

# Identity Detectives



## Lesson 1



# Lesson Plan 1

## Lesson Notes

Subject:

Class

Lesson

Date:

Time:

## Materials

## Expectations

## Goals For Success

## Lesson Plan

## Evaluation

# LESSON 1 - IDENTIFYING IDENTITY

The accompanying materials will be supplied or are downloadable from the Chinese Welfare Association website, in particular the Virtual Chinese Resource Centre. Here in the Conference Room, the video screens on either side of the stage contain hotspots which lead to the resources below.



## Virtual Chinese Resource Centre

A tour of the Virtual Chinese Resource centre will allow pupils to access information and undertake 'detective' work.  
Investigation - What allows you to identify the Virtual Centre as Chinese?

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## Video Presentation

The main video presentation is the 2021 Virtual Chinese New Year event. On You Tube the event is timestamped allowing you to go directly to content you think more useful.

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## Identity Detectives Research Journal

The main activity will be as an identity Detective challenge to study more about identity, what it means and how its made.

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## ONLINE SAFETY

The materials are designed to be delivered in a class room, or in a home schooling situation, however pupils are encouraged to access the internet and undertake research there, so teachers or parents should ensure they are aware of potential dangers and undertake awareness raising prior to use, and monitor usage.



# IDENTIFYING IDENTITY

## IDENTIFYING IDENTITY



Age Suitability: KS1 and 2

Availability: Classroom based

Duration of lesson: 45 minutes - 1 Hour

Maximum Class Size: 35

### Content:

This interactive session explores what identity is. The aim of this session is to help pupils better understand the nature of identity and how it is sometimes makes us unique, and at other times it is what we share with others. It will explore things that influence the shaping of identity; and will help explain how identity is shaped by our environment.

The lesson will help them to understand that identity can mean what is unique about us as individuals like our finger print, but also characteristics we share with others which form a group or collective identity. They will learn that identities are complex and develop over time.

### Lesson Background:

In order to understand the idea of diversity and interacting with other people, we must first begin to learn about ourselves and how we interpret the world based on who we are and on our ideas and beliefs. This lesson aims to help pupils understand who they are as individuals and where their ideas and beliefs might come from. The lesson is focused on pupils' reflection on themselves. Learning about the building blocks of identity will provide a foundation to move towards diversity and a range of other learning pathways.

It can also develop to look in more detail at the components of identity such as ethnicity or cultural heritage. It can also be foundational in looking at the value of identity it itself, for individual self worth and in society and communities.

### Learning Objectives

- Describe personal characteristics and abilities that they have and how they acquired those abilities and characteristics;

# IDENTIFYING IDENTITY

- Identify general aspects that influence the shaping of identity;
- Understand how identity is shaped by our environment.

## Lesson Outline:

### Introduction (5-10mins): Identities and characteristics

To introduce the idea of identity being unique to each of us, a good exercise would be a finger print activity. Using the definitions of Identity: "Your identity is who you are", AND "The identity of a person or place is the characteristics they have that distinguish them from others" EXPLAIN that it can be seen as both what makes us unique and individual as human beings, but also what defines us in groups, eg national identity.

Discuss and highlight that our identities are made up of different characteristics that develop and change over time.

### Activity 1 (10-15mins): Identifying Individuals and Groups

**All Those Who...** - Ask pupils to stand on one side of the classroom.

- Explain to them that you are going to read some statements which begin with "All those who..." and continue with some facts. After each statement, pupils who agree with the statement should walk to the other side of the class. Example: if you say "All those who have brothers and sisters", then those pupils that have brothers and sisters should step to the other side.

- Begin to read statements one by one and give pupils time to move if they feel so.

- Once pupils have moved, you can ask the pupils follow-up questions related to the statement. For example, how many brothers and sisters do you have?

- Ask statements about information that is both known and unknown by others in the class. Some examples can be:

- All those who like sports more than music;

- All those who have read "X" novel;

- All those who have glasses;

- All those who live in a family with more than 5 members;

- Try to conclude with a statement that moves all pupils, for example "All those who are pupils of the school";

Show the idea of how diverse we are and how many similarities we have with others by asking pupils to comment on the activity and the results after statements.

# IDENTIFYING IDENTITY

## **Activity 2** (10-15mins): Who Am I?

Prepare pupils to think more in depth about themselves - their abilities, characteristics, likes/dislikes, etc. Tell them that even though they share similar characteristics with each other, they also have a unique personality.

- Give each pupil a "Who am I?" Worksheet. Ask them to work individually and answer questions. (Be sure to tell them to write their names in their worksheets. After they finish, collect the "Who Am I" worksheets and save them for the next unit lesson).

## **Follow Up** (10-15mins): Reflection on Who Am I?

Open the discussion by asking pupils about the process of how identity is shaped and what influenced this process. Ask them:

- Who are the people important in your life? How do they influence you?
- What events in your life will you never forget?
- What groups or organisations do you belong to? Why do you belong to these groups?
- What movies/TV shows/music do you like?
- Can you think of some influences that do not necessarily come from your immediate surrounding?

"Who am I?" is a question all of us ask at some time in our lives. It is an especially critical question for adolescents. As we search for the answer, we begin to define ourselves and to notice how we are defined by others. Our exploration of identity includes questions such as:

- To what extent are we defined by our talents, tastes, and interests?
- By our membership in a particular ethnic group? By our social and economic class?
- By our religion? By the nation in which we live?
- How do we label and define ourselves, and how are we labeled and defined by others?
- How do our identities inform our values, ideas, and actions?

Answers to these questions help us understand ourselves and each other, as well as history.

You can conclude by saying that everybody should be aware of their own identity and the way it is shaped. Our identity is shaped by our immediate environment (family, friends, school, etc.), important life events, groups we associate with, national/local history and popular culture, as well as global developments. These are all factors that contribute to what we believe and value.

# IDENTIFYING IDENTITY

## Differentiation/Extension

Pupils should be encouraged to search online for meaning and examples of identities. Here the lesson could develop beyond individual identity into group identity and national identities, with the exercises above repeated with pupils pretending to be a nation or country and exploring what characteristics make up that identity.

## Links to Curriculum

These lesson plans have been designed to support teaching of the curriculum for Northern Ireland. A brief summary of how curriculum objectives are met is included below.

### The World Around Us

Pupils discuss the development of identity as a concept around the world

### Language and Literacy

Pupils watch and then respond in writing to set questions

### Personal Development and Mutual Understanding

Mental Wellbeing: maintaining a healthy self-concept

Clarifying own values; including reflection on the origins of personal values and beliefs

Self-improvement through constructive self-reflection

The lesson will help them to Understand that identities are made up of different characteristics some are internal and self-identified others external and identified by others.

# ACTIVITIES - IDENTITY

Depending on the age and ability of the class, a more fun Fingerprint activity can be used to introduce the subject, before getting pupils to think about what else makes them unique.

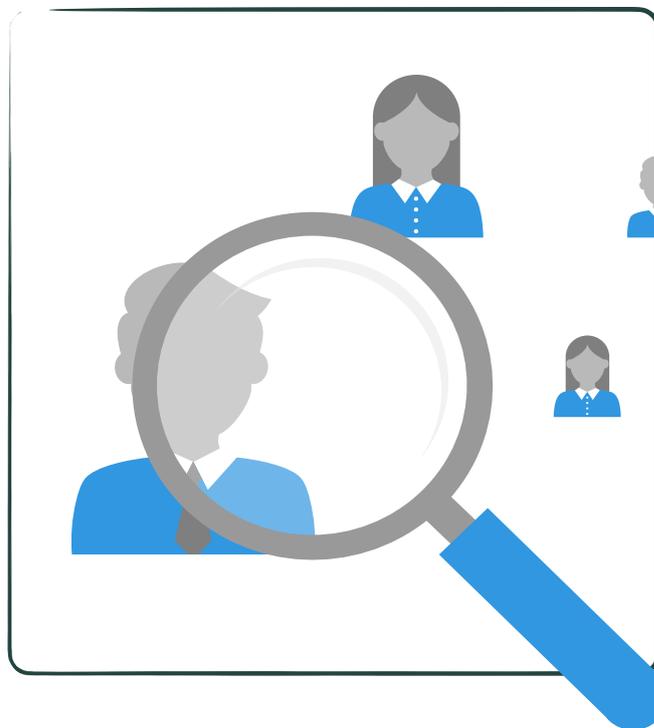


## 1. FINGERPRINT FUN

Exercise -Children love playing detective in this experiment. And investigating the science of fingerprints only requires a magnifying glass, a pencil, and some tape! Throw in some cocoa powder and a soft paint brush to let your kids try their hand at print lifting and identification for some additional fun learning.

Make an 'ink pad' by scribbling hard with a soft lead pencil on some paper, then use this to mark each finger. Place each finger onto a piece of sellotape then add to the work journal page. Have a look at these under a magnifying glass and see the differences.

To lift prints use a clear piece of glass, the pupils touch it and then using a soft brush some cocoa powder is dusted onto the prints. Any excess is blown away and a piece of clear tape is used to lift the print. They can then match these to the earlier sets and discover whose they are.



## 2 - 5. IDENTITY CHART

The identity chart is a good way to help children understand that their identity is made up of building blocks. Some are self assigned and others are assigned by society or the media.

These three activities increase in complexity as we delve deeper into what makes identity, and at the most complex level pupils can start to see the relationship between their views and others and what they believe are the most important aspects of identity.

The final activity is to lift this learning from an individual level to look at national identity and again this exercise can be taken through the same steps as 2-4 with the complexity of a national identity explored.

Here we can see what aspects of identity are assigned perhaps wrongly or with a very general approach which opens the door to explore stereotypes and even racism.

# NOTES

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# IDENTITY DETECTIVES

A learning Resource developed by the Chinese Welfare Association  
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**Identity Detectives**

Educational materials developed by

