



Printer Settings to enable booklet printing:

On Print Preview Screen select:

- Print on both sides flip sheets on short edge

In Printer Properties select:

- Two sided printing
- Binding Location Short Edge (Left)



Theme: Being the same and being different

Year: Year 7

Lesson: Identity

I understand the link between discrimination and mental health and can offer support



MindMate



<p>Background information</p> <p>Adolescence is a time of developing awareness of identity and understanding ‘who am I?’ It is normal to experiment with different ‘personas’ and identities, change friendships and explore different environments and ideas. During early adolescence individuals have to resolve the conflict between fitting in with their peer group and standing out as an individual, which is why peers, family and external influences are so crucial at this age. Having a sense of ‘who we are’ and having the confidence to share this with positive results leads to higher self-esteem. Low awareness or fear around parts of our identity may be linked to poor emotional well-being. Examples: people feeling they are the wrong gender or feeling under pressure to conform to a dominant identity like heterosexuality.</p>
<p>Prompt Questions</p> <ul style="list-style-type: none"> - What questions about your identity might you be asked on an application form? - How does it feel to have a different identity to others? - How does it feel to ‘fit in’ with a social group? - How has discrimination changed over the last couple of hundred years or/and more recently? (e.g.: opportunities to discuss how the Paralympics have changed attitudes towards disability or women getting the vote in the 20th century) - How does the UK compare to other countries in terms of our attitudes to difference and diversity?
<p>Particular sensitivities: Some social identities can be emotive and are more open to prejudice (for example certain religious beliefs). If pupils feel uncomfortable in identifying aspects of their identity, it is fine to keep this private.</p> <p>Alternative:</p> <p>Pupils should be alerted to the fact that some social identities can be emotive and are more vulnerable to prejudice, for example some religious beliefs. Assure them that, if they feel uncomfortable, they do not have to discuss personal aspects of identity and can talk in general terms.</p>
<p>Teacher resources</p> <p>It may be helpful to print off the templates on slides 6 and 8 or recreate a similar version.</p> <p>http://www.amhc.org/1310-child-development-theory-adolescence-12-24/article/41163-erik-erikson-and-self-identity http://people.howstuffworks.com/what-is-social-identity.htm</p>
<p>Pupil resources & where to go for additional help:</p> <p>https://www.mindmate.org.uk https://www.nobullying.com https://www.citizensadvice.org.uk/discrimination/ http://www.bullying.co.uk/</p>

Lesson: Identity: I understand the link between discrimination and mental health and can offer support Key stage: 3, Year 7		
Topic overview & what should stick We are all part of different social groups according to age, gender, class, culture etc. It is normal to want to ‘fit in’ and share things in common with our peers but we may also wish to be proud of our differences and not hide aspects of our identity. Stereotyping of particular social groups is common and based on our prejudiced judgements. Fear or unfamiliarity of others that are different can lead to discrimination and / or bullying.		
Learning outcomes: knowledge Pupils should have the opportunity to recognise the similarities, differences and diversity among people of different ethnicity, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities.		
Learning outcomes: skills <i>Can identify a way their friends are similar and different to them</i>		
Ground rules Remind group of ground rules and display them		
Baseline assessment Rate (out of 10) how tolerant you think you are towards others who are different? (record this on template 1) Q. In what ways can we define identity? Whole class discussion to come up with different categories to be written up on a board. <i>(Slide 4, 5 minutes)</i>		
Engagement activity Agree on 6 categories from your discussion. Using the template, complete the Identity Wheel, deciding how big each ‘slice’ of your wheel should be. This will depend on how important that particular identity is to you. <i>(Slide 5, 5 minutes)</i>		
	Name/overview	Slide no and duration
Learning episode 1	Understanding identity: how I’m the same and different <i>(whole group activity)</i> using ID wheel	<i>Slide 7-8, 10 minutes</i>
Learning episode 2	Understanding stereotyping and prejudice https://www.youtube.com/watch?v=laZp8x1_4aI <i>(Small group discussion)</i>	Slide 9, 10 minutes
Learning episode 3 Slide 12 Understanding the impact of discrimination on mental health		
Plenary/impact assessment Re-rate (out of 10) how tolerant you think you are towards others who are different? Has your score changed at all from the start of the lesson?		
Home practice/follow on activity On your Identity Wheel template, decide which aspects of your identity or social groups you feel privileged to be a part of (<i>label these with a P</i>) and which you feel less confident about or feel make you a target for potential discrimination (<i>label these with a D</i>).		