

Here I Am

KS2/KS3

Lesson Plan



Comisiynydd
Plant Cymru
Children's
Commissioner
for Wales

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Introduction from Sally Holland, the Children’s Commissioner for Wales

Back in 2016, I published my [Sam’s Story](#) report, which analysed over 2,000 children and young people in Wales’ experiences of bullying. Children and young people told me that ‘being different’ is seen as a key issue in bullying. This includes issues such as ethnicity, poverty, disability and gender stereotyping. It can also mean other things such as physical appearance or preferred activities. Since then, I’ve done lots of work on tackling bullying, which children told me again last year was an important priority for my work, and Welsh Government responded positively to the recommendations in Sam’s Story and published statutory anti-bullying guidance for schools in 2019 — [Rights, Respect, Equality](#).



The purpose of this resource and the [accompanying videos](#), is to take away the negativity around ‘being different’ and instead recognise and celebrate the different identities of children and young people in Wales. The resource is intended to increase knowledge and understanding of children’s rights in this area, including rights to identity, non-discrimination, language, religion and support for children with disabilities. It also supports many aspects of the new curriculum in Wales. We asked groups of young people in Wales to talk about their experiences on camera, in order to highlight the similarities between young people as well as challenge common stereotypes.

Of course, these videos do not capture all of the different identities that young people have. It’s also important to note that as human beings, we are not one dimensional and we will all hold several identities, for example boy, GCSE student, footballer, K-pop fan, young carer, Welsh and Muslim. Different identities will be more important to us at different times of our lives and in different social settings. That is why, the lesson plan in this resource gives time and space for students to consider their own identities and to create their own representation of these, in whichever medium they like. I hope that in doing so, we can capture the true diversity of Wales and the identities of the young people within it.

This resource has been built on the ideas of my Young People’s Advisory Panel, including the importance of recognising the experiences of ‘real’, local people and the chance to have as much discussion about identity as possible. Their ideas, as well as guidance from members of my Adult Advisory Panel, were invaluable in the creation of the resource. I’d also like to thank the following groups for their time and for sharing their experiences in the videos linked to this resource: Barnardo’s Young Carers, and Mixtup.

Guidance for teachers

- The lessons are designed to be largely made up of discussion and reflection. Our Young People's Advisory Panel members felt that the lessons should be 'facilitated' rather than 'led', for this purpose.
- Both lessons end with a re-cap on places where children and young people could go for support, if they were worried that they are not being treated equally. You may wish to adapt this if there are specific groups, places or people in your school or community where children can go for support.
- The lessons can be delivered in a way that respects social distancing, if it's necessary in your setting.
- We have purposely not given too much guidance around how to complete the Special/Rights Mission this term so that it will allow children and young people to explore their identities and creativity in a way that best suits them.
- The right in focus for the lesson plans is Article 2 (the right to non-discrimination). However you could use our [poster](#) or [symbols pack](#) to see what other rights link to different groups of young people. For example:
 - Article 8 — the right to an identity (name, nationality and family relationships)
 - Article 14 — children have the right to practise their own religion
 - Article 20 — you have the right to be looked after properly if you can't live with your own family
 - Article 23 — children with disabilities have the right to special care and support
 - Article 30 — children have the right to their own language and to follow their family's way of life
- In class discussions, it's important to make clear what language is acceptable to use and what is not. We have included a terminology sheet as part of the resource which may help you.
- You can find the accompanying videos [here](#).

Links to the curriculum

Included below are some links to the new curriculum for Wales. This is not an exhaustive list and there may be additional links to the curriculum that you could consider.

[Health and Wellbeing AoLE statements of what matters:](#)

- How we process and respond to our experiences affects our mental health and emotional well-being
- How we engage with social influences shapes who we are and affects our health and well-being

[Humanities AoLE statements of what matters:](#)

- Events and human experiences are complex, and are perceived, interpreted and represented in different ways
- Human societies are complex and diverse, and shaped by human actions and beliefs
- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action

[Expressive Arts AoLE statements of what matters:](#)

- Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals
- Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts
- Creating combines skills and knowledge, drawing on the senses, inspiration and imagination

[Literacy Framework:](#)

- **Listening**
 - Listening to understand
 - Listening as part of collaborative talk
- **Speaking**
 - Purpose
 - Collaborative talk
 - Questioning

[The Four Purposes:](#)

- **Ambitious, capable learners who:**
 - can communicate effectively in different forms and settings, using both Welsh and English
 - can explain the ideas and concepts they are learning about
 - use digital technologies creatively to communicate, find and analyse information
- **Enterprising, creative contributors who:**
 - connect and apply their knowledge and skills to create ideas and products
 - express ideas and emotions through different media
- **Ethical, informed citizens who:**
 - engage with contemporary issues based upon their knowledge and values
 - understand and exercise their human and democratic responsibilities and rights
 - understand and consider the impact of their actions when making choices and acting
 - are knowledgeable about their culture, community, society and the world, now and in the past
 - respect the needs and rights of others, as a member of a diverse society

- **Healthy, confident individuals who:**

- are building their mental and emotional well-being by developing confidence, resilience and empathy
- know how to find the information and support to keep safe and well
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect

Terminology

Term	Definition	Defined by...
Article 2	All children have these rights no matter what. All children should be treated equally. (the right to non-discrimination)	Children's Commissioner for Wales Click here for the full text of the UNCRC
Stereotype	A set idea that people have about what someone or something is like, especially an idea that is wrong.	Cambridge Dictionary
Discrimination	Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.	Cambridge Dictionary
Non-discrimination	The practice of treating people, companies, countries, etc. in the same way as others in order to be fair.	Cambridge Dictionary
Identity	Who a person is, or the qualities of a person or group that make them different from others.	Cambridge Dictionary
Generalise	To say or write that something is true <i>all</i> of the time, when it is only true <i>some</i> of the time.	Cambridge Dictionary
Young Carer	A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled, has a mental health condition or misuses drugs or alcohol.	Carers Trust
Additional Learning Needs (ALN)	Refers to children and young people with learning, physical or sensory needs that make it harder to learn than most children of the same age.	Dewis Cymru

Role Models

Our Young People's Advisory Panel came up with the idea to include role models in discussions around identity - people who have fought against discrimination or stood up for a particular cause. Here are some of the people they consider role models:

Emily Wilding Davison

Emily Wilding Davison was an incredible suffragette who fought in the battle to win women the right to vote in the 1910s. She drew great attention to the movement when in 1913 she stepped out on to the derby in front of the king's horse. She was killed during this action fighting for what she believed in. There is much debate as to whether she meant to kill herself or if she just meant to pin a women's rights badge on the king's horse but regardless of her motive what she did pulled attention to the movement that was otherwise being ignored. She gave everything so that I and hundreds of other women could vote in the future. Emily protested, went on hunger strike and fought with all her might to help win the vote for women and was even awarded a medal of courage for her actions. I consider her a hero and role model because of the passion she felt for her cause and to the ends she went to help secure the vote, I can only hope that I have this same passion for my beliefs and I hope to do her justice in carrying on the fight for equality. — Anna



Peter Norman

For me a role model is someone who sticks up for others, and stands by their morals despite criticism they may receive. For this reason, one of my role models is Peter Norman who participated in the 1968 Mexico City Olympics- an iconic moment in the history of the Civil Rights Movement where two USA Black Athletes John Carlos and Tommie Smith gave a human rights salute, standing barefoot to acknowledge Black poverty and Black pride. Peter Norman, the white Australian athlete on the podium with them, stood in solidarity with them wearing the same human rights badge as they did. Afterwards, he was ostracised in Australia and despite being their fastest runner was never allowed to compete in the Olympics again and was shunned by society.

Despite this, he asserted that he was proud to support the Black community, and remained lifelong friends with Carlos and Smith, and was an active part of movements for human rights. - Saiba



Lesson Plan (Session One) — 50 minutes

Aims

- Introduce Article 2 (the right to non-discrimination)
- Introduce and learn about different young people's identities, using the videos.

Learning Outcome	KS2	KS3	Notes
<p>Introduce Article 2 (the right to non-discrimination) of the UNCRC</p>	<p>Begin the lesson by explaining that you will be looking at children's identities over the course of two sessions.</p> <p>This lesson can be done as individual or group work.</p> <p>Ask these open questions to the class:</p> <ul style="list-style-type: none"> • What does 'identity' mean? • Do all children in Wales get treated equally? <p>Explain that under the UNCRC, all children have the right to non-discrimination, that is, that all children should be treated equally.</p> <p>(10 minutes)</p>	<p>Begin the lesson by explaining that you will be looking at young people's identities over the course of two sessions.</p> <p>This lesson can be done as individual or group work.</p> <p>Ask each student/small group to come up with a definition of 'non-discrimination'. They could also make a list of examples of discrimination or people who are well known for fighting against discrimination (see Role Models on p.8 for examples).</p> <p>Gather feedback from the class and see how close they are to each definition.</p> <p>Explain that under the UNCRC, all children and young people have the right to non-discrimination.</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> • Cambridge Dictionary defines 'non-discrimination' as: <i>The practice of treating people... in the same way as others in order to be fair.'</i> • Cambridge Dictionary defines 'identity' as: <i>Who a person is, or the qualities of a person or group that make them different from others.'</i> • The Children's Commissioner for Wales summarises Article 2 as: <i>'All children have these rights no matter what. All children should be treated equally.'</i> • KS3 students may find it easier to come up with the definition of 'discrimination' first, and then consider 'non-discrimination'.

<p>Introduce the identities of different groups of young people in Wales</p>	<p>Explain to the class that you will be watching videos of children who, like them, live in Wales, talking about their identities.</p> <p>You could choose one, or several, of the ‘Here I Am’ videos to watch as a class. OR you could divide the students into smaller groups and give each group a different video to watch on a device.</p> <p>Before playing the video, ask students to indicate how much they think they know about the group of children by holding up a number of fingers (0 = ‘I know nothing’ 10 = ‘I know loads’) Ask them to remember what number they gave.</p> <p>Then, ask students to write one question they have about the group on a post-it or piece of paper. Tell them you will be collecting in the questions. You should read through the questions while the video is being played.</p> <p>(15 minutes)</p>	<p>Explain that you will be watching videos of young people, who also live in Wales, talking about their identities.</p> <p>You could choose one, or several, of the ‘Here I Am’ videos to watch as a class. OR you could divide the students into smaller groups and give each group a different video to watch on a device.</p> <p>Before playing the video, ask students to indicate how much they think they know about the group of young people by holding up a number of fingers (0 = ‘I know nothing’ 10 = ‘I know loads’) Ask them to remember what number they gave.</p> <p>Then, ask students to write one question they have about the group on a post-it or piece of paper. Tell them you will be collecting in the questions. You should read through the questions while the video is being played.</p> <p>(15 minutes)</p>	<ul style="list-style-type: none"> • Extension activity: You could ask students to write about a time somebody fought against discrimination, for example in a piece of creative writing or as a news article about somebody famous for doing so (see Role Models on p.8 for examples).
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<p>Reflect on the experiences of others</p> <p>Reflect on perceptions from before and after watching the videos</p>	<p>After watching the videos, choose an appropriate selection of the questions that were asked and read them out.</p> <p>Ask the class whether they found the answer within the videos and have an open discussion.</p> <p>OR</p> <p>Ask the class to discuss the following questions:</p> <ul style="list-style-type: none"> • What is one thing you learned from watching the video? • Do the children in the video get treated equally/ the same as all other children? <p>Feed back to the rest of the class.</p> <p>After the discussion, ask students to again indicate how much they think they know about the group of children by holding up a number of fingers (0 = 'I know nothing' 10 = 'I know loads') Has anything changed? (20 minutes)</p>	<p>After watching the videos, choose an appropriate selection of the questions that were asked and read them out.</p> <p>Ask the class whether they found the answer within the videos and have an open discussion.</p> <p>OR</p> <p>Ask the class to discuss the following questions:</p> <ul style="list-style-type: none"> • What do the young people have in common with each other? • What do the young people have in common with you, or other young people? • Are the young people in the videos getting their right to non-discrimination? <p>Feed back to the rest of the class.</p> <p>After the discussion, ask students to again indicate how much they think they know about the group of young people by holding up a number of fingers (0 = 'I know nothing' 10 = 'I know loads') Has anything changed? (20 minutes)</p>	<p>To do this activity you could:</p> <ul style="list-style-type: none"> • Have an open class discussion • Ask students to discuss in small groups/pairs before feeding back to the rest of the class.
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<p>Students acknowledge importance of support and where to go if they need it</p>	<p>Remind students about their right to non-discrimination (Article 2). You should also remind students that the things the children in the videos are talking about is only one part of their identity and that everybody should avoid stereotyping and generalising about groups of people.</p> <p>Close the lesson by seeing if the class can come up with ten suggestions of places children can go if they were worried about anything after the session or felt that they were being treated unfairly.</p> <p>(5 minutes)</p>	<p>Remind students about their right to non-discrimination (Article 2). You should also remind students that the things the young people in the videos are talking about is only one part of their identity and that everybody should avoid stereotyping and generalising about groups of people.</p> <p>Close the lesson by seeing if the class can come up with ten suggestions of places young people can go if they were worried about anything after the session or felt that they were being treated unfairly.</p> <p>(5 minutes)</p>	<p>Some places where young people could get support if they are worried by anything in the session:</p> <ul style="list-style-type: none"> • Children’s Commissioner for Wales 01792 765600 • Childline 0800 1111 • MEIC 080 880 23456 • School pastoral support
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Lesson Plan: Session Two — 50 minutes

Aims

- Reflect on last session
- Focus on own identities
- Create a response to the videos as part of the mission

Learning Outcome	KS2	KS3	Notes
Reflect on last session	<p>Ask students to remind the class which right you focused on in the last session.</p> <p>Ask students to remind the class which group/s of children you looked at in the last session.</p> <p>Explain that in today's session, the class will be thinking about their own identities.</p> <p>(5 minutes)</p>	<p>Ask students to remind the class which right you focused on in the last session.</p> <p>Ask students to remind the class which group/s of young people you looked at in the last session.</p> <p>Explain that in today's session, the class will be thinking about their own identities.</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> • The article in focus is Article 2 (the right to non-discrimination)
Students will consider their own identities	<p>Give each student a paper plate and tell them they are going to make a paper plate version of themselves.</p> <p>Remind students that people don't just have <i>one</i> aspect to their identity — there are lots of things that make them 'them'.</p> <p>On the front, ask them to draw their own face.</p> <p>On the back, draw or write the things that make them who they are.</p> <p>Tell the students that they can work as individuals</p>	<p>Hand out an A4 piece of paper to each student and tell them you are going to make an 'Identity Cupboard'.</p> <p>Remind students that people don't just have <i>one</i> aspect to their identity — there are lots of things that make them 'them'.</p> <p>Ask the students to fold both edges of the paper into the middle, to make 'doors' for their cupboard.</p> <p>Tell the students that they can work as individuals and that they do not have</p>	<ul style="list-style-type: none"> • This activity may be difficult for some students and for that reason you should start the activity by explaining that students can either keep their identity cupboard/face or leave it on your desk to be destroyed at the end of the lesson. • You may want to have a reminder of what to write/draw on each section of

	<p>and that they do not have to share what they are writing.</p> <p>Teachers could facilitate this by asking some guiding questions such as:</p> <ul style="list-style-type: none"> • What are your hobbies? • Where do you come from? • What things are you good at? • What are your favourite things? <p>(10 minutes)</p>	<p>to share what they are writing.</p> <p>Give them the following instructions:</p> <ul style="list-style-type: none"> • On the front of the 'doors': write what someone sees about you if they walk past you on the street. • On the inside of the 'doors': write what someone could find out about you if they spoke to you. • On the inside of the cupboard (back page): Write what only someone who knows you really well would know. <p>(10 minutes)</p>	<p>the cupboard on a whiteboard/screen.</p> <ul style="list-style-type: none"> • You may want to create an identity cupboard or paper plate in advance, to use as an example.
<p>Students can reflect on differences and similarities between people</p> <p>Students can reflect on the perceptions we make of others and others' perceptions of us</p>	<p>Invite children to consider how they found the task, by asking the following questions:</p> <ul style="list-style-type: none"> • Do you think your paper plate person will be the same as anyone else in the class? What about in the world? • Would you always be able to know a person's identity, just be looking at them? <p>Use these discussions as an opportunity to remind students about key terms discussed in these sessions, such as</p>	<p>Invite young people to consider how they found the task, by asking the following questions:</p> <ul style="list-style-type: none"> • Do you think your identity cupboard will be the same as anyone else in the class? What about in the world? • What do people miss when they only see the outside of a person? <p>Use these discussions as an opportunity to remind students about key terms discussed in these sessions, such as</p>	<ul style="list-style-type: none"> • You could ask students to 'Think-Pair-Share' with these questions. <ul style="list-style-type: none"> ○ Think about the questions individually ○ Pair with a partner to discuss ○ Share with the rest of the class

	<p>'stereotyping' and 'equality'. (10 minutes)</p>	<p>'stereotyping' and 'non-discrimination'. (10 minutes)</p>	
<p>Students can explore their identities in a creative way</p> <p>Students can respond to the Children's Commissioners' Special/Rights Mission</p>	<p>Explain the Special mission for the CCfW (Appendix 1).</p> <p>Give students time to plan or create their response as part of the mission.</p> <p>There are ideas in Appendix 2 to help you. (20 mins)</p>	<p>Explain the Rights mission for the CCfW (Appendix 1).</p> <p>Give students time to plan or create their response as part of the mission.</p> <p>There are ideas in Appendix 2 to help you. (20 mins)</p>	
<p>Students acknowledge importance of support and where to go if they need it</p>	<p>Remind students about their right to non-discrimination.</p> <p>Reminder of support for close:</p> <ul style="list-style-type: none"> • Close by going around the room and asking each student to name a place they could go to for support, if they were worried about anything after the session. • Get students to turn to the person on each side of them and tell them where they could get support • Snowball of support: get each student to write a place to go for support on a piece of paper and throw to another student <p>(5 minutes)</p>	<p>Remind students about their right to non-discrimination.</p> <p>Reminder of support for close:</p> <ul style="list-style-type: none"> • Close by going around the room and asking each student to name a place they could go to for support, if they were worried about anything after the session. • Get students to turn to the person on each side of them and tell them where they could get support • Snowball of support: get each student to write a place to go for support on a piece of paper and throw to another student <p>(5 minutes)</p>	<p>Some places where young people could get support if they are worried by anything in the session:</p> <p>Children's Commissioner for Wales 01792 765600</p> <p>Childline 0800 1111</p> <p>MEIC 080 880 23456</p> <p>School pastoral support</p>

Appendix 1: Your Mission

This page explains what your **Special Mission** (Super Ambassadors) and **Rights Mission** (Student Ambassadors) is for Autumn Term 2020.

Your Mission is to create something which represents or celebrates your identity. You can either work as individuals or as a group or class to do this. You can be as creative as you like and choose your own way of doing the Mission. There are some ideas on the next page which could help you.

We are aware that our videos only showed the identities of some groups of young people. So we hope that, by taking part in our Mission, we will be able to celebrate the identities of lots of different children and young people across Wales. Some of you may have several things you consider part of your identity and you may wish to represent them all in whatever you create.

You can share your creations with us by email: post@childcomwales.org.uk or Twitter: @childcomwales. Please share your work with us by **22nd December 2020**.

Appendix 2: Ideas for your Mission

There are some examples below of ways other people have discussed identity, which may help you (we don't control over nor have we vetted all the information on these websites):

Dance

- [Keone Madrid - 'Be Me'](#): a dance piece about being yourself.
- [Diversity - Black Lives Matter performance](#): a dance piece about the Black Lives Matter movement.
- [City Academy series](#): this performing arts school used different styles of dance to explore 'identity'.

Drama/Film

- [Stori Ni / Our Story](#): a short film created by Travelling Ahead and Theatr Genedlaethol Cymru.
- [I'm the One](#): a short film created by Eden, aged 15, about the damage that passing judgement on others can cause. For a lesson plan based on this film or film making guidance contact cardiff@intofilm.org.
- [Identity in Film](#) and [Films made by young people](#): consider how these films portray identity — could you do something similar? (note: please review the films before showing to students as some contain mature themes and language)

Song

- [Stormzy - Superheroes](#): this song and music video looks at Stormzy's role models growing up and shows us that we are all superheroes!
- [The Greatest Showman - This Is Me](#): this song is about being proud of who you are.

Conversation

- [We Can Change the World Podcast](#): each episode of the podcast features a different inspiring young person.
- [Be ydi Cymru i'ch di? / What is Wales to you?](#): each young person talks about what 'Wales' means to them.

Art

- [Rhiannon Roberts](#): Rhiannon is a Welsh artist who makes colour paintings of different places across Wales.
- [Young People's Guide to Self-Portraiture](#): this resource by the National Portrait Gallery is made by young people for young people and explores how artists reveal their identities in self-portraits.

Words

- [Monologue/poem writing](#): an example of a person using words to explore their Romany heritage.
- [Reciting](#): Serena Williams reads a Maya Angelou poem about self-respect and confidence.

There are lots of other ways you could do the Mission e.g. using different apps, making comic strips, designing a t-shirt — you can be as creative as you like!

Appendix 3: Support

It's important to remember that anybody struggling with any issues discussed in this resource know that they can get help. Feel free to use the text below with young people you work with:

Remember if you can, tell someone you trust. It could be a friend, parent, carer, teacher or youth worker.

All schools in Wales have anti-bullying and behaviour policies which are there to make sure that all bullying online and offline is dealt with properly.

If you don't feel that you have had the right support or that your concerns have not been taken seriously then you can contact the Children's Commissioner for Wales for advice.

Children's Commissioner for Wales

Our office has a team who offer free advice and support for children, young people or the adults who care for them. They are available 9am to 5pm, from Monday to Friday.

Freephone: 0808 801 1000

Email: advice@childcomwales.org.uk



Here are some other places you can go for advice and support:

Childline

Childline is a UK charity which is there to help anyone under 19 in the UK. Childline is free, confidential and available any time, day or night.

Website (with online chat option): www.childline.org.uk

Freephone: 0800 1111

Meic

Meic is a helpline service for children and young people up to the age of 25. They are open 8am to midnight, 7 days a week, and can be contacted in English or Welsh. You can contact them by phone, text and instant messaging. Meic is confidential, anonymous, free, and just for you.

Website (with online chat option): <https://www.meiccymru.org/>

Freephone: 080880 23456

Text: 84001