

Session: Visible and Invisible

Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To explore similarities and differences within the class/group.</p>	<p>Did you find out anything that surprised you about your partner, or anyone else in the class?</p> <p>What is important about us?</p> <p>Do you have things in common with each other, and things that are different?</p> <p>What would it be like if everyone was the same?</p> <p>Could someone else describe your identity?</p> <p>Is it OK to label other people before we find out about them?</p>	<p>Starter: Ask the students to pair with someone in the class they don't know very well. Ask the students to find three invisible similarities, then repeat for invisible differences. The second part of this activity encourages students to ask questions that will help them find out about their partner. Discussions can take many interesting and challenging directions. Ask the whole group: Did you find out anything that surprised you about your partner, or anyone else in the class?</p> <p>Main Activity: Bell Hooks wrote in <i>Skin Again</i>: “The skin I'm in looks good to me. It will let you know one small way to trace my identity. But then again the skin I'm in will always be just a covering. It cannot tell my story.” Ask - What else is important about us? Show the following list of examples if needed: hopes and dreams, family, beliefs, fears, pets, faith group, personality, music, books, TV, sports, languages you speak, favourite food, favourite colour.</p> <p>Add any additional ideas that might stimulate contribution to the list.</p> <p>Model creating an identity circle by showing a pre-prepared one about your own identity. Draw a large circle in the middle and a number of outer circles. Draw a picture of yourself in the centre circle and write about the different aspects of your identity in each of the outer circles. Talk to the students about what you have included and why. *see pack for pupil example of identity circle</p>	<p><i>Skin Again</i> – Bell Hooks A rough draft of the identity circles you will model for yourself (ask other adults who will be present in the lesson to also draft an identity circle). Paper, pencils, etc. Note requesting objects or photos from home</p> <p>Possible assessment opportunities:</p> <ul style="list-style-type: none"> • Pupils can identify and discuss aspects of their own identity. • Pupils recognise that a number of factors can have an impact on identity. • Pupils recognise that identity differs from person to person. • Pupils can identify similarities and differences between themselves and others. • Pupils can recognise and appreciate diversity within their own class/community/school.

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Curriculum/SMSC references	Key Vocabulary	Teaching and learning activities continued	Additional notes for teachers
<p>Range and Content The purpose of this lesson is to develop discussion around the concepts of identity, uniqueness and diversity through an exploration of two of the Schools Linking Network's key questions: Who am I? and Who are we?</p> <p>Spiritual</p> <p>Pupils use their imagination and creativity, developing curiosity in their learning.</p> <p>Pupils' spiritual development is shown by:</p> <ul style="list-style-type: none"> • Their beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's feelings and values; • Their sense of fascination in learning about themselves, others and the world around them, including the intangible; • Their willingness to reflect on their experiences. <p>Social</p> <p>Pupils take part in a range of activities requiring social skills.</p> <p>Pupils' social development is shown by:</p> <ul style="list-style-type: none"> • Their use of a range of social skills in different contexts; • Their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively; • Their interest in and understanding of the way communities and societies function at a variety of levels. 	<p>Identity Similarity Difference</p>	<p>Students then create identity circles about themselves. *see pack for 'Identity Circles' template</p> <p>Put students into small groups to share their information. Discuss the following questions:</p> <p>What has been the biggest influence on your identity?</p> <p>Do some parts of your identity overlap? Ask them to find something they have in common with others in the group and something that makes them unique/individual within the group.</p> <p>Plenary: Discuss what they found out about each other and the idea that everyone is unique. What would it be like if everyone was the same?</p> <p>Discuss labelling, stereotyping and making assumptions about people.</p> <p>Could someone else do this activity for you?</p> <p>Would you like someone else to describe your identity for you?</p> <p>Is it OK to label other people before we find out about them?</p> <p>Has anyone been called names they don't like?</p> <p>Homework – Ask the students 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 have a naming ceremony? Do they have a nickname? Be aware of students for whom this may be difficult task.</p>	<p>Understanding your class and community, sensitivity and awareness are essential before exploring activities relating to identity.</p> <p>Always begin activities by sharing information about your own identity to model. This will make students much more open and confident when sharing information about themselves. However, always recognise that some students may be uncomfortable or may not be able to share some things.</p>