# Being and Belonging – Key Stage 4 Scheme of work

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| 1. Identity |  | **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.  
**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.  
**Stretch/extend:**  
A student to write a paragraph on what they think affects their identity.  
**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 | · Mini whiteboards  
· Cover letter template  
· Being and belonging video | **Homework:** Each student is to bring either an item or picture that describes being British to them. |
| 2. British Identity. |  | **Starter:** Circle time/ show time: students to present and discuss their homework. Key question: What is being British?  
**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.  
· Individual views  
· Parents’ views  
· Someone from different culture  
**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. | Being & Belonging Video |
| Nature vs. Nurture – affect identity | **Starter:**  
2 Postcard to your grandparents and one from them – talk about your identity – and then think about what they would say about themselves.  

**Main activity:**  
· Students are provided with an outline of a person and they are to divide into two sections, depending on whether it’s 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.  

**Plenary:** Nature vs nurture – class discussion – using traffic light cards or similar.  
Exit pass – what they have learned |

| Media / how it affects identity. | **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.  

**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  

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  

**Plenary:**  
Students each produce a front page newspaper headline presenting their identity. |

|  | Postcard template  
Outline of person  
Being and belonging video  
Paper  
Traffic light cards  
Exit pass  
| Being British Muslim section of the video  
Social Networks / Media – Facebook, Newspapers Twitter, Msn, Television |
| 5. Summarise | · 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. | **Starter:**  
Students will write on post-it notes words describing what they have learned over the module.  
**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.  
**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. |
|-----------------|---------------------------------|-------------------------------------------------|
| | | · Video Camera  
· Evaluation form |