

1. Family identities

Learning Objectives	Key Words
<ul style="list-style-type: none"> To understand the different things that define a person's identity To explore ways that someone can find out about their family history To think about your own identity and consider what you would like to know about your family history. 	<ul style="list-style-type: none"> Identity
Additional Notes	
<p>The content of this lesson looks specifically at identities and family history. This may be a sensitive issue for some students, for example if they are adopted/in care or are an unaccompanied refugee/asylum seeker. It would be worth checking the family background of students in your class with their pastoral form tutor so that you are aware of any sensitive issues and can adapt the lesson if necessary.</p>	
Teaching and Learning Activities	Time (Approx)
<p>Starter In pairs or small groups, ask students to write a list of things that someone might use to describe their identity (eg gender, age, country of birth/residence, religion, culture, sexuality, hobbies, their look, their friends, music they listen to). Feedback their ideas and record them – they will need them for other activities in the lesson.</p> <p>Main Activity 1 Divide the class into small groups and give them one of the past stories from the Who Do You Think You Are? website. You should give each group a different story.</p> <p>Groups stick a picture of their celebrity in the centre of a large piece of paper. Around it they write the things that define the person's identity, using the information they have and what they know about the person. They can use the list generated in the starter activity to help them.</p> <p>Each group should briefly feedback their celebrity to the rest of the class. Try to draw out the things that were surprising (eg where the person found out something unexpected about their family history). Ask:</p> <ul style="list-style-type: none"> Is it easy to define your identity? Why or why not? (Try to draw out the concept of multiple identities – that people may have different identities depending on the circumstances they are in or the people they are surrounded by) Why do you think people want to know about their family history? <p>Students should work individually and repeat this activity about themselves drawing on their own sense of self and what they know about their background. They can feedback if it is appropriate.</p> <p>Main Activity 2 Explain that one way that people can find out about their family history</p>	<p>5 mins</p> <p>25 mins</p> <p>25 mins</p>

<p>is to interview a relative. In pairs, students should devise a series of questions that they would ask. They can use the guidance from the Bangla Stories website to help them with this.</p> <p>Students in the pair may want to ask different questions to each other, and you should encourage them to discuss this and generate different questions to suit their own needs. At the end of this task, each individual student should have written their own interview.</p> <p>Feedback some of the questions that students want to ask, or the information that they would like to know. Following this discussion, students might want to add to their own interview questions.</p> <p>Plenary Students write down three reasons why defining your identity is difficult. If they have time, they can also write down three reasons that someone might want to find out about their family history.</p>	5 mins
<p>Further/Alternative Activities</p>	
<ul style="list-style-type: none"> • Students carry out the interviews that they have written in this lesson with a family member. If this is not possible, students could interview a local person to find out more about the history of their community. Students could use the results of these interviews to produce work about the history of their family and/or the community • Students research their own family tree 	
<p>Resources</p>	
<ul style="list-style-type: none"> • <i>Who Do You Think You Are?</i> past stories and episodes: http://www.bbc.co.uk/whodoyouthinkyouare/welcome.shtml • Pictures of selected celebrities • Large pieces of plain paper and marker pens • <i>Bangla Stories</i> website information on interviewing your own family: http://www.banglastories.org/about-the-project/interviewing-your-own-family.html 	
<p>Curriculum Links</p>	
<p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 a, b, c, 2.1 b, c, 3 i, j, k, 4 d, f, j • PSHE Personal Wellbeing: 1.1 a, 1.5 a, 2.3 a, c, d, 3 a, m, 4 b, h • Religious Education: 1.4 a, 4 a, g • History: 1.2 a, 3 f, 4 a, b, e <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 a, 2.1 b, c, 3 l, m, 4 d, j • PSHE Personal Wellbeing: 1.1 a, 1.5 a, 2.3 a, 4 c, i • Religious Education: 1.4 a, 4 f, i 	
<p>Moving People, Changing Places Website Links</p>	<p>Additional Resources</p>
<p>Identities Bangla Mobility</p>	<p>BBC Family History</p>

2. Expressing identity

Learning Objectives	Key Words
<ul style="list-style-type: none"> To know about the different ways that people express their identity To be aware of situations where expression of identity has been opposed and how the law has dealt with this. 	<ul style="list-style-type: none"> Identity Expression
Teaching and Learning Activities	
Starter	Time (Approx)
<p>Show students the picture of the football fans and ask:</p> <ul style="list-style-type: none"> How are these people expressing their identity? In what other ways might someone express their identity? 	5 mins
Main Activity 1	
<p>Read <i>Wearing a Bangle</i>. Ask students to discuss the questions on the sheet in small groups. Feedback their answers as a whole class.</p>	20 mins
<p>Explain that this story actually happened to a girl called Sarika Watkins-Singh who took her school to the High Court and won the right to wear her kara in school. Show students the video clip of her reaction to the verdict. Ask:</p>	
<ul style="list-style-type: none"> Do you agree with the verdict in this case? Why? 	
Main Activity 2	
<p>Show the students the video clip of Lydia Playfoot, who took her school to court over the right to wear a 'purity ring', being interviewed with her father (make sure you set this up in advance, as the page the link is on tells you the outcome of the case). In pairs or small groups, students complete the <i>Religious Symbols in Schools</i> worksheet about this story. Feedback their answers and ideas as a class.</p>	30 mins
<p>Explain that in this case, the court decided that Lydia should not be allowed to wear her ring, because the wearing of the ring was not an obligation of her faith. Ask:</p>	
<ul style="list-style-type: none"> Do you agree with the verdict in this case? Why? 	
Plenary	
<p>In pairs, students briefly discuss how they express their own identities. Feedback as a whole class.</p>	5 mins
Further/Alternative Activities	
<ul style="list-style-type: none"> Students could discuss and compare the situation in Britain with that of France, where the wearing of 'conspicuous' religious symbols in state schools is banned. 	
Resources Required	
<ul style="list-style-type: none"> Picture of football fans, p. 5 <i>Wearing a Bangle</i>, p. 6 	



- Video clip (and information about the case of Sarika Watkins-Singh): <http://news.bbc.co.uk/1/hi/wales/7529694.stm>
- Information and video clip about the Lydia Playfoot case (link to the video clip on the right of the page): <http://news.bbc.co.uk/1/hi/uk/6900512.stm>
- *Religious Symbols in School* worksheet, p. 7

Curriculum Links

Key Stage 3

- Citizenship: 1.2 a, b, 1.3 a, b, 2.1 a, b, 2.2 a, b, c, 3 b, i, 4 a, c, j
- PSHE Personal Wellbeing: 1.5 a, b, 2.1 a, 3 m, 4 c, h
- Religious Education: 1.2 a, 1.3 a, 1.4 a, 1.6 a, 2.1 a, c, 3 a, b, h, 4 g

Key Stage 4

- Citizenship: 1.2 a, b, 1.3 a, b, 2.1 a, 2.2 a, b, c, 3 b, c, l, 4 a, j
- PSHE Personal Wellbeing: 1.1 a, 1.5 a, b, 2.3 c, 3 j, 4 b, d, e, i
- Religious Education: 1.2 a, 1.3 a, 1.4 a, 1.6 a, 3 a, b, 4 h, i

Moving People, Changing Places

Additional Resources

Website Links

[Fashioning Diaspora Space
Religion, Identity, Diaspora](#)

[Information about the banning of
religious symbols in French schools](#)



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How are these people expressing their identity?

Wearing a Bangle

Sarika is 14-years-old and goes to secondary school, where she is the only Sikh student. She wears a bangle called the kara which is an article of her faith.

One day in a lesson, her teacher asked her to remove the bangle because the school rules say that the only jewellery that students can wear is a wristwatch and a pair of stud earrings.

Sarika refuses to take the bangle off and asks the school to make an exception because of the importance of the kara to her religion. She says that she will take it off for PE and other practical lessons.



Photo by KaurArt.com, available under a Creative Commons Attribution Licence

The school tell her that they will not make an exception, because they want to ensure that everyone in the school is treated the same.

Sarika continues to wear her kara to school, and is excluded for three days. When she returns, she still refuses to take the bangle off and as a result spends nine weeks working in a classroom on her own and is not allowed to see her friends at break times. The school then decide to exclude her again for the rest of the term because she has refused to follow the uniform rules.

For Discussion

- How do you think Sarika defines her identity?
- 'If you are a practising Sikh, you have no choice, you have to have the kara. It is the one symbol that virtually every single Sikh wears.' Do you think this makes the kara different from jewellery? Why?
- Do you think that Sarika should be allowed to wear her kara at school? Why?

Religious Symbols in School

How are Sarika and Lydia's situations the same?

How are they different?

Do you think Lydia should be allowed to wear her ring at school? Why?

What do you think the court decided?

3. Moving People

Learning Objectives	Key Words
<ul style="list-style-type: none"> To understand why people move from one country to another To be aware of the contributions migrants make to society 	<ul style="list-style-type: none"> Migration Contribution
Teaching and Learning Activities	
<p>Starter</p> <p>Select eight students from the class to be the characters on the <i>Roles</i> sheet. Try and speak to them in advance of the lesson, or briefly as they come in. They shouldn't tell other students that they have a role, and should sit spread out around the classroom.</p> <p>Tell the rest of the class that there are eight people in the room who have migrated from one country to another. They need to find them and write down: their names, the country they moved from, where they moved to and why they moved.</p> <p>Feedback as a class, drawing out the key reasons that people migrate and the fact that this may or may not be a choice.</p> <p>Main Activity</p> <p>Using information from the Moving People, Changing Places website, students identify groups that have migrated to the UK, when and why they moved and how they have contributed to society. They should record this information, which could be in a table, on a mind map or a timeline.</p> <p>Depending on time and the ability of the class, you might want to give them specific pages to look at. This activity can be completed in pairs or small groups.</p> <p>Plenary</p> <p>Students feedback their findings, which are used to compile a class list of the key contributions migrants can make to a society. Ask:</p> <ul style="list-style-type: none"> Are you surprised at some of the contributions migrants have made to the UK? 	<p>Time (Approx)</p> <p>10 mins</p> <p>40 mins</p> <p>10 mins</p>
Further/Alternative Activities	
<ul style="list-style-type: none"> Students identify examples of people who are part of their own lives/community who have migrated to the UK and the contributions they have made. They could interview these people to find out more about why they moved here. 	
Resources Required	
<ul style="list-style-type: none"> <i>Roles</i> sheet, p. 9 <i>Moving People, Changing Places</i> website (see specific links below) http://www.movingpeoplechangingplaces.org/home.html 	

Curriculum Links	
<p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 b, c, 2.1 b, 3 j, 4 i, j • PSHE Personal Wellbeing: 1.5 a, b, 2.3 d, 3 m, 4 h • History: 3 f, 4 e <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 b, c, 2.1 b, 3 l, 4 i, j • PSHE Personal Wellbeing: 1.5 a, b, 2.3 d, 3 j, 4 i 	
Moving People, Changing Places Website Links	Additional Resources
<p>Migration Black Romans Viking Legacy South Asians Making Britain British Asian Cities Chinatowns Moving Music Writing and Reading Diasporas Migration in Film Migrant Foodways</p>	<p>Information about the types of migration</p>

Roles

Your name is Amit. You moved from the UK to Japan because the company you work for asked you to transfer from the London to the Tokyo office.

Your name is Kazia. You moved from Poland to the UK to find a better paid job.

Your name is Jacob. You moved from the UK to Spain because you wanted to retire somewhere with warmer weather.

Your name is Sasha. You moved from Australia to New Zealand to be with your boyfriend.

Your name is Xiang. You moved from China to Germany to study at university.

Your name is Hamed. You fled Afghanistan after members of your family were killed in the war. You settle in France.

Your name is Nadifa. You fled Somalia for a refugee camp in Kenya with your family because there was a famine.

Your name is Jayden. You left the USA to live in Canada, because you felt you would have a better quality of life there.

4. Our Changing Places

Learning Objectives	Key Words
<ul style="list-style-type: none"> To know about the population of the local area To understand the contributions that migrants have made to the local community 	<ul style="list-style-type: none"> Neighbourhood Migration
Additional Notes	
<p>There is an opportunity in this lesson for students to complete fieldwork in their local community. The lesson plan offers an alternative where this is not possible. The timing for this lesson is 120 minutes (as opposed to 60) due to the research work that students need to complete.</p>	
Teaching and Learning Activities	Time (Approx)
<p>Starter In pairs, students think of at least three things that a migrant may have contributed to their local area (eg businesses, specific skills, community groups etc). Feedback as a class.</p>	5 mins
<p>Main Activity 1 Explain to students that they are going to look at the contribution migrants have made to their own local area. Before they do this, they will look at the diversity of their population.</p> <p>Distribute population by country of birth data to students. You can download this for the school's local ward from the Neighbourhood Statistics website.</p> <p>Students should use the data to produce a bar chart showing the population by country of birth in their area. The data from Neighbourhood Statistics is normally raw numbers and there are a lot of categories; you may want to filter the data and could ask students to convert this to percentages and produce a pie chart depending on their ability. Ask:</p> <ul style="list-style-type: none"> Other than the UK, what are the most common countries of birth in your area? Are you surprised at any of the data? Why? 	15 mins
<p>Main Activity 2 Students complete a survey of the businesses in their local area. You could divide the students into groups to survey different places and then share information or they could all survey the local high street. The form of this survey could be to record the types of businesses on a map, to look at products sold, to take photographs and/or to speak to the business owners to find out more about the countries they originate from.</p> <p>If the class is unable to go into the community, they could research local businesses using the internet and directories. They could be asked to</p>	50 mins

<p>photograph shops/conduct interviews for homework in advance of the lesson.</p>	
<p>Main Activity 3 Once back in the classroom, the students should work in groups to produce a display or written report about the contributions migrants make to their local community. If appropriate, you could split the groups to look at specific countries/groups of countries and present back.</p> <p>Their display or report should cover:</p> <ul style="list-style-type: none"> • Local population statistics • Information about local businesses (and any other groups), which could include – the type of service/goods that are offered, where they originated and how long they have existed • The benefits those goods/services/groups have had on the local community – these could be economic, social or political • What students think their local community might be like if they did not have these things. 	40 mins
<p>Plenary In their groups, students write a five-question quiz based on their work. This could be used as a starter activity in the following lesson, or if there is time the groups could ask each other questions as part of the plenary.</p>	10 mins
<p>Further/Alternative Activities</p> <ul style="list-style-type: none"> • Students research local community groups, the work that they do and specific groups that they target and are run by. This could include youth or religious groups and those that meet to do activities such as cooking or dance. 	
<p>Resources Required</p> <ul style="list-style-type: none"> • Neighbourhood Statistics website: http://www.neighbourhood.statistics.gov.uk/dissemination/ • Cameras, local business directories 	
<p>Curriculum Links</p> <p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 b, d, 2.1 b, 3 i, 4 c, d, f • PSHE Personal Wellbeing: 1.5 a, 2.3 c, 3 m, 4 b, h • Geography: 1.1 a, 1.7 a, b, 2.1 b, d, e, 2.2 a, 3 b, d, g, 4 b, e, i • History: 3 f, 4 e <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> • Citizenship: 1.3 b, d, 2.1 b, 3 l, 4 c, d, f, j • PSHE Personal Wellbeing: 1.5 a, 2.3 c, d, 3 j, 4 a, c, f, i 	
<p>Moving People, Changing Places Website Links</p> <p>Living Together Home and Away</p>	<p>Additional Resources</p> <p>Yell.com – online business directory</p>

5. Living Together

Learning Objectives	Key Words
<ul style="list-style-type: none"> To know about the different models of how migrants and local people can live together To understand how these models have been applied and consider whether they work well. 	<ul style="list-style-type: none"> Integration Migration
Additional Notes	
<p>This lesson looks specifically at how migrants integrate into their host country. It is possible that discussing this issue will be controversial amongst students and that you may face particularly negative attitudes. You should be prepared to deal with this and consider how you would respond.</p>	
Teaching and Learning Activities	Time (Approx)
<p>Starter</p> <p>Put up agree/disagree signs on either side of the classroom. Read out the statements below, and ask students to stand on a continuum (eg the more strongly they agree, the closer to the agree sign they stand, if they are unsure they stand in the middle).</p> <p>Discuss the issue further and allow students to reposition themselves on the continuum if they wish.</p> <p>The statements are:</p> <ul style="list-style-type: none"> People should be able to carry on their traditions, even if they move to a new country If someone moves to a new country, they should learn to speak the local language It is important for people who move to a new country to integrate with people who already live there If you move to a new country, you should learn about their culture so that you can integrate better. 	10 mins
<p>Main Activity 1</p> <p>Working in small groups, students match the models of living together with their definitions. You can find out more about the models of living together on the Moving People Changing Places website. Go over the answers. You may want to give them the fuller definitions from the website with examples.</p>	10 mins
<p>Main Activity 2</p> <p>(Ideally the classroom should be set up so that chairs are in two concentric circles facing each other for this activity).</p> <p>Students sit on the chairs facing each other. Each pair discusses the question ‘Which is the best model for living together?’ for about three minutes, ensuring that both students get to speak. Once time is up, the outer circle of students stand up and move around to the left until you</p>	30 mins

<p>tell them to stop and sit down with a new partner. Before they start their discussion, they must summarise what their previous partner said. When they change partners again, they should tell their new partner what the first and second person said, and so on. Repeat this as many times as you feel is appropriate.</p> <p>If there is time, students should produce a written answer to the question, which draws on the discussion that have had.</p> <p>Plenary Hotseating: ask a volunteer to come to the front and give their opinion about the question discussed with two reasons for it. Other students in the class can ask them additional questions. Do this with as many volunteers as you have time for.</p>	<p>10 mins</p>
<p>Further/Alternative Activities</p>	
<ul style="list-style-type: none"> Students attempt a <i>Life in the UK</i> test. Ask: How difficult did you find the test? Do you think many British people would be able to pass this test? Is it fair to expect immigrants to pass a test if British people cannot do it? Do you really think people need to know this information to be a British citizen? 	
<p>Resources Required</p>	
<ul style="list-style-type: none"> Agree/Disagree signs, p 15 Definition cards, p 16 	
<p>Curriculum Links</p>	
<p><i>Key Stage 3</i></p> <ul style="list-style-type: none"> Citizenship: 1.3 a, b, d, 2.1 a, 2.2 a, b, c, d, 3 l, 4 a, j PSHE Personal Wellbeing: 1.5 a, b, 2.1 a, 3 m, 4 c, d, h <p><i>Key Stage 4</i></p> <ul style="list-style-type: none"> Citizenship: 1.3 a, b, d, 2.1 a, 2.2 a, b, c, 3 l, 4 a, j PSHE Personal Wellbeing: 1.5 a, b, 2.1 a, 3 j, 4 b, i 	
<p>Moving People, Changing Places Website Links</p>	<p>Additional Resources</p>
<p>Living Together</p>	<p>Free sample <i>Life in the UK</i> test</p>

Agree

Disagree

<p>Assimilation</p>	<p>Migrants are encouraged (or sometimes forced) to take on the culture of their host country.</p>
<p>Accommodation</p>	<p>Migrants adapt or adjust to the host country's laws, policies, practices and values but are not expected to give up their own traditions.</p>
<p>Multiculturalism</p>	<p>Different groups co-exist but do not have to adapt or engage with wider society.</p>
<p>Integration</p>	<p>Groups are brought together with the aim of amalgamating different groups into society and removing segregation.</p>