

# Masteri.

## Identity, purpose and values

### Introduction:

This lesson explores the intersections within our own identity and the identities of others.

### Duration:

30 minutes - 1 hour (approx)

### Target Age:

14-16 year olds

### Objectives:

Students will be able to define 'identity' and acknowledge how they identify themselves and others in the class. Students will understand the role of intersectionality in their own identity and that of others'. Students will learn new elements of different intersections not experienced personally.

### Notes:

This lesson plan links into the British Values of Respect and Tolerance and Individual Liberty and links to all SMSCs.

### Resources:

accompanying presentation

### Introduction - 5-10 mins

- Name, How are you feeling and what do you identify as? (Students will write down their name and what they identify as without showing anyone)
- Contracting House Rules
- Learning objectives

### Exercise one - 7 minutes

- Guess Who? game
- What is identity? (Allow students to share what they think identity is by raising their hands)
- Introduce Hall's definition
  - 'Identification is constructed on the back of a recognition of some common origin or shared characteristics with another person or group, or with an ideal, and with the natural closure of solidarity and allegiance established on this foundation'
- Does this align with what the class previously discussed? Do we think Hall is correct?

## Exercise 2 - 15 mins

Students to be split into groups of 4-5

- Students will first nominate a 'scribe'. Each group should write down the definition of the purpose of each identity listed below:
  - » Parent
  - » Partner
  - » Employee
  - » Religion (eg Christian, Jewish, Muslim, Hindu, Buddhist, Sikh) How does religion play a part in identity?
  - » British
  - » Ethnicity (eg Black, White, Asian)
  - » Sexuality (eg Homosexual, Heterosexual, Bisexual, Pansexual, Asexual)
  - » Teenager
  - » Student
  - » Fan
  - » Leader
- Full class discussion
  - » Nominate 2 people from each group to each share their thoughts on one identity aspect

## Exercise 3 - 15 minutes

- Watch video explaining identity
  - » Embedded in presentation
- Discussion questions in groups
  - » How would you say that you have formed your own identity? Is it through how you present yourself?
  - » Do you feel as though your identity is prescribed? For example, through inheritance and family values?
  - » Are all aspects of identity therefore fluid/changeable? Which ones are/aren't?

## Exercise 4 - Intersectionality - 5 minutes

- We are now going to understand identity as both an obstacle and a benefit to people.
  - » Kimberlee Crenshaw is an academic who conceived the notion of intersectionality.
  - » Play video (embedded in presentation)
- Can we think of other instances of intersectionality that could benefit or hinder a person navigating through our society?

## Warmdown/feedback - 5 minutes

- Open up what you wrote as your identity at the beginning of the session.
  - » Does it encompass who you are?
  - » Would you change it based on what we have discussed today?
- What is one thing you have learnt from today's session? (encourage students to share what they have learnt that they didn't know)