

Here I Am:

Foundation

Phase

Lesson Plan



## Introduction

These lesson plans have been created as part of the Children's Commissioner for Wales' "Here I Am" project which is celebrating identity.

In these lessons there will be focus on specific children's rights. The lessons will focus on:

- Article 2: Everyone has these rights, no matter what
- Article 8: I have the right to an identity

These lessons can be used as standalone lessons or as part of the Special Mission set out for Ambassadors.

Before the lesson starts you may want to introduce Sally Holland the Children's Commissioner for Wales by showing the class a picture of the Commissioner. You can introduce her by saying:

*"Sally Holland is the Children's Commissioner for Wales. Sally's job is to make sure all children in Wales grow up feeling happy, healthy and safe."*



## Lesson One: My Name

Differentiated activities	Additional information and resources
<p><b>ASK</b></p> <p>Start the session by explaining that you are going to be thinking about names and why they are important. Show the class the Symbol card for Article 8 "I have the right to an identity". Explain that your name makes part of your identity.</p> <p>Start a discussion about names.</p> <ul style="list-style-type: none"><li>• Why do we need names?</li><li>• Why are our names special?</li><li>• Do you like/ dislike your name?</li><li>• Have people ever called you the wrong name? How does that feel?</li></ul> <p>Recognise any similarities your class may have and any differences.</p> <p><i>"We have two Tillie's, Tilly with a y and Tillie with a I E"</i></p>	<p>Our Symbols Pack can be found <a href="#">here</a>.</p> <p>If you have already done rights work with your class, you may want to link this lesson to that.</p> <p>If you haven't already introduced rights into your classroom then you can find our Foundation Phase lesson plans <a href="#">here</a>.</p> <p>You could use this time to explore pupils culture and naming ceremonies.</p>
<p><b>DEVELOP</b></p> <p>Use the following activities to develop the idea.</p> <p><b>Activity 1: My name means</b></p> <p>Work with pupils to find out the meaning behind their name. Work in small groups and ask children to draw a picture that reflects the meaning of their name. This should be done sensitively; you may want to research the names before-hand.</p> <p><b>Activity 2: Me and my name</b></p> <p>Provide each child in your class with a A4 piece of paper containing their name (in bubble writing).</p> <p>Ask pupils to think about their identity, you may want to ask questions that support their thinking.</p> <p>Ask pupils to draw the answers in their names.</p>	<p>If you think that it's appropriate this might be a task you ask them to take home. "Find out how you got your name". This may not be appropriate for every class.</p>

<p><b>Activity 3: Building my name</b></p> <p>Set up a station for pupils to build/ trace/ write their name.</p>	
<p><b>REFLECT</b></p> <p>Bring the class back together to share their work.</p> <p>Support the discussions by noticing the differences and similarities.</p> <p>Remind pupils that your name makes up your identity and that everyone has the right to an identity.</p>	

## Lesson Two: Everyone should be treated equally

Differentiated activities	Additional information and resources
<p><b>ASK</b></p> <p>Remind your class about their last lesson, by showing them the symbol card for Article 8 and asking them if they remember what it is.</p> <p>Read a story about identity.</p> <p>Ask children:</p> <ul style="list-style-type: none"> <li>• Why is it important to have a name?</li> <li>• Are we all the same in this class?</li> <li>• Do we all look the same?</li> <li>• Do you think we all like the same things?</li> </ul> <p>Support children’s answers by recognising similarities and differences in your class.</p> <p>Introduce Article 2 (using the symbol card) to your class, by explaining that while we are all different, we all have the right to be treated the same.</p>	<p>You could read: <i>Everybody has a body</i> by Jon Burgerman or listen to Jon tell the story <a href="#">here</a>.</p> <p>You could play a game to support pupils as they recognise similarities and difference.</p> <p>You could play a simple stand up/ sit down game or a parachute game.</p> <p>For example:</p> <p>Stand up if you have brown hair</p> <p><b>Or</b></p> <p>Run under the parachute if you have blue eyes.</p>
<p><b>DEVELOP</b></p> <p>Develop the discussions further with the following activities.</p> <p><b>The things I like</b></p> <p>Using the “Things I like” worksheet (Appendix) ask pupils to draw themselves in the middle circle and then draw four things they like (one in each circle).</p> <p>You may want to support pupils thinking by asking questions.</p>	

### **My self portrait**

Provide pupils with the materials they need to draw/ paint a self-portrait. Encourage them to use a mirror or a pre-printed picture of themselves.

### **The puzzle of me**

This activity would be best done as a table top activity with a small group.

Prepare a puzzle of each child in your class by printing a picture of them and cutting it up into a puzzle.

Provide each child with their puzzle but keep one piece from each puzzle and lay them out on a table (to make it easier for pupils you may want to keep a portion of their face so they can identify themselves).

Ask children to complete their puzzle, by taking turns to come up and select their final piece.

Use this activity to recognise the similarities and differences.

*"Yes, there's two with long brown hair, what makes your hair different?"*

This will require some preparation.

### **REFLECT**

Give each pupil time to share their work, finish the session by asking some more questions about identity and what makes us unique.

You could ask:

- What makes you special?
- Can you say one thing you have the same as someone else in the class?
- Is it a good thing that not everybody is the exact same?

Remind children that today you have been focusing on Article 2 "Everyone has this right no matter what".



This is Me:

I like...

I like...

This is Me:



I like...

I like...