

ACTIVITY 1 - YOUR IDENTITY

In this activity the class is asked to think about what the word identity means and how we can explain identity

LESSON OBJECTIVES

- To understand that many different factors contribute to a persons identity.
- To begin to understand what their own identity is and how this is influenced by other factors.

PREPARATION

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

LESSON

Explain that the class is going to be doing some work about identity. Ask pupils to talk with a partner about what the word identity means. Discuss the childrens ideas as a class and collect these on the board.

Ask children 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. Model this process by starting a class concept map, using one or two ideas. Hand out the activity sheet and ask children to complete the concept map either independently or in pairs or small groups.

Ask children to report back their ideas and produce a class concept map showing the factors which influence someones identity. Discuss the idea that someone from another country would look at their concept maps, what would they learn about them and their lives from the map? Would any of the categories need more explanation or are there other categories that they think need adding? Give the class time to add any new ideas to their own concept map following the class discussion.

PLENARY

Ask children to use the notes they made on what influences their identity and write their own personal profile, explaining who they are and which factors have influenced their lives.

CURRICULUM LINKS		
ENGLAND Citizenship 1a 1b 2a 2d 2h English 1c 2b 2c 3a 3b	WALES English Oracy Range 1 4 Skills 2 4	
NORTHERN IRELAND English Talking & Listening F Expected Outcomes C G	SCOTLAND Listening in groups Level C	

ACTIVITY 2 - BEING GLOBAL

In this activity children are encouraged to think about where their favourite things come from and how this makes their identity make them a part of the wider world.

LESSON OBJECTIVES

- To understand about identities and the things that contribute to our identity.
- To identify likes and dislikes.
- To recognise we are interdependent with other countries.

PREPARATION

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

You may want to have a selection of packaged or labelled fruit for pupils to check the labels for their country of origin.

LESSON

Remind the class that they have been finding out about identity. Explain that there are lots of things that are part of our identity such as what we look like, how we behave, or where we come from; like the characters we talked about in the previous activity. Our likes and dislikes also make up part of who we are and can also reveal how our identity is influenced by countries from around the world.

Choose two titles from fruits, clothes and food and write them on the board. Next ask children to think of some of their favourite things and add them to the lists. Display the world map and start plotting where the different items listed come from. If you choose the title clothes ask children to check the labels of what they are wearing and see if it says where it was made and what it was made out of. Both of these elements can be tracked on the map.

Hand out the activity sheet; ask children to draw some of their favourite things from the lists in the spaces provided and write where it is from in the world.

Discuss as a class how they think some of these items arrive in the UK. How long do they think it would take? Go through the items listed, are there any that originate from the UK? Why would it be easier to buy them from the UK than wait for them to arrive from abroad? List together the positive and negative points on buying food from abroad and ask children to note these on the activity sheet.

Continued...



TEACHERS NOTES - Global Identity

ACTIVITY 2 - PLAYTIME Continued

PLENARY

Explain that you are going to play Globingo. How global are you?

Ask all the children to stand up. Ask them to stay standing if...

- 1) They like a food that comes from another country.
- 2) They can name a country in Africa.
- 3) They are wearing a piece of clothing made in another country.
- 4) Have something in their lunchbox/lunch-tray that is grown in another country.
- 5) Can name someone famous from another country.
- 6) Have visited another country.
- 7) Have a relative or friend who lives in another country.
- 8) Can speak the language of another country.

The last pupil(s) to stay standing is deemed to have the most global identity!

CURRICULUM LINKS		
ENGLAND Citizenship 1a 1b 2a 2d 2h English 1c 2b 2c 3a 3b	WALES English Oracy Range 1 4 Skills 2 4	
NORTHERN IRELAND Talking & Listening F Expected Outcomes C G	SCOTLAND Listening in groups Level C	

ACTIVITY 3 - MEMORIES

LESSON OBJECTIVES

- To understand about identities and the things that contribute to our identity

PREPARATION

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

Make a collection of objects that could trigger memories of different events

eg. postcards, tickets for trips, visits or events, keyrings, gifts from special places, costume items (eg. a red nose, England wig etc), flags, photos, information leaflets.

LESSON

A good starting point for this activity is to look at the story of Wilfred Gordon Macgregor Partridge by Mem Fox. In this story, Wilfred Gordon tries to help Miss Nancy, an old lady who has lost her memory, by collecting lots of objects which he thinks are memories because of the explanations he has heard from other adults in the story. When he shows the objects to Miss Nancy she remembers lots of events from her life and her memory is found again. The story is not essential and you could start the lesson by asking children to explain what a memory is.

Show children the collection of objects and ask them to suggest what they might be reminders of. Talk about the memories which the objects might evoke eg. the red nose might remind them of school celebrations for comic relief day; the England wig might remind them of a recent football match or event etc. Next ask children to think about their own memories and talk about these with a partner. Encourage them to think of an object or image that might be significant as a reminder about the event.

Show children the activity sheet and explain that you would like them to draw the significant objects or images within the treasure box and that this will become their own memory box. Next, tell children that they need to write a brief explanation to show the links between the objects and their memories.

Ask each child to share their memory box with the rest of the class and explain why these are important. Introduce the ideas that memories and previous experiences in our lives can be a huge contributing factor for our own identity eg. being taken to a pantomime at a young age might lead to an ambition to be an actor or performer; being stung by a bee or wasp might lead to a fear of insects etc. Encourage children to think about how the memories that they have chosen give other people a clue to their identity. Remind students that these memory boxes may be viewed by children from another country; have they thought about their objects enough that someone with no knowledge of England would understand them?

PLENARY

Ask pupils to create their own This is your life book. They could collect photos or drawings to show all the important events from their life so far.

CURRICULUM LINKS			
ENGLAND Citizenship English	1a 1b 2a 2d 2h 1c 2b 2c 3a 3b	WALES English Oracy Range Skills	1 4 2 4
NORTHERN IRELAND Talking & Listening Expected Outcomes	F C G	SCOTLAND Listening in groups	Level C

ACTIVITY 4 - WHATS IN A NAME?

In this activity children are asked to explore vocabulary and then use this to write a poem which reveals their own identity.

LESSON OBJECTIVES

- To use a range of vocabulary.
- To understand about identities and the things that contribute to our identity.

PREPARATION

Photocopy accompanying activity sheet.

This lesson is suitable for use on an interactive whiteboard.

Have a book of common names and their meanings or use.

<http://www.20000-names.com/> includes meaning for names from around the world.

LESSON

Ask children why they think that having a name is important.

Ask children to find out what their name means and if they know why they were called it. If there are any names that are not British in origin, see if they know the meaning and/or the tradition behind naming in the country the name is from.

Below are three examples of interesting naming traditions - use these or other examples you have to discuss different naming traditions around the world. Ask children to explain what they find interesting about these other ways of naming and anything they notice that is similar to our own traditions.

1) Ghana - many children are named by the day they were born, whether they are the first, second child etc. Nick-names are often given at school or amongst friends. For more information see the Ghana country file in the resource library.

2) Iceland - surnames are taken from the first name of the parent with son or daughter added to it. Family members do not therefore share the same surname.

3) Native Americans - traditionally continue to take on names throughout life which are determined by their actions, experiences or characteristics rather than being determined at birth.

Ask children to pick a name for themselves based on the naming tradition of a country they have discussed. Hand out the activity sheet, ask children to use this to plan a poster that will have the name they have chosen in the middle, with illustrations surrounding to reveal its meaning and how it was chosen.

PLENARY

These posters can be submitted to the Plan website to be viewed online.

CURRICULUM LINKS			
ENGLAND Citizenship	1a 1b 2a 2d 2h	WALES English Oracy Range Skills Language Development	1 4 2 4 3
NORTHERN IRELAND Talking & Listening Expected Outcomes	F C G	SCOTLAND Listening in groups	Level C

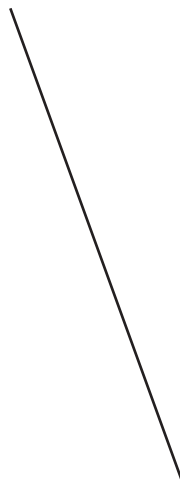


YOUR IDENTITY

Think of all the things that contribute to make a person or thing what or who they are. Use your ideas as sub headings then make some notes about what makes up your identity.

What someone looks like...

Things someone can do...



Identity



BEING GLOBAL

Draw your favourite item below

Draw their item

My item is.....

It is from.....

Draw your favourite item below

Draw their item

My item is.....

It is from.....

Draw your favourite item below

Draw their item

My item is.....

It is from.....

Draw your favourite item below

Draw their item

My item is.....

It is from.....

Discuss buying food from abroad

<p>Positive</p>	<p>Negative</p>
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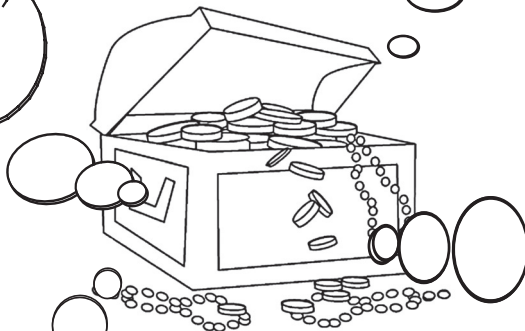
MEMORIES

I remember...

This reminds me of...

This is a reminder of...

A memory of...





WHATS IN A NAME?

The name I have chosen is:

My ideas for illustrating this name:

Space for the rough design of your poster