



Module Introduction	Approach to Learning	Overall Module Objectives	Essential Book Resource
<p>The purpose of these lessons is to develop discussion on the concepts of identity, diversity uniqueness and belonging exploring the Schools Linking Network key questions: Who am I? Who are we? Where do we live? and How do we all live together?</p> <p>This set of lessons is just one way of exploring these questions</p>	<p>Sensitivity, awareness and understanding of your class and community is essential before exploring any activities relating to identity.</p> <p>Always begin activities by modelling sharing information about your own identity. This will help children to be much more open and confident about sharing information about themselves. However always recognize that some children may be uncomfortable or may not be able to share some things.</p> <p>Ground rules for class talk should already be well established.</p> <p>Success criteria throughout module: Listening, Thinking, Sharing Ideas and Asking Questions</p>	<p>To develop skills that help pupils form good interpersonal relationships that promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences</p> <ul style="list-style-type: none"> To develop confidence and recognise self worth as individuals through exploring identity. To discuss issues of stereotyping and prejudice. To discuss identity and diversity openly and sensitively and think critically about what they hear during discussions. To encourage reflective thinking and deeper conversations. 	<p>Using the book 'Skin Again' by Bell Hooks will be vital to the success of this module.</p>

Curriculum Reference	Curriculum progression
<p><u>Understanding Physical Development, Health and Well-being</u> Good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences (essential knowledge 1c) Learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others (breadth of learning b4)</p> <p><u>Historical, geographical and social understanding</u> How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities (essential knowledge 1c)</p> <p><u>Understanding English, communication and languages</u> The power of language and communication to engage people and influence their ideas and actions (essential knowledge 1b)</p> <p>Links to: <i>SEALS – Good to be me</i> <i>RE</i></p>	<p><u>Understanding Physical Development, Health and Well-being</u> M2. to listen to, reflect on and respect other people's views and feelings M3. to recognise and respect similarities and differences between people M18. how to form and maintain <u>relationships (i)</u> with a range of different people</p> <p><u>Historical, geographical and social understanding</u> M1. how identities, communities, places, cultures and traditions have changed and are changing over time M4. to consider issues affecting communities, and reflect on the impact of people's actions on others and the environment</p> <p><u>Understanding English, communication and languages</u> M7. to use dialogue and discussion to build up and refine ideas collaboratively in groups M34. to engage in conversations and ask and answer questions</p>



Lesson Name	Learning Objectives	Key Questions	Lesson Outline	Key Vocabulary	Learning Outcome	Resources needed for lesson
	Main objectives of lesson/s	The main ideas that will be explored	Main content of lesson	Key words to be defined	One of several possible outcomes on lesson plans	Description of resources needs in this lesson
1 Skin Again Poem	To examine how skin colour and appearance are part of identity but do not tell the whole story of an individual. To investigate the diversity existing within their class	How would you describe yourself?	Circle game about identity Read Skin Again poem Class then small group discussion about skin colour and appearance as well as other aspects of identity. Class discussion Extension idea- writing own poems called Skin Again	Unique	<i>I can identify and discuss my own and other people's appearance and other aspects of identity</i>	“Skin Again” by Bell Hooks Questions for discussion sheet Extension - Example Pupil outcome
2 Visible and invisible	To explore similarities and differences within the group	What invisible and visible differences and similarities between people are there?	Paired discussion Creating identity circles on paper Class Discussion	Identity Similarity Difference	<i>I recognize that the only person who can truly describe my identity is me.</i>	“Skin Again” by Bell Hooks Identity circle template for each child A rough draft of an identity circle about teacher Example Pupil outcome- Identity Circles Homework note to go home asking for an object or photo that tells a story for next lesson.



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3. My stories	To share stories about our lives that build up a deeper picture of identity and diversity within the class	How does it feel sharing stories about yourself with others?	Sharing stories, photos & objects Writing stories Class Discussion	Stories Identity History	<i>I am confident to share a story about myself and listen to stories of others</i>	<p>“Skin Again” by Bell Hooks</p> <p>Photos/Objects that help tell a personal story about teacher and children</p> <p>Paper, pens etc</p> <p>Camera</p> <p>Note to go home asking for an object/ photo to help tell a story about a special person for the next lesson.</p> <p>Example Pupil Outcome of homework task- could be use to inspire your class about the homework</p>
4 I am who I am because of everyone	To identify and share stories about people who are special to each of us.	<p>Can you think of a person who is special to you?</p> <p>Why has this person had a positive impact on who you are?</p>	<p>Share stories using photos/objects from home</p> <p>Watch and discuss “I am orange advert</p> <p>Write I am statements about themselves</p> <p>Class discussion</p> <p>Future: Extension</p>	Negative Positive Impact	<i>I recognize that different people have an impact on who I am.</i>	<p>“Skin Again” by Bell Hooks</p> <p>Objects or photos that help tell a story about a special person for each adult and child.</p> <p>Words of I am advert</p> <p>Orange Advert – I am who I am... downloadable from You tube www.youtube.com/watch?v=roRw5TS9VIE</p> <p>Orange Advert – I am everyone... downloadable from You tube http://www.youtube.com/watch?v=fl_cRXoBaoY</p> <p>Example Pupil Outcome- I am poems</p> <p>Homework Note about names- overview sheet</p>



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5 You can't judge a book by its cover.	To identify groups and communities the children belong to and the impact these have on their identity	<p>What communities do you belong to?</p> <p>Can we judge someone in a group before we know them?</p>	<p>Partner work: Name conversations</p> <p>Teacher model Mind Map of belonging to communities</p> <p>Individual mind maps</p> <p>Class discussion</p>	<p>Belonging</p> <p>Community</p> <p>Prejudice</p>	<p><i>I recognise that belonging to different communities has an impact on who I am.</i></p> <p><i>I understand the impact that prejudice can have on people and how they feel about themselves.</i></p>	<p>“Skin Again” by Bell Hooks</p> <p>Primary Identity Cards or Secondary Identity Cards or Identity Questions,</p> <p>Paper , pens etc</p> <p>Homework sheet for next lesson –Hopes and dreams Interview Sheet</p>
6 What are our hopes and dreams? Who am I? How do we all live together?	To explore their own and others hopes and dreams for the future.	<p>What are my hope and dreams for the future?</p> <p>What are your hope and dreams for the future?</p> <p>How can we handle times when hopes and dreams don't seem to come true?</p>	<p>Small group work: Share findings from homework interviews about hopes and dreams</p> <p>Class discussion sorting and categorizing types of dreams</p> <p>Individual recording of significant hopes and dreams through powerpoint, artwork, voice recording, video</p>	<p>Hopes</p> <p>Fears</p> <p>Dreams</p> <p>Disappointments</p>	<p><i>I can talk about my hopes and dreams for the future.</i></p> <p><i>I can reflect on other peoples hopes and dreams</i></p> <p><i>I can discuss fears and disappointments sensitively.</i></p>	<p>“Skin Again” by Bell Hooks</p> <p>Large sheets of paper, post it notes, pens, felt tips etc</p> <p>Depending on outcome you plan you could need : Voice recording equipment or access to computers or small squares of paper for artwork etc</p>