

## Identity Lesson Plan 2: Visible and Invisible Identity

In the last lesson students explored the concept of identity and explored what the word itself means. They learnt about where people might get their identities from and how they are formed.

This lesson will begin to explore the idea that identity has more layers to it. 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 well that we can also begin to understand and want to learn more about others.

Through the metaphor of a backpack, which the film highlights, this lesson will explore visible and invisible identity.

**Total lesson length:** 50 mins

## Learning objectives

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- To develop 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

## Preparation

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- PowerPoint presentation for class (included)
- Identity film (included)
- Backpack activity sheets, printed copied per pupil (included)
- Backpack activity sheet filled in by teacher

## Curriculum topics

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### 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="331 240 651 280"><b>Topic Introduction</b></p> <p data-bbox="331 341 1301 520">Explain to the children that today we will be talking more about who we are and what makes you YOU. Therefore, it is important that the classroom is a happy and friendly space where we can all share our views, thoughts and feelings.</p> <p data-bbox="331 580 1088 667">Re visit safe space and check all is agreed and does anyone want to add anything</p> <p data-bbox="331 727 1442 813">Revisit their identity worksheets and ask the students to refer to them when answering the question - what makes up your identity?</p> <p data-bbox="331 874 1323 960">Tell the class that today we are going to explore parts of our Identity that might be invisible (can't been seen with our eyes).</p> <p data-bbox="331 1062 1402 1145"><b>KS1</b> – for younger students, we recommend you replace the words 'visible / invisible' with the words 'outside / inside' instead.</p>	

## Timings

## Script

## What you will need

### Activity 1: Identity Factor

Using the PowerPoint presentation, ask the students to tell you which aspects of this person's identity is visible or invisible? Some are trick questions, as for example, this person's favourite colour might be both visible or invisible depending on for example, what they are wearing. Other statements may be visible to people who know this person well, whereas not if you had met them for the first time.

#### Person 1

- I have black hair
- My favourite colour is green
- I feel shy when I meet new people
- I don't like apples
- I am good at singing
- I go to church every Sunday

#### Person 2

- I have long red hair
- I am good at running
- My favourite colour is purple
- I have a brother
- I hate carrots
- I love animals
- I speak another language at home
- I really want a pet

PowerPoint presentation

Timings	Script	What you will need
10 mins	<p>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.</p> <p><b>Activity 2: Identity film and spot the similarities and differences!</b></p> <p><b>Objective:</b> To understand there are visible and invisible parts to our identities</p> <p>Ask the class “Why do you think a picture of a backpack would be a good way to think about identity?”.</p> <p>Some suggestions might include:          We can unpack it or look in it to remind ourselves of what's in it;          we add or remove things from it depending on what we need that day;          we might keep some favourite things in it; it has zips and pockets...</p> <p>Show the <b>Identity film</b>, pausing on the scene with two shapes unpacking their backpack in their living rooms. Alternatively use the image from the film in the PowerPoint presentation.</p> <p>Have a game of spot the similarities and differences!</p>	<p>Identity film  <a href="http://www.youtube.com/watch?v=ESrNn9N4itk">www.youtube.com/watch?v=ESrNn9N4itk</a></p> <p>PowerPoint presentation</p>

## Timings

## Script

## What you will need



Ask the questions:

- What could the shapes be?
- Do they have things in common?

20 mins

### **Activity 3: : 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. Say we will do this by answering a series of statements, which should prompt them to think of aspects of their identity that are visible and / or invisible.

Backpack activity  
filled in by teacher

Backpack activity  
worksheet for each student

## Timings

## Script

## What you will need

They can draw pictures or write words to show the different aspects of their identity.

You may need to explain the difference between 'faiths' and 'beliefs'.

Show the class your filled in backpack and talk them through how you choose each of the things on your backpack by answering the following statements.

### Prompt statements:

- **See me and you'll learn: *outside and in front of the bag***  
Examples: Skin / hair colour, gender, height, clothes I like to wear etc.
- **Meet me and you'll learn: *inside of the bag***  
Examples: Hobbies, interests, favourite subjects at school etc.
- **Spend time with me and you'll learn: *pockets***  
Examples: Dislikes, any siblings, what I want to be when I grow up, faith, beliefs etc.
- **Anything that makes up who you are that is not listed: *zips*** (students to draw on)  
Examples: Favourite festival, object / possession, pet, shape

## Timings

## Script

## What you will need

Ask the students to create their own backpacks, by drawing and writing on their identities onto the different areas of the backpacks. Keep your own one on the whiteboard so they can refer to it for assistance.

### Reflection questions:

Ask the class:

- How did you find the activity?
- Which bits were most challenging? Why?
- Ask children to come up and show & share their backpacks if they want to

Timings	Script	What you will need
5 mins	<p data-bbox="331 240 891 280"><b>Activity 4: Backpack interviews</b></p> <p data-bbox="331 339 1370 472">Explain to the class that now we have thought 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.</p> <p data-bbox="331 531 1402 711">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!</p> <p data-bbox="331 770 1361 855">Tell students they only have to share what they feel comfortable with, and don't have to answer any questions they don't want to.</p> <p data-bbox="331 914 1393 999">Get the students to work in pairs and ask them to 'interview' each other about at least two items on or in their backpack.</p> <p data-bbox="331 1058 1093 1142">Explain they will have three minutes to interview them and find out more about them.</p> <p data-bbox="331 1201 1505 1241">Then call up children and ask them to talk about their partners backpack.</p>	

Timings	Script	What you will need
[15 mins]	<p data-bbox="331 244 1263 276"><b>Alternative activity for younger / SEN children (KS1)</b></p> <p data-bbox="331 341 1406 421">An alternative activity is to ask the children to think about and draw 'what animal am I'</p> <p data-bbox="331 486 1285 518">You could model a few ideas with the children to help them.</p> <p data-bbox="331 584 645 616"><b>What animal am I?</b></p> <ul data-bbox="331 665 1361 841" style="list-style-type: none"><li data-bbox="331 665 1361 697">• I would be a dog because I love being around other people...</li><li data-bbox="331 713 1361 745">• I would be a dolphin because I love swimming with others...</li><li data-bbox="331 761 1151 793">• I would be an elephant because they're strong...</li><li data-bbox="331 809 1189 841">• I would be a monkey because I love climbing trees</li></ul> <p data-bbox="331 906 1234 986">Suggest that they can be different animals depending on who they are with or where they are.</p> <ul data-bbox="331 1035 1509 1211" style="list-style-type: none"><li data-bbox="331 1035 1509 1117">• At school I am a lion as I love playing and roaring in the playground but at home I am a cat as I like curling up on the sofa</li><li data-bbox="331 1133 1509 1214">• When I meet new people I am a mouse as I am quiet as I feel shy but at home I am a dog as I love playing in the garden with my sisters</li></ul>	

**Timings****Script****What you will need**

Ask the children to draw or write down the name of their animal in response to the following prompts:

- When I am at school I am a \_\_\_\_\_ because \_\_\_\_\_ .
- In the morning I am a \_\_\_\_\_ because \_\_\_\_\_ .
- At home I am a \_\_\_\_\_ because \_\_\_\_\_ .
- With my brother / sister / cousins I am a \_\_\_\_\_ because \_\_\_\_\_ .
- With my carers I am \_\_\_\_\_ because \_\_\_\_\_ .
- With my friends I am \_\_\_\_\_ because \_\_\_\_\_ .

Bring the class back and choose children, who want to, to show and explain their animal choices.

Timings	Script	What you will need
5 mins	<p data-bbox="331 244 477 276"><b>Plenary:</b></p> <p data-bbox="331 323 1447 355">Bring the group back together. Debrief together by asking students to:</p> <ul data-bbox="331 403 1328 563" style="list-style-type: none"><li data-bbox="331 403 1328 483">• Share something they learnt about their partner / classmate that they didn't already know before</li><li data-bbox="331 531 1111 563">• What statement did they most like answering?</li></ul> <p data-bbox="331 627 1547 707">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.</p> <p data-bbox="331 770 1424 802">Ask students why they think that is and what can we learn from this.</p> <p data-bbox="331 914 663 946"><b>Extension Activity:</b></p> <ul data-bbox="331 994 1346 1201" style="list-style-type: none"><li data-bbox="331 994 1346 1074">• Were there any parts of their identity they put in the bag but didn't feel comfortable sharing? Why do they think this is?</li><li data-bbox="331 1121 1294 1201">• How could we make our class a place that we would feel more comfortable to share more about ourselves?</li></ul> <p data-bbox="331 1265 551 1297"><b>Next lesson:</b></p> <p data-bbox="331 1361 1525 1441">Explain in the next lesson is called 'My Name, My Story!' where we will be writing about our names.</p>	