

Lesson 3: Identity

Overview

Students use activities such as Guess Who to explore the different sides to identity. They learn that identities are complex and develop over time. Using an art website called Wordle (www.wordle.net), students create a visual description of their own identities, before exploring the shared and unique characteristics of the class.

Starter

Activity 1 (5-10mins): Identities and characteristics (Slides 3-6)

Using the slides, ask students to describe the images of babies, then the images of adults. Discuss and highlight that our identities are made up of different characteristics that develop and change over time. Explain that identities are 'who we are'.

Introduce the lesson using the slides.

Main

Activity 2 (10-15mins): Guess who (Slides 7-9)

Using worksheet 11, students complete a profile of themselves. Give students 5-10mins, depending on their ability. Some example profiles are provided on the slides. Count down and then collect everyone's work. Choose one profile and the students can ask questions to gain clues, and try to 'Guess Who'. Repeat several times. Explain that all the clues are characteristics, which the students have used to identify the person. Highlight that our identities have multiple layers.

Activity 3 (5mins): What characteristics make up our identity?

Two minute challenge in pairs. Students list as many characteristics as they can that make up people's identities. Go round the class, each pair suggesting a characteristic without repetition. Through questioning, cover the following: sex, religion or belief, disability, race, age, sexual orientation and transgender. Also consider occupation.

Activity 4 (10mins): My identity Wordle

Students use words to describe their identity and create a Wordle: www.wordle.net. They could be displayed around the room to create a diverse picture of everyone's identities.

Activity 5 (10mins): Different or the same? (Slide 10)

Tell students to sit next to someone that they don't normally sit with. Alternatively, you could place them into pairs. Give each pair 1min to discover things that they don't share in common. Go around the class, no repetition allowed. Continue getting faster until they run out of things, or until you have highlighted that there are lots of things that make us all unique. Then repeat, finding things that they share in common. What does this show us? Even when people's identities are different, we can always find characteristics in common. Even when we share similar identities, we will always have something which makes us individual.

Learning objectives

- ▶ Understand that identities are made up of different characteristics.
- ▶ Be aware that there are differences and similarities between our identities.
- ▶ Be able to describe my individual identity.

Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Geography
- ▶ RE
- ▶ Art

Resources

- ▶ Slides: Lesson 3
- ▶ Worksheets:
 - 11 - Guess Who
 - 12 - Diamond 9

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Plenary

Activity 6 (10mins): Diamond 9 (Slide 11-13)

Using Worksheet 12, create nine cards with different characteristics. Ask students to rank them in a diamond shape with the most important at the top point, and least important at the bottom point (see slide 11 for an example). Choose characteristics to suit your students. Students first rank them individually under timed conditions, then again in pairs and finally in groups of 4. Discuss their ranking and **conclude that all our characteristics contribute to making us unique, and we should value them all.** You could create the Diamond 9 as an interactive whiteboard resource and encourage groups to show their ranking before discussing as a class.

Support notes

Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

Extension 1: Can't judge a book by its cover

Building on activity 5, discuss whether you can judge a book by its cover. Can you judge people purely by their identity? Were you surprised by some of the things you shared in common? Highlight that it is always important to get to know people, before making judgements.

Extension 2: Video activity

Write descriptions of the people's identities in the videos.

Extension 3: Group identities

What groups do you belong to that share an identity? Two minute challenge to think of different groups e.g. gender, religion, school, sports clubs etc. Select one group and write a description of its identity.

Extension 4: Religious and/or national identities

Explore and discuss the identities of different religions or nationalities. How would you describe them? What are the differences and similarities between different religious or national groups' identities? Where have they come from? Could extend to exploring stereotypes for different groups in lesson 5.

Extension 5: Visualising your identity

Create a piece of art that portrays your perception of your identity.

Differentiation ideas

- ▶ Students could create a visual presentation of their identity using PowerPoint and imagery instead of using Wordle.

Prior learning

- ▶ None required.

Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation

- ▶ **Useful links** - useful links to further information on the protected characteristics.
- ▶ **Glossary** - glossary of key words, including definitions of the protected characteristics.

Visit the training section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/training

- ▶ **Equality and human rights training video** - training tips for delivering sensitive topics.

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Preparation and planning

- ▶ Adapt the PowerPoint slides to suit your teaching and class ability.
- ▶ Review worksheet 11 for activity 2 and consider adapting it to suit your students.
- ▶ Activity 4 requires computer access. This could be set as a homework task if computers are not available.
- ▶ Prepare the Diamond 9 activity by adding characteristics to worksheet 12 and photocopying. An example image of a completed Diamond 9 is on slide 11 for reference.