

## Lesson 2 – The Skin I’m In

Learning objectives	Key questions	Teaching and learning activities	Resources
<p><b>To examine how skin colour and appearance are part of identity but do not tell the whole story of an individual</b></p> <p><b>To investigate the diversity existing within their class</b></p>	<p>How would you describe your appearance</p> <p>How would you describe your skin?</p> <p>Can our skin colour tell a lot about us?</p> <p>What else is important about us?</p> <p>How are you similar to other people?</p> <p>How are you different to other people?</p> <p>What does unique mean?</p> <p>What is ‘Skin Again’ about?</p> <p>How do you let people know who you really are and what you are like?</p>	<p><b>Starter:</b> Warm up game: Change Places. Use aspects of the children’s and adult’s identity to get them to change places across a circle E.g. Change places if you have brown hair...Change places if you play cricket....Change places if you have a brother etc.</p> <p>Explain in the Change Places game we have been thinking about ourselves or what we call our identity.</p> <p>Did anyone notice anything they had in common with someone?</p> <p>Did anyone notice anything different between them and someone else?</p> <p>Ask the children if they can explain what unique means and contribute to their explanations to aid understanding.</p> <p><b>Main Activity:</b> Show the children the cover of the book Skin Again by Bell Hooks and ask if they can work out what the book is about.</p> <p>Read Skin Again Allow children 1 minute to reflect on the text and draw or write anything they think of in that time (including any questions) related to the text.</p> <p>Put the children in groups of 4 to discuss the following questions: * <b>See pack for ‘Questions for Discussion’ Handout</b></p> <ul style="list-style-type: none"> <li>• What does the author mean by “<b>Skin is just a covering?</b>”</li> <li>• How would you describe your skin</li> </ul>	<p><b>Skin Again – Bell Hooks</b> <b>The Skin I’m In by Noah</b> <b>The Skin I’m In by Bilal</b> <b>Pens, pencils, paper etc</b></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 recognize and appreciate diversity within their own class/ community/ school.</li> </ul>

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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 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>	<ul style="list-style-type: none"> <li>• Can our skin colour tell a lot about us?</li> <li>• What else is important about us?</li> </ul> <p>Bring the group back together for a whole class discussion and ask the children for any key points from their small group discussions. Discuss skin colour and other aspects of appearance and whether they think you can know and understand someone just from looking at their appearance.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• How do we let others know who we really are/what we are really like?</li> </ul> <p><b>Plenary:</b></p> <p>Make a list on board to respond to the fourth question: What else is important about us? e.g. hopes and dreams, place of birth, where you live, family, beliefs, fears, pets, faith group, personality, music/books/TV you like, languages you speak, sports u like, favourite food, favourite colour etc.</p> <p>Explain that you will explore this more in the next session.</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 them. However always recognize that some children may be uncomfortable or may not be able to share some things.</b></p> <p>This Book resource could be used for a Philosophy for Children (P4C) session See <a href="http://www.sapere.org.uk/">www.sapere.org.uk/</a> for information on P4C</p> <p>Extension Work: Children write their own poem based on ‘The Skin I’m In’. * <a href="#">See Pack for Example Pupil Outcome</a></p>