**Lesson 2: You have a right to an identity**

**Lesson objectives**

* **To discuss what makes up and individual’s ‘identity’.**
* **To consider and present your ‘identity’ in a positive and visual way.**
* **To discuss the role identity plays in well-being.**

**Resources required:**

* **Old magazines to cut up, student photos of themselves (from home).**
* **Marker pens and/or other art materials, large pieces of paper.**
* **Access to computers (optional).**
* **Problem/solution trees from last lesson.**

**Introduction (10 mins)**

Remind the class that last lesson you were thinking about well-being and problems like low mood, depression and anxiety amongst young people today. According to the Good Childhood Report, one of the factors which affects this is how people feel about their ‘identity’.

**Slide 1 and 2** – The right to an identity and freedom of expression.

Explain that in this lesson, you are going to be thinking about what makes up your identity and how you can feel positive about it. You will have a chance to enjoy your right to freedom of expression by creating a piece of art to express your identity.

**What is identity?**

In small groups, ask the students to create a word cloud around ‘identity’. Ask them to consider the things that influence who they are as a person. Once you have given them a chance to come up with some words for themselves, share a few more ideas – for example, gender, race, interests, nationality, values and beliefs. You may also want to include sexuality depending on the maturity of the group you are teaching.

Ask the groups to go around the room and take a look at the word clouds created. Share the example from the Slide 2

**Who am I? (30 mins)**

Ask the students to reflect individually on the key features of their own identity. What is important to them? What do they feel positive about? Ask them to remember that something which can sometimes be characterised as negative can also be positive. For example, if someone is dyslexic they can struggle to spell correctly but they are often very creative and good at coming up with ideas. After some thinking time, ask them to think of three key features of their identity. Refer back to your ground rules and make sure the class understand that they all have a right to an identity, but that these rights belong to everyone so they should also respect the rights of their peers to express their identity without judgement. Explain that you intend to create a display of the finished pieces of artwork.

Using some art materials (or a computer) ask each individual to represent the three key features of their identity, visually. It may be useful to bring some old magazines to cut up so that some could create a collage rather than relying on their drawing skills. It is important that the students are enabled to create a piece of art which they feel proud of. It may also be helpful for them to include a photograph of themselves in their art piece.

Show Slides 3 and 4 for some inspiration if required.

If they do not finish, ask them to complete their piece of art as homework and then bring it to the next lesson to be displayed.

**Plenary discussion (10 mins)**

Return to the ‘problem/solution’ tree from last lesson. One of the root problems was how many young people are not happy or comfortable with their identity – who they are. Discuss briefly how this problem can be addressed and ask the groups to add some ‘solutions’ to the leaves/fruit area of their tree. For example, one solution might be for individuals to focus on and celebrate aspects of their identity which they feel positive about, like you have just done in class. Another solution might be for other people to be more accepting of difference – to celebrate and embrace diversity, rather than expecting everyone to ‘fit in’. Discuss how social media may play a role in this: does it make people feel good about their identity? Or does it create too much pressure to fit in?