

Topic: Identities and cohesion

Lesson: Diversity of identities	KS or Year Group: Year 7
Resources: <ol style="list-style-type: none">1. Resource 1 – What is identity?2. Resource 2 – Party time!3. Resource 3 – Who will organise the best party?	Objectives: <ul style="list-style-type: none">• Students can appreciate that there is a range of identities within their age group.• Students can appreciate that there is a range of identities within other age groups.

National Curriculum

Key Concepts: 1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.3.a

Key Processes: 2.1.a, 2.1.b, 2.2.a, 2.2.c, 2.2.d

Range and Content: 3g, 3i

Curriculum Opportunities: 4a, 4c

Lesson

Students explore some of the ways in which citizens' identities differ. Students think about the impact that personal differences might have upon daily life.

Students work in pairs to discuss similarities and differences within their identities. A party-planning challenge is then given. This task involves taking into account the needs and personalities of ten fictional Year 7 characters. At the end of the lesson, it is decided which groups were particularly successful in terms of taking these factors into account. Links to wider society are also discussed through circle time.

Starter

- Lesson objectives and outcomes are shared with students.
- Students are given **Resource 1 – What is identity?** and a volunteer reads out the definition of identity. Students are encouraged to describe some of their 'ingredients'. Examples are: 'I am from a single-parent family'; 'I am not going to drink alcohol when I'm older because of my religion'; and 'I am really interested in the environment'.

Diversity of identities

- Students are encouraged to find a partner who they do not know very well. Each pair then spends 4–5 minutes discussing their answers to (some of) the questions. Students should be encouraged to probe their partners for detailed information.
- Volunteers provide feedback about their partners' identities. Examples are: 'I found out that an important part of Karima's identity is that she does not believe in God'; or 'Jamie says that a big part of his identity is recycling and so he never throws paper in a normal bin'.
- Teacher leads brief discussion about the fact that people show huge differences in personality by the time they are in Year 7. Students are encouraged to contemplate the fact that identities might become even more diverse as people reach adulthood. Key words to trigger interesting comments might include: *football team, religion, sexuality, parenthood, nationality, environmental outlook, morality, career.*

Main activity

Activity 1:

- Students are given **Resource 2 – Party time!**. The class reads through the instructions as a whole (in order to support those with lower literacy levels). The teacher reminds students that the aim is to plan a party that includes everyone and that is fair to everyone.
- The teacher arranges students into (mixed gender/ability) groups of five or six.
- Students are told that they have 15 minutes to plan the party. They are also given **Resource 3 – Who will organise the best party?** and told that it is very important to read it through within their groups as it details the success criteria for the party.

Activity 2:

- After 15 minutes, each group finds another group to sit with. The paired groups then interview each other to determine whether the diverse needs of the ten characters have been taken into account.
- A spokesperson from each group gives feedback to the class about how well the other group planned the party. Examples of comments might include: 'We thought that the other group's idea of postponing the party until Rehana had finished fasting or giving her a plate of food to take home was great. Our group didn't think of that!'; or 'We agreed with their group that Carl should be able to give out leaflets about a Christian football club, as long as the leaflets did not say nasty things about other religions'; or 'We thought that it was a really clever idea to clear all of the chairs to the side of the room so that Dwayne could dance. They had obviously taken his needs into account'.
- Teacher summarises what made the successful groups stand out. The message should be that it is usually possible to take the needs of everyone into account when organising something, as long as everyone is willing to compromise.

Plenary

- Students form a circle of chairs.
- Students are told that the party-planning activity is a simplified version of what happens in real life in Britain. It is explained that the government has to make lots of decisions about how to please as many people as possible. The government also has to make difficult decisions about how to deal with situations where people's identities might clash.
- The following questions might be used in circle time:
 - If a vegan teacher wants to stop his students wearing leather, should she have the right to? Why (not)?
 - If a Sikh policeman wants to wear his turban to work instead of a helmet should he have the right to? Why (not)?
 - If a hearing-impaired woman wants her boss to pay for her to have a special computer, should that be allowed? Why (not)?
 - If a businessman wants to refuse to fly abroad for conferences, because of the carbon footprint, should he be allowed to? Why (not)?
 - If a Muslim lorry driver wants to leave work early to pray, should he be allowed to? Why (not)?
 - If a doctor in a wheelchair wants to get a free car from the government, should she be allowed to? Why (not)?
- It is worth emphasising that there are no right answers as such.

Aim high

- During the starter, high-achieving students should be able to verbalise some personality 'ingredients' that make them different from the students near them.
- During the main activity, high-achieving students should lead discussions about how the characters' needs might be met.
- During the plenary, high-achieving students should voluntarily contribute to the circle-time discussion.

Diversity of identities

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

Level 5:

Students can discuss ways in which some of the characters' needs might clash.
Students can give reasons for the decisions that they made when planning the party.

Level 6:

Students can describe the ways in which people's identities might be influenced by other citizens (e.g. by family, peers, journalists, etc).
Students can argue persuasively that their party would be a success (as far as catering for everyone's needs is concerned).

Level 7:

Students can question the assumptions of those students in the class who hold stereotypical views of certain social groups (e.g. wheelchair-users, Muslims, etc).
Students can evaluate the role that the head teacher plays in taking people's needs into account at their school.

Level 8:

Students can use examples from the news to make perceptive observations about ways in which the government accommodates the needs of different citizens.
Students can ask challenging questions about the effectiveness of equality legislation in Britain.

Check the web

www.britkid.org

Summary of key learning

- Students can see the importance of taking people's identities into account in different situations.
- Students can understand that the party-planning activity is a simplified version of the kind of discussions that politicians have.

Resource 1 – What is identity?

An identity is like a **recipe for a person**.
In the same way that you need butter, sugar, milk and eggs to make a cake,
every human is made up of lots of separate ingredients.

**To find out a bit more about another student's identity (or their ingredients!),
ask him or her some of these questions:**

Which news story has made you sad in the last few years?

Do you speak any other languages?

Are there any types of clothes that you won't wear?

Do you have an opinion about our government?

Is there anything special about your diet?

How many people live with you and who are they?

What is your favourite hobby?

Do you think that there is a God/some gods?

Do you care about your carbon footprint?

What makes you different from other students in here?

Diversity of identities

Resource 2 – Party time!

Imagine that your form class has 30 students in it. Your form teacher has asked you and some friends to organise a class party during a lunchtime next week. The idea is that you will all get to know each other better.

Meet some of the characters in your class...

I'm Sarah and I'm 12. I move around a lot because my mum's in the army. I am only staying in this class for four months so I want to make friends at the party.

I'm Cassie and I am 11. I was born in Jamaica so I want to bring loads of Jamaican music to the party.

I'm a 12-year-old Muslim girl called Rehana. I was born in Scotland. I will be fasting next week.

I'm an American boy called Carl. I'm 11. I am a Christian and I would like to bring some invitations to my church's football club to the party.

My name's Jon and I'm 11. I was born in Poland. I'm Jewish so I will need to avoid pork at the party.

I'm a French boy. I am 11 years old and my name is Nicolas. I will find it difficult to understand what people are saying at the party if there is loud music.

I'm an English boy called Dwayne. I am a 12-year-old wheelchair-user from England. I want to dance at the party.

I'm a boy called Harvinder and I'm Sikh. I'm 12. I've got a broken leg so I need to be careful at the party.

I'm 11. I'm Kate and I come from England. At the party I want to wear my new leather boots.

I'm Kelly and I was born in England. I'm 11. I have always been vegan so I will have to avoid things like milkshakes at the party.

Resource 3 – Who will organise the best party?

Before you rush into planning your party, think carefully about the ten questions below:

1. How can you make sure that Jon can eat pork-free party food?
2. How can you guarantee that Nicolas understands what people are saying?
3. Will Dwayne be able to dance? How?
4. Will Cassie be allowed to play her Jamaican music?
5. What will happen about the fact that Rehana is fasting?
6. Is it OK for Carl to give out his church's football club invitations?
7. How can Sarah be made to feel part of things?
8. Does it matter that Kate's boots are leather? Why (not)?
9. How can Harvinder's leg be kept safe?
10. Will Kelly be able to check that her food does not contain animal produce?

You only have 15 minutes to organise your party. You might choose to use drawings, notes or drama to help you decide upon the best ideas.

After 15 minutes, another pair will quiz you on the questions above.

GOOD LUCK PARTY-PLANNERS!