

Being and Belonging – Key Stage 3 Scheme of work

Lesson	Lesson Objectives/ Aims	Teaching Activities	Resources	Other
1. Identity	<ul style="list-style-type: none"> · To understand what identity is. · To explain their own identity. · To begin to explore factors that affect their own identity. 	<p>Starter: Teacher to lead discussion about what identity is. Pupils to share ideas in pairs or small groups then feed back in large group discussion. Teacher to then give definition of identity, pupils to write the definition down.</p> <p>Lead activities: Pupils to explore their identity through annotating ‘me’ worksheet. Very important at this point to ensure pupils consider identity other than physical identity. Swap worksheets around the room to see if they can recognise classmates. Teacher to lead discussion on the things that have impacted on identity, ideas on the board.</p> <p>Stretch/extend: A student to write a paragraph on what they think affects their identity.</p> <p>Plenary: Students to watch the first section of the video, they are all provided with a piece of paper and need to write their views on this piece of paper and give to teacher, will use again in next lesson. Set homework</p>	ME worksheet PPT-identity definition Being and belonging video	Homework: Each student is to bring either an item or picture that describes being part of a community to them. i.e being British or being part of a faith etc.
2. Shared Identity.	<ul style="list-style-type: none"> · To share representations of communities. · To discuss how the communities they belong to interrelate. · To identify a range of communities that makes up Britain. 	<p>Starter: Discuss thoughts on the video seen as plenary to lesson 1. What did the people in the video see as symbols of a British identity?</p> <p>Lead activity: Pupils to take the symbols collected as homework & use to produce information poster to describe the community that it represents. Watch DVD on being Muslim, teacher to lead discussion to think about similarities and differences between information contained in the video compared to their posters.</p> <p>Stretch/extend: Learners to produce leaflet rather than poster containing additional written information.</p> <p>Plenary: Teacher to lead learners in a discussion about how many communities are represented in Britain. Learners to produce ideas sheet.</p>	Being & Belonging DVD. Poster paper.	

3. Different faiths	<ul style="list-style-type: none"> · To have basic understanding of a range of faiths. · To explore facts and figures of how many people of a given faith live in Britain. · To discuss how different communities and identities can cross over. 	<p>Starter: Watch dvd "Being Muslim", discuss how these identities cross over.</p> <p>Lead activity: Set group work to research different faith groups that exist in Britain. Support groups with research.</p> <p>Plenary: Groups to feed back on their findings, lead discussion on similarities and differences.</p>	<p>ICT room Criteria for group work Being and belonging DVD</p>	<p>Interview a family member about what it means to them to be British, what communities do they belong to, how do these relate to each other.</p>
4. British identity	<ul style="list-style-type: none"> · To explore different aspects of Britishness. · To discuss identity in terms of being British & how this differs between people. · To understand what makes Britain British. 	<p>Starter: Circle time/ show time: students to present and discuss their homework. Key question: What is being British?</p> <p>Main activity: Watch Being British and Muslim. Students are to produce their own mind map presenting the different views of being British looking at three perspectives.</p> <ul style="list-style-type: none"> · Individual views · Parents' views · Someone from different culture <p>Plenary: Create quotes on what being British is to them.</p>	<p>Being and belonging video</p>	
5. Summarise	<ul style="list-style-type: none"> · To reflect on their views on identity. · To evaluate the main reasons that affect their identity. · To summarise what they have learned about their identity and other people's identity. 	<p>Starter: Draw a belonging tree, the branches should represent the different aspects of learners' personal identity.</p> <p>Lead activity: Watch DVD again (3 sections) Learners to write letters to those in the DVD to explain what they have found out as a result of watching the DVD & explaining about how they feel about belonging to their own community.</p> <p>Stretch/extend: Learners to explain how the communities they belong to interrelate.</p> <p>Plenary: Learners to share letters by reading them to each other.</p>	<p>Paper.</p>	