

## Session: You Can't Judge A Book By Its Cover

Learning objectives	Key questions	Teaching and learning activities	Resources
<p><b>To identify and share the aspect of our identity that has had the biggest impact on each of us.</b></p> <p><b>To consider the phrase “you can’t judge a book by its cover” and find ways we can find out about other people and communicate information about ourselves.</b></p>	<p>Who gave you your name? Do you know the meaning of your name? Do your friends or family have any nicknames or other special names for you?</p> <p>What do you feel has had the biggest impact on your identity and why?</p> <p>What do you want you to know about yourself? Can you find out something new about another person?</p> <p>What does “you can’t judge a book by its cover” mean?</p> <p>Can we judge someone in a group before we know them?</p>	<p><b>Starter:</b> Ask students to sit next to someone they don’t normally sit with. Ask them to talk in pairs about: <b>Who gave them their name? Do they know the meaning of their name? Did they have a naming ceremony? Do their friends or family have any nicknames or other special names for them?</b> You could ask them to join another pair and share their partner’s information.</p> <p><b>Main Activity:</b></p> <p>Refer back to Bell Hooks’ <i>Skin Again</i> and focus on: <b>“You can find all about me – coming close and letting go of who you might think I am...”</b> Show the identity cards, e.g. Hobbies, Languages. Explain that you want them to work with a partner they don’t know very well to discuss the cards and then each choose the three cards that answer the question: <b>What do I feel has had the biggest impact on my identity and why?</b> Explain that as they do this, they will be finding out about each other. They may find that as they talk, they let go of a few ideas about the other person. You could ask pupils to put the cards in order of importance to each of them. This often leads to interesting conversations about similarities and differences. <b>*see pack for ‘Identity Cards’ and ‘Identity Questions’</b></p> <p>Show the pupil example of an identity map. Explain that this is a map which helps us find out about a person and learn some details of their life, such as groups they belong to. Discuss the phrase <b>“You can’t judge a book by its cover”</b> – highlight that the mind map is like the inside of a book that tells so much more than the outside. <b>*see pack for example of mind map</b> Using the identity cards to give ideas, ask students to create a mind map-style picture with small drawings and words that communicates some things about their identity: e.g. a picture of a place they like to play, a favourite way to relax, a group they are part of, something at school, eating a favourite meal cooked by a grandparent...</p>	<p><i>Skin Again</i> by Bell Hooks</p> <p>One pack of identity cards per pair (choice of secondary/older primary/younger primary question set)</p> <p>Paper, pens, etc.</p> <p>Homework sheet per student to collect quotes about hopes and dreams for next lesson.</p> <hr/> <p><b>Possible assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• Pupils recognise that a number of factors can have an impact on identity.</li> <li>• Pupils recognise that identity differs from person to person – diversity.</li> <li>• Pupils begin to consider the difference between being in a minority or majority.</li> <li>• Pupils begin to think about prejudging others and the impact of prejudiced/racist thinking.</li> </ul>

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Curriculum references	Teaching and learning activities continued	Additional notes for teachers
<p><b>Range and Content</b> 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: <b>Who am I?</b> and <b>Who are we?</b></p> <p><b>Spiritual</b> 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"> <li>• Their beliefs, religious or otherwise, that inform their perspectives on life and their interest in and respect for other people's feelings and values;</li> <li>• Their sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangibles;</li> <li>• Their willingness to reflect on their experiences.</li> </ul> <p><b>Moral</b> Pupils' development is shown by their understanding of the consequences of their actions.</p> <p><b>Social</b> Pupils take part in a range of activities requiring social skills. Pupils' development is shown by:</p> <ul style="list-style-type: none"> <li>• Their use of a range of social skills in different contexts, including working and socialising with other pupils;</li> <li>• Their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflict effectively;</li> <li>• Their interest in, and understanding of, the way communities and societies function at a variety of levels.</li> </ul> <p><b>Cultural</b> Pupils develop awareness of and respect towards diversity. Pupils' development is shown by:</p> <ul style="list-style-type: none"> <li>• Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;</li> <li>• 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.</li> </ul>	<p>Challenge able students to add more detailed comments to their map, explaining why each item is important to them, their identity and the identity of the groups they belong to.</p> <p><b>Plenary:</b> Ask students to share their mind map with a new partner.</p> <p>Refer back to the quote from <i>Skin Again</i> and focus on: <b>“You can find all about me – coming close and letting go of who you might think I am...”</b> Discuss whether the students think they have found out new things and let go of old ideas about each other.</p> <p>Ask the students to reflect on: <b>What have we learnt about pre-judging someone, or a group of people, before we know them?</b></p> <p>Ask the students: <b>Does it feel different telling people something you do that only you know? Do you feel shy? Is it easier to share things when you know many people take part in them?</b> This could lead into discussion around the idea that things can feel very different depending on whether we are in a minority or majority.</p> <p>If it seems appropriate, you could introduce the idea that prejudice-related thinking can happen when people don't take time to consider the real person: instead they just think of someone as a name or label. This can have an impact on someone's identity. (You could explain to the students that calling a person or group of people names because of their identity is prejudice, and if it is because of their ethnic identity it is racism.) Ask: <b>What effect could prejudiced/racist name-calling have on someone's identity?</b></p> <p><b>Homework</b> Ask each student to bring an object or photograph to the next session, telling a story about themselves that they would like to share. Be aware of students for whom this task may be difficult.</p>	<p>Understanding your class and community, awareness and sensitivity are essential before exploring activities relating to identity and belonging.</p> <p><b>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. The plenary will need particularly sensitive handling.</b></p>