



Equal Choices

Equal Chances



Learning area 1: Who am I?

Overview

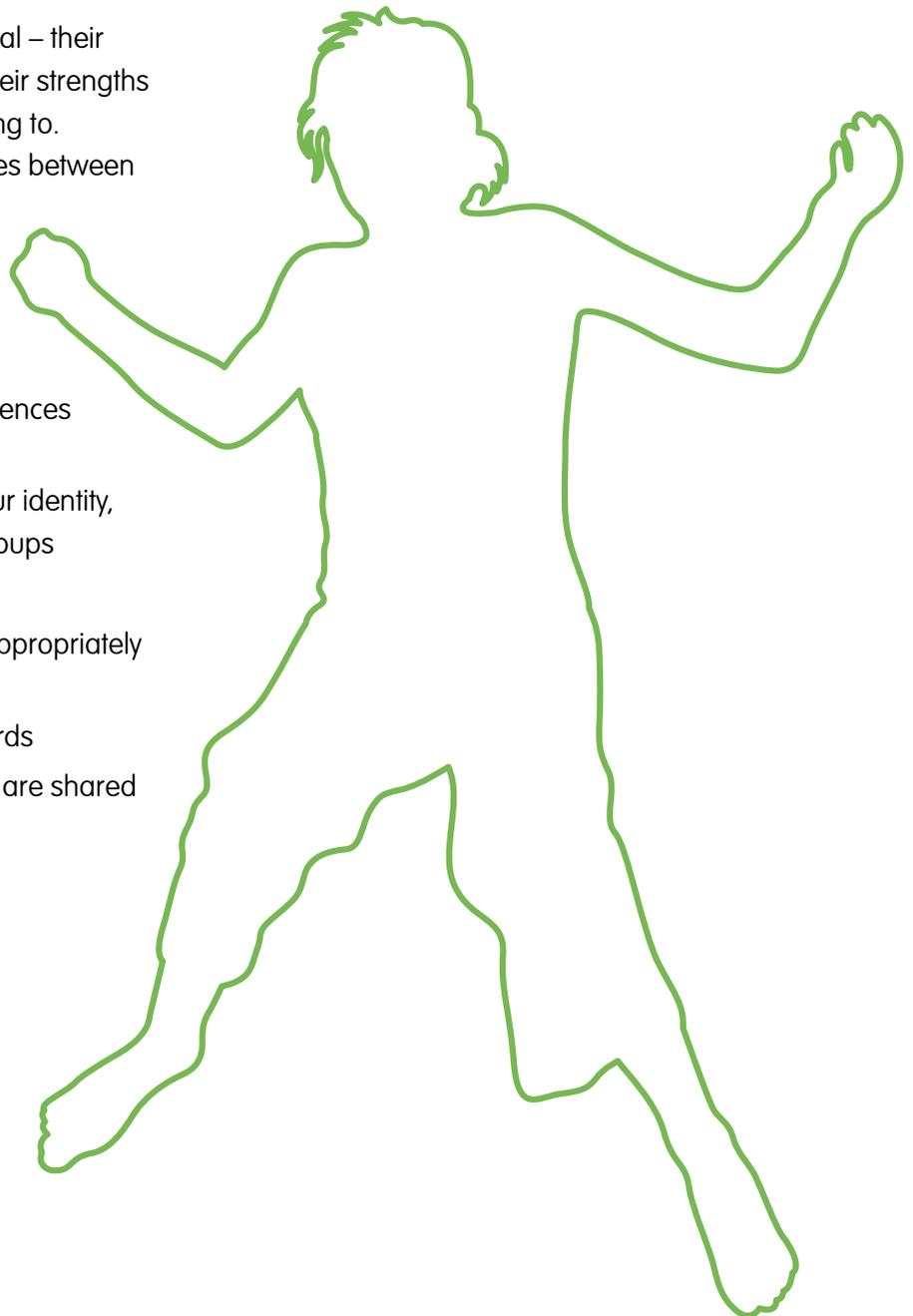
'Who am I?' kicks off learning by focussing on the pupils themselves before expanding out into the wider issues around careers and associated equality issues.

Pupils explore what makes them so individual – their likes and dislikes, the people in their lives, their strengths and weaknesses, and the groups they belong to. Activities celebrate similarities and differences between pupils and encourage them to dream.

Learning outcomes

Pupils:

- know that there are similarities and differences between everybody
- know that different things contribute to our identity, including our membership of different groups
- describe their dreams and hopes
- take turns in speaking and responding appropriately to others
- represent themselves in pictures and words
- understand that aspirations and dreams are shared by children of all identities.





Equal Choices

Equal Chances



Activity 1: Identity circle

Learning objectives

Children will learn:

- = About identities and the things that contribute to our identity, including our membership of different groups.

Links to the ACEG framework (KS2)

- = Describe what you are like, what you are good at and what you enjoy doing.

Subject links

- = PSHE
- = English
- = Citizenship
- = Art

Resources

- = PPT: Learning area 1

- 1 Draw a circle on the floor, or mark a designated 'space' in some other way.
- 2 Read out the following statements (and add to them if you wish) and ask pupils to come into the circle if they feel these apply to them.
- 3 Come into the circle if you... have brown hair / wear glasses / like football / bring packed lunch to school / have blue eyes / have brothers or sisters / can speak another language.
- 4 Finish by saying "come into the circle if you are in [insert class / year name]," and children shout "We are!"
- 5 Explain that all these different factors help make up the children's individual identities.

Extension: Depending on the make-up of your class / whether you feel it would be appropriate, you may like to include some cultural signifiers in your list of statements (e.g. Come into the circle if you... go to church, speak Bengali, have family in another country).

Extension: Children draw a badge, or a coat of arms to illustrate their identity.

Activity 2: I am special because...

Learning objectives

Children will learn:

- = To recognise and show respect for similarities and differences
- = To take turns in speaking and respond appropriately to others.

Links to the ACEG framework (KS2)

- = Describe what you are like, what you are good at and what you enjoy doing.

Subject links

- = PSHE
- = English
- = Citizenship
- = Art

Resources

- = PPT: Learning area 1
- = Worksheet 1: Prompt worksheet

- 1 Split the class into pairs.
- 2 Using the slides, explain to pupils that all humans have things in common and certain differences.
- 3 Pairs work together to make a list of the similarities between the two of them, and then the differences. A prompt worksheet is available if needed.



Equal Choices

Equal Chances



- Each pair then joins with another pair to share their findings. Every member of the group should identify something that is special about them because it is unique to them within their group of four. Some children might need a little help with this.
- Pupils tell the class why the other children in their group are special. e.g. [Name of partner] is special because...

Alternative: Another way of running this activity is for pupils to work in pairs again, drawing a circle on a piece of paper and writing what they have in common inside the circle and the things that make them unique outside.

Extension: Each child draws a self-portrait with a speech bubble saying something about themselves. You might need to add a prompt (e.g. My name is... and I am special because ...) This could make a great wall display under the heading 'We are class [insert class name] and we are all special because...'. You and your teaching assistant could also create your own self-portraits to model behaviour.

Activity 3: My storybook

Learning objectives

Children will learn:

- = About identities and the things that contribute to our identity, including our membership of different groups
- = To represent themselves in pictures and words.

Links to the ACEG framework (KS2)

- = Describe what you are like, what you are good at and what you enjoy doing.
- = Talk positively about what you would like to do.

Subject links

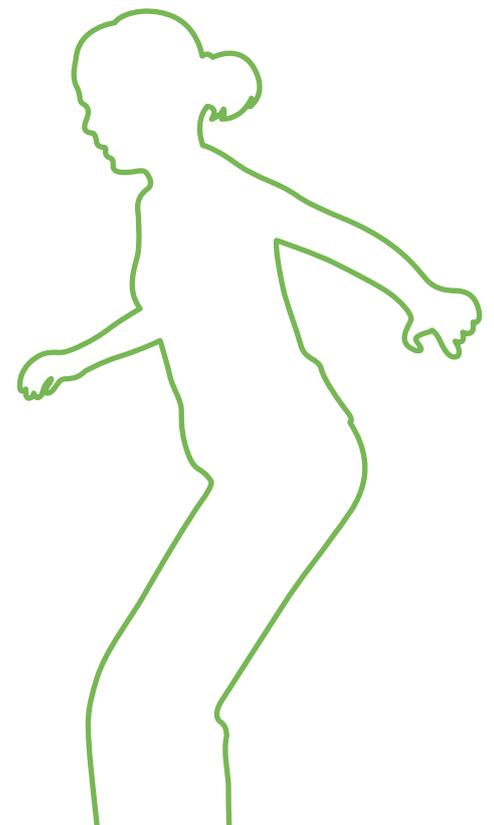
- = PSHE
- = English
- = Citizenship
- = Art

Resources

- = PPT: Learning area 1
- = Worksheets 2 – 7: Storybook template

- Print enough copies of the storybook template for each pupil to have a copy. This could either be stuck in their workbooks or stapled to create a separate book.
- Using the slides, explain to pupils that they are going to create a 'storybook' all about them and their lives. The work they have done in the previous two activities, thinking about identities, similarities and differences, will provide a good foundation for creating their storybook.
- Pupils fill their storybooks using drawings, photos and writing. This activity may be set as homework.
- Discuss pupils' individual work on storybooks afterwards as a class. Pupils' identities, differences and similarities can be looked at further as a group.
- Pupils' storybooks will be added to throughout the unit of work. Other activities feature further pages to be included in the books.

Alternative: Ask pupils to imagine they are writing a letter to an alien from another world who knows nothing about our planet and how we live. How would they describe themselves and their lives?





Equal Choices

Equal Chances



Activity 4: Timeline of me

Learning objectives

Children will learn:

- ≡ To describe their dreams and aspirations and think about how they might achieve these
- ≡ To represent themselves in pictures and words.

Links to the ACEG framework (KS2)

- ≡ Describe what you are like, what you are good at and what you enjoy doing.
- ≡ Talk positively about what you would like to do.

Subject links

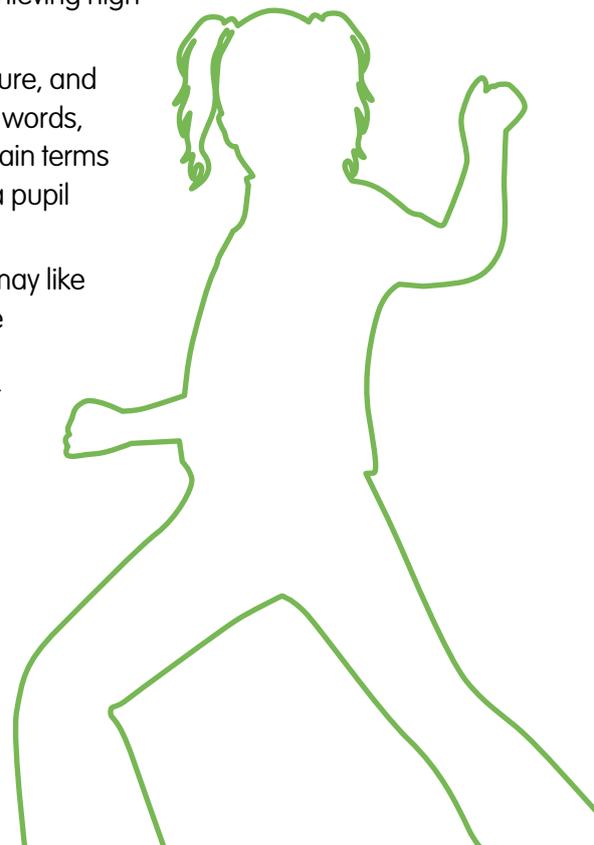
- ≡ PSHE
- ≡ English
- ≡ Citizenship
- ≡ Art

Resources

- ≡ PPT: Learning area 1
- ≡ Worksheet 8: Timeline template
- ≡ Pupil glossary

- 1 Hand out copies of worksheet 8: Timeline of me.
- 2 Pupils create a 'timeline' of themselves, looking into the future.
- 3 Use the slides to prompt them to consider what they will be doing many years from now and the choices they will make to reach that point. There is an alternative activity available below for those pupils who might struggle with this.
- 4 It is important that pupils understand that this activity is not about choosing a particular career. It is about developing knowledge, skills and attitudes and recognising that the future holds lots of possibilities. It is also about developing confidence and the ability to conceptualise.
- 5 Some pupils might want to be pop stars, football players or simply to 'be famous'. Explain that a lot of hard work and talent is required to create a career in these industries and that very few people achieve significant success. You could explore why pupils find those jobs appealing and perhaps introduce other aspirational careers such as doctor or pilot and explore the benefits these careers can provide. This may be a good time to explore some of the different reasons that people work. You could highlight that some people look for jobs that are flexible or creative whilst others are more focused on achieving high status. Be sure to explain that these are all valid reasons.
- 6 This is the first activity in which we are asking pupils to think about the future, and this may involve considering jobs. Some pupils may struggle with career words, thinking instead in terms of 'when I grow up' and you might need to explain terms such as 'job', 'work' or 'career' to them before the activity starts. There is a pupil glossary available if you need it.
- 7 The emphasis for this activity should be on dreams and hopes, but you may like to guide discussion so that pupils think a little bit about how you can take steps towards achieving your dreams and ambitions through education (i.e. your dream might be to become a nurse. This is very achievable, but you have to go to university to achieve that).

Alternative: Pupils imagine they have been given a time-machine and they can travel twenty years into the future and meet their grown-up selves. What are their future selves doing? What questions would they want to ask them? What advice would their future selves give them? Pupils should record and discuss answers.





Equal Choices

Equal Chances



Activity 5: Dreaming about the future

Learning objectives

Children will learn:

- = To describe their dreams and hopes and represent themselves in pictures and words
- = That hopes and dreams are shared by children of all identities.

Links to the ACEG framework (KS2)

- = Talk positively about what you would like to do.

Subject links

- = PSHE
- = English
- = Citizenship

Resources

- = PPT: Learning area 1
- = Worksheet 9: Template thought bubble

- 1 Ask pupils to draw a thought bubble on a piece of paper, or use the template provided on the worksheet.
- 2 Pupils write about their dreams and hopes for the future in the thought bubble. Alternatively, they can draw and caption their work.
- 3 Discuss what pupils have produced using the slides.
- 4 You could display thought bubbles as a piece of class art that will inspire and motivate pupils throughout the year.

Learning area 1: Support notes

Prior learning

- = None required.

Preparation and planning

- = Review the PowerPoint slides and tailor them to suit your teaching and class ability. One set of slides is provided for all activities within the learning area.
- = Decide whether you will use the main activity or the alternatives suggested for activities 2 – 4.
- = Photocopy enough copies of all worksheets for pupils.

Useful links / further information

- = ACEG www.aceg.org.uk

