

Do Now

Exploring my personal identity and being the best possible me



BELONG CARE ASPIRE SUCCEED

Meet Sebastian. He goes by the name of Seb, usually. Seb is very tall at 6ft 2 and is a keen amateur basketball player. Seb plays the guitar, has Jamaican-British parents and wants to be an architect one day. Seb is 14 years old and was born in Wolverhampton. He loves animals and helps out at a greyhound rehoming shelter in his spare time.

Discuss: Which parts of Seb's identity would you say are made up by his personal choices and actions?



Explain briefly what we mean when we talk about our 'identity.' Why is our identity so important to us?

I think what we mean is...

Identity is important to us because...

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Learning outcomes:

Describe how we are all unique, demonstrating personal strengths and individuality.

Recognise what makes up our unique identities and why it's important to respect differences.



Identity: the distinguishing character, personality and qualities of an individual.



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Parts of Seb's identity which are made up of personal choices, such as playing guitar, are in yellow. Those he has not chosen, such as his height, are in light blue.

Defining what parts of a person's identity are made up by their personal choices and actions, and which are inherited, genetic or just not chosen (like being born in Wolverhampton), isn't always so clear cut, however.

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There is a fair bit of new terminology we'll be covering today, so with a partner, let's just see how many of these terms you're aware of already by matching them up correctly.

We'll go through the answers together shortly.

New Key Term:	Definition:
Environmental factors on identity	These are your achievements, things you have done in your life which can also make up your identity. For example, you may be a black-belt in karate, or a medical professional.
Inherited factors	These are aspects of your identity you were born with – maybe ginger hair, dark skin, short-sightedness, your preference for male or female partners, your allergy to cheese.
Chosen aspects of identity	These are aspects of your identity you have chosen for yourself. They may be influenced heavily by your environment, however, such as the football team you support.
Accomplishments	When someone's identity is influenced by the world around them or how they are brought up – this would usually include your religion if you have one, but also may include your favourite type of music.

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What is identity? Why is it important?

<https://www.bbc.co.uk/teach/young-reporter/telling-my-story-identity/zk662v4>

(up to 2.43)

<https://www.bbc.co.uk/bitesize/clips/zfx6yrd>

Why is Aaliyah always proud to say she is Jamaican?

Why is Ray now proud to say he is from the Philippines?

What makes up a large part of Tayeb's identity?

What else is important to Tayeb's identity (what does he love doing)?

What is Tayeb's ethnicity and religion.



Watch the clips and complete your questions in your booklet. We will then go through the answers together so you can fill in any you've missed.

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Why is Aaliyah always proud to say she is Jamaican?

Because people usually know something positive about Jamaica and are happy to discuss it with her.

Why is Ray now proud to say he is from the Philippines?

He heard people say you should be proud of your culture and where you come from – your culture, food, music and more.

What makes up a large part of Tayeb's identity?

He looks after his brother, who has disabilities and needs care from the family. This makes Tayeb a young carer.

What else is important to Tayeb's identity (what does he love doing)?

Creative writing, table-tennis, being part of a multi-cultural friendship group

What is Tayeb's ethnicity and religion.

He is British, from a Pakistani background and is a Muslim.

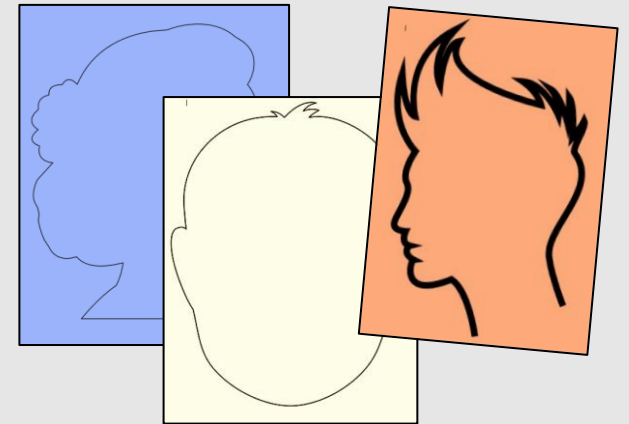


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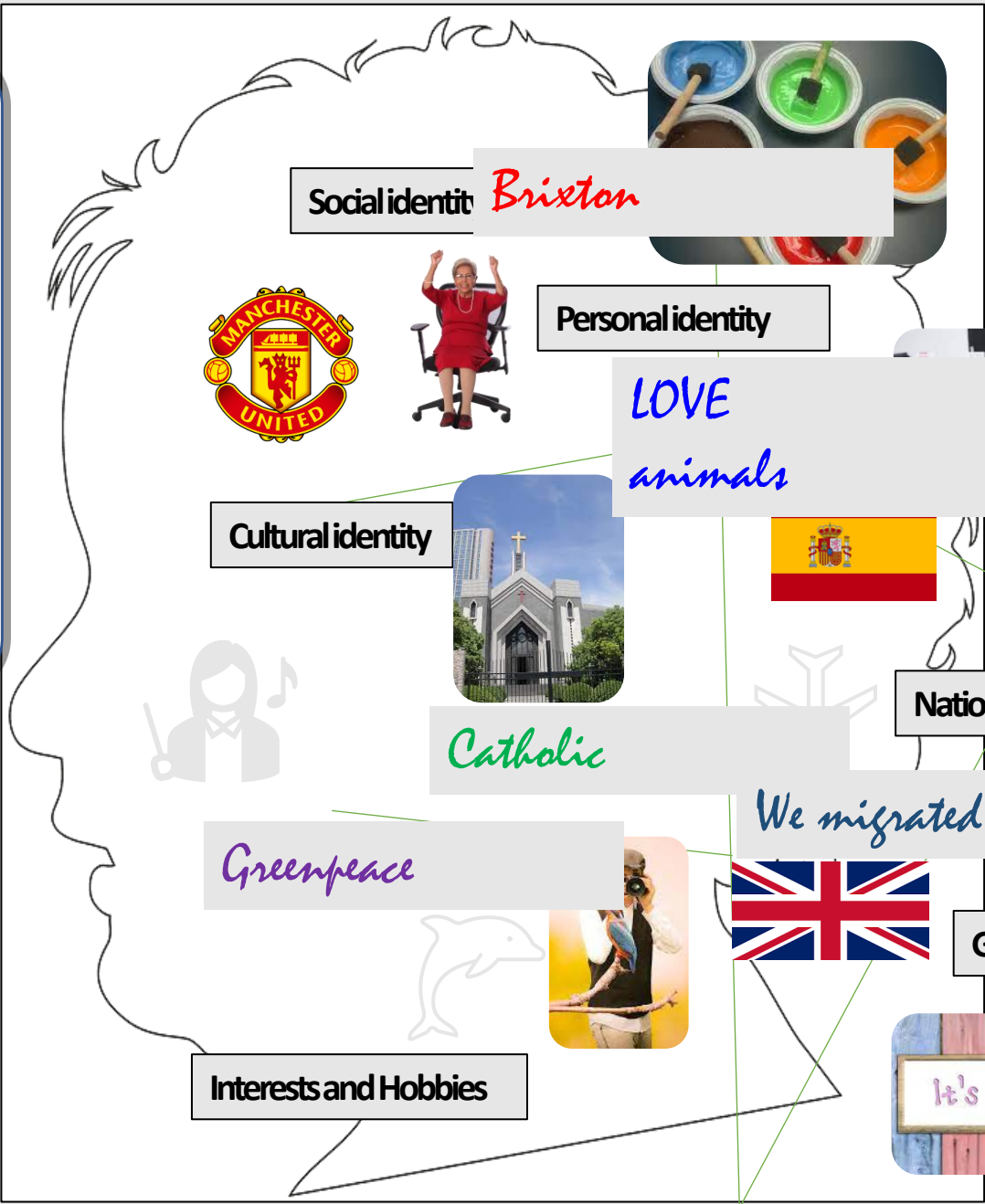


Now we know about the different components of identity, let's explore our own.

Using the silhouettes in your booklet you are going to divide and customise the head to reflect the different components of your personal identity.
Let's look at an example....



What do you think we can tell about this individual's identity, from their display piece they made?

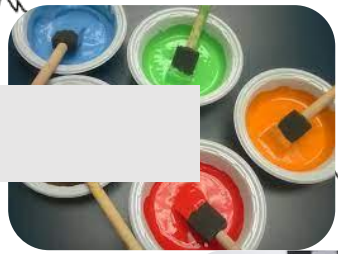


Social identity:

We live in Brixton now and know a lot of people in our community. We help out at the food bank sometimes. I support Manchester United and I help look after my nan too.



Brixton



LOVE animals

Personal identity:

I am creative, I love animals and want to be a vet one day. I think kindness to all living things is very important. I'm a vegan.

Cultural identity:

I'm a Catholic. I go to church and sing in the choir.



Catholic



National Identity:

Spanish and British. We moved when I was five.

We migrated

Greenpeace



Gender Identity:

I'm a girl—I think my mom wanted a boy as she has four girls already. She loves me just as much though.



Interests and Hobbies:

I sponsor a dolphin and have raised money for Greenpeace. I feel strongly about the environment. I am in a bird-spotting club.



After you have finished your display piece, ensure you explain your ideas around the outside, just like this student has.

■ Year 8 Knowledge Check – Spring 2: Health and Wellbeing

1. On a scale of 1 to 5, how confident do you feel that you can explain what personal identity means and what makes your identity unique?
2. On a scale of 1 to 5, how confident do you feel that you can recognise the difference between chosen and unchosen aspects of a person's identity?
3. On a scale of 1 to 5, how confident do you feel that you can explain why respecting different identities is important in a diverse society?
4. On a scale of 1 to 5, how confident do you feel that you can identify the social, cultural, and economic causes of knife crime and how they can affect young people?
5. On a scale of 1 to 5, how confident do you feel that you can describe the impact of gang involvement and peer pressure on someone's decision-making?
6. On a scale of 1 to 5, how confident do you feel that you can explain how knife crime can affect families and communities long-term?
7. On a scale of 1 to 5, how confident do you feel that you can explain what self-harm is and why some people may turn to it as a coping strategy?
8. On a scale of 1 to 5, how confident do you feel that you can recognise the signs that someone may be struggling with their mental health or self-harming?
9. On a scale of 1 to 5, how confident do you feel that you can describe healthy ways to cope with stress, anxiety, or difficult emotions?
10. On a scale of 1 to 5, how confident do you feel that you can identify trusted people or services you could go to for support with identity, safety, or mental health?



**Please
complete
this home
learning that
has been
set on
Satchel this
week**



Reporting a Concern at Thornden School

- It is important to us that all of you feel safe, happy and belong at Thornden.
- We also know that sometimes it is not as easy as simply telling a member of staff
- It could be:
 - A friend you are worried about
 - Someone being unkind to you
 - Something you have heard and think we should know

How can you report anything you are worried about?

- Speak to a member of staff or parent / carer
- Visit the Well Being Den or Head of Year area
- On Satchel each week you will be sent a link to a form to share any worries you have
- On our school website homepage there is a 'Report a Concern' link.
- In the Student Bulletin there is a 'Report a Concern' link
- On all school desktops there is a 'Report a Concern' logo to click and report anything

Need Support? You're Not Alone

If anything in today's lesson has affected you, or you want to talk to someone, there is help available.



Mental Health & Low Mood

YoungMinds – <https://www.youngminds.org.uk>
Kooth – <https://www.kooth.com>
Mind – <https://www.mind.org.uk>

Talk to Someone

Your Tutor or Head of Year – We're here to help.
Wellbeing Team and School Nurse
Report a Concern on Satchel
Safeguarding Team with the Purple lanyards

Healthy Lifestyle

NHS Every Mind Matters – <https://www.nhs.uk/every-mind-matters>
Change4Life – <https://www.nhs.uk/change4life>

Apps That Can Help

Calm – For mindfulness and sleep.
Headspace – Meditation and stress relief.
Clear Fear – Manage anxiety (designed for young people).
MeeTwo – Anonymously talk to other teens, moderated by experts.

Eating Concerns

Beat Eating Disorders –
<https://www.beateatingdisorders.org.uk>
NHS Live Well – Eating Disorders –
<https://www.nhs.uk/mental-health/conditions/eating-disorders/>