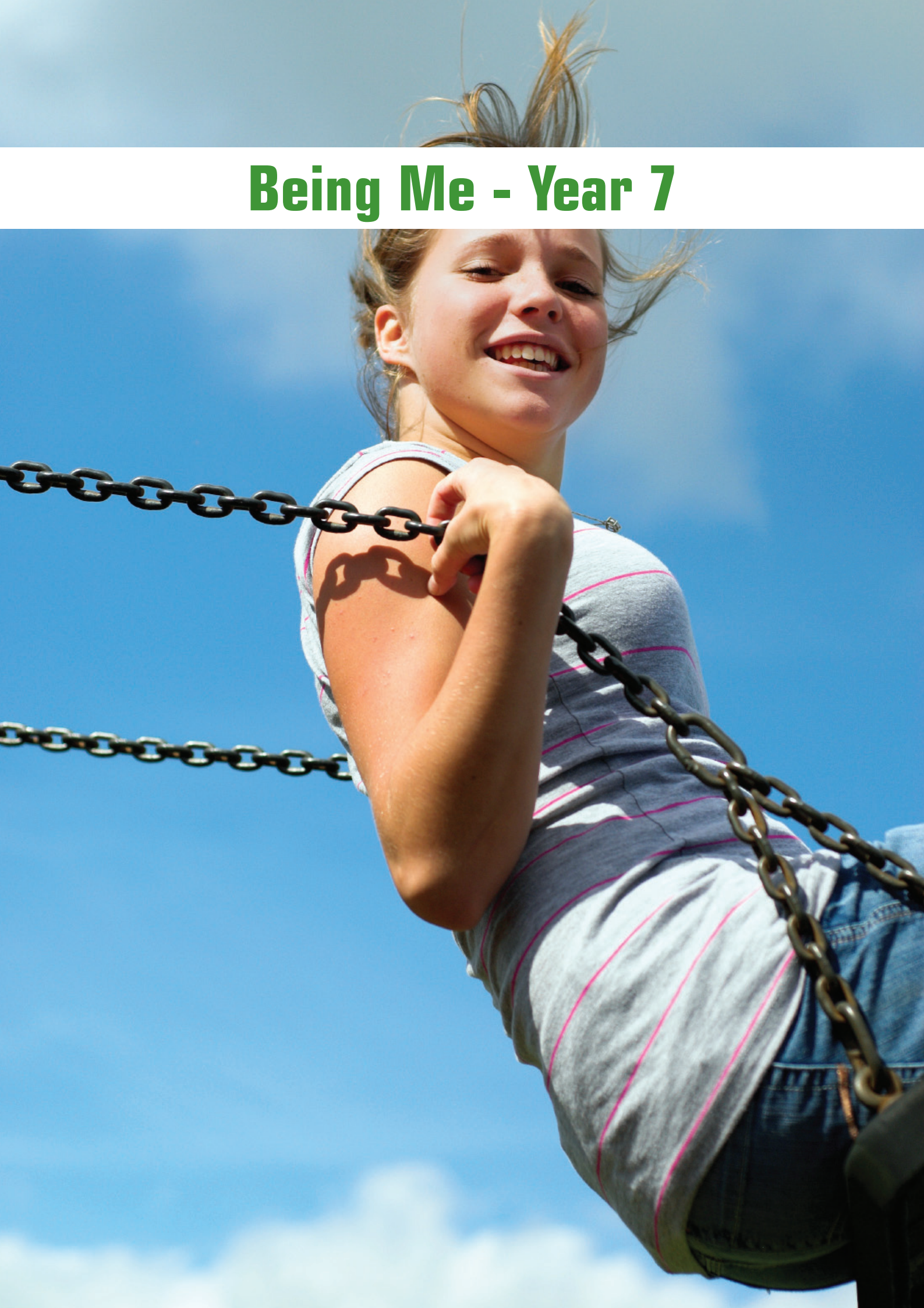


Being Me - Year 7



Theme Assembly

THEME: Being Me - Personal Identity

ASSEMBLY TITLE

Who do we think we are?

INTENDED OUTCOMES

- To introduce the concept of WDWTWA?
- To explore why the question is being asked
- To explore ways of looking at the question

RESOURCES

- Resource sheet - Assembly

ASSEMBLY PRESENTATION/DESCRIPTION

The assembly is looking at the theme of Being Me - Personal Identity. It is an opportunity for the students to think about what makes up their own identity and also all the different identities around them. How many of the things that they think are important to them also matter to other people?

'Who Do We Think We Are?' is a way for us all to ask some questions and discuss what is meant by the term 'identity'. Is it about colour, or faith, or can it mean different interests in music?

REFLECTION

In this assembly we have reflected on 'Being me, Our Personal Identity' and the questions it raises for us as an individual, in our communities, in our relationships with others.

Can learning about the different identities we all have and the diversity that is in all, help us relate to, and appreciate our own unique personal identity?

Whilst we reflect we can appreciate that our identity is something that can have many descriptions and therefore many things in common with the world around us. We are all citizens of the world at the end.

Being Me - Personal Identity - Resource Sheet

Assembly - Who Do We Think We Are?

Script/ lead statements and questions

Look at the person next to you - do you know their name?

Do you know a lot about that person? Ask the students to tell you something about the person next to them.

Now look at yourself - do the people next to you know all about you?

Introduce the phrase 'Who Do We Think We Are?'

Could you describe who you think you are in three words - not the people around you - just you? Receive some responses from your students.

Are three words enough?

An example: Teacher, woman, football fan. Does that tell you everything about me?

Do any of these questions matter or play a role in who you think you are?

Where we were born?

Where our parents or grandparents came from?

Where we live?

The communities that we are part of?

Our faiths or beliefs?

What it says on our passport?

Who we support at sport?

Do these questions matter at different times?

This half term in PSHE we are looking at the theme of Being Me - Personal Identity. It is an opportunity for us to think about what makes up our own identities and also at all the different identities around us. How many of the things that you think are important to you also matter to other people?

Who Do We Think We Are? Is a way of for us all to ask some questions and discuss what is meant by the term 'personal identity', - is it about colour, or faith, or can it mean different interests in music?

Poem/reading:

Option 1

Who's Who

I used to think nurses

Were women,

I used to think police

Were men,

I used to think poets

Were boring,

Until I became one of them.

Benjamin Zephaniah, 'Talking Turkey's', Puffin Books 1995

OR Option 2:

Different

Not to say what everyone else was saying
not to believe what everyone else believed
not to do what everybody did,
then to refute what everyone else was saying
then to disprove what everyone else believed
then to deprecate what everybody did,
was his way to come by understanding
how everyone else was saying the same as he was saying
believing what he believed
and did what doing.

By Clere Parsons (1908 - 1931)

Moment of reflection

In a world that is constantly changing, where communication is global it is sometimes important to look at the immediate issues in our own lives that we think create our own identities. Before we make assumptions about what other people think, want and believe we should explore all the different ways that we would describe ourselves and want to be described

The British (serves 60 million)

From "Wicked World" Puffin books, London 2000

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,~
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish
Binding them together with English.
Allow time to be cool.
Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

In this assembly we have reflected on 'Being me, our personal Identity' and the questions it raises for us as an individual, in our communities, in our world and in our relationships with others.

Can learning about the different identities we all have and the diversity that is in all, help us relate to, and appreciate our own unique personal identity?

Whilst we reflect we can appreciate that our identity is something that can have many descriptions and therefore many things in common with the world around us. We are all citizens of the world at the end.

Being Me

Thought for the week

There is just one
life for each of
us: our own

A young girl with her hair in braids is smiling and climbing a rope structure. She is wearing a light-colored, short-sleeved shirt and a dark skirt. The background is a bright, slightly blurred outdoor setting. The entire image has a light green tint.

Being Me

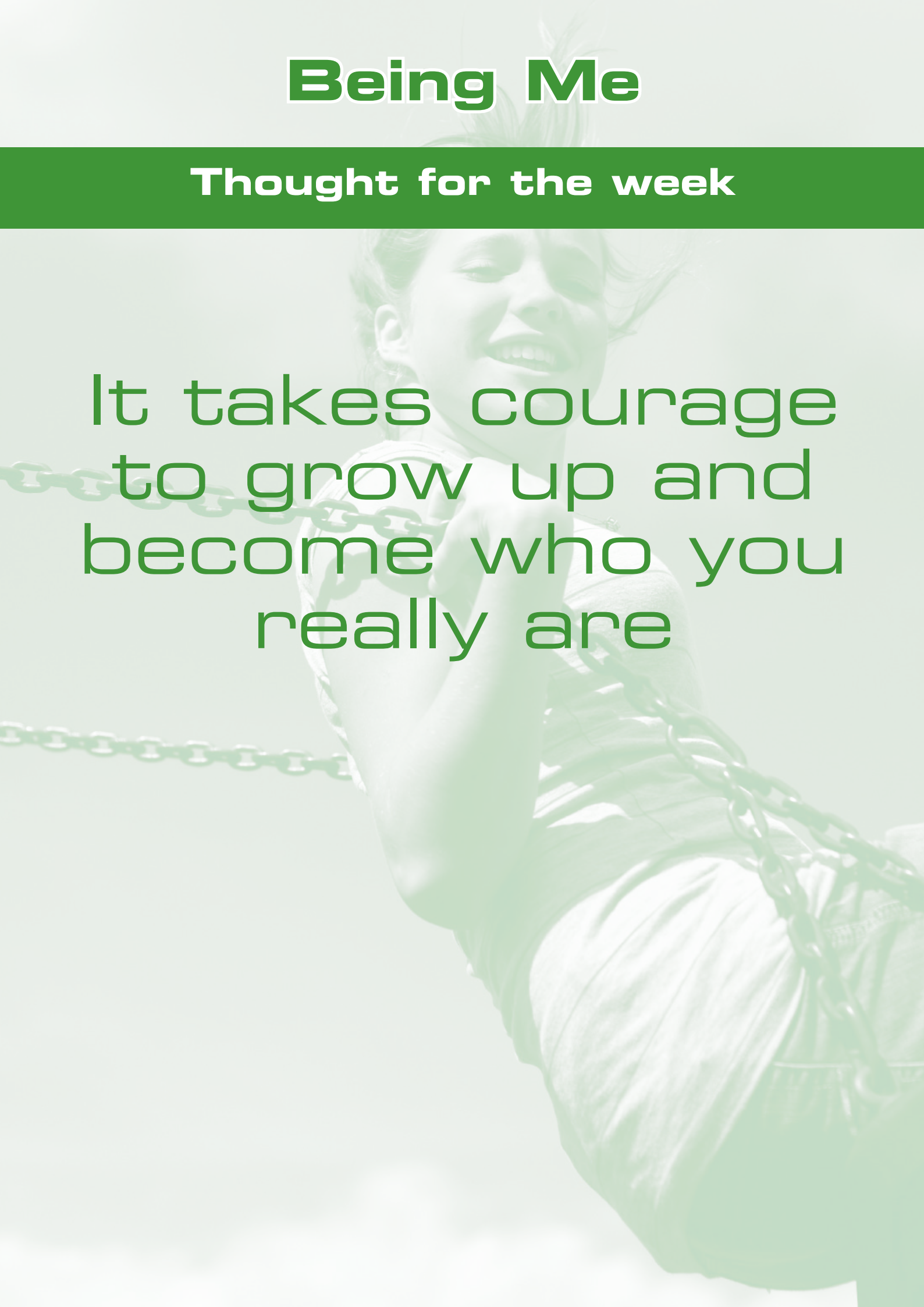
Thought for the week

Let the world know who you are, not as you think you should be, because sooner or later, if you are posing, you will forget the pose, and then where are you?

Being Me

Thought for the week

It takes courage
to grow up and
become who you
really are

A young girl with her hair in braids is climbing a chain-link structure, possibly a playground or climbing wall. She is smiling and looking upwards. The image is overlaid with a semi-transparent green filter. The text is centered over the image.

Being Me

Thought for the week

Never be bullied
into silence.
Never allow
yourself to
be a victim.
Accept no-one's
definition of
your life; define
yourself

Being Me

Thought for the week

Be who you are
and say what
you feel, because
those who mind
don't matter
and those who
matter don't
mind

Being Me

Thought for the week

Always be a first
rate version of
yourself instead
of a second
rate version of
somebody else

Being Me Year 7

Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)		
Lesson 2	Students will need access to computers for their Powerpoint presentation.	Access to the internet will be needed	
Lesson 3			
Lesson 4		Pictures of famous people from magazines, newspapers etc. will be needed for this session. E.g. Simon Cowell, Barrack Obama, David Beckham, Amy Winehouse, Ant and Dec etc.	
Lesson 5			
Lesson 6			

Kaleidoscope - Related Aspects - Being Me - Personal Identity Year 7 - Autumn Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P1.1a Understanding that identity is affected by a range of factors</p> <p>P1.2c Dealing with growth and change as normal parts of growing up</p> <p>P1.3c Developing the confidence to try new ideas and face challenges safely, individually and in groups</p> <p>P1.4b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important</p> <p>P2.1b reflect on personal strengths, achievements and area for development</p> <p>P2.1c recognize how others see them and give and receive feedback</p>	<p>E1.1a Understanding that everyone has a 'career'</p> <p>E1.1b Developing a sense of personal identity for career progression</p> <p>E1.1c understanding the qualities, attitudes and skills needed for employability</p> <p>E1.2c understanding how to make creative and realistic plans for transition</p> <p>E2.1a develop and maintain their self-esteem and envisage a positive future for themselves in work</p>	<p>Be Healthy Mentally and emotionally healthy. Make a Positive Contribution Develop self-confidence and successfully deal with significant life changes and challenges</p>	<p>EHWB 5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.</p>	<p>Self-awareness Motivation Managing Feelings Social Skills</p>	<p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.).</p> <p>2. I can identify my strengths and feel positive about them.</p> <p>3. I can identify my current limitations and try to overcome them.</p> <p>4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>6. I can reflect on my actions and identify lessons to be learned from them.</p> <p>7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset, fearful or angry for reasons others may find difficult to understand.</p>	<p>I feel confident to cope in my new school</p> <p>I can outline some of my gifts and talents</p> <p>I can recognise how I attribute what happens to me</p> <p>I can stop and reflect and use positive thinking to ensure a positive outcome</p> <p>I can explain and celebrate my strengths and achievements</p> <p>I am aware of the expectations other people have on me</p> <p>I can balance my expectations with the expectations of others</p> <p>I can tell you the things that are important to me</p> <p>I know what I enjoy in life and what makes me happy</p> <p>I am starting to understand that happiness is not all about what is out there, it is to do with how I am</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 12 the right to an opinion</p> <p>Article 15 - Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
<p>P2.1d identify and use strategies for setting and meeting personal targets in order to increase motivation</p> <p>P2.1e reflect on feelings and identify in positive ways of understanding, managing and expressing strong emotions and challenging behaviour</p> <p>P2.2f identify how managing feelings and emotions effectively supports decision-making and risk management</p> <p>P3.b the knowledge and skills needed for setting realistic targets and personal goals</p> <p>P3.m the similarities, differences and diversity among people of different race, culture, ability, gender, age and sexual orientation and the impact of prejudice, bullying discrimination and racism on individuals and communities</p>	<p>E2.1d review their experiences and achievements</p> <p>E2.3a identify the main qualities and skills needed to enter and thrive in the working world</p> <p>E2.3c take action to improve their chances in their career</p> <p>E2.3d manage change and transition</p> <p>E2.3f understand and apply skills and qualities for enterprise</p>				<p>8. I know and accept what I am feeling and can label my feelings.</p> <p>10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</p> <p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others.</p> <p>17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.</p> <p>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</p> <p>19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them</p> <p>22. I can monitor and evaluate my own performance.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p>		

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes for Year 7	Rights Respecting Schools
					<p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>31 I can work out how people are feeling through their words, body language, gestures and tones and pay attention to them</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p>		

Overview of Lessons

Theme: Being Me - Personal Identity

Year: 7

Lesson Title	Intended Learning Outcomes
1. What Makes Us Human?	<ul style="list-style-type: none"> I can understand that identity is affected by a range of factors (P1.1a) I can work out how people are feeling through their words, body language, gestures and tone. (SEAL31) I can understand that people can feel the same range of emotions but that people do not always respond in the same way to similar situations. (P.1a)
2. Who Do You Think You Are? - My Personal Identity	<ul style="list-style-type: none"> I can understand that identity is affected by a range of factors (P1.1a) I can recognise how others see me and give and receive feedback (P2.1c) I know that I am a unique individual and can think about myself on many different levels. (SEAL 1)
3. Who do we think we are? - Our Group Identity	<ul style="list-style-type: none"> I understand that people have different roles and responsibilities in society (P1.4b) I can recognise how others see me and can receive feedback (P2.1c) I can achieve an appropriate level of independence from others while maintaining positive relationships with them. (SEAL 45)
4. Our Influences	<ul style="list-style-type: none"> I can reflect on my personal strengths, my achievements and areas for development. (P2.1b) I can review my experiences and achievements. (E2.1d) I can make sense of what has happened to me in my life and understand that things come from my own history. (SEAL 7)
5. What's In a Name?	<ul style="list-style-type: none"> I can understand how names can affect identities and attitudes (P1.1a) I can understand how identity can come from a variety of sources (SEAL 5) I appreciate that diversity and individuality exists within all classrooms and communities (SEAL 1)
6. This is Who We Are - The Presentation	<ul style="list-style-type: none"> I have gained a deeper understanding of my own identity through developing and researching a presentation (SEAL 1) I understand that there are many elements and influences that contribute to a persons' identity (P2.1b) I understand that we all have a choice of whether to reject or embrace the influences we experience (P1.1a)
<p>End of Theme Product/ Project Outcome: A presentation/assembly/film for TV loop system in school entrance hall on the theme of personal identity.</p>	

THEME: Being Me: Personal Identity - What makes us human?

LEARNING INTENTION/'I'

- I can understand that identity is affected by a range of factors
- I can work out how people are feeling through their words, body language, gestures and tone.
- I can understand that people can feel the same range of emotions but that people do not always respond in the same way to similar situations



VOCABULARY

Human, character, personality, proud, ashamed, hurt, qualities, morals, intelligence.

RESOURCES

- www.wdwtwa.org.uk
- Photo sheet
- Post its for diamond nine activity

TEACHING/LEARNING ACTIVITIES

Engagement

Develop a class charter based on rights and responsibilities so that everyone feels safe, valued and respected and so that the class are able to work cohesively together.

Play the circle game - silent statements. The students sit in a circle and are asked to 'stand up and change places if.....

- ... you have a sister
- You like eating chocolate
- your favourite colour is blue
- you like football etc.

Draw out that we have things in common and some things that are different to others.

Core Activity

Divide the class into groups. Give each group the photo sheet and discuss how each image made them feel about being human - proud, ashamed, exhilarated.

Give each group a pack of post its. In groups they then compile a list in order to answer the question; 'What are humans capable of at their best and their worst?' They then diamond - rank responses from the best capacities to the worst choosing the nine they feel to be most important through to the least.

Feedback and discuss. This work needs to be kept for their final presentation which will commence in Lesson 5

Open a discussion with the class about whether humans are different to animals and if so, what makes them different? (eg. Morals, intelligence, spirituality).

Plenary

Ask each group to choose one of the pictures and then to make a list of the characteristics/ personality traits or qualities that person might have. Share ideas. This work needs to be kept for their final presentation which will commence in Lesson 5.

Explain to the class that they have a task ahead of them which is to prepare an assembly and/or a film that will be shown on the school entrance TV loop system during the final week of the unit of work. The title of this presentation will be Being Me - Personal Identity

Make the point that we all have a personal identity and that we will be looking at this in more detail in the following weeks.

KEY QUESTIONS

- What is identity?
- What are character traits?
- What makes us human?

AFL

Personal reflection about their own qualities as a human being that will be revisited in forthcoming lessons

DIFFERENTIATION

By outcome and discussion in groups and as a class

NOTES

Teaching about identity can be a difficult task. Many aspects of a person's identity are private and may rightly be of no concern to the teacher. Many young people are still in the process of discovering their true identities, which may continue to develop over time. So the question facing teachers is 'what aspects of a person's identity are relevant to the issue of diversity and community cohesion and how can education do anything to influence someone's identity?'









THEME: Being Me - Personal Identity: Who Do You Think You Are?

LEARNING INTENTION/’I’

I can understand that identity is affected by a range of factors
 I can recognise how others see me and give and receive feedback
 I know that I am a unique individual and can think about myself on many different levels.



VOCABULARY

Unique, identity, individual, nature, nurture, characteristic, personality.

RESOURCES

- Computers
- Large sheets paper
- Resource sheet “Who do you think you are?” -my personal identity
- www.wdwtwa.org.uk

TEACHING/LEARNING ACTIVITIES

Engagement

Reinforce the class charter based on rights and responsibilities so that everyone feels safe, valued and respected and so that the class are able to work cohesively together.

‘Who do you think you are?’ game - Ask for a volunteer student to come to the front of the class. Another student then thinks of a famous person without saying it out loud and writes it on a post it and then sticks it on the forehead of the first student volunteer. The student then has the opportunity to ask six questions to the class who can only answer yes or no and two actual guesses to try to identify who they are. This activity can be repeated again as a whole group or students can work in pairs to play the game themselves.

Core Activity

Discuss with the students about how they explored the attributes of key people from the ‘Who do you think you are’ game and how this forms a core aspect of their personal identity.

Then show the students the power point example that portrays people’s images of themselves. Discuss the following questions with the students. Focus on their interests, their likes, dislikes, their physical characteristics, beliefs, families, music interests.

What makes me who I am?

What is my identity?

What makes me unique?

How might I describe myself in a phrase?

Individually write down four things about themselves and then share these with their group.

Then each group prepares a power point for their group with a slide per person sharing their identity. (See resource example). Each group then shares their work with the class.

Plenary

Can the students guess the identity of their peers from just these four words?

Bring out any key learning from this lesson - that even though we all have a personal identity, some of these characteristics may be shared by others.

Explain to the class that they have a task ahead of them which is to prepare an assembly and/or a film that will be shown on the school entrance TV loop system during the final week of the unit of work.

KEY QUESTIONS

Who am I?

What makes me who I am?

Has my identity changed as I’ve got older?

AFL

Group reflection and peer support through devising a power point to ascertain key characteristics or qualities that portray the students.

DIFFERENTIATION

Through discussion, peer support and ideas and through outcome of the power point presentation.

CROSS CURRICULAR OPPORTUNITIES

ICT

Speaking and listening

NOTES

Teaching about identity can be a difficult task. Many aspects of a person's identity are private and may rightly be of no concern to the teacher. Many young people are still in the process of discovering their true identities, which may continue to develop over time. So the question facing teachers is 'what aspects of a person's identity are relevant to the issue of diversity and community cohesion and how can education do anything to influence someone's identity?'

Who Do You Think You Are? - Personal Identity

Lesson Two

Who do you think you are? - My Personal Identity

Example of Individual Identity

Who do you think you are?

- **Loyal**

- **Student**

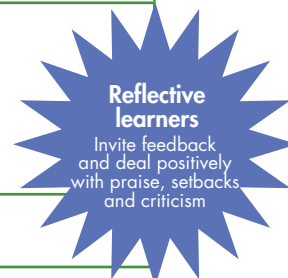
- **Sporty**

- **Friendly**

THEME: Being Me - Personal Identity - Who do we think we are? - Our Group Identity

LEARNING INTENTION/'I'

- I can recognise how others see me and can receive feedback
- I understand that people have different roles and responsibilities in society
- I can achieve an appropriate level of independence from others while maintaining positive relationships with them



VOCABULARY

Characteristics, unique, personality, personality traits, similarities, differences.

RESOURCES

- Computers
- Flipchart paper

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that you have established a class charter to ensure that the group is respectful of each other and that there is a safe working atmosphere within the class.

Use the power point group slides from last week's presentations. Ask a group to come out to the front with their group power point slide and highlight what they all have in common. Ask the question; what makes each person in that group unique? Try to draw out personality traits/ characteristics that are unique to them.

Core Activity

Discuss with the class what might they all have in common as a group (attending the same school, Year 7, belonging to the same community - these are all important components of their personal identity.)

In their group the students prepare a powerpoint slide choosing the four best traits that would reflect their group (see resource sheets for examples)

This work need to be kept for the final presentation

Plenary

Use the key questions as a stimulus for discussion

Can the rest of the class recognise each group from those four phrases?

KEY QUESTIONS

- Have different groups got similar traits?
- What feelings does this group identity generate?
- How well do we know each other?
- How well do we know ourselves?

AFL

Group discussion to help each other to identify phrases that best describe their group and to reflect critically and supportively.

DIFFERENTIATION

By outcome

Cross Curricular Opportunities

ICT

Speaking and listening

NOTES

Teaching about identity can be a difficult task. Many aspects of a person's identity are private and may rightly be of no concern to the teacher. Many young people are still in the process of discovering their true identities, which may continue to develop over time. So the question facing teachers is 'what aspects of a person's identity are relevant to the issue of diversity and community cohesion and how can education do anything to influence someone's identity?'

Who Do You Think You Are? - Personal Identity

Lesson Three

Who do we think we are? - My Personal Identity

Example of Group Identity

Who do we think we are?

- **We all support Arsenal Football team**
- **We were all born in England**
- **We all like listening to music**
- **We all speak different languages**

Who Do You Think You Are? - Personal Identity

Lesson Three

Who do we think we are? - My Personal Identity

Example of Group Identity

Who do we think we are?

- **We are teenagers**
- **We love hanging out with our friends**
- **We love living in.....**
- **We were all born in 1998**

THEME: Personal Identity - Our influences

LEARNING INTENTION/'I'

I can reflect on my personal strengths, my achievements and areas for development.
 I can review my experiences and achievements.
 I can make sense of what has happened to me in my life and understand that things come from my own history



VOCABULARY

Influences, opinions, values, reject, accept, influential people, traits.

RESOURCES

- Pictures of famous people from magazines e.g. David Beckham, Barrack Obama, Amy Winehouse, Simon Cowell, Ant and Dec etc.
- Blog examples
- Flipchart paper

TEACHING/LEARNING ACTIVITIES

Engagement

Ask the students to think about why we have the personal traits that we do?
 Where do these traits come from?
 What are the origins or the influences that create these traits?
 Share the photos with the students (making sure the students know who the people are) and in their groups ask them to think of a word per character that best describes their personality (eg. loyal, committed, arrogant, weak, etc)

Core Activity

In groups look at the pictures from the engagement activity, a different picture per group, and discuss who might have influenced their personality traits and their likes and dislikes. On flipchart paper list the top five influences or influential people on that character.
 Feedback from each group to the class.
 To have become who they are whose opinions might they have listened to and whose might they not have listened to? (Eg. Peers, family, media, religion....)
 Now give each group the letter taken from a personal blog site which describes an opinion or influence that the person rejected.
 Ask the group to consider:

- What are the influences at work here,
- Why might you embrace or reject an opinion of someone close to you?
- What else might influence you or help to create your own values and ideas?

Plenary

Think of a time when you have adopted or rejected an opinion of someone close to you.
 How did it feel to be the same or different to someone close to you?
 Who do you think has influenced your own personal identity the most?
 Ask if anyone would like to share their thought but make this totally voluntary and ensure that the ground rules or group charter are reinforced and highlighted.
 Keep all work from this lesson for the final presentation

KEY QUESTIONS

How did it feel to be the same or different to someone close to you?
 Who do you think has influenced your own personal identity the most?

AFL

Use talking partners to share ideas and reflect ideas back to each other.
 The questions in the plenary will help students to reflect on their own identity.

DIFFERENTIATION

Through group discussion and opportunities to reflect on their own personal level.

CROSS CURRICULAR OPPORTUNITIES

NOTES

Be aware of sensitivities needed in reflecting on our own influences and people who are close/not close to us. Teaching about identity can be a difficult task. Many aspects of a person's identity are private and may rightly be of no concern to the teacher. Many young people are still in the process of discovering their true identities, which may continue to develop over time. So the question facing teachers is 'what aspects of a person's identity are relevant to the issue of diversity and community cohesion and how can education do anything to influence someone's identity?'

Personal Blog

What makes you who you are? What is your identity. What makes you unique. In this section a blogger takes a look at the question of identity and who they they are

Laura-Anne

Wednesday 25th June 2009 09.27

I have a grandad who is highly racist. So it's not that easy fighting for someone when your family is against you. My grandad is racist but that doesn't change my views. I think everyone should have an equal life. We all deserve a house and food. It's not in anyone's nature to give up on what we believe in. So I'm never gonna stop until everyone in this world has a safe place to sleep. Laura-Anne xo?

The Blog

What are the influences at work here?

Why might you embrace or reject an opinion of someone close to you?

What else might influence you or help to create your own values and ideas?

THEME: Being Me - Personal Identity - What's in a name?

LEARNING INTENTION/'I'

- I can understand how names can affect identities and attitudes
- I can understand how identity can come from a variety of sources
- I appreciate that diversity and individuality exists within all classrooms and communities



VOCABULARY

Name, tradition, language, meaning.

RESOURCES

- Resource sheet - Names
- Use of computers

TEACHING/LEARNING ACTIVITIES

Engagement

What's in a name?

Ask the students to write a statement about their name -eg. If they know why they were given their name, where does the name originate.

Ask the students to write a second statement about how important their name is to their identity. Eg. My name means, I shorten my name to... because...

Core Activity

Activity 1

Using the following websites, or other suitable websites.

www.nationaltrustnames.org.uk

www.britishsurnames.co.uk

www.meaning-of-names.com

Can they find out:

- If their name has a meaning
- If it is a common name
- Does it have an association with a particular country or region
- Does it come from a particular language

Feedback

In groups design a logo of their names as a slide for the start of their power point presentation for the final week. See resource sheet for ideas.

Activity 2

In groups begin to think about and plan a presentation which includes their power point as part of an assembly/film for school entrance TV loop/or class presentation.

The power point needs to include:

- A title page - their names
- What makes us human? - (lesson 1)
- Who do you think you are? My personal Identity - (lesson 2)
- Who do we think we are? Our Group identity - (lesson 3)
- Our influences - (lesson 4)
- Conclusion - a statement that summarises how we have our own personal identity, that we have a group identity and we have some choices about how we can develop our own personal identity irrespective of those around us.

Plenary

Complete the following round:

One thing our presentation has made me think about is.....

KEY QUESTIONS

- What is in a name?
- Do names have meanings?
- How do I feel about my name?
- What is name calling?

AFL

Presentation plans

DIFFERENTIATION

By outcome, group discussion and group plans

CROSS CURRICULAR OPPORTUNITIES

ICT

Drama

History

NOTES

Be aware and sensitive to pupils who may have difficult family circumstances at home and could be affected by this lesson.

Computers will be needed for this lesson.

Name Logo

A word cloud logo for 'Name Logo'. The names are arranged in a roughly rectangular shape, with some names appearing multiple times. The names include: Annie, Hannah, Warren, Philip, Nathan, Bob, Tom, John, Kevin, Michael, Julian, Frank, Quincy, Bob, Sam, Debbie, Suzanne, and Greg. The fonts vary from simple sans-serif to decorative script and gothic styles. Some names are oriented vertically, while others are horizontal.

Annie
Hannah
Warren
Philip
Nathan
Bob
Tom
John
Kevin
Michael
Julian
Frank
Quincy
Bob
Sam
Debbie
Suzanne
Greg

THEME: Being Me: Personal Identity - This is Who We Are - The Presentation

LEARNING INTENTION/'I'

I have gained a deeper understanding of my own identity through developing and researching a presentation
 I understand that there are many elements and influences that contribute to a persons' identity
 I understand that we all have a choice of whether to reject or embrace the influences we experience



VOCABULARY

Presentation, identity, similarities, differences, self, group identity, influences, names.

RESOURCES

- Computer and Powerpoint presentations developed by students

TEACHING/LEARNING ACTIVITIES

Engagement

Discuss the previous five weeks work - how we have our own personal identity, that we have a group identity and we have some choices about how we can develop our own personal identity irrespective of those around us. Students may want to make notes on this for their final presentation
 Are there some things that you would like to change about your identity?
 How does your identity differ around your parents/carers? Your teachers? Your friends?

Core Activity

Students work in groups to continue with developing their presentation begun in lesson five

The power point needs to include:

- A title page - their names - (lesson 5)
- What makes us human - (lesson 1)
- Who do we think we are? - Personal identity (lesson 2)
- Our group identity - (lesson 3)
- Our influences - (lesson 4)
- Conclusion - a statement that summarises how we have our own personal identity, that we have a group identity and we have some choices about how we can develop our own personal identity irrespective of those around us.

Plenary

Presentations are then shown to the other groups who reflect on the following questions during the presentation:
 Are their clear individual identities within the presenting group?
 Do they have common identities as a group?
 What seem to be the most prominent influences?

KEY QUESTIONS

See above

AFL

Peer feedback during the plenary, reflection about how our own identity develops.

DIFFERENTIATION

Through outcome and participation within the presentation and compilation of the powerpoint.

CROSS CURRICULAR OPPORTUNITIES

ICT
 Drama
 Speaking and Listening

NOTES

Presentations may be filmed and then presented on the TV loop system or an assembly can be arranged to share the students work.

Being Me - Personal Identity

Year 7 Being Me - Personal Identity

Who do you think you are?

What is Personal Identity?

- the distinct personality of an individual
- the individual characteristics by which a thing or person is recognized or known

Lesson One

- What Makes us Human?





Lesson Two- Who Do We Think We Are?

Example of Individual Identity

Who Do You Think You Are?

- Loyal
- Student
- Sporty
- Friendly

Lesson Three Example of Group Identity

Who Do We Think We Are?

- 'We all support Arsenal Football Team
- We were all born in England
- We all like listening to music
- We all speak different languages
- We were all born in 1998.....except 1'

Lesson Three Example of Group Identity

Who Do We Think We Are?

- 'We are teenagers
- We love Science
- We love hanging out with our friends
- We love living in

Lesson Four

- Our Influences

Lesson Four

- This is a letter taken from a personal blog site, which describes an opinion or influence that the person rejected or embraced.

Personal Blog

What makes you who you are? What is your identity? What makes you unique?
In this section a blogger takes a look at the question of identity and who they think they

- Laura-Anne
Wednesday 25th June 2009 09:27
- I have a grandad who is highly racist. So it's not that easy fighting for someone when your family is against you. My grandad is racist but that doesn't change my views. I think everyone should have a equal life. We all deserve a house and food. It's not in anyone's nature to give up on what we believe in. So I'm never gonna stop until everyone in this world has a safe place to sleep. Laura-Anne xo?

The Blog

- What are the influences at work here
- Why might you embrace or reject an opinion of someone close to you?
- What else might influence you or help to create your own values and ideas?

Lesson Five – What's in a Name?

- Name Logo - Ideas



KALEIDOSCOPE

SS3

Certificate of Achievement

Being Me Year 7

**has successfully completed the
programme of study on Being Me**

signed

date



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



Being Me - Personal Identity Resources

Parents/ carers: Growth and change; Target setting; Working together; Rights and Responsibilities; Self esteem; Personal qualities; Inclusion

Organisation	Contact Details	Resource
Association for Citizenship Teaching	www.teachingcitizenship.org.uk	Knowledge, skills and resources from the professional subject association for those involved in citizenship education.
BT Better World	www.btbetterworld.com	Resources include the Internet Green x Code, and communication resources.
Connexions	www.connexions-direct.com	Advice on work, careers, health, relationships, rights, money.
Go Get It	www.bbc.co.uk/northernireland/schools/11_16/gogetit	Ages 13 – 16 career information covering CV, interviews.
Teenage Health Website	www.teenagehealthfreak.org www.doctorann.org	Health information website for teenagers
Direct.gov	www.direct.gov.uk	Direct.gov provides information from across UK government departments. Young people's sections covers Health and Relationships, Work and Careers, Politics and Government, Crime and Justice, Learning.
Incentive Plus	www.incentiveplus.co.uk	Large supplier of resources for the promotion of social and emotional competence and positive behaviour in children.
Teachernet	www.teachernet.gov.uk	Links to resources, lesson plans.
Teachers TV	www.teachers.tv on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, pupil programmes for use in class, and a daily education news summary. Downloadable material.
Unicef and Rights Respecting Schools	www.unicef.org.uk	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.