

Being and Belonging – Key Stage 4 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 asks students to describe their own identity and what it means to them. Using mini whiteboards or something similar. Circle time – group discussion with students holding up their mini whiteboards.</p> <p>Lead activities: PowerPoint – providing a definition of identity. Students to write this definition down. Students are to explore their own identity by producing a cover letter for an application for either college. Students need to describe all aspect of their identity within this not just looking at their physical characteristics.</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>	<ul style="list-style-type: none"> · Mini whiteboards · Cover letter template · Being and belonging video 	<p>Homework: Each student is to bring either an item or picture that describes being British to them.</p>
2. British Identity.	<ul style="list-style-type: none"> · To explore symbols of Britishness · To discuss identity in term of being British · To understand what makes Britain 	<p>Starter: Circle time/ show time: students to present and discuss their homework. Key question: What is being British?</p> <p>Main activity: Class discussion – key words written on board on what is British. 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: Re- watch the first section of the video – students give their original opinions in groups, discuss their new opinions and as a group produce two words to describe the video.</p>	Being & Belonging Video	

<p>3. Nature vs. Nurture – affect identity</p>		<p>Starter: 2 Postcard to your grandparents and one from them – talk about your identity – and then think about what they would say about themselves.</p> <p>Main activity:</p> <ul style="list-style-type: none"> · Students are provided with an outline of a person and they are to divide into two sections, depending on whether its the environment that makes their identity or their parents (nature or nurture). · Watch the Being Muslim section of the video. Students will complete two tables – Before and After one from the video – and one for themselves – thinking about their grandparents. <p>Plenary: Nature vs nurture – class discussion – using traffic light cards or similar. Exit pass – what they have learned</p>	<ul style="list-style-type: none"> · Postcard template · Outline of person · Being and belonging video · Paper · Traffic light cards · Exit pass 	
<p>4. Media / - how it affects identity.</p>	<ul style="list-style-type: none"> · To identify key social factors that contribute to our identity. · To understand the role of the media in forming and influencing attitudes and opinions · To reflect on how the media might affect their identity. 	<p>Starter: Students are provided with a random selection of newspaper cuttings – stories will be both positive and negative about the Muslim faith. Circle time – Students and teacher discuss how these newspaper articles may affect a person’s identity. Also how it may create opinions regarding others’ identity.</p> <p>Main activity: Students are put into groups and are provided with a different type of media / social networking site. Students are to produce a presentation saying how these may affect identity and the people’s perception of you. Students should present both arguments</p> <p>Students present to the rest of the class. Students will be peer assessed based on providing a valid argument. Students and teacher will have a discussion on each presentation</p> <p>Plenary: Students each produce a front page newspaper headline presenting their identity.</p>	<ul style="list-style-type: none"> · Being British Muslim section of the video · Social Networks/ Media – Facebook, Newspapers Twitter, Msn, Television 	

<p>5. Summarise</p>	<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: Students will write on post-it notes words describing what they have learned over the module.</p> <p>Main activity: In groups students produce their own video (or as a role play) which is similar to the video describing the things that affect their own identity. Students will show their videos/role plays to the group.</p> <p>Plenary: Students will fill in a module evaluation form. State what they have learned about their identity and whether it has affected their outlook on identity.</p>	<ul style="list-style-type: none"> · Video Camera · Evaluation form 	
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