

Chapter 1 Who am I?

Introduction

Learning intentions

By the end of this lesson pupils will:

- ▶ have considered the term *identity* and what it means
- ▶ have discovered what the Bible says about who we are

Key elements

Personal understanding
Spiritual awareness

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Listen actively and share opinions
- ▶ Give and respond to feedback
- ▶ Take personal responsibility for work with others and evaluate own contribution to the group



Lesson plan

Starter

- ▶ As an introduction to the topic, the following game could be played. (You may need to clear away the desks and chairs to ensure that you have enough room to play the game.) Ask the pupils to think of their favourite colour. After a brief moment ask them to find all the people in the class who like the same colour as them and create a group.

► Complete this again with the following things:

- 1 Favourite food.
- 2 Favourite music.
- 3 Favourite sport.
- 4 Favourite movie.
- 5 Favourite holiday destination.
- 6 Favourite book or magazine.
- 7 Favourite hobby.
- 8 Favourite subject.

► At the end of the game ask the pupils if anyone was in the same group as them throughout. Use this activity to highlight how we are all different and unique.

► Introduce the theme of identity and self-image. Briefly talk through the learning intentions for this unit of work. Move on quickly to Get Active 1. Encourage pupils to be creative in their responses. This activity can be developed using Worksheet 1.1, page 7. Ask for volunteers to give feedback on their completed sentences.

Development

► Ask pupils to try to define the term 'identity'. After discussing the pupils' definitions, introduce them to the definition given in the textbook. If pupils are usually encouraged to keep a list of key terms in their books, suggest they add this one now.

► Use Get Active 2 to get pupils to probe what the term identity means in terms of the roles they each individually play. Consider how some roles we play in life are roles we have chosen, e.g. which football team we support. Compare this with roles we haven't chosen, e.g. our gender, being a family member, etc.

► Discuss with pupils some of the things the Bible says about our identity. Some of these issues are complex, and it is worth taking time to explain them clearly to pupils and respond to any questions they might have. Point number 2, which addresses the idea of being 'made in the image of God' is often confusing for pupils. Emphasise the fact that this phrase is not referring to humans looking like God.

► Get Active 3 contains lyrics to a song called 'Who am I' taken from the CD *Casting Crowns*, by Casting Crowns. It can also be downloaded from iTunes or other online downloading services. (The music on this CD can usefully be used when looking at different styles of worship in the CCEA GCSE course.) If you have the music available, play the song to the class. If not, talk through the words. Ask pupils to consider the idea of their value being defined in terms of how they are valued by others. Give class time to complete the sentences.

Plenary

- ▶ Summarise what has been covered in the lesson, giving specific attention to the three points on what the Bible says about human identity.

Homework suggestion

Pupils are asked to try to find out what their first names and family names mean. They could do this using the internet, library books, asking parents, etc. Use this information to complete Worksheet 1.2, page 8.

Extension activity

Worksheets 1.3–5, pages 9–11.

Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions.
- ▶ Demonstrate creativity and initiative when developing ideas and following them through.
- ▶ Work effectively with others.

Worksheet 1.1

Take six sheets of flipchart paper, and write the four statements from Get Active 1 plus the two below, one at the head of each sheet.

If I were a form of transport I would
be _____ because _____
_____ .

If I were a sea creature I would
be _____ because _____
_____ .

In six groups, each group takes a sheet and every pupil in the group writes down their answers. After a short time the sheets are passed to the next group and they write down their answers. This continues until every pupil has written on the six pieces of paper.

The sheets are then stuck on the board and the teacher discusses the variations with the class.

Worksheet 1.2

What's in a name?

My name is _____.

My first name is _____. It means

_____.

My surname is _____. It means

_____.

Answer the following question:

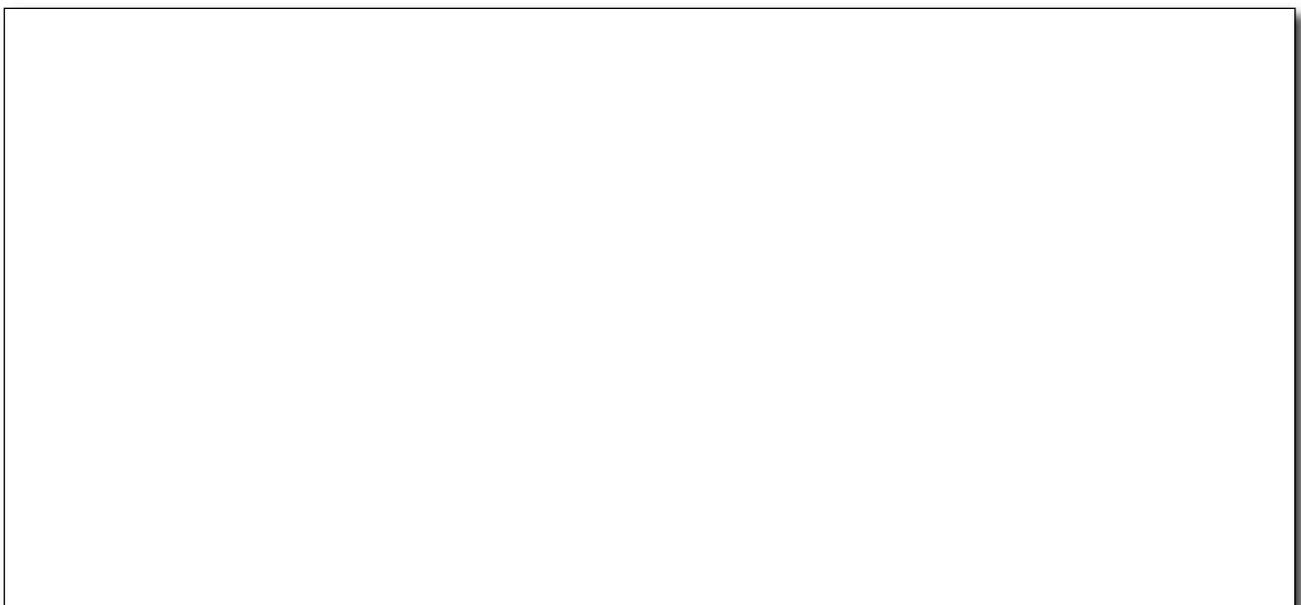
To what extent do you think that the name you have been given accurately describes the type of person that you are?

Did you know?

The Bible says that God asked Adam, the first human, to name the animals. In the Bible, the person who names other things is regarded to be more important, or have more authority, than the thing that they named. By stating that it was a human who named the animals, the Bible suggests that humans are more special to God than animals.

This does not mean that Christians believe that animals are unimportant. It just means that Christians believe that God thinks humans are a particularly special part of His creation.

Illustrate the scene of Adam naming the animals:



Worksheet 1.3

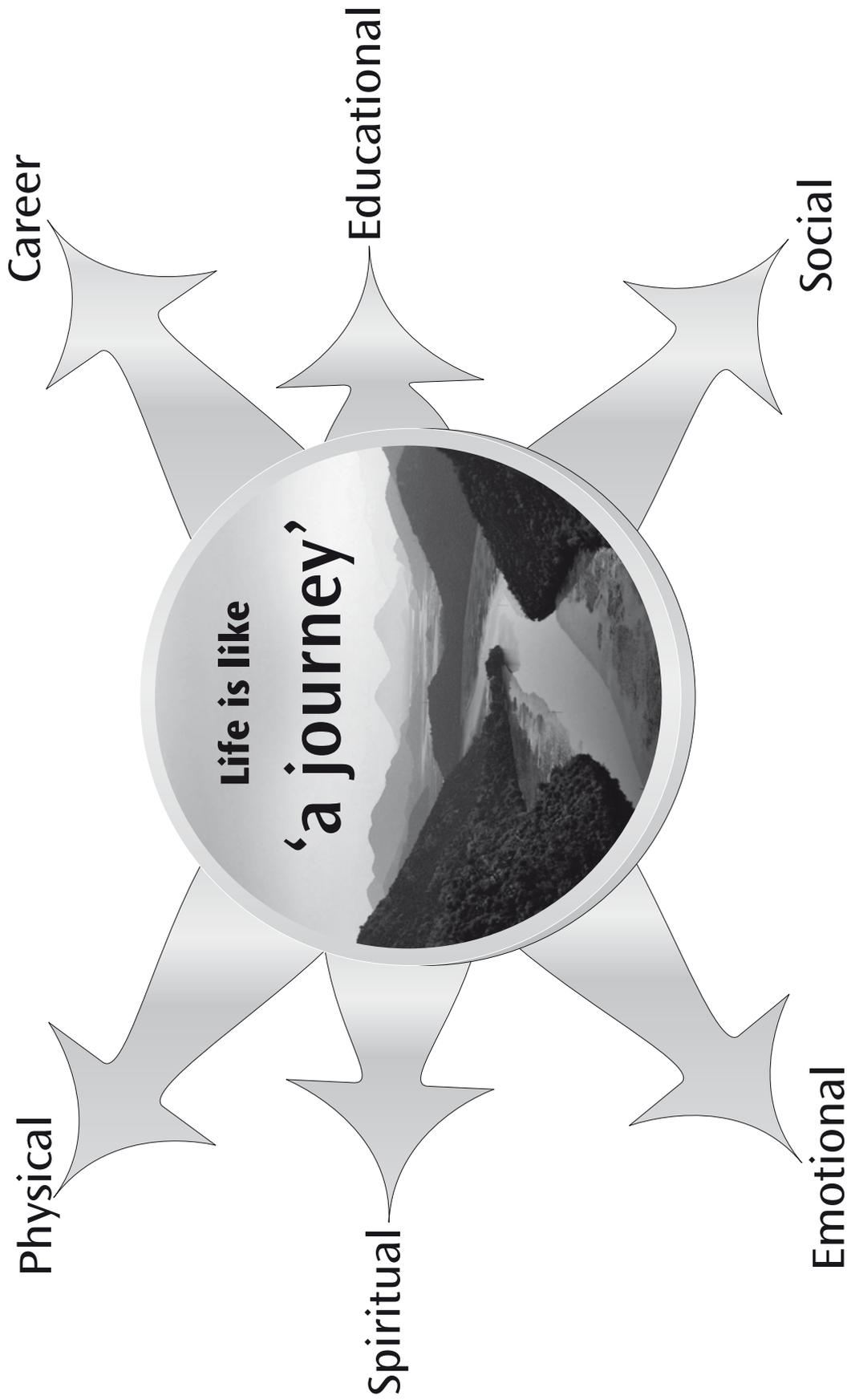
Life is like a journey

- ▶ Begin this activity by displaying the heading supplied on Worksheet 1.4, page 10. Explain to pupils that this is a phrase that many people have used to describe what our lives are like. Ask pupils to consider why life might be described in this way. Discuss.
- ▶ Suggest to the class that perhaps life is not just one journey, but many journeys. Show the spider diagram supplied on Worksheet 1.5, page 11. Discuss the different journeys individuals go through in their lives. Encourage pupils to try to describe what is involved in some of the journeys mentioned. For example, life is a physical journey for humans; we grow and develop from babies, to teenagers, to adults.
- ▶ Ask pupils to pick out specific landmarks in each of these journeys that would contribute to an individual's sense of identity. For example, pupils might choose to describe their educational journey, and the impact that a failure to achieve an adequate result in P7 to get into the school of their choice would have on young people. Encourage pupils to identify as many different landmarks as they can for each journey, and the impact that each landmark might have.
- ▶ Round up the activity by reflecting on the idea that all people experience good moments and bad moments on their journey through life. These moments inevitably affect the kind of person that the individual becomes. Explain to pupils that this is one of the reasons why we need to be sensitive to others who think and act differently to us because we don't always know the situations that they've had to face, which have made them think or act in the way they do.

Worksheet 1.4



Worksheet 1.5



Worksheet 1.6

A meditation

This guided meditation can help pupils to reflect upon and remember some of the issues dealt with in this session. Take plenty of time to talk through this meditation, in order to maximise its effectiveness.

- ▶ Close your eyes. Make sure you are sitting comfortably in your chair. Allow your body to relax. Listen to your breathing.
- ▶ Try to forget about what you've been doing today, the things you have to do tonight, the homework you've forgotten for next period, what you're going to have for dinner. Think only of your breathing. Breathe in deeply and exhale fully.
- ▶ As you continue to sit comfortably, try to visualise your life as a timeline. What are the key moments on your lifeline?
- ▶ Pick one of the key moments that you have been thinking of. Think about how you felt during this time of your life.
- ▶ If the moment you are thinking of is a happy one, try to imagine that you are breathing in those happy feelings once again. Feel the happiness flowing through your whole body; into your heart and then down to your toes and up through your arms and to the top of your head. Hold on to the happiness.
- ▶ If the moment you are thinking of is a difficult one, try to imagine that as you breathe out you are expelling the negative feelings and memories that you have. Try imagining that you are throwing out any fear or anger. Feel your body get lighter as you get rid of the weight of these difficult emotions.
- ▶ As you continue to sit comfortably, breathing in and out, think of how you have grown and developed through the experiences of your life. Think of how you will continue to grow, through moments of happiness, and difficulty.
- ▶ When you are ready, relax a little but keep your eyes closed. Take a few more deep breaths – your meditation is finished.

Discuss the following questions with pupils:

- ▶ Was it easy to concentrate during this meditation?
- ▶ What factors made it difficult to concentrate?
- ▶ Did you find that it was too long/too short?
- ▶ Was it easy to pick out some of the key moments in your life?
- ▶ When you had time to think about it, was it helpful to think about how specific moments have affected your life?
- ▶ Did you feel differently after finishing the meditation than before you had begun?