

ACTIVITY 1 - YOUR IDENTITY

In this activity students are asked to think about what the word 'identity' means and how we can explain the identity of ourselves and others.

LESSON OBJECTIVES

- To understand that many different factors contribute to a person's identity.
- To begin to understand what their own identity is and how this is influenced by various factors.

PREPARATION

Photocopy accompanying activity sheet.

Print or prepare African ID concept maps from the resource centre.

This lesson is suitable for use on an interactive whiteboard.

LESSON

Explain that the class is going to be doing some work about identity. Show the class the definition of identity and use this to discuss what they think their identity is and how people define their 'identity'.

Identity can be defined as: 'A separate or distinct existence; the distinguishing character of a person; information that distinguishes a person.'

Ask students to think about all the factors which help to establish who someone is. Explain that they are going to use these ideas to create a concept map showing how these factors affect our identity. Begin the concept map as a class and finish off individually. Discuss the findings students had when working individually and note the new ideas on the board. Compare the class findings against concept maps that are from schools around Africa available from the resource centre. Have they included anything different? Does this reveal anything interesting about the society they live in? Are there any points they think they should add to their own concept map in light of this further discussion?

Using this concept map, hand out the activity sheet, and explain that students are going to write a personal profile. They must list the factual things about themselves and explain how these give them their identity. Once they have finished ask students to look over their personal profile and categorise the way they have identified themselves, for example: Date of Birth, Hair colour, Eye colour etc. Which elements are subject to change? How many will always be the same? How will the changing factors affect their identity?

As individuals, ask students to think what the three most important elements of their identity are. How would this change if they were in a different situation? eg. going through passport control; starting at a new school; or, in the future, attending a job interview.

Continued...

ACTIVITY 1 - YOUR IDENTITY Continued

PLENARY

Ask students to choose an historical or famous figure to write a profile on, and to see what they can discover about that figure's identity. Have students present back to the class and explain how they would perfect this process if they re-used it.

CURRICULUM LINKS		
ENGLAND Citizenship 1a 1i 2a English 1e 1f 1g 1h 1l 1m 2c History 1 2c 4a 4b 5c	WALES English Writing Range 2 3 Skills 1 2 8 History Knowledge and understanding 2 3 Interpretations of History 1 2 Historical Enquiry 1 Organisation and Communication 1 3	
NORTHERN IRELAND English Writing Range B H I Outcomes C	SCOTLAND English Functional Writing Level D History The nature of historical evidence Level E	

ACTIVITY 2 - COAT OF ARMS

In this lesson students begin to tackle the idea of legal identities and how they are shown in history and society today.

LESSON OBJECTIVES

- To learn about the origins and meanings of identities.
- To be able to collect and share information efficiently.

PREPARATION

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

LESSON

Remind students about the meaning of identity learnt in the first activity. Now that they understand what gives them their personal identity, discuss how they might present their identity in society. Discuss how, in medieval times, the fashion was for a particular coat of arms and particular seal to identify each family. Everyone who wore that coat of arms could be identified as part of that family. Discuss how and why these were used in everyday life, in battle, and how they change through marriages. Explain that countries often have a coat of arms as well. Ask students to think about other methods of identification used by different cultures.

Explain that in South Africa they produced a new coat of arms in 2000. Ask the class to think why that may have happened. Explain that the new coat of arms was designed to represent their new identity as a united country, rather than one that was divided. Why do they think the people of South Africa felt it was important to do this?

Talk students through what a full coat of arms comprises of. At the top sat the family crest, an image that represented the family. Mostly, pictures of animals were used. Underneath that was a banner on which was written the family motto and then came the actual coat of arms. Now students have to think about creating their own coat of arms, with symbols that best indicate their identity, *ie.* a football could be on a footballer's coat of arms. Hand out the activity sheet, ask students to design and explain in a few words the elements of their coat of arms.

Ask students to look at their coat of arms and think about why it is not used for identification purposes in society today. Why would it not be useful in official contexts? What information does it not contain?

PLENARY

Discuss the differences between a personal and legal identity. What do we use in the UK to prove our identities legally? Do students know how we obtain our legal identities? Ask students to note down all the situations in which they or their parents may need to prove their legal identities.

CURRICULUM LINKS			
ENGLAND		WALES	
Citizenship	1a 1i 2a	History	
History	1 2c 4a 4b 5c	Knowledge and understanding	2 3
		Interpretations of History	1 2
		Historical Enquiry	1
		Organisation and Communication	1 3
NORTHERN IRELAND		SCOTLAND	
EMU	Cross Curricular	People in society	
		The nature of historical evidence	Level E

ACTIVITY 3 - PERSONAL AND LEGAL

In this lesson students will take part in a debate using photos, research and discussions to form their opinions.

LESSON OBJECTIVES

- Contribute to formal debates.
- Express orally and in writing a personal opinion about an issue.

PREPARATION

Photocopy accompanying activity sheet.

Prepare copies of the Malawi fact file from the website (downloads).

This lesson is suitable for use on an interactive whiteboard.

LESSON

Recap with students the discussion they had in the previous lesson about personal and legal identities. Ask the class to imagine what it would be like to have no legal identity, to know who you are but to have no way of proving it to anyone. Explain that Malawi is a country in Southern Africa, one of many that does not make registration at birth a legal requirement, and where less than 20% of the country has a birth certificate.

Hand out the fact file on Malawi to students and go through it with them using the photographs as visual aids. Think of the list that they comprised in the previous lesson showing the situations that you need to prove your legal identities. What happens if you cannot prove your legal identity in these situations? Note their ideas as a group.

Discuss what problems students think may come from not having any formal identity. Could they get careers? Prove their age? Allow people to find them?

Ask students to work in groups. Hand out the examples of work from the website focusing on the need for birth registration. Reading through as a group do these examples highlight any points they have not previously considered?

Hand out the activity sheet; ask the groups to brainstorm why they think that in some countries there is such a low level of birth registration. Following this, ask them to research into why it actually happens. Plan's website - www.writemedown.org - has lots of information about this subject. How right were their initial thoughts? What have they learnt about birth registration and its need?

PLENARY

Ask students to present their research for display and discussion in the classroom.

CURRICULUM LINKS	
ENGLAND Citizenship 1a 1i 2a English 1a 1g, 2a 2b 2f, 3b 3e	WALES English Oracy Range 1 2 Skills 1 3 5 8 Language Development 3
NORTHERN IRELAND English Talking and Listening F J Expected outcomes A B D EMU Cross Curricular	SCOTLAND People in society Rules rights and responsibilities Level E

ACTIVITY 4 - DISCOVER AN IDENTITY

In this lesson students will apply their knowledge on identity and human rights to a personal account.

LESSON OBJECTIVES

- Apply research of a factual nature to a fictional context.
- Use their imaginations to consider other people's experiences.

PREPARATION

Photocopy accompanying activity sheet.
This lesson is suitable for use on an interactive whiteboard.

LESSON

Recap with students the past few lessons and what they now know about having a personal and legal identity. Discuss whether or not their thoughts on identity had changed after researching the situation in Malawi.

Remind them that awareness raising is a key way of improving birth registration, and that in many African communities story-telling and drama is key way of spreading information. With all the information they have gathered, explain that they are going to apply their own feelings to the subject matter by writing a fictional story or play about discovering your right to a personal and legal identity. Remind students about the situation in Malawi and what they learned. How did it make them feel? How will that aid their writing?

Give the class the following scenarios to aid them in beginning their story:

- What happened the day you woke up without an identity?
- What happened the day your legal identity was taken away forever?
- What happened the day you realised that a legal identity was your right?

Hand out the activity sheet and ask students, first to structure their story, and then brainstorm any events or ideas that they would like to include. Discuss their ideas for the story or diary as a class. Make sure students are aware that it is to be fictional and can have any setting and characters they wish.

Ask students to think about how the setting or characters can affect a readers understanding or connection with the story. Have students present a few ideas so that they can choose the most effective.

PLENARY

Ask students to submit their stories in electronic format, presented nicely for submission to the Plan development education website.

CURRICULUM LINKS		
ENGLAND English ICT	1e 1f 1g 1h 1l 1m 2c 3b 3c	WALES English Writing Range Skills ICT Communicating & Handling Information
NORTHERN IRELAND English Writing Range Outcomes	B H I C	SCOTLAND Functional Writing ICT Creating and Presenting
		2 3 1 2 8 1 2 Level D Level F



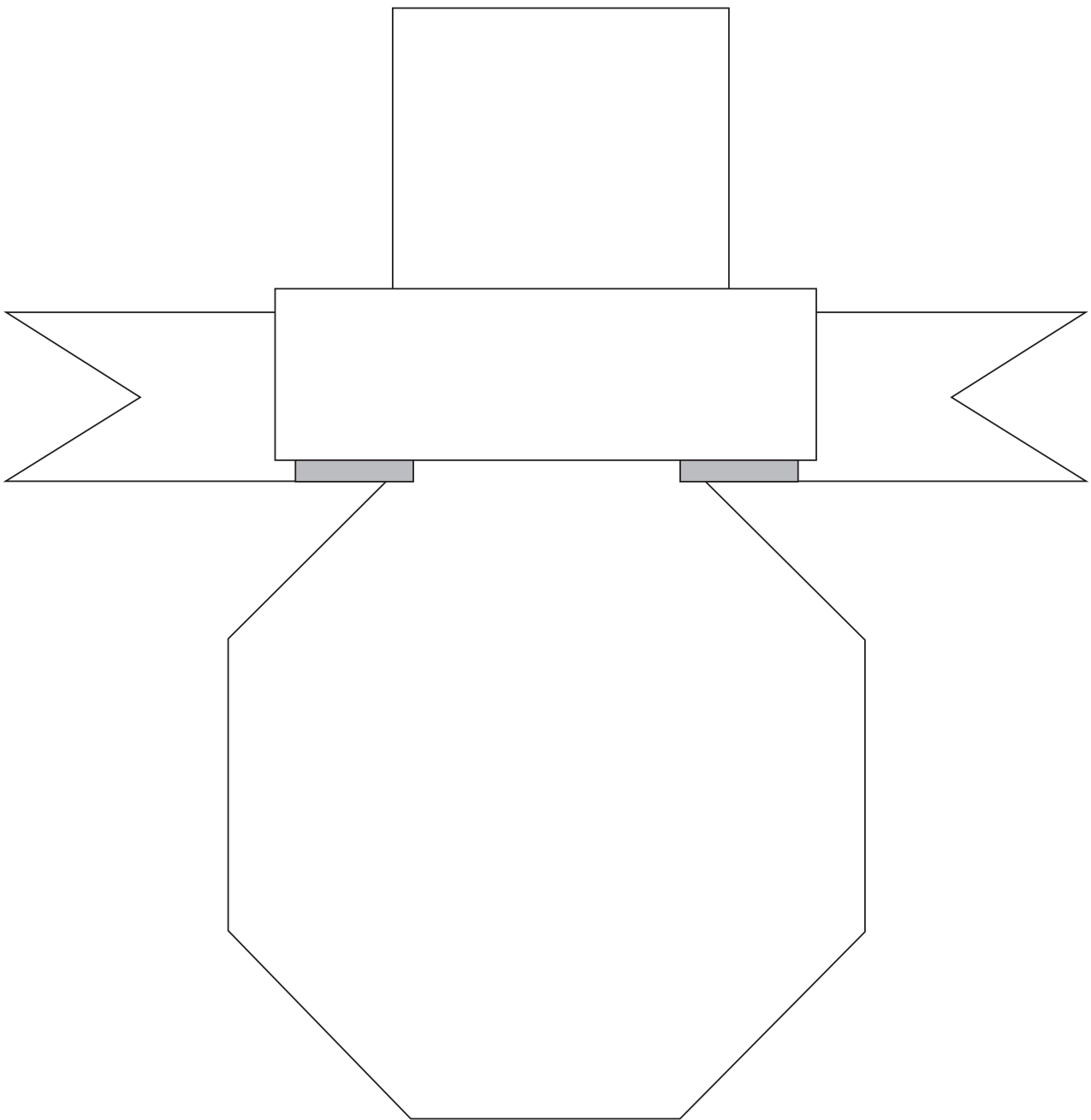
YOUR IDENTITY

List some facts about yourself and explain how you think they contribute to your personal identity.

	FACT	HOW IT MAKES ME ME
1		
2		
3		
4		
5		

COAT OF ARMS

Create your own coat of arms and write a brief explanation of each part.





PERSONAL AND LEGAL

Brainstorm your ideas on why countries like Malawi have such a low rate of birth registration.

Record your results from your research below



DISCOVER AN IDENTITY

Characters:

.....

.....

.....

.....

.....

Setting:

.....

.....

.....

.....

.....

Events:

.....

.....

.....

.....

.....

Brainstorm

.....