






## Lesson 1: What makes me 'me'

### Objectives

By the end of this lesson, your pupils will...

- Revise vocabulary relating to appearance, family, likes and dislikes and free-time activities.
- Understand the meaning of identity.
- Acknowledge that our identities are made up of many different aspects.
- Identify multiple factors that might make up a person's identity.
- Reflect on their own identities.
- Appreciate that our diverse identities make the world a richer place.

### Materials

- *What makes me 'me'* presentation 
- *Notes* worksheet 1 
- *My Identity Chart* worksheet 2 

### Lesson Plan

(45 mins)



**Warmer**

(10 mins)



**Part 1**

(20 mins)



**Part 2**

(15 mins)

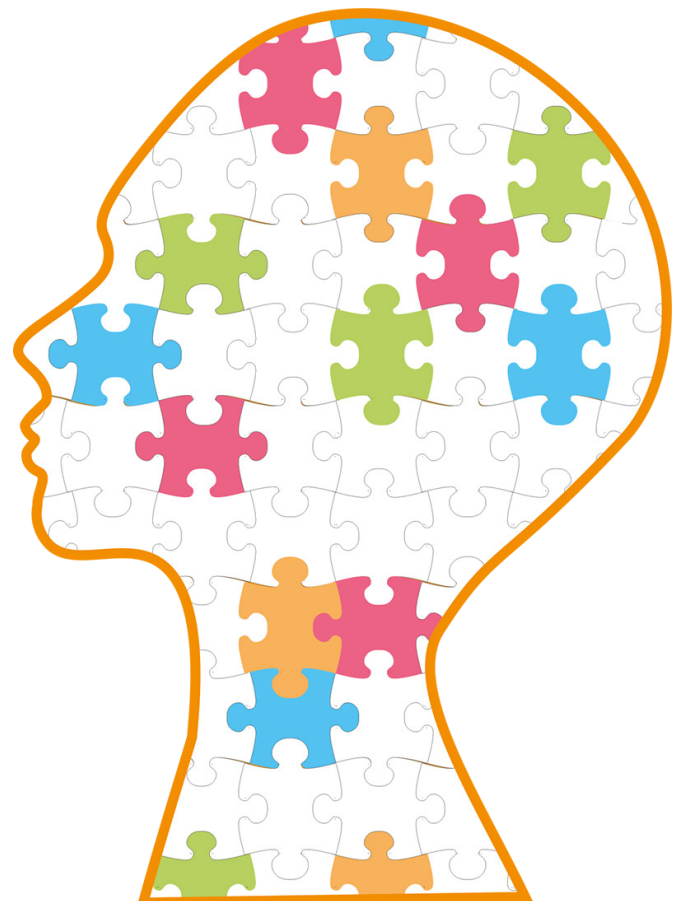


**Extension**

(10 mins)

### Warmer (10 mins)

- Play a game to revise and activate appearance, family, likes and dislikes and free-time activities vocabulary: Say *Stand up if you...* ('ve got brown eyes), varying the end of the sentence, e.g. *Stand up if you... like swimming / enjoy reading / live in a flat / 've got long hair / like reggaeton music / 've got a brother, etc.* You can also vary the actions, e.g. *put your hands in the air, stand on one leg, touch your nose, jump once, etc.* Keep the pace quick to make the vocabulary review stimulating.





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### Part 1 (20 mins)

- Show **Slide 2** and ask the class: *Who am I?*  
Encourage pupils to answer, even if they seem confused by the question. Pupils will most likely answer with your name, that you are 'a teacher' and comment on your age, gender and nationality: the facts they know or think they know about you.
- Write their correct answers on the board or add your information to the powerpoint before class, so that they appear when you click on them. Then encourage less obvious answers by asking, e.g.
  - *Do I have brothers/sisters? So I'm also a (sister).*
  - *Do I have any pets? So I'm a (dog-lover).*
  - *Do I play any sports? So I'm a (runner).*
  - *Do I have children/? So I'm also a (parent).*
 (Please replace these with questions that are relevant to your own identity.)
- Ask pupils: *Is this everything it's possible to know about me? How many of these things can you see by looking at me?* Elicit that everyone has many parts to their identity, that nobody is 'just one thing' and most of the things that make us who we are are *not visible* in our faces or bodies.
- Show **Slide 3**. Introduce the word 'identity'. Say: *My identity is what makes me 'me'. Lots of things make up my identity. When I'm at school I'm a teacher, but when I'm at home I'm ...* etc. Tell pupils that they're going to think about their own identities.
- Use **Slides 4, 5 and 6** to talk through all of the aspects that might make up your identity. Accept additional suggestions of things that can make you 'you'. During the presentation and discussion, emphasise that only *you* can decide what your identity is, nobody else has the right to decide for you.

**NOTES:** Don't oblige pupils to share their own information at this point, pupils might not feel comfortable talking about all of the points mentioned. Use your discretion and make sure to create a safe environment for pupils to share if they want to.

- These three slides present opportunities to talk about different DE&I themes within the context of identity. Specific examples are listed below.

#### (Slide 4)

- **My name:** the importance of learning the correct pronunciation of names you don't know, this shows respect.
- **My gender:** nonbinary in addition to male and female genders.
- **My pronouns:** how the pronoun 'they' in English can be used instead of she/he for people who don't identify as he/she.
- **My style:** how we present ourselves to the world, which can include gender identity and clothing choices.
- **My family:** different family structures. Some examples might be step-families, extended families, single-parent families, families with two mums or two dads.

#### (Slide 5)

- **How I move:** physical differences or disabilities as part of your identity. As with the other things listed, this is just one of the factors that makes up a person.
- **How I learn/communicate:** neurodivergence as part of your identity, e.g. autism, ADHD, dyslexia, Tourette's ...
- **My dreams:** pupils' dreams and aspirations for the future.

#### (Slide 6)

- **What I care about:** values, e.g. being kind, caring for animals, being fair. You could extend this to talk about beliefs and religions.
- After each slide, ask:
  - *Is this everything it's possible to know about you?* (Probably not)
  - *How many of these things can other people see?* (Not many)



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### Part 2 (15 mins)

**Optional:** Give out the **Notes** worksheet.

- Pupils work individually to list things that make them who they are.

**NOTES:** Pupils are not obliged to fill in every part of the notes as ultimately *they* decide what is part of their identity, and how big each part is for them.

- **(Slide 7)** Explain that this is a pie chart which represents someone's identity.
- Give out the **My Identity Chart** worksheet.
- Tell pupils to choose parts of their identity to put in their pie chart. Allow them to decide what to include and how big each part of their identity is. If pupils have completed the **Notes** worksheet, ask them to tick the parts they want to include in their pie chart first.
- Ask pupils to draw the different sections, colour them in and add labels. Share slides 4, 5 and 6 on the board as a reminder.
- Help pupils to change verbs into nouns by adding -er (adding the double consonant if necessary) e.g. swim – swimmer, or to say they're a 'fan' of something, e.g. a football fan, a Harry Potter fan.
- Present **Slide 8** to summarise the lesson.

### Extension (10 mins)

- Ask pupils to share their finished diagrams in pairs or small groups.
- Ask:
  - *Did someone else's diagram surprise you?*
  - *Did you learn something new?*

**NOTES:** Allow questions but reiterate that each person decides which parts of their identity are important to them, and that they can change and vary as we grow.

