Module Overview

Module Introduction	Approach to Learning	Overall Module Objectives	Possible Book Resource
The purpose of these lessons is to develop discussion around the concepts of identity, diversity, uniqueness and belonging through exploration of The Linking Network's four key questions: **Who am I? Who are we? Where do we live?** and **How do we all live together?** This set of lessons is just one way of exploring these questions.	Understanding of your class and community, sensitivity and awareness are essential before exploring activities relating to identity. Always begin activities by modelling and sharing information about your own identity. This will help children to be much more open and confident when sharing information about themselves. However, always recognise that some children may be uncomfortable or may not be able to share some things. Ground rules for class talk should already be well established. Success criteria throughout module: Listening, Thinking, Sharing Ideas and Asking Questions.	• To develop skills which help pupils in forming good interpersonal relationships that promote personal wellbeing and are sustained through a positive sense of personal identity, as well as respect for similarities and differences. • To develop confidence and recognise self-worth as individuals through the exploration of identity. • To discuss issues of stereotyping and prejudice. • To discuss identity and diversity openly and sensitively and think critically about what students hear during discussions. • To encourage reflective thinking and deeper conversations.	*Skin Again* by Bell Hooks

Curriculum Reference

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The National Curriculum in England: KS3 and KS4 Framework Document

Spoken language
6.2 Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others, and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

KS3 English: Pupils should be taught to:

- speak confidently and effectively, including through:

    o using standard English confidently in a range of formal and informal contexts, including classroom discussion;

    o giving short speeches and presentations, expressing their own ideas and keeping to the point;

    o participating in formal debates and structured discussions, summarising and/or building on what has been said.
- write accurately, fluently, effectively and at length for pleasure and information through:
    o summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

Citizenship:

- Students are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

SMSC

This pack covers many aspects of SMSC: the session plans will show which sections are covered in each session.

The Linking Network

Session Name	Learning Objectives	Key Questions	Session Outline	Key Vocabulary	Learning Outcome	Resources needed for session
	Main objectives of lesson/s	**The main ideas that will be explored**	**Main content of lesson**	**Key words to be defined**	**One of several possible outcomes on lesson plans**	**Description of resources needs in this lesson**
Visible and Invisible	To explore similarities and differences within the class/group	What invisible differences and similarities are there between people?	Paired discussion Creating identity circles on paper Class discussion	Identity Similarity Difference	Each student will be able to reflect on the fact that the only person who can truly describe their own identity is themselves.	Identity circle template for each child A rough draft of an identity circle about teacher Example pupil outcome – identity circles Homework: each student to bring an object or photograph that tells a story about themselves that they would like to share.
You Can't Judge a Book by Its Cover	To identify and share the aspects of identity that have had the most impact on each of us To consider the phrase "you can't judge a book by its cover", discovering ways we can find out about people and share information about ourselves	What communities do you belong to? Can we judge someone in a group before we know them?	Partner work: Name conversations Teacher model: mind map of belonging to communities Individual mind maps Class discussion	Belonging Community Prejudice	"I recognise and can start to explain that belonging to different communities has an impact on who I am." "I understand the impact that prejudice can have on people and how they feel about themselves."	Primary identity cards, secondary identity cards or identity questions Paper, pens, etc. Homework sheet for next lesson – Hopes and Dreams interview sheet

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My Stories	To share stories about our lives that build up a deeper picture of identity and diversity within the class	How does it feel sharing stories about yourself with others?	Sharing stories, photos and objects Writing stories Class discussion	Stories Identity History	"I am confident enough to share some of the stories about myself and can listen to stories of others."	Photos/objects that help tell a personal story about teacher and students Paper, pens, etc. Camera Note to go home asking for an object/photo to help tell a story about a special person for the next lesson Example pupil outcome of homework task – could be used to inspire your class before undertaking the homework themselves
I Am Who I Am Because of Everyone	To understand that people have an impact on who we are To realise that people are made up of stories and their interactions with people they meet	Can you think of a person who is special to you? Why has this person had a positive impact on who you are?	Share stories using photos/objects from home Watch and discuss the *I am…* Orange advert Write *I am…* statements about themselves Class discussion Future: extension	Negative Positive Impact	"I can assess and evaluate the impact that different people have had on my life."	Objects or photos that help tell a story about a special person for each adult and student Words of *I am…* advert Orange advert – *I am who I am...* downloadable from YouTube www.youtube.com/watch?v=roRw5TS9VlE Orange advert – *I am everyone...* downloadable from YouTube http://www.youtube.com/watch?v=mscFUAvBLZ4 Example pupil outcome – *I am…* poems Homework – Find out about your name

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Skin Again **Poem**	To examine how skin colour and appearance are part of identity but do not tell the whole story of an individual To investigate the diversity existing within the class/group	How would you describe yourself?	Circle game about identity Read *Skin Again* poem Class then small-group discussion about skin colour and appearance, as well as other aspects of identity Class discussion **Extension idea - writing own poems called** *Skin Again*	Unique	"I can assess and discuss my own and other people's appearance and other aspects of identity."	*Skin Again* by Bell Hooks Questions for discussion sheet **Extension – example pupil outcome**
Our Hopes and Dreams	To explore our own and others' hopes and dreams for the future To explore and reflect on the hopes and dreams of others in the class and the wider community To consider the ways people support each other in achieving their dreams and coping with disappointments	What are my hope and dreams for the future? What are your hope and dreams for the future? How can we handle times when hopes and dreams don't seem to come true?	Small group work: share findings from homework interviews about hopes and dreams Class discussion: sorting and categorising types of dreams Individual recording of significant hopes and dreams through PowerPoint, artwork, voice recording, video	Hopes Fears Dreams Disappointments	"I can talk about my hopes and dreams for the future." "I can reflect on other people's hopes and dreams." "I can discuss fears and disappointments sensitively."	Large sheets of paper, post-it notes, pens, felt tips, etc. Depending on outcome you plan, you could need: voice recording equipment, access to computers, small squares of paper for artwork, etc.