

Session: The Skin I'm In

Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To examine how skin colour and appearance are part of identity but do not tell the whole story of an individual.</p> <p>To investigate the diversity existing within the class/group.</p>	<p>How would you describe your appearance?</p> <p>How would you describe your skin?</p> <p>Can our skin colour tell others 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 <i>Skin Again</i> about?</p> <p>How do you let people know who you really are and what you are like?</p>	<p>Starter: Warm-up game: 'Change Places'. Use elements of the students' and adults' identities 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 that in the 'Change Places' game, we have been thinking about ourselves and what we call our "identity".</p> <p>Did anyone notice something they had in common with someone else?</p> <p>Did anyone notice something different between them and someone else?</p> <p>Ask the students if they can explain what "unique" means, and contribute to their explanations to aid understanding.</p> <p>Main Activity: Show the students the cover of the book <i>Skin Again</i> by Bell Hooks and ask if they can work out what the book is about.</p> <p>Read <i>Skin Again</i>. Allow one minute to reflect on the text, drawing or writing anything they think of in that time (including any questions) related to the text.</p> <p>Put the students in groups of four to discuss the following questions: *see pack for 'Questions for Discussion' handout</p> <ul style="list-style-type: none"> • What does the author mean by "Skin is just a covering?" • How would you describe your skin? 	<p><i>Skin Again</i> – Bell Hooks text <i>The Skin I'm In</i> by Noah <i>The Skin I'm In</i> by Bilal Pens, pencils, paper, etc.</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 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	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 Pupils are reflective about beliefs, values and more profound aspects of human experience. Pupils' development is shown by:</p> <ul style="list-style-type: none"> • Their beliefs, religious or otherwise, that inform their perspectives on life and their interest in and respect for other people's feelings and values; • Their sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangibles; • Their willingness to reflect on their experiences. <p>Moral Pupils' development is shown by their understanding of the consequences of their actions.</p> <p>Social Pupils take part in a range of activities requiring social skills. Pupils' development is shown by:</p> <ul style="list-style-type: none"> • Their use of a range of social skills in different contexts, including working and socialising with other pupils; • Their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflict effectively; • Their interest in, and understanding of, the way communities and societies function at a variety of levels. <p>Cultural Pupils develop awareness and respect towards diversity. Pupils' development is shown by:</p> <ul style="list-style-type: none"> • Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. • Their understanding of, respect for and interest in exploring cultural diversity, and the extent to which they understand, respect and celebrate diversity as shown by their attitude towards different communities. 	<ul style="list-style-type: none"> • Can our skin colour tell others a lot about us? • What else is important about us? <p>Bring the group back together for a whole-class discussion and ask the students for any key points from their small-group discussions. Discuss skin colour and other aspects of appearance. Find out whether students think it is possible to know and understand someone just from their appearance.</p> <p>Discuss the following question:</p> <ul style="list-style-type: none"> • How do we let others know who we really are/what we are really like? <p>Plenary:</p> <p>Make a list on the board to respond to the fourth question: What else is important about us? E.g. hopes and dreams, place of birth, where we live, family, beliefs, fears, pets, faith group, personality, music/books/TV we like, languages we speak, sports we like, favourite foods, favourite colours, etc.</p> <p>Explain that you will explore this more in the next session.</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> <p>Extension work: children write their own poem based on <i>The Skin I'm In</i>. *see pack for example pupil outcome</p>