

Explore - SIS: Identity & Self - Who is the Real You?

Based on Curriculum Statements:

- Students will develop self-awareness by reflecting critically on their worldly behaviour and its impact on others
- Set realistic targets and goals for future life choices and develop strategies for meeting them
- Students will reflect on personal strengths, achievements and areas for development
- Understand that identity is affected by a range of factors, including a positive sense of self
- Understand that identities can be complex, can change over time and are informed by different understandings of what it means to be a person

Overview

This project is designed to encourage students to develop a strong sense of self-identity and self-reflection, as well as skills in future development and an idea of the impact they want to have on the world.

Week 1

Achievement Objectives:

- Participate and listen actively in group discussions
- Consider what “identity” means and understand that it has multiple meanings
- Create a visual representation of what your identity includes (through spider diagram and identity map)
- Work with a partner to complete Johari’s Window

Warm Up - Who Am I? (5 Mins)

- Write on a piece of card one word to describe yourself
- Pass the cards back and we will go through each, where everybody must guess who’s it is
- The person who wrote it explains why they chose it

Task 1 - What is Identity? (10 Mins)

This activity introduces the concept of identity and how we label people based on what we think we know about them.

- Discuss the points that need covering, including class, gender, age, nationality, ethnicity, religion, lifestyle, education, job, language, etc.
- Place a picture of Marcus Garvey on the board and ask students what they can guess about this person, if they don’t know already
- Reveal him to be Marcus Garvey and explain that we will create an identity map for Garvey

Task 2 - Identity Map (20 Mins)

- Students will research and make notes for their own identity map of Marcus Garvey, using the “life map” resource to help them (15 mins)
- We will discuss what they have found and draw an example identity map on board (5 mins)

Task 3 - Johari’s Window (10 Mins)

- Ask the group to get into pairs with somebody they know fairly well
- Provide them with a list of adjectives and say they have 8 minutes to write down 5 adjectives that describe themselves and 5 that describe their partner (8 Mins)
- Ask them to swap sheets and see if their adjectives match up - note how just because we see somebody like this on the outside doesn’t necessarily mean that’s how they are on the inside (2 Mins)

Task 4 - Self Identity Map (10 Mins)

- Students have 10 minutes to come up with their own identity map, including as much detail as possible

Review (5 Mins)

- Next time we will be looking further into identity and after that, we will think about your own identity and how you can apply this knowledge to your future

Week 2

Achievement Objectives:

- Contribute actively to group discussions
- Make relevant notes while reading the interview with Robert Marley
- Analyse a relative or historical figure's biggest achievement and compare with others
- State five measures of success that could be applied to your own life

Warm-up (10 Mins)

- Students have 10 minutes to create either a Wanted or a Missing poster for themselves, thinking about their "identity". eg. "Yohanis has gone missing! 5 ft. tall, Ethiopian origin, lives in Ealing, always wearing his funky hat, loves playing the drums, always standing up for those less able than himself - reward £20, etc."

Task 1 - Identity in Historical Figures (20 Mins)

- Read the interview with Robert Marley and make notes on what he says or does that solidifies his identity as an African, a Rasta and a reggae musician (15 Mins)
- Discussion (5 Mins)

Task 2 - How Can You Measure Success? (10 Mins)

- As a group, brainstorm all the ways that people consider something a measure of success in life. Keep this deliberately indistinct so that ideas are varied, eg. measure of earnings, having a happily family, working in a good job, being healthy, giving back to the environment, etc.

Task 3 - Life Achievements (20 Mins)

- Give each student one historical figure to research, in order to find what appears to be their greatest lifetime achievement (10 Mins)
- Each student will write five measures of success that they would like to achieve in their lifetime, with a focus on fighting for a certain good cause, creating something unique or making a difference (10 Mins)

Historical figures to research:

- TBC - to be confirmed!