

Objectives

LO 1 To explore the idea of multiple identities.

LO 2 To explore how opinions about identity are affected by having four countries in the UK.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- *What did you enjoy most in the lesson about migration (or the previous one)? What did your partner enjoy?*
- *As you look around the room, what obvious similarities are there between students?*

Activate

Worksheet 1.6a: What is identity?

- **Paired activity:** students work in pairs and take it in turns to mime a key word to their partner. They tick each one they get right. The pair that gets the most ticks in 5 minutes wins.
- **Group discussion:** students discuss: *Nobody's identity is based on one fact about them; all of us have multiple identities.*
- Ask students to complete the two sentences about a) their identity and b) the identity of someone else in the class.

Demonstrate

Worksheet 1.6b: How do we define identity in different situations?

- In small groups, students read scenarios A–E. For each scenario, they decide how relevant the key concepts from 1.6a might be. Two key concepts should be chosen for 'very relevant', two for 'quite relevant' and two for 'not relevant'. The chosen key concepts should be written in the boxes (with the relevant scenario numbers in brackets).
- The aim is to provoke thought about which parts of our identity are more relevant than other parts, depending on the situation we're in. There are no right answers as such.

- However, an example for Rukhsana is that FRIENDS and SOCIAL GROUP are very relevant (her aim is to make new friends, having moved to England). PLACE OF BIRTH and NATIONALITY might be quite relevant (she'll probably explain to potential new friends about not being Welsh and why she's just joined the college). FINANCES and JOB might not be relevant (due to the fact that she's 16 and at college, such factors might be more relevant once she leaves home and/or leaves college).
- For scenarios A–E, students choose two key words or phrases from Worksheet 1.6b for each of the three circles. They write the relevant numbers in each circle.
- **Extra support:** certain students only consider scenarios A and B.
- **Group feedback:** ask students: *Without further information, how easy was it to decide which factors were relevant when (for example, how might stereotyping affect the characters in the scenarios)? Why do different parts of our identity matter more in some situations than others? Do we reveal different parts of our identity in formal situations, compared with informal situations?*

Consolidate

- **Circle time:** say to the class: *Stand up if you agree with following. Stay seated if you disagree:*
 - *Some parts of identity are visible (for example, skin colour) and some are invisible (for example, wealth).*
 - *Most people living in Wales, Scotland, Northern Ireland or England feel 'European'.*
 - *Researching someone's online identity is a good way to check if they're right for a certain job.*
 - *Working out all the parts of your identity is most relevant to someone from a minority group.*

Extra challenge

Ask more able students to list five parts of a person's identity that they might be able to work out from meeting them for just one minute.

Recommended websites

www.afrohairshow.com

www.arsenal.com

www.vegansociety.com/society/whos-involved/partners/teen-vgn

Homework

Write one or two paragraphs about a celebrity's multiple identities. Describe at least five parts of their identity and explain why each part is important.