



Learning objectives	Key questions	Teaching and learning activities	Resources
<p><b>To identify and share the aspects of identity that has had the most impact on each of us.</b></p> <p><b>To consider the phrase 'you can't judge a book by its cover' and find ways we can find out about people and share about ourselves.</b></p>	<p>Who gave you your name? Do you know the meaning of your name? Do your friends or family have any 'nicknames' or other names for you?</p> <p>What do I feel has had the biggest impact on my identity and why?</p> <p>What do I want you to know about me? Can I find out something new about you?</p> <p>What does 'you can't judge a book by its cover' mean?</p> <p>Can we judge someone in a group before we know them?</p>	<p><b>Starter:</b> Ask children to sit in a circle next to children who are not their main friends in the group. Ask them to talk in pairs about: <b>Who gave them their name? Do they know the meaning of their name? Did they having naming ceremony? Do your friends or family have any 'nicknames' or other names for you?</b> You could ask them to join another pair and share their partner's information.</p> <p><b>Main Activity:</b> Refer back to Skin again and focus on: <b>'You can find all about me – coming close and letting go of who you might think I am....'</b> Show the identity cards e.g. Hobbies, Languages. Explain that you want them to work with a partner they don't know very well to discuss the cards and then each choose the 3 cards to answer the question <b>What do I feel has had the biggest impact on my identity and why?</b> Explain that as they do this they will be finding out about each other and they may find that as they talk they let go of a few ideas about the other person. You could ask pupils to put the cards in order of importance to each of them and this often leads to interesting conversations about similarities and differences. * <a href="#">See Pack for 'Identity Cards Primary/Secondary' and 'Identity Questions'</a></p> <p>Show the pupil example of an identity map and explain that this is a map that helps us find out about this person and some details of their life such as groups they belong to. Discuss the phrase <b>'You can't judge a book by its cover'</b> and that the mind map is like the inside of the book that tells so much more than the outside. * <a href="#">See Pack for Example of Mind Map</a></p> <p>Using the identity cards to give ideas ask children to create a mind map style picture with small drawings and words that shares some things about their identity. E.g. a picture of a place they like to play, a favourite way to relax, a group they are part of, something at school, eating a favourite meal cooked by a grandparent...</p>	<p>Skin Again by Bell Hooks</p> <p>1 pack of identity cards per pair (choice of secondary/older primary/younger primary question set)</p> <p>Paper , pens etc</p> <p>Homework Sheet per child to collect quotes about hopes and dreams quotes on for next lesson.</p> <hr/> <p><b>Possible assessment opportunities</b></p> <ul style="list-style-type: none"> <li>• Pupils recognize that identity can be impacted by a number of factors</li> <li>• Pupils recognise that identity differs from person to person – diversity</li> <li>• Pupils begin to consider the difference between being in a minority or majority.</li> <li>• Pupils begin to think about prejudging others and the impact of prejudiced/racist thinking.</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>Challenge more able children to add more detailed comments to their map explaining why each item is important to them and their identity and the identity of their groups they belong to.</p> <p><b>Plenary:</b> Ask children to share their mind map with a new partner.</p> <p>Refer back to Skin Again and focus on ‘<b>You can find all about me – coming close and letting go of who you might think I am....</b>’ Discuss whether the children think they have found out new things and let go of old ideas about each other?</p> <p>Ask the children to reflect on: <b>What we have learnt about the idea of pre-judging someone or a group of people before we know them?</b></p> <p><b>Ask the children: Does it feel different telling people something you do that only you do? Do you feel shy? Is it easier to share things you know many people take part in?</b> This could lead into discussion about the idea that things can feel very different depending on whether we are in a minority or majority.</p> <p>If it seems appropriate you could introduce the idea that prejudice related thinking can happen when people don’t take time to consider the real person but just think of someone as a name or label and that this can have an impact on people’s identity. (You could explain to the children that calling a person or group of people names because of their identity is prejudice and if it is because of their ethnic identity it is racism.) Ask the children: <b>What effect could prejudiced/racist name calling have on someone’s identity?</b></p> <p><b>Homework</b> Ask the children to collect quotes from a few people about their hopes and dreams for the future. E.g. parent, grandparent, another adult in school, older sibling, and friend.* <b>See Pack for ‘Hopes and Dreams’ template (at front of the pack).</b></p>	<p>Sensitivity and understanding your class and community is essential before exploring any activities relating to identity and belonging</p> <p><b>Always begin activities by sharing information about your own identity to model. This will make children much more open and confident to sharing information about themselves. However always recognize that some children may be uncomfortable or may not be able to share some things. The plenary will need particularly sensitive handling.</b></p>