



Who Am I?

Age: Primary

Level: A2+

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student encounters concept of both national and global identities, including where they may diverge.

Learning Outcome: P.D1.S6.LO1 Recognize and compare different identities

Standard for Global Skill: P.D3.S2.LO2 Demonstrate the ability to summarise information

Global Skill: Student acquires the skills to be a communicative citizen.

Sustainable Development Goal: 4 Quality Education

Part 1 (15 mins)

Tell students that there are many factors that shape who we are as individuals and as communities. Ask different students where they live, taking the opportunity to introduce vocabulary for *town, village, city*. Invite students to order them from smallest to largest (village, town, city). Elicit what country and continent students live in.

A. Show students a world map, globe, or image of the world and see if they can identify the countries where the three children are from before they read the texts. Elicit any information they know about those countries and whether students have ever visited them, or if they know anyone from there. Ask students if they know any similarities between where they live and the countries mentioned in the activity. Explain that sometimes we feel that we are very different from other people, especially people from other countries. As we know more about them, we learn that we share many things.

Read the information about the children aloud as a class. Then ask students to complete the table with information about the continent, country, and city, town, or village the children live in.

Ask them if they think the children are similar in any ways, e.g., they probably all go to elementary school, they are all children, Amod and Nicolás are boys, Amod and Samira live by the ocean, etc. Students then complete the last row in the table with their own information and think about any similarities they have with the children they read about.

Answer Key:

Nicolás: Mendoza, Argentina, South America

Samira: Asilah, Morocco, Africa

Amod: Alibaug, India, Asia

Part 2 (20 mins)

Ask students the question: *Who Am I?* and tell students about yourself: who you are in your family (e.g., a brother or sister, a mother), who you live with, what languages you speak, your hobbies and interests. Give more examples about yourself using the kind of information in the identity charts for Nicolás, Samira, and Amod. Explain to students that we all belong to many different groups. Read aloud the short paragraph about what factors make up our identity.

Tell students that they are going to play a game. If possible, find a space where students can make one long line, facing the front or standing up in front of their screens. Explain that you will say a sentence and ask students to step forward if it is true for them, e.g., *I am a girl*. After each sentence, they should step back and return to the original line or back to their seats. Call out a variety of information, including at least one thing that you know all students have in common, e.g. *I speak [language] or I go to [school name]*. Make sure all of the information is related to different aspects of identity; where we are from, our families, language, school community, hobbies and interests, and what is important to someone.

Afterward, ask students if they noticed who stepped forward with them and how it felt. Did anybody step forward on their own? How did that feel? How did it feel when everyone stepped forward?



Primary | Teacher's Notes

- A.** Tell students that they are going to learn more about the three children in Part 1 and compare them. Allow time for students to look carefully at the identity charts for the three children. Check that they understand *fan* and ask if it means you like or don't like something. Then pair students to find examples of what makes the three children similar and different. Provide them with sentence frames:

[Samira] and [Amod] are both ...

[Amod] and [Nicolás] both ...

Only [Samira] ...

They all ...

Answer Key: Possible answers

Similar: They all like sports. Both Samira and Nicolás like soccer. Amod and Samira care about the environment. They all have brothers. Samira and Nicolás both live in an apartment.

Different: They all speak different languages. Only Nicolás plays the guitar. They all live on different continents. Only Nicolás has pets.

Ask students if they share similarities with the children.

Part 3 (15 mins)

- A.** Ask students if Nicolás, Samira, and Amod all mentioned the same things in their identity charts. Explain that we all have our own ideas about who we are and what is most important.

Invite students to choose and check six things from the list that they think are most important about their own identity. Remind them that there are no correct answers—it is all about how they see themselves.

- B.** Students complete their own identity charts, drawing their face in the center and writing sentences about themselves and using the six things from the list in A that they decided were most important for them. Monitor them as they complete their information and allow them to refer to the identity charts in Part 2.

- C.** Group students with others that they may not know very well and invite them to share their charts. Encourage them to comment when they find similarities with each other.

When they have finished, ask students to think about how sharing information about themselves can change the way they see each other. Have a group discussion about anything that they found out about their classmates that made them feel more connected, or anything unique.

Extension

- A.** Remind students that they all belong to one group—that is their school. Ask if any students have been to a different school. How was it the same as this school? How was it different?

Encourage them to reflect on what they know about their school. Be prepared to support them with information about how old the school is, who it is named after, or any other important information.

Ask students to work in groups to create an identity chart for their school.