



Learning objectives	Key questions	Teaching and learning activities	Resources
<p><b>To understand that people have an impact on who we are.</b></p> <p><b>To identify people who are special to each of us and explain why they are special by sharing stories about them.</b></p>	<p>Can you think of a person who is special to you?</p> <p>What are the qualities that make that person special?</p> <p>What has the person done they are proud of?</p> <p>Why has this person had a positive impact on who you are?</p> <p>Has anyone had a negative impact on your life? Why?</p> <p>Are there similarities and differences between the stories we share?</p>	<p><b>Starter:</b></p> <p>Ask the children to work in small groups to share stories about people who are special to them. (They may tell the stories using objects or photos they have brought in for homework) It could be about a journey the person has taken, their childhood, a time they felt proud, etc. Remind them of Skin Again and the idea that a person's identity is more than what is seen on the outside. People are made up of stories and their interactions with people they meet. Allow some time for children to ask each other questions about the stories. * <a href="#">See Pack for Example Pupil Outcome</a></p> <p><b>Main Activity:</b></p> <p>Show the Orange mobile phone advert – I am... as a stimulus (1min long) which show people who are special to the narrator. Provide children with 1 min thinking time to reflect on the video clip. * <a href="#">See Pack for Transcript of Orange Advert</a></p> <p>Ask the children if they can explain what the advert is about. Can we list any of the people the person in the advert? Why do you think he mentions these people? Remind the children of Skin Again 'all made up of stories present, past, future...' and point out the man in the video is referring to people in his life with whom he shares stories with. Discuss the idea that the person in the advert is talking about people who are special to him and he feels make up the story of who he is. Point out that our stories make up our history. Ask the children to think of someone special to them and think of what it is that makes them special. What qualities do they have? What stories do they share with that person? Why do they feel they have</p>	<p><b>Orange Advert – I Am Everyone</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><a href="http://www.youtube.com/watch?v=fl_cRXoBaoY">http://www.youtube.com/watch?v=fl_cRXoBaoY</a></p> </div> <p><b>Downloadable link from YouTube – I am who I am... with Mark Beaumont</b> <b>downloadable link from YouTube</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><a href="http://www.youtube.com/watch?v=roRw5TS9VIE">www.youtube.com/watch?v=roRw5TS9VIE</a></p> </div> <p>Skin Again – Bell Hooks Paper , pens etc Each adult who works in the classroom should prepare a story about a person special to them and a few "I am ... statements about people who have affected their own identity.</p> <hr/> <p><b>Possible assessment opportunities</b></p> <ul style="list-style-type: none"> <li>• Pupils can identify and discuss aspects of their own identity</li> <li>• Pupils recognise that identity can be impacted by a number of factors</li> <li>• Pupils recognise that identity differs from person to person</li> <li>• Pupils can identify similarities and differences between themselves and others</li> <li>• Pupils can recognise and appreciate diversity within their own class/ community/ school.</li> </ul>



Curriculum references	Teaching and learning activities continued	Additional notes for teachers
<p><b>Understanding Physical Development, Health and Well-being</b> 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><b>Understanding English, communication and languages</b> The power of language and communication to engage people and influence their ideas and actions (essential skills 1b)</p> <p><b>Historical, geographical and social understanding</b> 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>Links to: <i>SEALS – Good to be me</i> <i>RE</i></p> <p><b>Range and Content</b> The purpose of this lesson is to develop discussion on the concepts of identity, uniqueness and diversity exploring the Schools Linking Network key questions: Who am I? and Who are we?</p>	<p>had an impact on who they are? Show the children some pre-prepared statements about yourself each beginning: I am (name of a person)..... Ask the children to complete the statement: I am..... (Or I am like...; I like... if they find this easier to understand) E.g. I am my mum when she teaches me to be kind. They could write 5 or 6 statements about different people who are special to them with which they share a special story. * <a href="#">See Pack for Example of Pupil Poems</a></p> <p><b>Plenary:</b> Sitting in a circle invite each child to share one of their I am....statements. Ask the children to listen for similarities and differences and discuss these as a group.</p> <p>Ask the children if they thought of anyone who has had a negative impact on their identity. Why did they have a negative impact? Talk about name calling, stereotypes and people making assumptions.</p> <p><b>Homework</b></p> <p>Ask children to find out about their name as homework for the next lesson. They can ask questions at home or research on the internet E.g. Who gave them their name? Do they know the meaning of their name? Did they having naming ceremony? Do they get called any 'nick names'? Be aware of children for whom this may be a difficult task.</p>	<p>Sensitivity , awareness and understanding your class and community is essential before exploring any activities relating to identity</p> <p><b>Always begin activities by sharing information about your own identity to model. This will make children much more open and confident about sharing information about themselves. Always be aware that some children may be uncomfortable or may not be able to share some things. Some children may need particular help and may find it easier to tell a story about an adult in school</b></p> <p>You could add the work to a class display.</p> <p>You could record the children and make a DVD of their I am....statements.</p> <p>You could work with the I am....statements to turn them into I am...poems.</p>