

# Identity

## Aims

- To contribute to group and exploratory class work
- To use a variety of creative techniques to explore ideas, issues, and meanings
- To encourage and develop student awareness of the importance of empathy and understanding

## Resources and preparation

- A large space for easy interaction and movement
- Post-it notes
- Large map(s)
- Coloured pens
- A large piece of paper

**Duration** It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.

**Warm Ups** Half-time Show, Energy Circle

## Activity 1 (15 minutes)



### Play the DVD: Identity Drama

In this scene the bus driver throws Charles off the bus for not having his Oyster card.

- Arrange students into pairs and ask them to think about the scene.
- Ask students the following questions:

**Was the bus driver right to throw Charles off the bus?**

*(Charles was wearing a school uniform and transport for anyone under 16 years old is free)*

**What are the consequences for Charles?**

*(Charles was on his way to school)*

**Why are rules important and who has the power/right to make up the rules?**

*(When do young people get the chance to make up the rules?)*



### Play the DVD: Identity Response

- Discuss with the group the views of the young people involved in the process of 'Hitting the Heights'.
- Working in the same pairs as before, give each pair the opportunity to create three new rules that could be implemented to benefit young people or their environment.
- Encourage students to share their ideas with the group.



Britain is made up of a mix of different groups and cultures who have come to Britain throughout history. Scots, Vikings, Romans, Normans, Afro-Caribbean, Asian, Romany Gypsy, Eastern Europeans and many others have made Britain their home throughout history. Each group has brought language, culture and foods which have become part of 'Britishness'.



## Activity 2 (25 minutes)

- Explain to the class that the bus driver in the scene was born in Nigeria but now lives in London. The driver considered himself to be British because he completed a 'Citizenship' test. This is not the same as Citizenship lessons at school, but a test given to any person born outside of the UK who wants to live permanently as a British citizen in the UK. The bus driver had changed his identity from Nigerian to British. However, he could have identified himself as a British-Nigerian.
- Explain to pupils that 'identity' refers to who you are. Someone's identity is acknowledged by where they are born, whether they are male or female, what clubs and teams they belong to, what ethnicity or religion they have, even what music they listen to.



See Museum of London website ([www.museumoflondon.org.uk](http://www.museumoflondon.org.uk)) for more information about London's history.

- Arrange participants into groups of four, give each group a dozen Post-it notes and ask them to find a space.
- Instruct the participants to write down any country other than Britain that they have a 'connection' to. This doesn't mean where they have been on holiday, but a country that they have lived in, have family members living in or where parents/grandparents were born.
- Encourage students to think about information/stories that may not be common knowledge with the rest of the group.
- All pupils should then place their Post-it notes on to a large map (either in groups or as whole class) and share their connection/story.
- Place a large sheet of paper in the centre of the space and encourage participants to gather round.
- Each participant will require three coloured pens.
- Instruct participants to choose a colour and write down which country or region they think was most represented on the map in the first colour. (Do participants have more links to Eastern Europe or Asia for example).
- In the second colour, participants then move to a different place on the paper and write three reasons people might come to Britain (eg holiday, work, escaping persecution etc).
- Finally the participants move to another space on the paper and in the third colour draw/write what they think it means to be British.



- Arrange participants into pairs and instruct them to prepare a short one minute informal presentation on what it means to be British. They may like to use some of the ideas already listed or think up new ones.
- The presentation can be presented in a style of their choice such as, quiz show, news broadcast etc.
- Allow time for students to present their work to the rest of the group.
- Working in the same groups, ask participants to create an improvisation which focuses on how it would feel as a young person to suddenly be moved to live in another country without the support of your family and friends. Allow a small amount of time to discuss ideas and then request participants rehearse their improvisations which will be performed at the end of the session. Participants must consider what items or object they would take with them, what could they not live without?
- They should aim to create a clear beginning, middle and end:
  - Beginning scene** – packing to leave the country and saying 'goodbyes'
  - Middle scene** – arriving in the new country and meeting new people
  - End scene** – five years later
- It may be helpful to include at least one soliloquy (direct address to the audience) and to give one participant in the group the role of Director.

### Plenary (approximately 5 minutes)

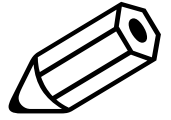
- Returning to the sheet of paper, ask the participants to reflect on what has been put on paper and the presentations from the group.
- If any salient points have been raised, use this opportunity to get the pupils to explore them further. This could be done through a short piece of written or discussion work.

### Extension

- Ask participants to prepare a leaflet advising teenagers newly arrived in Britain of 'dos' and 'don'ts' for fitting in at your school.
- Think about school rules, unwritten rules, what to wear, where to go at lunchtime, what clubs or support is available for new pupils. Is the information the same for boys and girls? Is there any particular language that the leaflet should be available in?
- Plan a celebration day for diversity in your school. Ask participants to visualise what format the day could take and encourage them to be involved at all stages of the planning.

# Worksheet 1

(FOR USE WITH LESSON 1, ACTIVITY 1)



**Why is London so...**

