

Lesson 1 – Visible & Invisible

Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To explore similarities and differences within the class</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 and things that are different from each other?</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 children to sit in a pair with someone they know less well in the class. Ask them to find 3 visible similarities between them and their partner then repeat for visible differences. Next ask the children to find 3 invisible similarities then repeat for invisible differences. The second part of this activity encourages children to ask questions to find out about their partner and 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 ‘Skin Again’: ‘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.’ Recap question from the previous session: What else is important about us? Show the list made in the previous session e.g.: hopes and dreams, family, beliefs, fears, pets, faith group, personality, music, books, TV, sports, languages you speak, favourite food, colour.</p> <p>Add to the list with further ideas to contribute.</p> <p>Model creating an identity circle by showing a pre-prepared one for 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 children about what you have included and why. *See Pack for Pupil Example of Identity Circle</p>	<p>Skin Again – 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 draft an identity circle.) Paper, pencils etc Note requesting objects or photos from home.</p> <hr/> <p>Possible assessment opportunities</p> <ul style="list-style-type: none"> • Pupils can identify and discuss aspects of their own identity • Pupils recognise that identity can be impacted by a number of factors • 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 references	Key Vocabulary	Teaching and learning activities continued	Additional notes for teachers
<p>Understanding Physical Development, Health and Well-being 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>Understanding English, communication and languages The power of language and communication to engage people and influence their ideas and actions (essential skills 1b)</p> <p>Historical, geographical and social understanding 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>Range and Content 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>Identity Similarity Difference</p>	<p>Children then create identity circles about themselves. * See Pack for 'Identity Circles' Template</p> <p>Put children into small groups to share their information and discuss:</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 from 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 children to bring to the next lesson an object or photograph that tells a story about themselves which they would like to share.</p>	<p>Sensitivity , awareness and understanding your class and community is essential before exploring any activities relating to identity</p> <p>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. However always recognize that some children may be uncomfortable or may not be able to share some things.</p>