group for around 5 minutes.
- Make it clear that nobody has to share anything from their worksheet if they don't want to. Instead they can talk about how they found the activity: did they like it or not & why.
- After the children have discussed in small groups, as above, you can ask for a few answers to each question, and if it feels appropriate, applaud the group of children who answer each question to celebrate their identities.

Alternatively, you can ask students to put their hands up if they've learnt anything new or surprising about anyone in their group that they didn't know before and take feedback that way.

Timings	Script	What you will need
1 min	<p>The next lesson is about the different layers of our identity, how we see our identity and how other people see our identity, and that some bits of our identity can be invisible.</p> <p>Extension Activity / Home learning:</p> <p>Identity Art</p> <p>Invite the children to create some art based around one part of their identity.</p>	