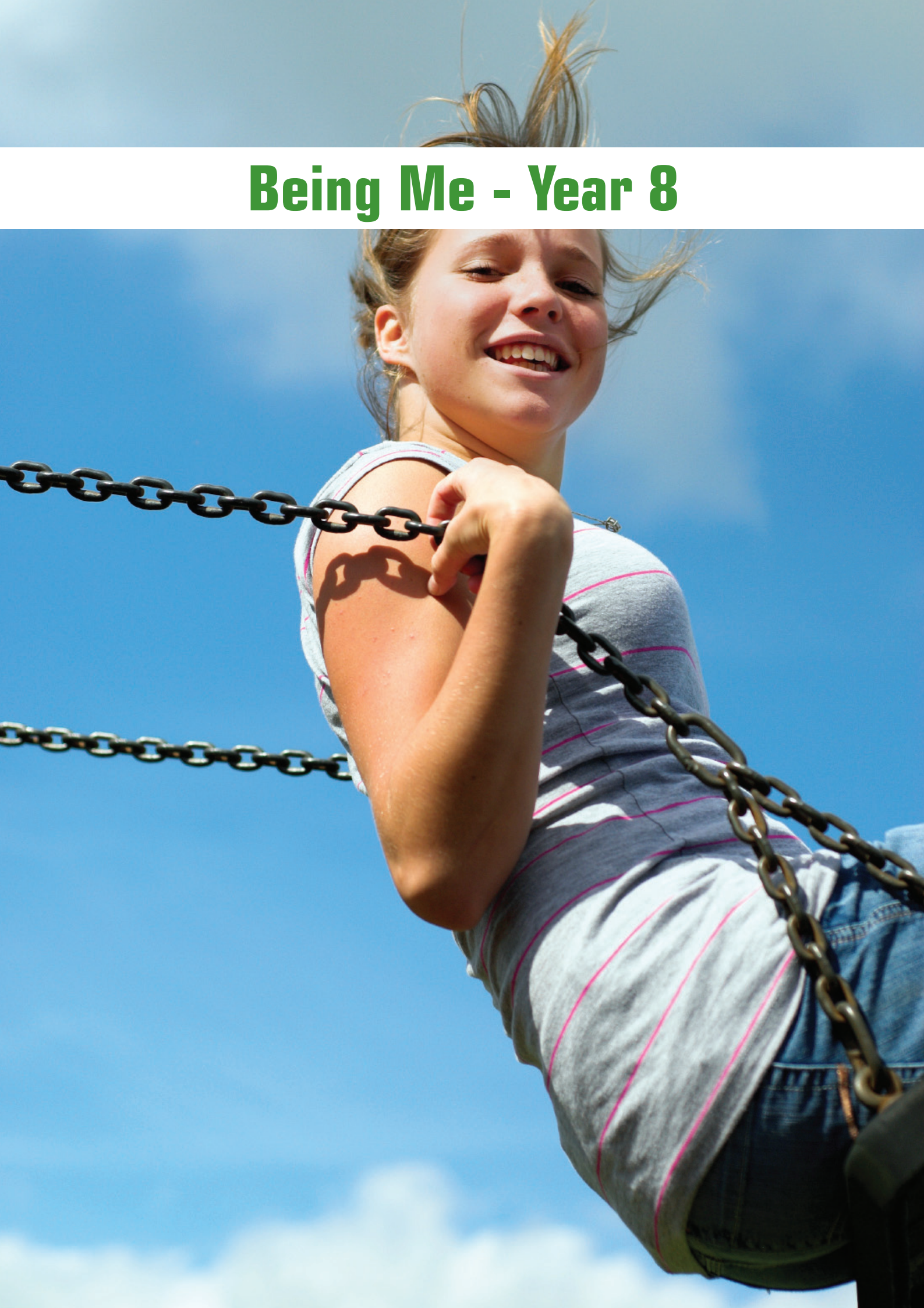


Being Me - Year 8



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?

How often do things that are the same as other people not seem to matter to you at all?

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

Be what you are.
This is the first
step towards
becoming better
than you are

Being Me

Thought for the week

Learn to be
who you are
and learn to
accept all that
you are not

Being Me

Thought for the week

You were born
unique . . .
Celebrate!



Being Me

Thought for the week

Why try to be
someone you're
not? Life is
hard enough
without adding
impersonation
to the skills
required

Robert Brault

Being Me

Thought for the week

Wherever you
go, go with all
your heart

Confucius

Being Me

Thought for the week

All the knowledge
I possess
everyone else
can have, but
my heart is all
my own

Being Me - Personal Identity - Year 8
Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
1	A passport/picture of passport		
3	Visitor needs to be booked		
4	Camera Computer Material for collage Pictures of your local area		
6	Material for collage		

Kaleidoscope - Related Aspects - Being Me - Personal Identity Year 8 - 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	Rights Respecting Schools
<p>P 1.1.a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>P1.1.b Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.</p> <p>P1.3.c Developing the confidence to try new ideas and face challenges safely, individually and in groups.</p> <p>P1.4.b 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>E 1.1.b Developing a sense of personal identity for career progression.</p> <p>E 1.1.c Understanding the qualities, attitudes and skills needed for employability.</p> <p>E 1.2.c Understanding how to make creative and realistic plans for transition.</p> <p>E 1.3.c Taking risks and learning from mistakes.</p> <p>E1.4a Understanding the economic and business environment</p>	<p>Be Healthy Mentally and emotionally healthy.</p> <p>Make a Positive Contribution Develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Engage in decision making and support the community and environment</p>		<p>Self-awareness Managing feelings Motivation Empathy 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 can reflect upon my beliefs in the light of new information. I have a sophisticated understanding of my strengths and limitations. I know when I have done something I can feel proud of and can recognise even small achievements. I can accept praise from others when it's given. I can recognise the expectations of others about me and can compare them with my own expectation of myself. I can reflect upon and evaluate my actions so that I do something differently next time. I can identify things that have happened to me in the past that make me prone to being upset, fearful or angry for reasons others may find it difficult to understand.</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily. 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	Rights Respecting Schools
<p>P1.5a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation</p> <p>P1.5b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives</p> <p>P2.1.b reflect on personal strengths, achievements and areas for development</p> <p>P2.1c recognise how others see them and give and receive feedback</p> <p>P2.1.d identify and use strategies for setting and meeting personal targets in order to increase motivation</p>	<p>E 2.1. a develop and maintain their self-esteem and envisage a positive future for themselves in work</p> <p>E 2.1.d review their experiences and achievements.</p> <p>E 2.3.a identify the main qualities and skills needed to enter and thrive in the working world</p> <p>E 2.3.c take action to improve their chances in their career</p> <p>E2.3e use approaches to working with others problem solving and action planning</p>				<p>8. I know and accept what I am feeling and can label my feelings.</p> <p>9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.</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>11. I can recognise conflicting emotions and manage them in ways that are appropriate.</p> <p>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</p> <p>13. I can express my emotions clearly and openly to others and in ways appropriate to situations.</p> <p>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p> <p>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p>	<p>I understand the difference between feelings and moods.</p> <p>I can recognise and acknowledge the moods I am experiencing.</p> <p>I can identify when I feel the 'socially mediated' emotions, for example embarrassment and guilt.</p> <p>I understand that sometimes thoughts and feelings are triggered by emotional memories.</p> <p>I understand the power of emotional memories to trigger thoughts and feelings.</p> <p>I can understand that emotional memories can create feelings that can get out of control.</p> <p>I can identify what my triggers are for feeling scared or anxious.</p> <p>I can use different ways to tell people how I feel.</p> <p>I can manage my anxiety.</p> <p>I know what my triggers are for feeling frustrated and bored</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	Rights Respecting Schools
<p>P2.1.e reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour</p> <p>P2.2.f identify how managing feelings and emotions effectively supports decision-making and risk management.</p> <p>P2.3d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</p> <p>P2.3e challenge prejudice and discrimination assertively</p>	<p>E 2.3.f understand and apply skills and qualities for enterprise</p> <p>E 3.d the personal review and planning process</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>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</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> <p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p>	<p>I can tell people how I feel.</p> <p>I can manage my frustration and boredom.</p> <p>I know what my triggers are for feeling excitement.</p> <p>I can use different ways to manage my excitement.</p> <p>I can identify what my triggers are for feeling scared.</p> <p>I can identify when I feel embarrassment.</p> <p>I can manage strong feelings.</p> <p>I can prepare for the feelings associated with change.</p> <p>I know what makes me feel good and use this to make me feel well and happy.</p> <p>I can use relaxation techniques.</p> <p>I know how to make myself feel focused and energised when I am learning.</p> <p>I can recognise what mood I am in and what might help me change it if I need to.</p> <p>I can plan to develop areas of learning that I find difficult</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	Rights Respecting Schools
<p>P3.m the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities.</p>					<p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p> <p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p> <p>28. I can use my experiences including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</p> <p>29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.</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 tone, and pay attention to them.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>34. I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better.</p>	<p>I can make choices about what I really want.</p> <p>I can make a balanced choice about what I really want and is beneficial for me and others.</p> <p>I can set a long-term goal and plan to meet it.</p> <p>I can decide how I will know if I have been successful in meeting a goal.</p> <p>I can identify obstacles that might stop me reaching my goal.</p> <p>I can reflect upon my achievements and plan to build upon them.</p> <p>I can identify what to change in terms of my learning or behaviour in order to meet a long-term goal</p> <p>I can see errors as opportunities to continue learning.</p> <p>I know that I do not have to succeed all the time to be successful.</p> <p>I know what motivates me and use this to meet a long-term goal.</p> <p>I can identify and build upon the things that I am doing that are successful in helping me meet my goals</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	Rights Respecting Schools
					<p>35 I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences</p> <p>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships</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> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>50. I can be assertive when appropriate.</p>	<p>I know that there are many factors behind things going well or going badly and some of these are more in my control than others.</p> <p>I can use my knowledge and understanding to approach future tasks in a positive and productive way.</p> <p>I know that it is usually down to me, not just bad luck or other people when things go wrong.</p> <p>I can usually work out what other people are feeling even if their words are saying something different.</p> <p>I make a conscious effort to put myself in someone's place so as to understand what they are feeling.</p> <p>If someone is upset, being bullied, or treated unfairly, I want to make things better for them, even if I don't know them</p> <p>I can listen to others, giving them my full attention and know some things to say or do to make people feel good about themselves.</p> <p>I can use strategies to help people find solutions for themselves</p> <p>I can act as a mediator when two friends have fallen out.</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	Rights Respecting Schools
						<p>I can resist peer pressure from a group of friends.</p> <p>I can use peer pressure to reach a goal.</p> <p>I can predict the consequences of failing to meet responsibilities</p> <p>I can take on and try out different roles in a team/group</p> <p>I can compromise</p> <p>I can take other people's thoughts and feeling into account when making a decision</p>	

Overview of Lessons

Theme: Being Me - Personal Identity

Year: 8

Lesson Title	Intended Learning Outcomes
1. Who am I?	<ul style="list-style-type: none"> I can appreciate that identities are complex and change over time (P1.1a) I can appreciate the similarities, differences and diversity of peoples' identities (p3.m) I understand that faith, families, communities and cultures influence our identity (SEAL 35)
2. 'My Family'	<ul style="list-style-type: none"> I can understand about collective and individual identities and cultural diversity (P3.m) I can appreciate how influences on individual personal identities have changed over time (P1.1a) I can make sense of what has happened in my life and understand there are influences from my own history (SEAL 7)
3. Family Factors	<ul style="list-style-type: none"> I understand that identity is affected by a range of factors(P1.1a) I can listen empathetically to others (SEAL 34) I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of for example, my family (SEAL 5)
4. Location and Hobbies	<ul style="list-style-type: none"> I understand that where I live can influence my identity (P1.1a) I understand that we can make accurate and inaccurate assumptions about others' identity (SEAL 33) I understand that I can make choices about what influences I accept as part of my personal identity. (P1.4b, SEAL 30)
5. Faith and Beliefs	<ul style="list-style-type: none"> I understand and respect that there are a range of beliefs within any community (P3.m) I can appreciate that peoples faiths and beliefs can affect their personal identity(P3.m) I can see the world from other peoples' points of view and take account of their beliefs (SEAL 33)
6. Influences on our personal Identity	<ul style="list-style-type: none"> I understand that I am a unique individual but can also have a range of group identities (SEAL 1) I know what is important to me but can take into account the beliefs and expectations of others (SEAL 5) I understand that identity is affected by a range of factors (P1.1a)
<p>End of Theme Product/ Project Outcome:</p> <p>Each group to create a collage (See picture examples in lesson one) depicting aspects of influences on their personal identity. Each person in the group must have at least one example of their work within the collage. The group must decide which aspects of their work they present in the collage to form an overall piece of work.</p>	

THEME: Being Me - Personal Identity - Who am I?

LEARNING INTENTION/'I'

- I can appreciate that identities are complex and change over time
- I can appreciate the similarities, differences and diversity of peoples' identities
- I understand that faith, families, communities and cultures influence our identity



VOCABULARY

Identity, influences, tolerance.

RESOURCES

- A passport or picture of a passport
- Photo sheet - different identities
- Example stimuli pictures of personal identity collage

TEACHING/LEARNING ACTIVITIES

Engagement

Establish a safe environment within the classroom so that everyone feels safe and valued and able to contribute through the development of a class charter.

The teacher shows the class a passport and asks the question:

Is a passport a good representation of who you are? Students can either discuss or share their ideas as a class or students can stand on an imaginary continuum of agree at one side of the room and disagree at the other side. Then draw out the thoughts from the students (E.g. On agree, it shows your unique features, on disagree, it doesn't reflect your personality and beliefs).

Discuss whether or not an identity scheme is a positive/negative idea? Share ideas.

Core Activity

Ask the students to think about their own personal identity and on a large sheet of paper to write 'ME' in the middle of the page and then all their influences as a spider diagram around the page. E.g. Family, location, peers, interests, fashion, music etc.

Then in pairs or small groups rank the influences in a diamond nine. Share ideas and feedback.

Then show the groups the photo sheet of different people and their identities (A religious person, an aboriginal person, child, homeless person, wealthy person). In groups discuss what the main influences are for each of these people that have given them their unique individual personal identity.

Discuss the following questions and draw out the discussion.

Are these influences different to their own or similar?

How do we feel about each of these people?

How tolerant are we of where these people have come from to become who they are?

Plenary

Circle round: Ask students to share what they think their core influence are in relation to their own identity and to think about how that could be represented. (E.g. Photograph of a key person, place, a letter from a key person, a map of where they live or have visited etc). Allow students to pass if they aren't ready to share.

Share with the students that in the next four weeks we are going to look at the influences that contribute to our personal identity in more detail and aim to produce an individual and group collage that represents the influences that contribute to their personal identity. Show the example pictures of identity collage.

KEY QUESTIONS

- What shapes our own identity?
- What are our most important influences?
- How do we feel about people who have a different identity to ourselves?
- How tolerant are we of others identities?

AFL

Use 'wait time' after questions to allow students time to think before responding and to encourage more students to take part.

DIFFERENTIATION

By outcome and in groupings.

CROSS CURRICULAR OPPORTUNITIES

- Speaking and Listening
- Art

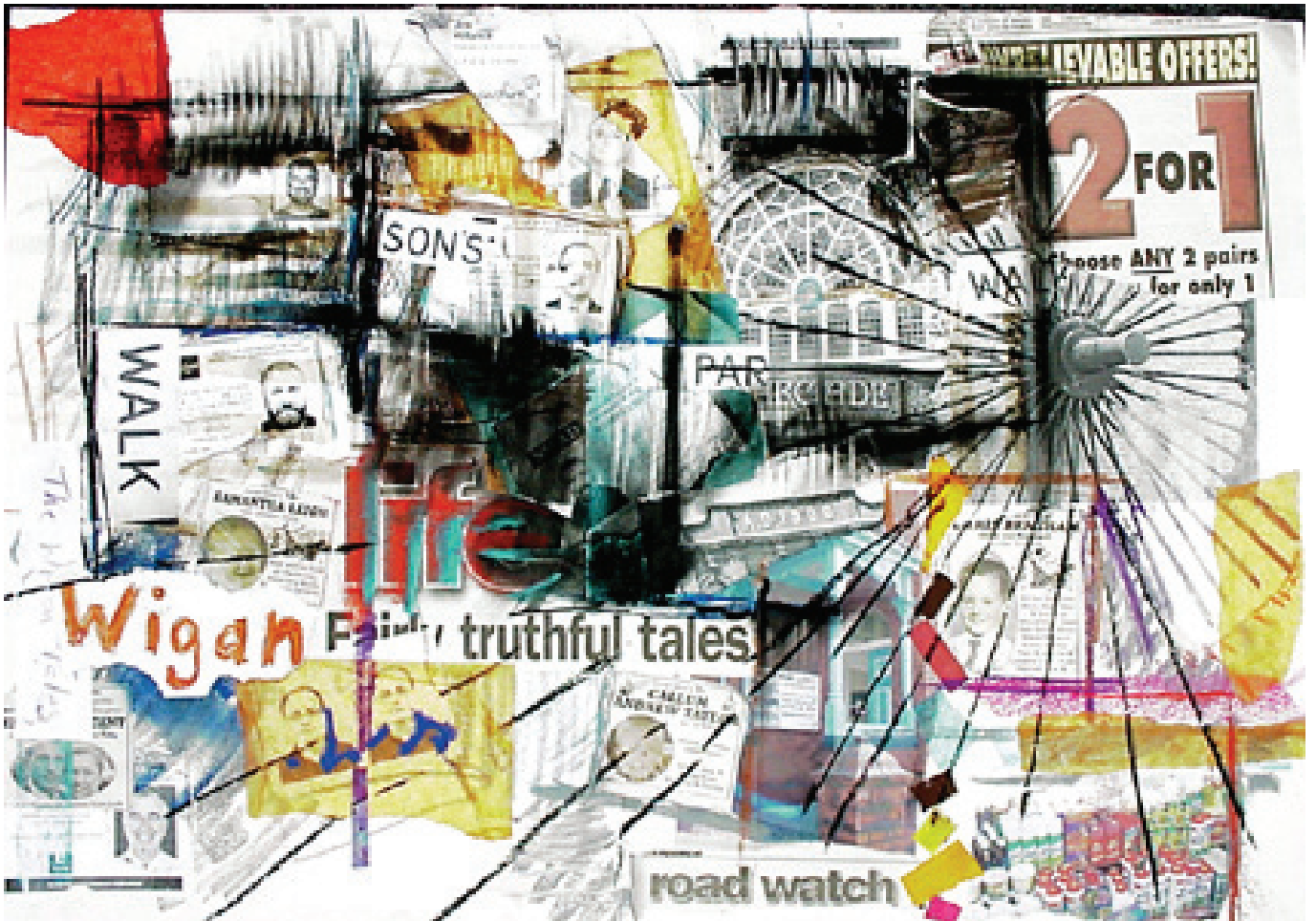
NOTES

Definition of personal identity - The distinct personality of an individual. The individual characteristics by which a thing or person is recognised or known.

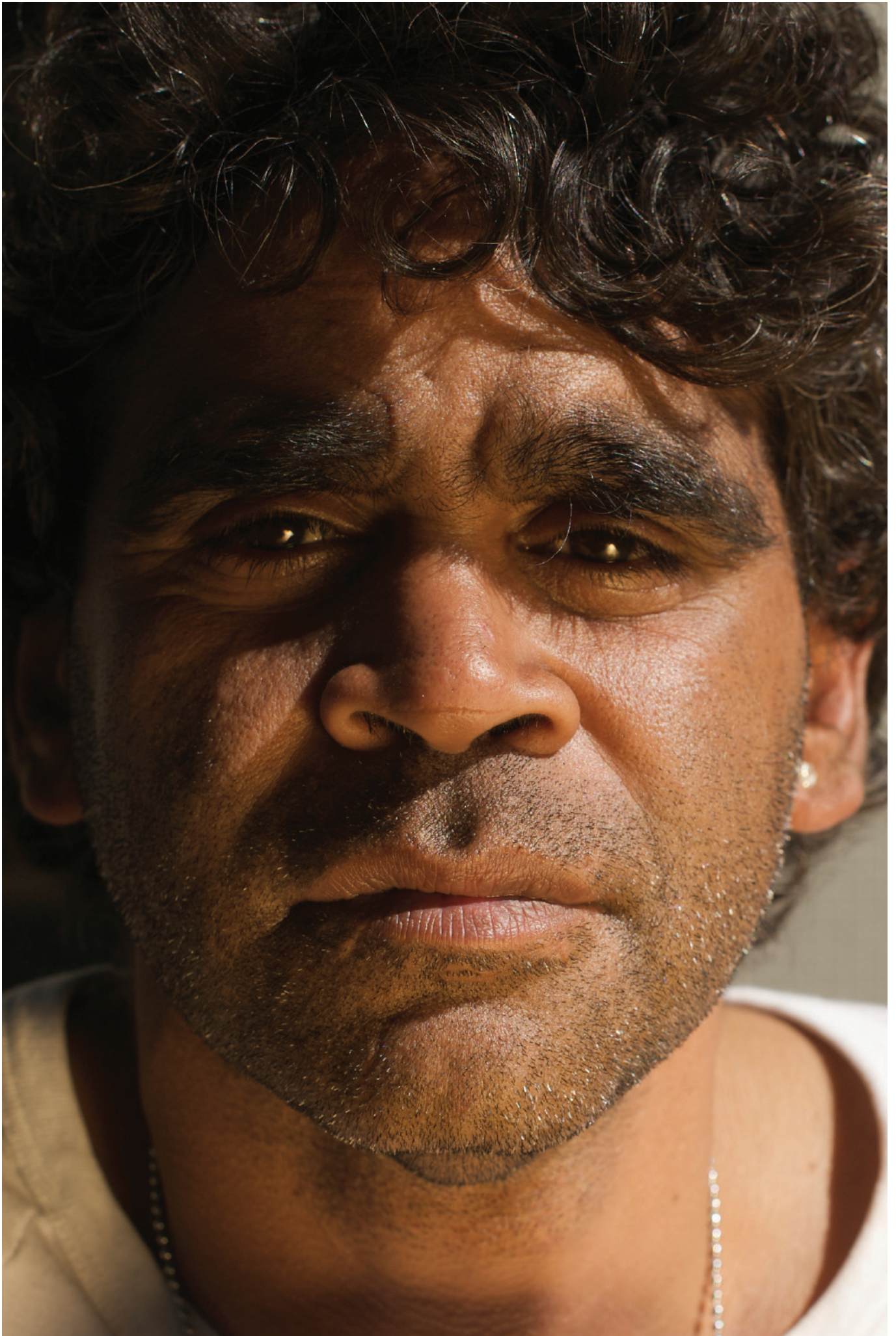
Teaching about identity can be a difficult task. Many aspects of a person's identity are private and may rightly be of no concern to the teacher. Many young people are still in the process of discovering their true identities, which may continue to develop over time. So the question facing teachers is '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 - 'My family'

LEARNING INTENTION/'I'

I can understand about collective and individual identities and cultural diversity
 I can appreciate how influences on individual personal identities have changed over time
 I can make sense of what has happened in my life and understand there are influences from my own history



VOCABULARY

Nuclear family, extended family, step families, one parent families, foster families, single sex parents.

RESOURCES

- Pictures of various families

TEACHING/LEARNING ACTIVITIES

Engagement

Students share the pictures and explain that all these photos are families

In Groups:-

Ask students to define what is a family?

Are families the same?

How might families differ?

In debrief draw out from each groups' definition that there are many different types of families as there are children in the class and most importantly that this is OK

Core Activity

Ask students to think about how the role and influence of the family may have changed over time and what impact has this had on a child's identity?

Was the family a stronger influence 30 years ago than it is now? Why?

Are there other influences today that are stronger than the family influence?

What are they?

Tell the students that next lesson there will be an opportunity to meet and talk to an older member of the community.

In groups, think of five questions you might like to ask the visitor about their family life and childhood and how this may have influenced their personal identity. Each group then prioritises their questions.

Teacher collects in the questions and if possible selects questions one and two from each group to be asked during the next lesson.

(Teacher note: If you feel it would help the visitor next lesson allow them to see the questions before hand.)

Plenary

Ask the students to think about:

- Who in their family setting has influenced them the most?
- What specific values have influenced them most from their own family?
- How has their own family experience shaped their own identity?
- Has someone from outside the family had a stronger influence?

If time or if students would like to in their own time ask them to reflect and write their own piece of reflective writing/poem around these questions. This, or aspects of it may be included in the students final collage. This could be through a photograph, picture, poem which students will need to bring for their final collage. (Have example picture of collages from Lesson one to hand to remind students of end product for unit).

(Be aware that this may lead to sensitive issues/feelings /experiences being raised. Care and thought needs to be given to this by the teacher and students valued and supported where necessary.

Students could be guided to think more about positive influences where the teacher may be concerned for specific students.)

KEY QUESTIONS

See above

AFL

The Core activity introduces a number of complex ideas. Point this out to students and encourage them to ask questions of you and their peers to find out more and to extend their thinking.

DIFFERENTIATION

Awareness of individual students with sensitive issues, therefore altering questions accordingly.

CROSS CURRICULAR OPPORTUNITIES

History

English

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?'

Be careful of opening up sensitive issues and be aware of pupils who may find it difficult to recall positive family experiences.













THEME: Being Me - Personal Identity - Family factors

LEARNING INTENTION/'I'

- I understand that identity is affected by a range of factors
- I can listen empathetically to others
- I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of for example, my family



VOCABULARY

Family values, beliefs, influences, change, childhood, experiences.

RESOURCES

- Elderly Visitor

TEACHING/LEARNING ACTIVITIES

Engagement

Prepare for the visitor ensuring each group knows the questions they are going to ask. Revisit Ground Rules/Group Charter to ensure that the environment in the class is a welcoming and valuing one for all.

Core Activity

Welcome the visitor and allow him or her to share their thoughts and experiences about their own childhood. Then facilitate the groups to ask relevant questions and to record the key points. Facilitate a discussion with the visitor about how the family influences shaped their own identity and how this may have changed over time. Draw out key messages such as:
 How might family influences have changed over time?
 Are there any specific differences that can be pin pointed about how values, expectations, experiences might shape us?
 What values do we receive from our family?
 Is this the same or different for all of us?
 What are the strong influences now that were not there when your visitor was growing up?

Plenary

Circle round with the visitor... if you had to choose one thing from your home or childhood that has influenced you the most what would it be?

KEY QUESTIONS

See above

AFL

Students are encouraged to ask questions to find out if influences on us have changed over time and what impact this has had if any on our personal identity.

DIFFERENTIATION

Allow different members of the groups to ask questions and share their thoughts.

CROSS CURRICULAR OPPORTUNITIES

- History
- English

NOTES

Ensure that the visitor feels comfortable and that there is a welcoming atmosphere in the class based on the group charter or ground rules.

THEME: Being Me - Personal Identity - Location and Hobbies

LEARNING INTENTION/'I'

I understand that where I live can influence my identity

I understand that we can make accurate and inaccurate assumptions about others' identity

I understand that I can make choices about what influences I accept as part of my personal identity



VOCABULARY

Location, hobby, influence, accept, reject, embrace, assumptions.

RESOURCES

- Photo cards of locations
- Photo cards of hobbies
- Throwaway cameras /school cameras
- Access to computers
- Materials for collage - coloured paper, material, felt etc.

TEACHING/LEARNING ACTIVITIES

Engagement

Share photos of different locations, preferably from your local area. e.g. Town, countryside, park, estate. (The photos in the resource can be used or your own photos)

Ask the students to discuss the following:

How might the place where you live influence your identity?

Share photos of different hobbies/interests e.g. Football, chess, horse riding, dance, computer games, judo.

Ask students:

How might these hobbies influence a person's identity?

Do we make assumptions about someone's identity from where they live or the hobbies they have?

Core Activity

In this lesson there are to be two activities that different groups will complete alternately.

Activity one:

Groups are given a throwaway camera or school camera and are to go out into the school grounds or local areas near the school with a TA. They take photos of their environment or the location in which they live that influence them. They need to take abstract and unusual photos, at different angles or only a part image. These photos should be significant to the pupils or be representative of their own location etc. and students can begin to think about the impact of their own local area upon themselves. These photos will be able to be incorporated into the collage that the students will put together in Week Six of this unit of work. On return to the classroom the students can think of words or phrases that compliment the pictures of their environment which can also become part of the collage display. The group then moves onto the next activity. If students are unable to go into the environment to take photos, they could research their environment on Google Earth and select images that way. These can be incorporated onto their collage. Again it is important that they begin to think of words or feelings that describe how they feel about their local environment and how that may well impact on their sense of self and their personal identity.

Activity two:

Ask students to think about their hobbies and to choose something they do or enjoy which may shape their personal identity. Give students the chance to find an image on the internet or to make their own picture or collage of an aspect of that hobby or interest. This can be done with material, coloured paper, or drawing and enables them to show a representation of another aspect of themselves.

This work needs to be kept to form part of the final collage.

Plenary

Discuss the questions below and draw out any key points.

Discuss also how well the group worked together to collate the photos, did they agree on the pictures that were taken?

KEY QUESTIONS

What assumptions might we make about people from their hobbies they have or where they live?

Does where you live shape your personal identity?

Does wealth and poverty affect your personal identity?

How do hobbies shape our feelings about ourselves?

How does where we live affect how we feel about ourselves?

AFL

Opportunity for group assessment in the group activity, what did group members do well and how this felt.

DIFFERENTIATION

Students working to own level creatively.

CROSS CURRICULAR OPPORTUNITIES

Art

ICT

Geography

NOTES





















THEME: Being Me - Personal Identity - Faith and Beliefs

LEARNING INTENTION/'I'

I understand and respect that there are a range of beliefs within any community
 I can appreciate that peoples faiths and beliefs can affect their personal identity
 I can see the world from other peoples' points of view and take account of their beliefs

VOCABULARY

Faith, belief, respect, influence, appreciate, affect, vegetarian, Muslim, Christian.

RESOURCES

- Word cards - Vegetarian, Muslim, Christian
- Pictures of religious symbols

TEACHING/LEARNING ACTIVITIES

Engagement

On a continuum from 'influences my personal identity a lot' to 'not at all' ask the students to stand on the continuum for the following phrases.

- All my family are vegetarian
- My mother goes to church at Christmas
- My parents only listen to classical music
- My family visit the mosque every day

Discuss in groups which of these would be the strongest influence on your personal identity and which would have the least influence.

How might these influences affect a persons' identity?

Core Activity

Ask if there is anyone who has a strong belief or value that affects the way they are and influences how they live their lives e.g. Vegetarian, Christian, Muslim.

Ask them where this view or belief originates from.

At what age did you form this view?

Split the class into groups and give each group one of the following cards with the words– Vegetarian, Christian, Muslim (or any other belief or value that affects the way they live their life) etc.

Ask the students to discuss and record their ideas on flipchart: In what ways might having this specific belief affect everyday life?

Ask the students to think about a personal belief or value they hold and share it with their group.

Think about

- where that belief might have come from?
- how it affects them in their daily life?
- any experience where that belief has been challenged/held or formed.

Share ideas and feedback.

Share some religious symbols which depict and represent specific religions or ways of life.

Ask the students to design a symbol that represents their own belief or value that is a part of them. This could be used to incorporate within their group collage.

Plenary

Share the symbols that the students have designed.

Ask students to reflect on the following questions:

- Do I have any strong beliefs or values?
- How do values and beliefs affect us in daily life?
- What feelings might describe the way I feel about a particular belief or value?

KEY QUESTIONS

Do I have any strong beliefs or values?
 How do values and beliefs affect us in daily life?
 What feelings might describe the way I feel about a particular belief or value?

AFL

The teacher's feedback when the students share their work on symbols that represent their value or belief should model positive and constructive feedback.



DIFFERENTIATION

Through discussion, sharing of ideas and outcome.

CROSS CURRICULAR OPPORTUNITIES

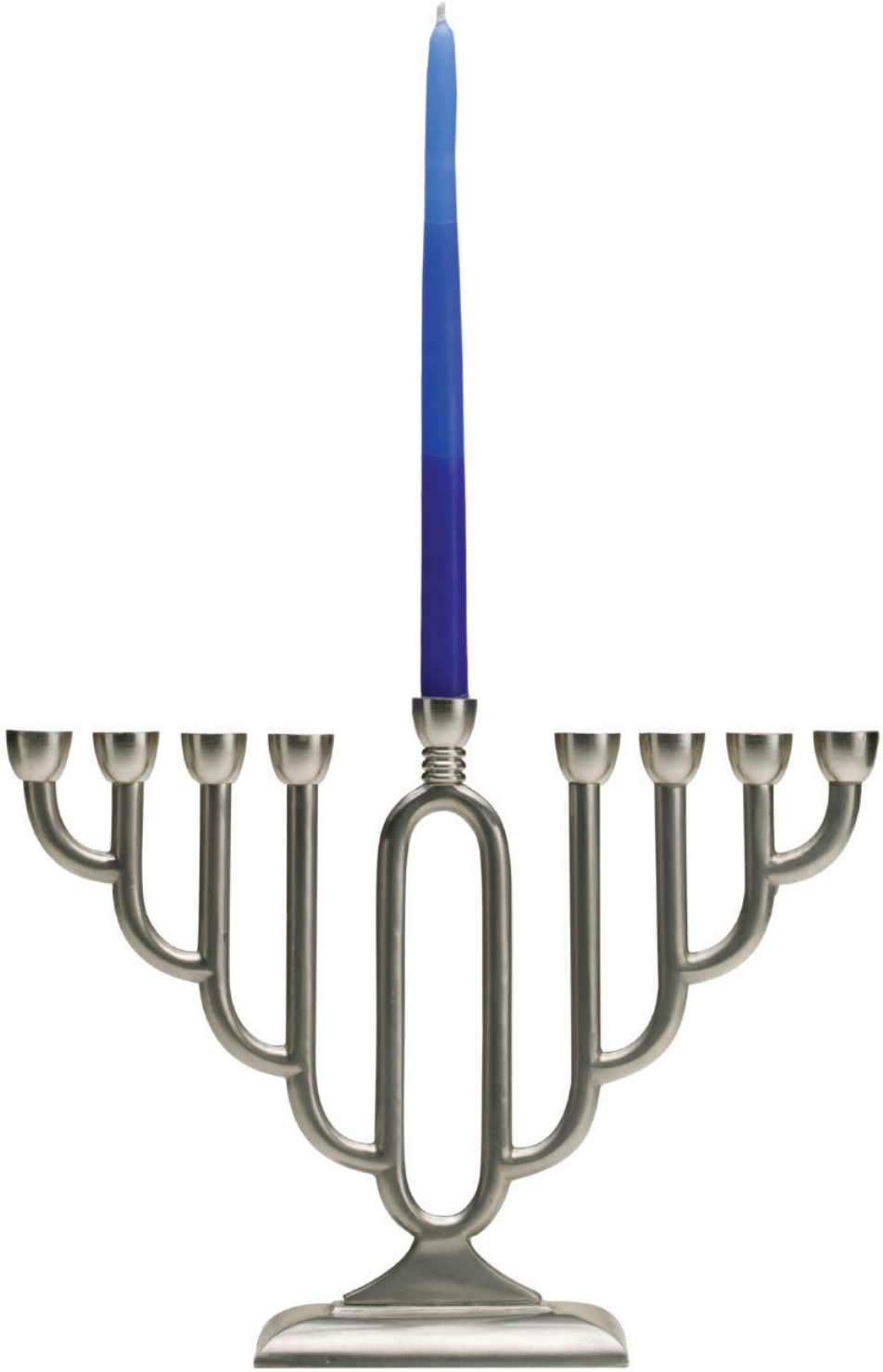
RE

Art

NOTES

If you had the opportunity to invite a visitor from the community from a particular faith to talk to the class about their way of life and how it affects their personal identity, this may be beneficial for students to gain a deeper insight into the effect of personal beliefs and values.









THEME: Being Me - Personal Identity - Influences on Our Personal Identity

LEARNING INTENTION/'I'

I understand that I am a unique individual but I can also have a range of group identities.
 I know what is important to me but can take into account the beliefs and expectations of others
 I understand that identity is affected by a range of factors



VOCABULARY

Influence, important, family, friends, location, hobbies, faith, belief, exhibition, collage.

RESOURCES

- Materials to complete the collage

TEACHING/LEARNING ACTIVITIES

Engagement

Discuss the previous lessons about influences on our personal identity. Briefly recap on the influence of:

- Family
- Friends
- Location
- Hobbies
- Faith and beliefs

Which of these do the students feel is the most important influence and why?

Core Activity

Each group to create a collage (See picture examples in Lesson One) depicting aspects of influences on their personal identity. Each person in the group must have at least one example of their work within the collage. The group must decide which aspects of their work they present in the collage to form an overall piece of work.

The students may need to add extra images/phrases/artefacts to their collage to complete their work.

Plenary

Share work and rationale behind why they chose the specific aspects for the overall collage.
 The students can exhibit their work in a main hall or display space.

KEY QUESTIONS

How well did the group work together?
 How easy/difficult was it to choose the elements of the collage?
 How might they work differently in future?
 How well does the collage depict personal/group identity?

AFL

Encourage students to give positive feedback against given success criteria.

DIFFERENTIATION

Through outcome.

CROSS CURRICULAR OPPORTUNITIES

Art
 ICT
 RE

NOTES

It may be important to identify an exhibition space prior to this lesson so that students can exhibit their work. The poems used in the assembly could be displayed with the collages along with thoughts of the week.

KALEIDOSCOPE

SS3

Certificate of Achievement

Being Me Year 8

**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.