

Being Me - Year 9



Theme Assembly

THEME: Being Me - Personal Identity

ASSEMBLY TITLE

Who do we think we are?

INTENDED OUTCOMES

- To introduce the concept of WDWTWA?
- To explore why the question is being asked
- To explore ways of looking at the question

RESOURCES

- Resource sheet - Assembly

ASSEMBLY PRESENTATION/DESCRIPTION

The assembly is looking at the theme of Being Me - Personal Identity. It is an opportunity for the students to think about what makes up their own identity and also all the different identities around them. How many of the things that they think are important to them also matter to other people?

'Who Do We Think We Are?' is a way for us all to ask some questions and discuss what is meant by the term 'identity'. Is it about colour, or faith, or can it mean different interests in music?

REFLECTION

In this assembly we have reflected on 'Being me, Our Personal Identity' and the questions it raises for us as an individual, in our communities, in our relationships with others.

Can learning about the different identities we all have and the diversity that is in all, help us relate to, and appreciate our own unique personal identity?

Whilst we reflect we can appreciate that our identity is something that can have many descriptions and therefore many things in common with the world around us. We are all citizens of the world at the end.

Being Me - Personal Identity - Resource Sheet

Assembly - Who Do We Think We Are?

Script/ lead statements and questions

Look at the person next to you - do you know their name?

Do you know a lot about that person? Ask the students to tell you something about the person next to them.

Now look at yourself - do the people next to you know all about you?

Introduce the phrase 'Who Do We Think We Are?'

Could you describe who you think you are in three words - not the people around you - just you? Receive some responses from your students.

Are three words enough?

An example: Teacher, woman, football fan. Does that tell you everything about me?

Do any of these questions matter or play a role in who you think you are?

Where we were born?

Where our parents or grandparents came from?

Where we live?

The communities that we are part of?

Our faiths or beliefs?

What it says on our passport?

Who we support at sport?

Do these questions matter at different times?

This half term in PSHE we are looking at the theme of Being Me - Personal Identity. It is an opportunity for us to think about what makes up our own identities and also at all the different identities around us. How many of the things that you think are important to you also matter to other people?

How often do things that are the same as other people not seem to matter to you at all?

Who Do We Think We Are? Is a way of for us all to ask some questions and discuss what is meant by the term 'personal identity', - is it about colour, or faith, or can it mean different interests in music?

Poem/reading:

Option 1

Who's Who

I used to think nurses

Were women,

I used to think police

Were men,

I used to think poets

Were boring,
Until I became one of them.

Benjamin Zephaniah, 'Talking Turkey's', Puffin Books 1995

OR Option 2:

Different

Not to say what everyone else was saying
not to believe what everyone else believed
not to do what everybody did,
then to refute what everyone else was saying
then to disprove what everyone else believed
then to deprecate what everybody did,
was his way to come by understanding
how everyone else was saying the same as he was saying
believing what he believed
and did what doing.

By Clere Parsons (1908 - 1931)

Moment of reflection

In a world that is constantly changing, where communication is global it is sometimes important to look at the immediate issues in our own lives that we think create our own identities. Before we make assumptions about what other people think, want and believe we should explore all the different ways that we would describe ourselves and want to be described

The British (serves 60 million)

From "Wicked World" Puffin books, London 2000

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.

Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.

Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,~
Vietnamese and Sudanese.

Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.

Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.

Leave the ingredients to simmer.

As they mix and blend allow their languages to flourish

Binding them together with English.

Allow time to be cool.

Add some unity, understanding, and respect for the future,

Serve with justice

And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

In this assembly we have reflected on 'Being me, our personal Identity' and the questions it raises for us as an individual, in our communities, in our world and in our relationships with others.

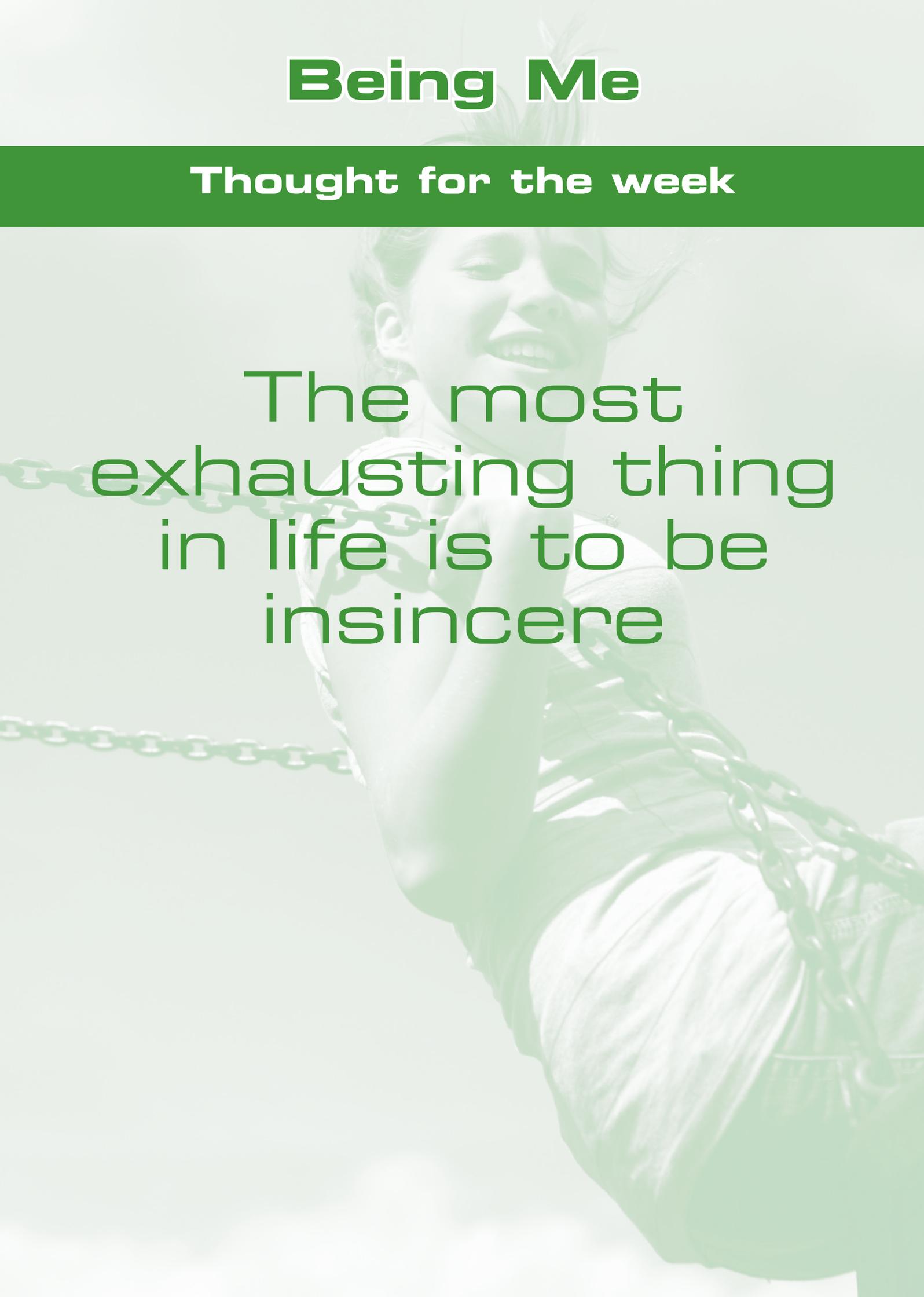
Can learning about the different identities we all have and the diversity that is in all, help us relate to, and appreciate our own unique personal identity?

Whilst we reflect we can appreciate that our identity is something that can have many descriptions and therefore many things in common with the world around us. We are all citizens of the world at the end.

Being Me

Thought for the week

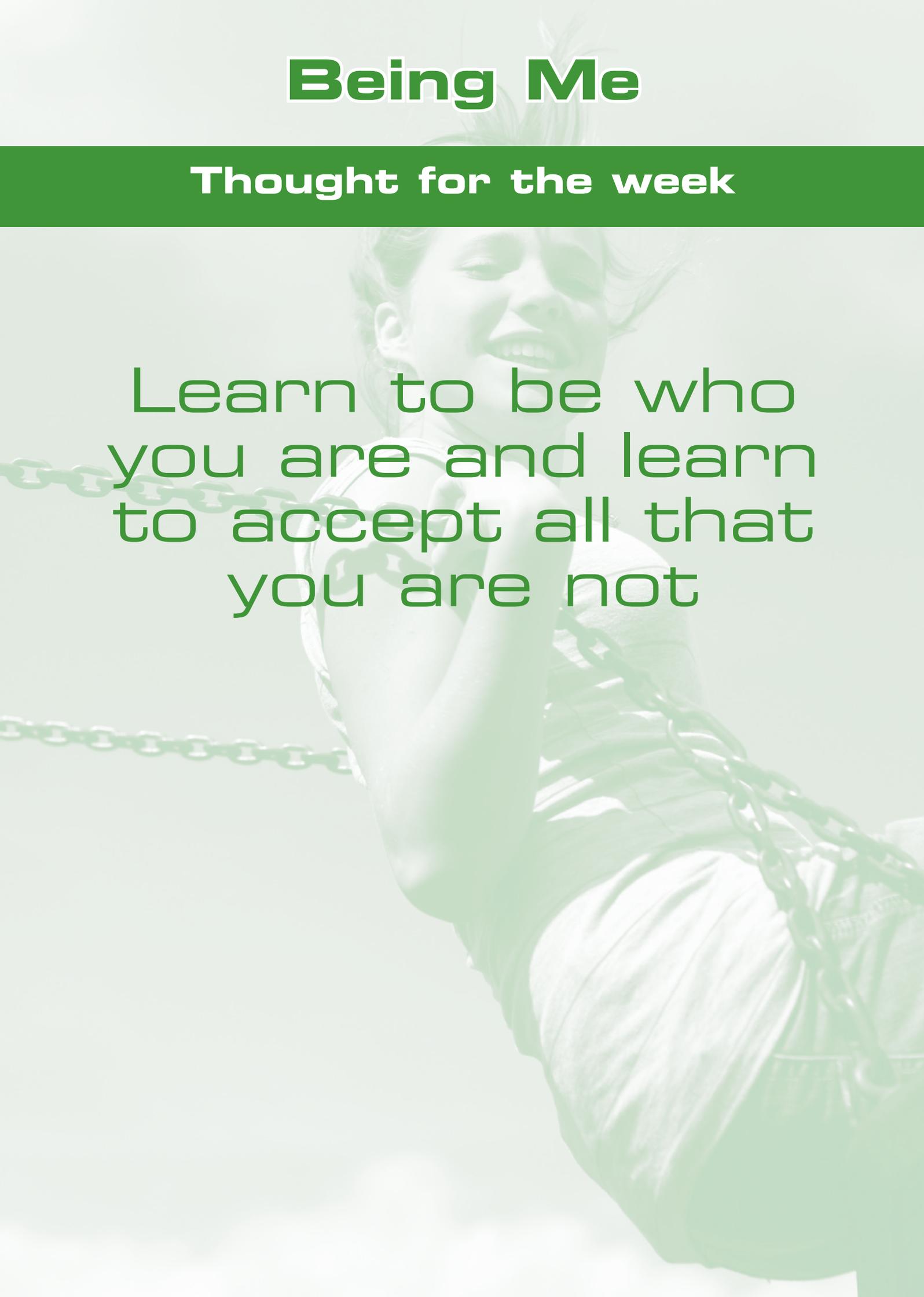
The most
exhausting thing
in life is to be
insincere

A young girl is climbing a rope with a large weight. She is smiling and looking up. The background is a bright, overcast sky. The image is overlaid with a semi-transparent green filter.

Being Me

Thought for the week

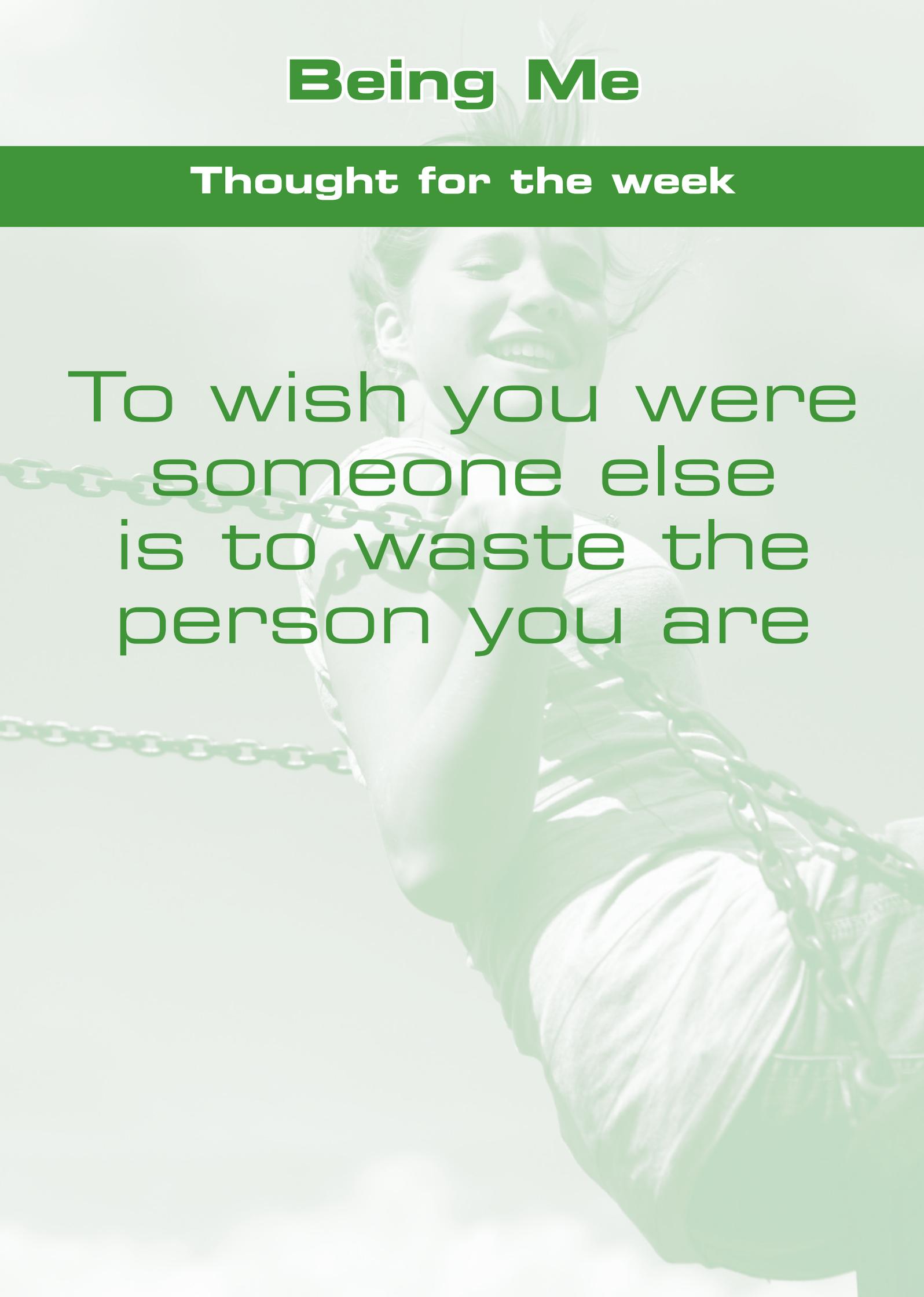
Learn to be who
you are and learn
to accept all that
you are not



Being Me

Thought for the week

To wish you were
someone else
is to waste the
person you are

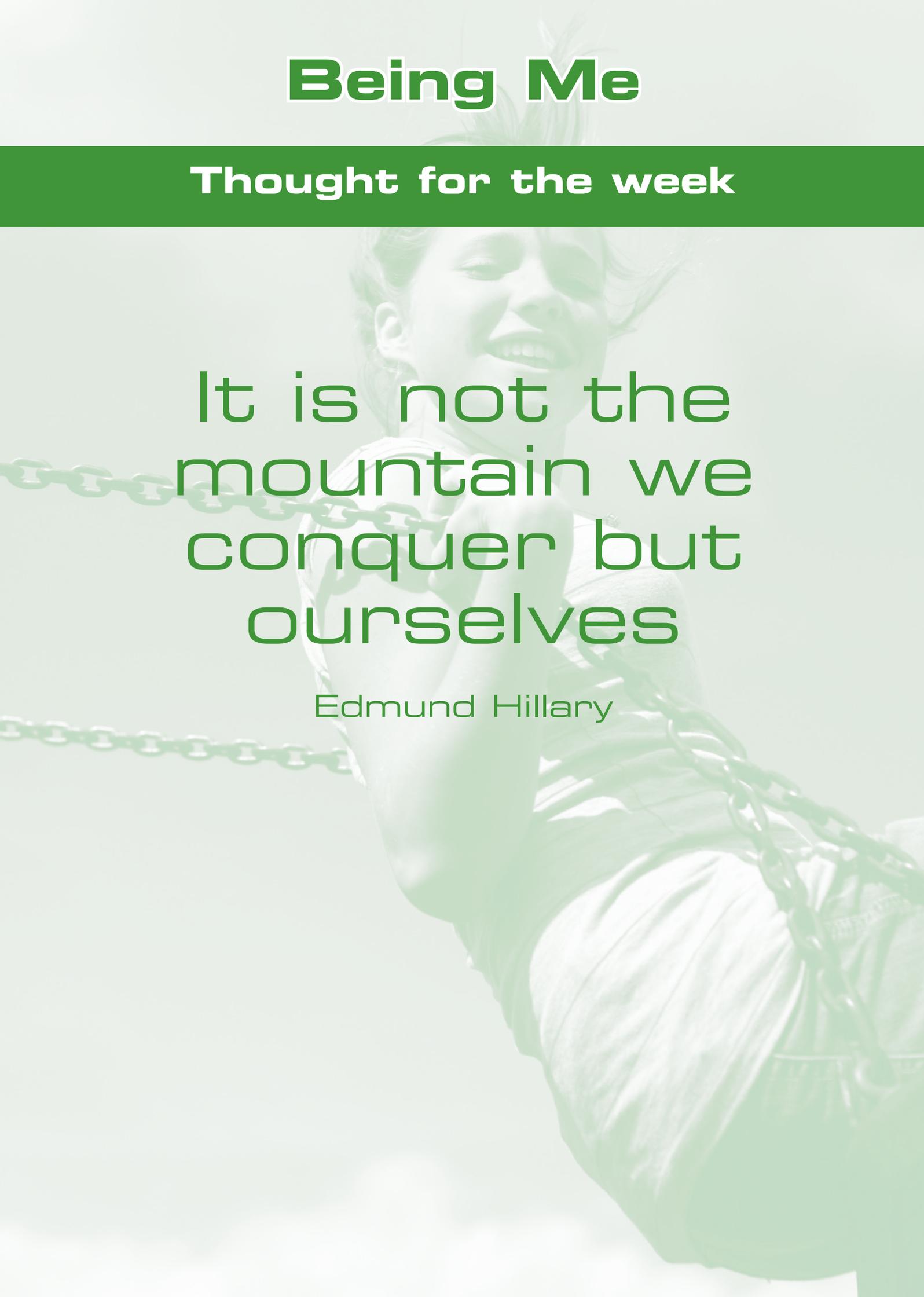
A young girl with her hair in braids is climbing a chain-link structure. She is smiling and looking upwards. The image is overlaid with a semi-transparent green filter. The text is centered over the image.

Being Me

Thought for the week

It is not the
mountain we
conquer but
ourselves

Edmund Hillary



Being Me

Thought for the week

Believe in your
dreams and
they may come
true, believe in
yourself and they
will come true

Being Me

Thought for the week

Why compare
yourself to
others?

No one in the
entire world can
do a better job
of being you
than you

Being Me - Personal Identity - Year 9

Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
3	Download www.teachers.tv/search/ video/?q=troubled+minds		
4	This is available from teachersnet, The 'Troubled Mind' series Please preview both of the programmes that deal with Anorexia and Self Harm		
5	Access to computers		
6	School Mission Statement Magazines and newspapers material to make collages Access to Computers		

Kaleidoscope - Related Aspects - Being Me - Personal Identity Year 9 - Autumn Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.1b Recognising that the ways in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem</p> <p>P1.1c Understanding that self esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employments</p> <p>P1.3c Developing the confidence to try new ideas and face challenges safely, individually and in groups</p>	<p>E1.1b Developing a sense of personal identity for career progression</p> <p>E1.1c understanding the qualities, attitudes and skills needed for employability</p> <p>E1.2c understanding how to make creative and realistic plans for transition</p> <p>E1.3c taking risks and learning from mistakes</p> <p>E2.1a develop and maintain their self-esteem and envisage a positive future for themselves in work</p>	<p>Be Healthy Mentally and emotionally healthy.</p> <p>Make a Positive Contribution Develop self-confidence and successfully deal with significant life changes and challenges</p> <p>Engage in decision making and support the community and environment</p>	<p>EHWB</p> <p>5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination</p>	<p>Self-awareness</p> <p>Motivation</p> <p>Managing Feelings</p> <p>Social Skills</p> <p>Empathy</p>	<p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.).</p> <p>2. I can identify my strengths and feel positive about them.</p> <p>3. I can identify my current limitations and try to overcome them.</p> <p>4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>6. I can reflect on my actions and identify lessons to be learned from them.</p> <p>7. I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset, fearful or angry for reasons others may find difficult to understand.</p>	<p>I understand my personality traits</p> <p>I can challenge and question my beliefs and attitudes and decide whether they are valid or not</p> <p>I can make reasoned adjustments to my expectations of myself in the light of the expectations of others</p> <p>I can explain my strengths and limitations without undermining myself or alienating others</p> <p>I can recognise when people's expectations of me are inaccurate and challenge them</p> <p>I can evaluate the impact of my actions and identify how I would like to change things</p> <p>I can track the important events in my life – changes, losses, things that have hurt me – and have some awareness of how they might affect my emotions now</p>	<p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 12- Children have the right to an opinion</p> <p>Article 15 - Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.4b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important</p> <p>P2.1b reflect on personal strengths, achievements and area for development</p> <p>P2.1c recognize how others see them and give and receive feedback</p> <p>P2.1d identify and use strategies for setting and meeting personal targets in order to increase motivation</p> <p>P2.1e reflect on feelings and identify in positive ways of understanding, managing and expressing strong emotions and challenging behaviour</p>	<p>E2.1d review their experiences and achievements</p> <p>E2.3a identify the main qualities and skills needed to enter and thrive in the working world</p> <p>E2.3c take action to improve their chances in their career</p> <p>E2.3f understand and apply skills and qualities for enterprise</p>			<p>8. I know and accept what I am feeling and can label my feelings.</p> <p>9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.</p> <p>10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</p> <p>11. I can recognise conflicting emotions and manage them in ways that are appropriate.</p> <p>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</p> <p>13. I can express my emotions clearly and openly to others and in ways appropriate to situations.</p> <p>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p> <p>15. I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me and for other people.</p>	<p>I understand the difference between feelings and moods</p> <p>I can recognise and acknowledge the moods I am experiencing.</p> <p>I can identify when I feel the 'socially mediated' emotions, for example embarrassment and guilt.</p> <p>I understand that sometimes thoughts and feelings are triggered by emotional memories.</p> <p>I understand the power of emotional memories to trigger thoughts and feelings.</p> <p>I can understand that emotional memories can create feelings that can get out of control.</p> <p>I can identify what my triggers are for feeling scared or anxious.</p> <p>I can use different ways to tell people how I feel.</p> <p>I can manage my anxiety.</p> <p>I know what my triggers are for feeling frustrated and bored</p>	<p>I understand the difference between feelings and moods and temperaments</p> <p>I understand some basic principles about the causes and effects of stress, anger and upset in myself and others</p> <p>I identify situations that lead to conflicting emotions</p> <p>I know what my triggers are for feeling hurt</p> <p>I can tell people if I feel hurt and manage that hurt</p> <p>I can anticipate when I will feel rage</p> <p>I can anticipate when I will feel jealous</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.2b Find information and support from a variety of sources</p> <p>P2.2f identify how managing feelings and emotions effectively supports decision-making and risk management</p>					<p>16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others.</p> <p>17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.</p> <p>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</p> <p>19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them</p> <p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>22. I can monitor and evaluate my own performance.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p> <p>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</p>	<p>I know some ways to manage my feelings of jealousy</p> <p>I know why relaxation strategies can be helpful to me</p> <p>I have a range of strategies for managing my moods</p> <p>I have a basic understanding of the link between health and emotions</p> <p>I am skilled at changing negative thoughts into positive ones</p> <p>I understand how I can prevent and manage stress in my life</p> <p>I can set a long term goal that balances a true understanding of my strengths, talents and imitations with the expectations of others</p> <p>I can elicit the support of my school and class to meet my long term goal</p> <p>I can support others in meeting their goal</p> <p>I can resist distractions</p> <p>I can evaluate how well I have achieved a long term goal and decide what I need to be even more effective next time</p>	

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					<p>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</p> <p>28. I can use my experiences including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</p> <p>29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>34. I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better.</p>	<p>I can identify those areas within a complex series of events that I have some control over</p> <p>I can take responsibility for those areas</p> <p>I can empathise with people that are different from me</p> <p>I can look beyond stereotypes of people and can challenge my own prejudices</p> <p>I can have different types of friends and manage the interactions of my friendships</p> <p>I can balance the needs of people who are important to me</p> <p>I am aware of the changes in my rights and responsibilities as I get older</p> <p>I can convene a team that works effectively and independently to reach a goal</p> <p>I know how I might help to resolve a conflict between my group and another group</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
					<p>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school family and community.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> <p>47. I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> <p>50. I can be assertive when appropriate.</p>	<p>I can stand up for my own beliefs even if they are different from those of the rest of my group</p> <p>I can negotiate for myself and others</p> <p>I can choose different ways to resolve a conflict</p>	

Overview of Lessons

Theme: Being Me - Personal Identity

Year: 9

Lesson Title	Intended Learning Outcomes
1. Questions of Identity	<ul style="list-style-type: none"> I can explore features of my own identity (P.2.1b) I can identify my own multiple identities and the challenges and opportunities they present.(P1.4b) I can see the world from other people's point of view. (SEAL 33)
2. The Basics	<ul style="list-style-type: none"> I understand that conflicts can occur within identity (SEAL 11) I can reflect on personal strengths, achievements and areas for development (P2.1b) I can identify my current limitations and try to overcome them (SEAL 3)
3. Conflicts (1)	<ul style="list-style-type: none"> I understand how health can be affected by emotions (SEAL 7) I can listen to others and can respond effectively in ways that can make them feel better (SEAL 34) I can recognise that self esteem can be affected by a range of factors (P1.1a)
4. Conflicts (2)	<ul style="list-style-type: none"> I understand that we may face conflicts within our personal journey (SEAL 3) I know where to get help and support if I face personal conflicts (P2.2b) I understand the importance of self esteem and valuing myself and others (SEAL 4)
5. Qualities I Admire	<ul style="list-style-type: none"> I can recognise the qualities I need to help me to achieve my goals (SEAL 30) I understand that during my life these qualities may vary and change (P1.1c) I understand the importance of considering and evaluating advice I have been given (SEAL 5)
6. Who am I?	<ul style="list-style-type: none"> I understand that I can reject or accept influences that will make up my personal identity (P2.1b) I am part of this school's group identity (P1.4b)
<p>End of Theme Product/ Project Outcome:</p> <p>There is no end product that requires work from all the sessions. There is in Lesson 6 some work that can be used for display in the entrance hall. This could be a Year 7,8 and 9 display of the work from the whole theme 'Being Me.'</p>	

THEME: Being Me - Personal Identity - Questions of identity

LEARNING INTENTION/'I'

I can explore features of my own identity

I can identify my own multiple identities and the challenges and opportunities they present

I can see the world from other people's point of view



VOCABULARY

Identity, ethnicity, multiple identity, problems.

RESOURCES

- Handout - 'More than one identity'
- Definitions of identity, ethnicity, multiple identity

TEACHING/LEARNING ACTIVITIES

Engagement

Ask students to consider what best describes their personal identity (list could include gender, age, background, culture, hobbies, religion, their friends, their look, music etc)

Discuss:

Are there some things you would change about your identity?

Are you different around different people? In what way?

Core Activity

Explain the concept of multiple identity (see notes).

Discuss in groups:

How does your identity differ around your:

- Parents
- Teachers
- Friends

Each group to feedback key points to the class.

Discuss with the class that our identity can cause us problems, that some people may want us to be different things or may not accept some parts of our identity.

In groups read each of the case studies and complete the 'more than one identity' handout which asks students to identify the personal identity trait of each character, the benefits of these identities and the challenges they may face in being 'who they are'.

Each group feeds back on one of the case studies and the other groups add any further information or points for discussion. Teacher needs to ensure that the key messages are brought out.

Plenary

Which character do the students think will stay true to themselves?

Which character might have problems in later life? What might these be?

Which character will face the least challenges? Why do you think this is?

KEY QUESTIONS

What forms my identity?

What is meant by multiple identities?

How can our identity sometimes cause us problems?

AFL

The core activity introduces a number of complex ideas. Point this out to students and encourage them to ask questions of you and their peers to find out more and to extend their thinking.

DIFFERENTIATION

The group work involves collaborative working and mutual support. Ensure that where necessary students are helped to understand the phrase multiple identity.

CROSS CURRICULAR OPPORTUNITIES

Literacy

NOTES

Definitions - Identity - who or what someone or something is. This can be based on a variety of factors: our gender, age, ethnicity, background, culture, hobbies etc.

Ethnicity - a group you belong to with a shared history, sense of identity, geography and cultural roots. Everyone has an ethnicity.

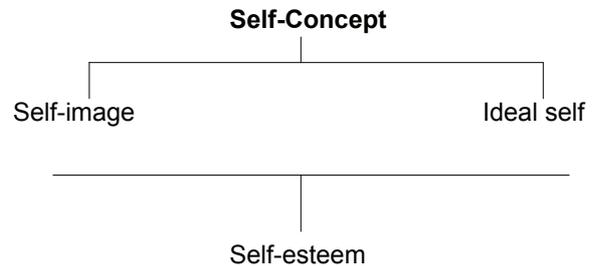
Multiple identity- Recognises that we are more than 'one identity'. We may have different identities on the circumstances we are in or the people we are surrounded by.

NB There is no direct final product for this unit of work due to the sensitivity of some of the lessons, there is however a final task that draws the unit together in Lesson 6.

Lesson One -Definitions

- **Identity** – who or what someone or something is. This can be based on a variety of factors: our gender, age, ethnicity, background, culture, hobbies etc.
- **Ethnicity** – a group you belong to with a shared history, sense of identity, geography and cultural roots. Everyone has an ethnicity.
- **Multiple Identity**- Recognises that we are more than 'one identity'. We may have different identities on the circumstances we are in or the people we are surrounded by.

Lesson Two – Self Concept



Lesson Two -BASICS

- B** – Belonging (Family, friends, school, community)
- A** – Aspirations (What you hope for the future)
- S** – Security/safety (home, shelter, friends, family)
- I** – Identity (Self image – Who am I?)
- C** – Competency (What are you good at?)
- S** – Success – (Your achievements)

Lesson Two - BASICS - Example

		This is me now	This is what I hope/aim for
B	Belonging	I have a family and lots of friends	I am happy with this
A	Aspiration	I would like to pass my music exam	I would like to become a famous singer!! If this isn't possible I would like to be a music teacher!
S	Safety/ Security	I feel secure in my family home but I don't always feel safe in the area where I live	I would like to move to another area with my family
I	Identity	I am happy with who I am. I have lots of hobbies and friends	I don't want to change anything.....
C	Competency	I am good at music and dance	I'd like to get better at music and dance
S	Success	I have achieved grade 6 singing	I would like to pass grade 7!!

Lesson Three – Definition -Anorexia Nervosa

- **Anorexia nervosa** is an **eating disorder** characterized by extremely low **body weight**, distorted **body image** and an obsessive fear of gaining weight.
- Refusal to maintain body weight at or above a minimally normal weight for age and height (e.g. weight loss leading to maintenance of body weight less than 85% of that expected; or failure to make expected weight gain during period of growth, leading to body weight less than 85% of that expected).
- Intense fear of gaining weight or becoming fat, even though underweight.

Lesson Six – All My Life....

All my life I had been looking for something and everywhere I turned someone tried to tell me what it was. I accepted their answers too, though they were often contradictory. I was naive. I was looking for myself and asking everyone except myself questions which only I could answer. It took me a long time and much painful boomeranging of my expectations to achieve a realisation everyone else appears to have been born with:
that I am nobody but myself.

YEAR 9 - Questions of Identity - More Than One Identity

	Identity traits	Benefits	Challenges
<p>IMRAN Imran was born in Pakistan and arrived in this country aged 2. In his teenage years, though, he found that there were quite a lot of things, being Muslim, he could not share with his friends. Occasionally he gets racist comments in his area but not often.</p>			
<p>SARAH Sarah is a vegetarian who loves Goth music. Her friends are all Emos. She wants to wear some of her Goth clothing and jewellery with her school uniform but its not allowed and has been confiscated once. Sarah thinks this is against her human right to freedom of expression.</p>			
<p>PATRICK Patrick has a British Caribbean father. He is both a gifted sportsman and bass guitar player. The head of PE is putting pressure on Patrick to concentrate on his sport but he wants to go to university to study music and drama.</p>			
<p>BILLY Billy lives in a small village. His dad is a farmer. Billy supports Man U and England at football but Scotland at Rugby. He is also really interested in dancing but his dad would go mad if he found out.</p>			

Definitions

Identity

who or what someone or something is. This can be based on a variety of factors: our gender, age, ethnicity, background, culture, hobbies etc.

Ethnicity

a group you belong to with a shared history, sense of identity, geography and cultural roots. Everyone has an ethnicity.

Multiple identity

Recognises that we are more than 'one identity'. We may have different identities on the circumstances we are in or the people we are surrounded by.

THEME: Being Me - Personal Identity - The Basics

LEARNING INTENTION/'I'

I understand that conflicts can occur within identity

I can reflect on personal strengths, achievements and areas for development

I can identify my current limitations and try to overcome them

VOCABULARY

Belonging, aspiration, security, competency, safety, success, self esteem.

RESOURCES

- Handout - Self Concept Slide
- Handout - Definition of BASICS
- Handout - Example of experience of BASICS

TEACHING/LEARNING ACTIVITIES

Engagement

Discuss with the students that their personal identity is often different when they are with other people (Recap of lesson 1 talk about the character that they felt might face most challenges later in life and draw out why.)

Discuss with the class the range of things that can happen to a young person if they are not confident in who they are. What might they do to fit in with their peers, perceived ideal self e.g. Reliance on drink, drugs, eating disorders.

Core Activity

Share the 'Self concept slide' with the students. Explain how our self concept is made up of our 'perceived self image' (what we believe about ourselves - our strengths, traits, image etc) and 'our ideal self' (what we aspire to be). The smaller the gap between our self image and our ideal self, the higher our self-esteem because we are where we aspire to be and are happy with ourselves. The bigger the gap, the lower our self esteem is because we aren't how we aspire to be.

Then explain that in order to gain self esteem and a positive sense of themselves we need to have key things in place and this can be described through the concept of BASICS (See handout of definition):

B - Belonging

A - Aspirations

S - Security/safety

I - Identity

C - Competency

S - Success

Share the example of a basics sheet which shows how these elements might be explained or experienced.

Divide the class into six groups giving each group a letter/concept from 'BASICS' and ask them to think about what might happen to somebody of their age if they didn't have; a sense of Belonging or no Aspirations or didn't feel Secure and Safe etc.

Encourage the students to discuss what could happen if a 14 year old grew up with no sense of Belonging - how would that person feel, how would they behave etc.

Each group feeds back key points from their discussion. Teacher to make the point that we all might lack some of these basics but it is necessary for to have some of them in order to meet challenges that happen to us in life.

Reflective learners

Assess themselves,
identifying
opportunities and
achievements

Plenary

Draw together the ideas that have come out of this lesson and ensure these key messages are shared:

We all need to belong in some way.

That we all need to aspire towards something but something that is realistic and achievable. It is important that we aren't bitter or jealous of others in our aspirations as this can lead to negative behaviours.

We are all competent in some things but not others necessarily and are all able to celebrate our successes.

We might not have all of the BASICS in place at any one time but need enough of them to meet life's challenges.

Circle round if students feel able to/want to share – One aspiration I have is.....

KEY QUESTIONS

What shapes our personal identity?

How might our personal identity change?

How might we shape our own personal identity?

How can we nurture a positive sense of ourselves?

AFL

Students are encouraged to ask questions to find out the meanings of the words belonging, security, aspirations, competency, success, identity.

DIFFERENTIATION

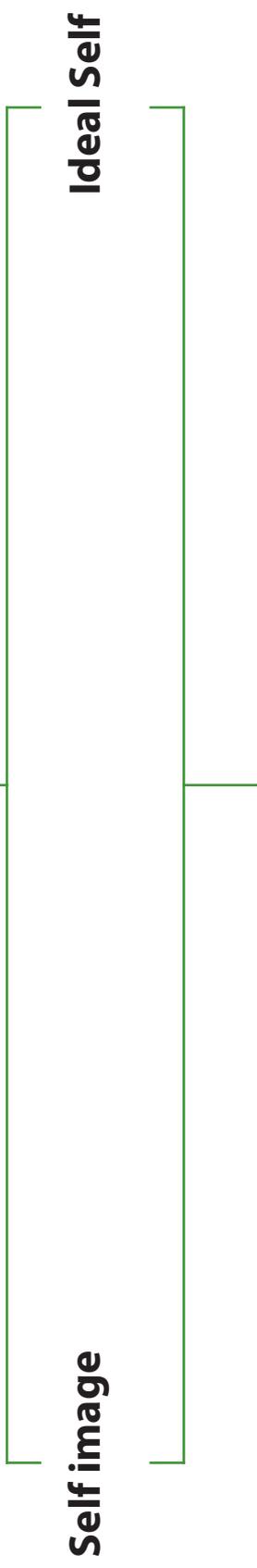
By allocating students to groups in advance, the teacher can aim to achieve a suitable mix in which all can contribute to the task at their own level.

CROSS CURRICULAR OPPORTUNITIES**NOTES**

Be sensitive of individuals who may have low self esteem and may find this lesson difficult.

Self Esteem

Self Concept



Self Esteem

B - Belonging (Family, friends, school, community)

A - Aspirations (What you hope for the future)

S - Security/safety (home, shelter, friends, family)

I - Identity (Self image - Who am I?)

C - Competency (What are you good at?)

S - Success - (Your achievements)

Basics - Example Sheet

		This is me now	This is what I hope/aim for
B	Belonging	I have a family and lots of friends	I am happy with this
A	Aspiration	I would like to pass my music exam	I would like to become a famous singer!! If this isn't possible I would like to be a music teacher!
S	Safert/Security	I feel secure in my family home but I don't always feel safe in the area where I live	I would like to move to another area with my family
I	Identity	I am happy with who I am I have lots of hobbies and friends	I don't want to change anything.....
C	Competency	I am good at music and dance	I'd like to get better at music and dance
S	Success	I have achieved grade 6 singing	I would like to pass grade 7!!

THEME: Being Me - Personal Identity - Conflicts

LEARNING INTENTION/'I'

- I understand how health can be affected by emotions
- I can listen to others and can respond effectively in ways that can make them feel better
- I can recognise that self esteem can be affected by a range of factors

VOCABULARY

Anorexia, conflict, troubled, illness, emotional health, (Vocabulary from previous lesson)

RESOURCES

- Handout of BASICS definitions from previous lesson
- Handout - Definition of Anorexia
- Teachers TV - Troubled Minds - www.teachers.tv/search/video/?q=troubled+minds

TEACHING/LEARNING ACTIVITIES

Engagement

Recap on BASICS from previous lesson, can the students remember what the initials stood for?

Core Activity

Discuss with the students that they are going to watch a short programme about a young girl that suffered from anorexia. Make sure that all students understand what this is. Show handout.

Show the film:

Troubled Minds - Anorexia.

Troubled Minds is a series of short animations narrated by young people who have suffered from a range of psychological illnesses and syndromes. In this programme, recovered anorexic Nicole describes the dangerous eating disorders that once threatened her life. Nicole talks openly about her feelings of not belonging and the challenges she faced in deciding to overcome this disorder.

Ask the students to discuss in groups their thoughts and feelings relating to this programme. Allow groups to feedback.

Watch the film for a second time and then in groups think about the BASICS that the girl in the film may or may not have had. Give time after the film for each group to complete the work. Feedback and discuss which BASICS Nicole may or may not have had.

Emphasise that anorexia is a complex illness but that there is lots of help available. Highlight where local help can be gained. It also affects boys as well as girls.

Plenary

Ensure that Help lines are made available for students to take away at the end of this lesson.

Make sure that they all know and are sure of whom they can talk to in the first instance e.g. Pastoral worker, tutor, etc.

KEY QUESTIONS

- What factors might contribute to an illness such as anorexia?
- How did you feel about Nicole?
- Where could I obtain help and support for a problem?
- What help is available to young people?

AFL

Teachers use of open questions

DIFFERENTIATION

The discussions involve collaborative working and mutual support. Some students may need further help to understand the meaning of anorexia. It would be beneficial to be wary of groupings for students who may be sensitive to this issue so partner work may be advisable.

CROSS CURRICULAR OPPORTUNITIES

Links to Healthy Schools



NOTES

Please watch this DVD before you show this to your class, judging whether it is suitable for your students. Be aware of sensitivities for some students.

Ensure that there is an updated PSHEE policy in school and that parents/carers are given prior notice and made aware of the content of this lesson.

Definitions

Anoraxia nervosa is an eating disorder characterised by extremely low body weight, distorted body image and an obsessive fear of gaining weight.

Refusal to maintain body weight at or above a minimally normal weight for age and height (e.g. weight loss leading to maintenance of body weight less than 85% of that expected; or failure to make expected weight gain during period of growth, leading to body weight less than 85% of that expected).

Intense fear of gaining weight or becoming fat, even though underweight.

THEME: Being Me - Personal Identity - Conflicts (2)

LEARNING INTENTION/'I'

- I understand that we may face conflicts within our personal journey
- I know where to get help and support if I face personal conflicts
- I understand the importance of self esteem and valuing myself and others

VOCABULARY

Self harm, self esteem, troubled mind, self harm, physical pain, emotional pain.

RESOURCES

- Teachers TV - Troubled Minds
- www.teachers.tv/search/video/?q=troubled+minds

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that there is a strong group charter so that there is a supportive atmosphere within the classroom.

Ask students to write on a slip of paper one thing they are really good at and one thing they would like to be good at. Make sure that the students are aware that these may be shared with the class. Collect the slips in and place them in a box. Pick out some slips of paper and read them out. The students try to guess who the slip of paper belongs to.

Core Activity

Discuss with the students the content of the DVD that they are going to watch. Explain that Self Harm is a very complex issue and it is not always easy to solve with one solution. Also reassure the students that there is a lot of help available

Show the film -Troubled Minds - Self Harm

THE PROGRAMME CONTAINS DESCRIPTIONS OF SELF-HARM. TEACHERS ARE ADVISED TO WATCH IN FULL BEFORE USING IN CLASSROOMS.

Troubled Minds is a series of four short animated films, narrated by young people who have been real-life sufferers from a range of psychological illnesses and syndromes.

In this video, a young woman describes how she took to physically harming herself in order to seek relief from the emotional pain she was suffering.

As this is such a sensitive issue, the groupings that you use for the next activity will depend on your judgement and the needs of your students.

In pairs or groups ask the students to consider the following:

What might be the factors that lead to self harm?

What help might be available to someone?

In groups or pairs this work would lend itself to some poetry writing/art about how the young woman felt, but it would be advisable if the poem could end with a positive line that there is 'light at the end of the tunnel.'

Plenary

Students can share some of the poems if they are willing.

Ensure that Help lines are made available for students to take away at the end of this lesson. Make sure that they all know and are sure of whom they can talk to in the first instance e.g. Pastoral worker, tutor, etc.

KEY QUESTIONS

What might be the factors that lead to self harm?

What help might be available to someone?

AFL

The plenary activity provides an individual review of the learning enabling students to reflect.

DIFFERENTIATION

Only those who are confident need to take on the sharing of their work and ideas.

CROSS CURRICULAR OPPORTUNITIES

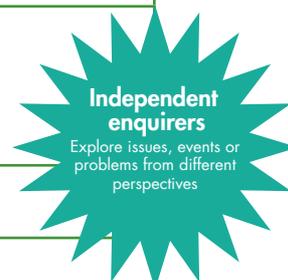
Literacy

Art

NOTES

Please watch this DVD before you show this to your class, judging whether it is suitable for your students. Be aware of sensitivities for some students

Ensure that there is an updated PSHEE policy in school and that parents/carers are given prior notice and made aware of the content of this lesson



THEME: Being Me - Personal Identity - Qualities I Admire

LEARNING INTENTION/'I'

I can recognise the qualities I need to help me to achieve my goals
 I understand that during my life these qualities may vary and change
 I understand the importance of considering and evaluating advice I have been given



VOCABULARY

Success, admire, qualities.

RESOURCES

- BASICS Resource sheet - definitions from lesson 2
- Resource Sheet 'Life Chances'
- Access to computers

TEACHING/LEARNING ACTIVITIES

Engagement

Think back to the BASICS that were discussed in the last three lessons. If as a child you do not have that many in place does that mean you will find life a challenge? If someone looks like they have every thing does that mean that they will be successful in life?

In groups look at the three descriptions of a person's childhood and how their life journey developed.

Which of the BASICS did they have or not have?

Why, why not?

Does money matter?

Teacher to draw out that we do not need to have all these BASICS in place all of the time and at sometimes during our lives some of these stands will be much weaker and others may become stronger. Which of the BASICS do students think is the most important?

Core Activity

Research someone they admire - this could be done in groups, pairs, or individually. Did they have many BASICS in place as a child? (Wikipedia web site can be helpful to find out this information)

Why do you think they were successful?

What qualities do you admire about them?

Try to get the pupils to think wider than pop stars and footballers! Think about Mandela, people that they have learnt about in history that have contributed to society

Feedback

Plenary

Draw out the qualities that most of these people have?

In a round.....If they could choose one quality that they would like to have what would that be.

KEY QUESTIONS

Did the people that had been successful have all the BASICS in place?

Why do some people who 'on the surface have everything' not succeed in later life?

Why do some people, who we believe, have very little as a child, become successful as an adult?

AFL

Opportunity for peer assessment in pair/group activity. E.g. What they did well and how this felt.

DIFFERENTIATION

Teacher and TA support for students who find research challenging.

CROSS CURRICULAR OPPORTUNITIES

History

Geography

RE

NOTES

Blank space for notes.

Life Chances

Bruce Oldfield Born 14 July 1950

Oldfield was brought up and educated in the care of children's charity, Barnardo's.

He was educated at Ripon Grammar School, Sheffield College, and Ravensbourne college. He graduated from St. Martin's School of Art in London in 1973 to critical acclaim.

He is a British fashion designer, best known for his couture occasionwear. He dresses Hollywood actresses, British and International royalty and European aristocracy; famous clients have included Sienna Miller, Barbra Streisand, Catherine Zeta-Jones, Diana Ross, Emmanuelle Seigner, Taylor Swift, Anjelica Huston, Faye Dunaway, Melanie Griffith, Charlotte Rampling, Jerry Hall, Joan Collins, Queen Noor of Jordan and Queen Rania of Jordan and Diana, Princess of Wales.

In 1990 Oldfield was awarded the OBE for services to fashion and industry; and in 2004 he published his autobiography "Rootless".

He is also a Vice President of Barnardo's.

Today, couture, bridal and ready-to-wear, together with an accessories line, can be found at 27 Beauchamp Place, London SW3 INJ. He redesigned McDonald's Staff uniform for 2008.

Leslie Thomas

Orphaned at the age of 12, Thomas was subsequently brought up in a Dr Barnardo's home.

In 1949, Thomas was called up for National Service and embarked on a two year tour of duty in Singapore with the Royal Army Pay Corps.

On his return to England in 1951, Thomas continued working for the local newspaper group in North London where he had worked before his National Service, but within 5 years he was working for The Exchange Telegraph news agency, now Extel, and eventually with the London Evening News newspaper, first as a sub-editor, later as a reporter. He stayed with the Evening News until 1965, when he embarked full-time on his writing career.

In 1984, Thomas published **In My Wildest Dreams** recounting his childhood in South Wales, his days in Doctor Barnardo's Homes in London, his National Service in the Far East, and his journalistic career.

Leslie Thomas has written over 25 best selling books.

The Honourable Alice Magdalen Sarah Ormsby-Gore Born 22 April 1952

She was the youngest daughter of William David Ormsby-Gore, 5th Baron Harlech and his first wife Sylvia Thomas. A descendent of William the Conqueror and of Mary Tudor, Queen of France, she became engaged to guitarist Eric Clapton but never married. She died of a heroin overdose in 1995.

Alice Ormsby-Gore died in poverty, found dead in a bedsit in Bournemouth, Dorset, having taken six times the fatal dose of heroin.

THEME: Being Me - Personal Identity - Who Am I?

LEARNING INTENTION/'I'

I understand that I can reject or accept influences that will make up my personal identity
I am part of this school's group identity

VOCABULARY

Positive influences, self esteem multiple identities.

RESOURCES

- Resource Sheet – All my Life....
- School Mission Statement
- Magazines and newspapers material to make collages
- Access to computers

TEACHING/LEARNING ACTIVITIES

Engagement

Recap on the previous lessons drawing out what the key messages have been throughout the unit of work such as the need for self esteem, positive influences in our lives and the sense that we develop multiple identities in being ourselves. How does this become our overall identity?

Core Activity

Using the Resource sheet 'All My Life' in groups discuss what the person is really saying, What does he mean?

How could we write that in a simpler form?

Feedback in groups

Look at your School Mission Statement; discuss how pupils feel about it.

Think Back to BASICS does your school mission statement help you achieve any of these e.g. Belonging to a community, helping you with your Aspirations etc Which concept in BASICS do they think that the school does well?

Individually students are to develop their own quote about being me that is personal to them e.g. 'I want to be a successful.....but I will not step on people's toes to get there' OR 'I am really happy being me , I remember who has helped me get this far' etc etc

This can either be completed on the computer or by making a collage. If they are making a collage they may want to use magazines and newspaper pictures for the background that reflect who they are. See Notes for ideas about displaying these

Plenary

Share the work that they have completed making sure specific and positive feedback is given.

KEY QUESTIONS

What is the most important aspect of BASICS which of those concepts are the most important and why?

AFL

The teacher's feedback at the end of each presentation should model positive and constructive feedback.

DIFFERENTIATION

Teacher/TA support for students who may find this work challenging.

CROSS CURRICULAR OPPORTUNITIES

NOTES

Year 8 is making some large group collages about personal and group identity. If your students choose to make a collage then this work could be linked to the Year 8 work with a joint display therefore reinforcing the idea of group identities.

Year 7 are making a PowerPoint presentation to be played on the computer loop in the entrance of the school. Again this work is all about personal Identity. The year 9 computer work could be added to this work



All My Life

All my life I had been looking for something and everywhere I turned someone tried to tell me what it was. I accepted their answers too, though they were often contradictory.

I was naïve. I was looking for myself and asking everyone except myself questions which only I could answer.

It took me a long time and much painful boomeranging of my expectations to achieve a realisation everyone else appears to have been born with: that I am nobody but myself.

KALEIDOSCOPE

SS3

Certificate of Achievement

Being Me Year 9

**has successfully completed the
programme of study on Being Me**

signed

date

Photocopy/print, then cut here



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students



Being Me - Personal Identity Resources

Parents/ carers: Growth and change; Target setting; Working together; Rights and Responsibilities; Self esteem; Personal qualities; Inclusion

Organisation	Contact Details	Resource
Association for Citizenship Teaching	www.teachingcitizenship.org.uk	Knowledge, skills and resources from the professional subject association for those involved in citizenship education.
BT Better World	www.btbetterworld.com	Resources include the Internet Green x Code, and communication resources.
Connexions	www.connexions-direct.com	Advice on work, careers, health, relationships, rights, money.
Go Get It	www.bbc.co.uk/northernireland/schools/11_16/gogetit	Ages 13 - 16 career information covering CV, interviews.
Teenage Health Website	www.teenagehealthfreak.org www.doctorann.org	Health information website for teenagers.
Direct.gov	www.direct.gov.uk	Direct.gov provides information from across UK government departments. Young people's sections covers Health and Relationships, Work and Careers, Politics and Government, Crime and Justice, Learning.
Incentive Plus	www.incentiveplus.co.uk	Large supplier of resources for the promotion of social and emotional competence and positive behaviour in children.
Teachernet	www.teachernet.gov.uk	Links to resources, lesson plans
Teachers TV	www.teachers.tv on the following TV channels: Sky Guide 880 Virgin TV 240 Freeview 88 (4-5pm) Tiscali TV 845	Teachers TV is a free-to-air channel available on digital satellite and digital cable television 24 hours a day, seven days a week and on Freeview from 4-5pm daily. 1500 video 15-minute CPD offerings packed with useful information, pupil programmes for use in class, and a daily education news summary. Downloadable material.
Unicef and Rights Respecting Schools	www.unicef.org.uk	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.