

**CORE
KNOWLEDGE**

IDENTITY

Identity is a complex concept which will be a progressive theme throughout the learning programme two workshops are split across the series. My Story serves as the introductory workshop and considers aspects of personal identity and the issue of first impressions. The Homeland workshop is a later source of deepening students' conceptual understanding once they have a firmer knowledge of various aspects of global and national migration. Teaching about identity raises issues about how we define ourselves or define others by appearance, place of birth, ethnicity, citizenship or life circumstances. Therefore, the suggested activities and Learner Journal tasks offer a way to develop students' self-perception as a means to empathise with the situation of others. Reflective questions and artwork encourage students to introduce themselves to others, analyse where they belong, and recognise that identity is a fluid concept due to a developing life narrative. The UNICEF blogs and PowerPoint can be used to stimulate debates about what it means to be Irish, particularly in the later workshop on Homeland. Discussion can be linked to previous activities such as the Ireland Country Profile and cross-curricular work with History and Geography in relation to Irish emigration and the diaspora. Students can be challenged to question common myths and misconceptions about national and personal identity. Regardless of their past experiences and heritage, all students' confidence can be nurtured in terms of self-expression: coping with change, retaining good memories and talking about their hopes and dreams.

Learning Objectives

- To explore the concepts of identity, individuality, belonging and diversity
- To appreciate and talk about personal strengths, abilities and characteristics
- To recognise and appreciate the differences and similarities between their own culture and that of others
- To increase understanding of the impact of displacement

Key Words

- Stereotypes
- Personality
- Character
- Life narrative
- Nationality
- Citizenship
- Belonging
- Heritage
- Culture
- Diaspora

Convention on the Rights of the Child

The following key articles can be highlighted when teaching the issues related to this theme:

- Article 4 (Protection of rights)
- Article 7 (Nationality)
- Article 8 (Preservation of identity)
- Article 14 (Thought, Conscience and Belief)
- Article 22 (Refugee children)
- Article 29 (Goals of education)
- Article 30 (Children of minorities/indigenous groups)

Stage 1: GLOBAL

- **How do we perceive our own identity and that of others? What defines us?**
- **How similar or different are we?**
(country of origin; residence; religious beliefs; interests; talents; life experiences; legal status; nationality; belonging)
- **Why is it important not to stereotype?**
(first impressions; shared feelings; reactions and responses; myths and misconceptions)
- **How might previous experiences shape individual character, ambitions, fears, hopes and concerns?**
- **How can refugees and migrants maintain their sense of cultural identity?**
- **How does identity change over time?**
(concept of character, values and life narrative)

Myself, and Wider World

Stage 2: LOCAL

- **To what extent do refugee and migrant children in Ireland have the opportunity to maintain their identity?**
(country of origin, ethnic group, culture and religion; Article 8)
- **What does it mean to be Irish?**
(key features; similarity and difference to other cultures)
- **How far are refugee and migrant children able to integrate and assimilate the local culture?**
- **Do refugee and migrant children identify themselves as Irish? If so, why?**
- **How can we celebrate and share with others what it means to be Irish or 'dual culture'?**
(inclusive practice; awareness of national heritage and traditions; recognition of shared and different forms of culture; diaspora; citizenship)

Myself and Others

Stage 3: PERSONAL

- **What do personal stories tell us about how previous experiences and current situations have shaped individual character, ambitions, fears and concerns?**
- **How do children and young people define themselves collectively and as individuals?**
- **Do they appear to be, and consider themselves to be, Irish?**

Myself

	Key Issues	Journey: Suggested Teaching Activities	Resources
Stage 1: GLOBAL	First impressions, making assumptions and stereotyping	My Story: Part A (Secondary) Listening exercise (Extension to My Story): select short clips/sections of two UNICEF blogs and ask students to listen (do not permit them to watch). Choose clips carefully to ensure they do not contain references to country of origin –useful sections may be where they refer to their hobbies and interest. Ask students the following questions: <i>How would they define each individual child? Where do they think they are from?</i> They may assume they are Irish-born due to their accents. Reveal their country of origin and brief details about them to encourage class discussion on the concept of identity, development of dual culture, accents etc.	<ul style="list-style-type: none"> • PowerPoint: Identity • Concept of belonging and putting people in ‘boxes’ (Danish) https://www.youtube.com/watch?v=iD8tjhVO1Tc • ‘What you would hold onto if forced to flee your home’ (UNICEF YouTube) https://www.youtube.com/watch?v=s1otmjDF5V0 • American icons who were immigrants (Time article) http://time.com/4108606/history-americanimmigrants/ • ‘The story of losing a homeland through the eyes of those living it’ (National Geographic) http://proof.nationalgeographic.com/2015/09/30/thestory-of-losing-a-homeland-through-the-eyes-of-thoseliving-it/ • Refugees in Greece talk about their favourite things (UNICEF YouTube) https://www.youtube.com/watch?v=1SHLjVO53qQ • TED talk by Emtithal Mahmoud (YouTube) https://www.youtube.com/watch?v=ZWfCI9WxK1E
	Similarities and differences	My Culture: – research tasks (Primary Workshop) Watch the UNICEF video showing refugees in Greece talking about their favourite things. Link this to the Circles of Me activity and ask children similar questions. Read the National Geographic article ‘ The story of losing a homeland through the eyes of those living it ’. Discuss the references to identity and how each person has different memories. Watch the video in which Iraqi refugees speak about their favourite things, what they miss and their hopes for the future ‘ What you would hold onto if forced to flee your home ’ (UNICEF YouTube) and the TED talk by Emtithal Mahmoud (YouTube)	
	Locations and past experiences – loss, memories, favourite places and things.	Discuss the nature of asking questions and the importance of helping refugees hold onto good memories. Refer back to the lesson (primary) on Favourite Places. My Culture: Part A (Secondary Workshop)	
	The CRC and identity: maintaining culture, belonging and developing identity		

	Key Issues	Journey: Suggested Teaching Activities	Resources
Stage 2: LOCAL	Extent of opportunity to maintain cultural identity	Brainstorm what defines Irish identity (make notes on the board) – think of places, people, national character, images, stories and heritage which are commonly referred to and symbolic of Ireland (e.g. shamrock, St. Patrick).	<ul style="list-style-type: none"> • PowerPoint: Identity • Music and Irish immigrants to Birmingham (Our Migration Story) http://www.ourmigrationstory.org.uk/oms/music-andmigration-sounds-ofthe-irish-diaspora • Songs of Irish Emigration and Exile (Irish Central article and links with traditional Irish emigration songs) https://www.irishcentral.com/culture/entertainment/songs-of-irish-emigration-and-exile-that-will-stir-yourheart-videos-224283171-237792711 • Emigration and migration to Dublin – text and photos (National Archives of Ireland) http://www.census.nationalarchives.ie/exhibition/dublin/emigration_migration.html • Irish Centenary Proclamation (RTE One) https://www.youtube.com/watch?v=ERCVSDileo0 • I am Ireland (Creative Ireland initiative 2017-2022) YouTube – a creative interpretation of Irish identity https://www.youtube.com/watch?v=Rk8VibKA4Ws
	What it means to be Irish (defining identity and culture)	Watch the Centenary Proclamation (RTE 1) and discuss the meaning of Irish identity and diaspora. See if they can spot the world locations in the film clip. Discussion points: <ol style="list-style-type: none"> 1. <i>How well do migrant children know or understand why these are symbolic of Ireland? How can they know?</i> 2. <i>How does talking about Ireland make me feel? Why? [pride; unique]</i> 3. <i>Does being born in Ireland mean someone is Irish?</i> 	
	Integration and assimilation	Discuss definitions: <i>What is the difference in meaning between integration and assimilation?</i> Explain the social complexity of balancing preservation of identity between new arrivals and longterm residents. Holding onto memories and pride in countries of origin is natural and important, but preserving the heritage of host countries and being inclusive is also important. <ul style="list-style-type: none"> • How can this be achieved and migrants be included and integrated into society? 	
	Developing identity and life narrative – feeling Irish and dual culture	Consider the past experiences of Irish emigrants using a variety of videos, extracts and images (historical and more recent). <ul style="list-style-type: none"> • <i>In what way did they preserve their identity? How did they express it?</i> Discussion points: <ul style="list-style-type: none"> • <i>What is life narrative and how does it shape my identity?</i> • <i>Does length of residence in Ireland make someone more Irish? Should it?</i> • <i>What does it mean to be dual culture?</i> 	

	Key Issues	Journey: Suggested Teaching Activities	Resources
<p>Stage 3 PERSONAL</p>	<p>Self-perception and defining personal identity; personal stories and first impressions</p>	<p>My Story (Primary Workshop 1); My Story: Part B (Secondary – Workshop 1) Supporting Artwork: My Story (Introductory Workshops) Draw and colour pictures in a template of a blank facial profile to represent personal identity (e.g. friends, interests, hobbies, where they live). Show some examples to give ideas. Discussion Points:</p> <ul style="list-style-type: none"> • <i>What makes a person's identity?</i> • <i>How are we similar? How are we different?</i> • <i>What do I know about other cultures?</i> <p><i>What assumptions/ judgments do I make about people from other cultures and how do these judgments affect the way I interact with them?</i></p>	<ul style="list-style-type: none"> • PowerPoint: Identity • My Story Part B (Secondary – Introductory Workshop 1) My Story (Primary – Introductory Workshop 1) • Learner Journal (Circles of Me) • Useful examples of Silhouette Facial Profiles to stimulate ideas can be found on this website http://www.mrsbrownart.com/4th.htm • UNICEF video blogs https://www.youtube.com/playlist?list=PLAhbgd1NKLZNayF19F75zhkTW-CAC-hf
	<p>The impact of migration experiences on individuals: belonging, adjustment and feeling Irish</p>	<p>My Culture: Part B (Secondary Workshop 6) Extension to 'Who am I?' (for a later workshop; aimed at Primary and Secondary): using details from the UNICEF videos, student groups write new 'Who am I?' cards for each individual young person. Give them key criteria to think about but allow each group to utilise different details if they wish. Swap cards across groups and repeat the 'Who am I?' activity in a subsequent session – this will serve to check their memory/engagement and encourage class debate about the fact that they may have highlighted different details. Link this back to the issue of identity and people's different reactions or impressions of others. Further adaptation: ask each student to write a card on themselves without showing anyone – when completing the activity with the whole class, this will highlight the degree to which they interact and 'know' each other (whether Irish-born, migrant or a newcomer). It will also help them to get to know each other further.</p>	<ul style="list-style-type: none"> • 'Ireland's Refugee Hotel' (The Telegraph, 5th Nov.2017) http://www.telegraph.co.uk/women/life/irelandsrefugee-hotel-isnt-much-do-town-safe/ • My Culture (Primary Workshop 8) My Culture: Part B (Secondary Workshop 6)
	<p>Relating to others and valuing diversity</p>	<p>My Culture (Primary Workshop 8)</p>	<ul style="list-style-type: none"> • Learner Journal: My Culture and My Story
	<p>Hopes, ambitions and feelings about the future</p> <p>Self-reflection and telling my story</p>	<p>Learner Journal: My Culture. Allow students to be creative and reflective in their response before class discussion. Remind them that maintaining identity applies to all children – migrant and Irish born).</p> <p>Learner Journal: My Story (artwork based on the idea of depicting their personal story and identity on a coat-of-arms or shield/badge). Introduce the concept of how it can portray one's family, heritage and identity. It is intentionally divided into three parts which are not all equal; they should not change this. There are three 'criteria' to address when drawing images or adding word labels in each section. They can do them in whichever section they prefer. Students' choice of images and category for the largest section might reveal where they currently have a closer affinity to. They may not be conscious of their allocation and this can stimulate discussion after they have finished. Repeating the activity at a much later date might reveal a change in prioritisation and perception. Before starting, brainstorm the types of things they might want to draw within each criterion. This can be linked to the My Homeland activity and previous Circles of Me. Also stress that they can repeat some images in another section if they are still relevant there – this is expected for those who have only ever lived in Ireland. This can reveal a lot about preferences and reflect continuity between areas of their life. The criteria (and suggested prompts) are:</p> <ul style="list-style-type: none"> • My Culture (<i>country of origin, birth, family, good memories, favourite places, things that make me feel proud of it, symbols of national identity, flag, hobbies</i>) • My life in Ireland (<i>who I live with, new or recent good memories, favourite places, house, friends, school, what I like about Ireland, symbols of my Irish identity</i>) 	

