

## Groups and Identity

### Overview

A range of activities is provided around the issues of: feelings of belonging; groups; challenging racism; bullying; and exclusion

### Content at a glance

	Aims	Section Summary
<b>Section 1</b>  <b>Who's in the group?</b>	To give pupils an understanding of 'groups'. To identify groups to which pupils and others belong to think about how we feel as part of a group and how we feel if we are excluded.	Pupils will: <ul style="list-style-type: none"> <li>take part in a series of games and activities focusing on groups</li> <li>experience a visit from a group (e.g. band, basketball team, bird-watching group, family etc) to reinforce the concept of group and that groups are made up of individuals</li> </ul>
<b>Section 2</b>  <b>Platypus puzzle</b>	To use a text from a different culture to explore identity. To identify self as a member of different groups. To respect and value diversity.	Pupils will: <ul style="list-style-type: none"> <li>use the story of <i>The Platypus</i> to examine the idea of being a member of many different groups</li> <li>develop their sorting skills in a variety of ways</li> </ul>
<b>Section 3</b>  <b>Responses to racism, bullying and exclusion</b>	A concluding session for some pupils focuses on identifying and accepting differences between people and dealing with inappropriate, racist or bullying behaviour.	Pupils will: <ul style="list-style-type: none"> <li>take part in games, discussion and role-play to explore issues around racism, bullying and exclusion</li> </ul>

### Links to the rest of this resource

Come of the content is similar to *Community and Voluntary Groups*. *Diversity and Identity* also considers groups, inclusion and exclusion. *School Councils* are important in developing anti-bullying and anti-racism strategies.

### Extra curricula and whole school issues

- Section 3 may contribute to whole school anti-bullying and/or anti-racism strategies

### **Points to note**

The work assumes that pupils have had opportunities to explore their own identities in terms of body awareness and gender awareness, personality, likes and dislikes. They will be familiar with and feel comfortable in the class group.

### **Keywords**

Same, different, group, belong, exclude, platypus.

### **Time**

This theme could be reduced to three discrete lessons but contains enough material to make six.

### **Useful organisations**

Commission for Racial Equality, Elliot House, 10-12 Allington Street, London SW1E 5EH, Tel: 020 7828 7022, [www.cre.gov.uk](http://www.cre.gov.uk)

Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, Tel: 020 7730 3300, Fax: 020 7730 7081, [www.kidscape.org.uk](http://www.kidscape.org.uk)

A multimedia version of the story of *The Platypus* is available at [www.newagemultimedia.com/firebrace/platypus.html](http://www.newagemultimedia.com/firebrace/platypus.html). Scroll down the page, click on platypus.mp3 and the mp3 will begin playing.

## Section 1: Who's in the group?

### Learning objectives

Pupils may:

- experience belonging to a group
- experience a new group
- share individual attributes and feelings
- be able to identify groups to which they belong
- identify feelings associated with being part of, or not being part of, a group
- learn that people belong to many different groups
- know that people can have differences and similarities
- know that sometimes people feel excluded
- identify the interest of the visiting group
- know how people can join a group
- identify the behaviour and skills needed in group work

### Activity A: Groups

Note: The rap is also suggested in the *Diversity and Identity* theme.

Introduce theme – What is a group?

Continue the discussion with photos of groups, e.g. family groups, class groups, pop groups and sports teams. (Pictures 1.1 are provided with this pack but more can be found in magazines etc.)

Game: Who's in the group?

Shuffle the cards. Each pupil takes a card (from symbol cards 1.2) in turn. Pupils re-assemble according to the criteria on each card (e.g. all those with glasses, all those with black trainers etc).

\*(Some pupils may use object cues and cord or ribbon to identify group.)

The makeup of the groups can be recorded visually using a digital camera to show that everyone is a member of different groups with different sets of people. Huddle to show group identity. Ask pupils to suggest other categories for groups.

Feelings: Discuss the following questions using the emotion cards provided with this pack:

- How do you feel as a member of a group?
- If you are excluded how do you feel?

(Some pupils may use puppet heads with expressions and tactile features.)

Use role-play situations to illustrate how we feel if we are included or excluded, e.g. two friends going shopping exclude a third. How does he/she feel? Your best friend invites you to the cinema. How do you feel?

**Final Activity:**

Pupils and staff create a 'rap', *We're all OK*. The rap celebrates difference and individuality. Each pupil and staff member contributes two attributes or likes/dislikes to make up the rap, something like:

I have a friend, his name is Sam  
He likes footie and strawberry jam  
Sam is tops, he's here today,  
Sam's in the group and he's OK

I have a friend her name is Sarah etc.

**Activity B: A visit by a group**

Recall the work from the last session using signing and object cues.

Introduce visitors.

Sing the 'rap' *We're all OK* from last session and invite the visitors to contribute.

Ask the visiting group to introduce their interest or bond. Support this with signing and object cues. If the visiting group is a family, explore what the similarities and differences are, stressing that a family is made up of individuals.

Introduce the idea that groups can work well or badly depending on our behaviour or skills .

**Sorting Game:**

Each pupil has a turn, taking a card (symbol cards 1.3). Each card shows a 'behaviour'. Role-play the behaviours if appropriate (characters in the role-play may exchange roles and repeat the role-play to see how they feel when they are playing different characters). The class decides if it is good for a group and the card is placed on the appropriate sheet (symbol sheets 1.4a or b).

End the session with thanks to guests.

**Resources provided with this pack**

- Photographs of 2 groups (1.1)
- Emotion cards (front of pack)
- Symbol cards 1.2
- Symbol cards 1.3
- Symbol sheets 1.4a & b

**Resources provided by the school**

- Photographs of groups for discussion
- Cord or ribbon
- Puppet heads with expressions and tactile features
- A visiting group, e.g. family, band, sports team

## Section 2: Platypus puzzle

### Learning objectives

Pupils may:

- respond to the sensory experiences presented to them
- experience belonging to a group
- sort pictures of fish, birds and animals
- respond to a story from a different culture
- recognise that they belong to more than one group

### Activity: A story

Comment on the fact that we all have a name as the most basic form of identity. Other forms of identity include: we all go to the same school; we are all in the same class etc.

You may choose to repeat the activity with Symbol Sheet 1.2 or maybe show photos taken in that session.

You may wish to discuss the way we dress or how badges and songs are used to demonstrate belonging to a group.

Sort photographs and/or symbols of birds, animals and fish. (Visit a pet-shop or zoo and identify birds, animals and fish.)

Look at a picture of a duck-billed platypus.

Pupils are told that the platypus comes from a country called Australia. For thousands of years people called Aboriginals have lived in this country. The place they live, the trees, rivers and mountains are very important to these people and so are animals, birds and fish. They take good care of their world and have many stories to tell about animals and how the land was made. The story about the platypus is one of those stories from the Aboriginals in Australia.

Listen to the story of the platypus. Pupils predict the ending before you reach it.

Multi-sensory ideas for the story might include: listening to animal and bird sounds; feeling feathers and eggs from a bird and fur from an animal; moving hands in water like a fish and arms as though flying and swimming.

Pupils might be given the opportunity to decide which group the platypus will choose and why.

Having listened to the story, pupils may revisit the idea of belonging to many groups themselves and explore the idea that no one group is 'best'.

### Resources provided with this pack

- Story: *The Platypus* (Appendix 1)

### Resources provided by the school

- Pictures/symbols of animals, fish and birds for sorting (perhaps from library books)
- Animal and bird sound effects
- Feathers, fur and eggs
- Digital camera

### **Section 3: Responses to Racism, Bullying and Exclusion**

#### **Learning objectives**

Pupils may:

- experience emotions relating to bullying and exclusion through observing role-play
- identify kind and unkind behaviour in role-play from two obvious models
- identify a safe person they could go to for help if they experienced or witnessed unkind behaviour
- recognise, describe and role-play appropriate responses to bullying

#### **Activity**

Reinforce the fact that we belong to many groups by using object cues to recall the learning of sections 1 and 2.

People belong to different cultures:

Pupils could make a list of the various different cultural, racial or ethnic groups that they know about. The teacher could use pictures or artefacts to act as a visual prompt.

Prepare a rap similar to the one in Section 1 but this time make it about specific groups.

Many things about people are the same:

Encourage pupils to think about what people have in common. Make some large symbols for pupils to identify same and different. Similarities could include physical, social and spiritual similarities, e.g. we all need drink, food, sleep, friends or family, to love and be loved etc.

Dealing with people that find differences difficult to accept:

Teacher role-play. Act out situations where people demonstrate that they do not accept differences and possible responses to this inappropriate behaviour, e.g. A says he won't talk to B because he is wearing a strange hat. How might B react? How might C intervene?

Pupils could then identify to whom they would go for help and what they could say if they saw or experienced this sort of behaviour at first hand. Practice responses via role-play.

These activities might be enhanced by inviting outside peer mediation trainers to visit.

### **Additional Activities**

- Whole school exhibition of groups and hobbies in which pupils are involved
- Making a school video of after-school or lunchtime activities
- Reciprocal visit (if appropriate) to visiting group (from section 1)
- A school display of the activities of the visiting group (from section 1)
- Pupils may make posters about themselves, indicating their favourite colour, food etc
- Pupils may join sports teams/choirs/orchestras, either in school or outside
- Use the '*Focus Citizenship: Minorities*' resource pack produced by the Institute for Citizenship and the BBC. There is a video, teachers' notes, colour posters and activity sheets looking at racism, disability and refugees. It is aimed at pupils aged 9 – 11. Available from BBC Tel: 0870 8308000 (video code 543728, teacher's pack 543736)

## Appendix 1: The Platypus

In the beginning of time there were three tribes, the fish, the birds and the animals, who constantly argued about which group was best. The platypus did not belong to any group at all and the fish, the birds and the animals all wanted him to join them.

They called a meeting to decide.

The animals said, "We are the strongest so we are the best, brother platypus. Join us as you have fur like an animal."

The birds said, "Brother, you have feet and a bill like a duck and you lay eggs. You should join us. We can fly and surely we are the best?"

The fish called out to the platypus saying, "Brother, you must join our tribe. Not only can we swim faster than the others but we can also stay underwater. They can't do that and you swim with us every day, so you know we are the best."

The platypus listened to each group and when they had finished he said, "I will think about what you have said and in a short time I will tell you my answer."

A little later, the animals, the birds and the fish gathered outside the hole by the river where the platypus lived, and out came the clever little creature and said, "I will not join ANY of you as a separate group but I will join ALL of you as no group is any better than another and like me," said the platypus, "you are all special in your very own way."



(By kind permission of Perrelink Design)

Groups and Identity  
Pictures 1.1

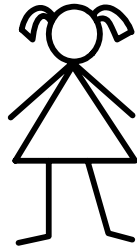


**Groups**

Groups and Identity  
Symbol Cards 1.2



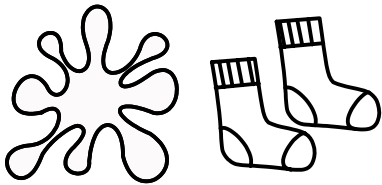
trainers



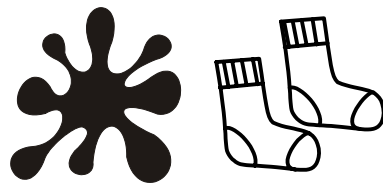
girl



boy



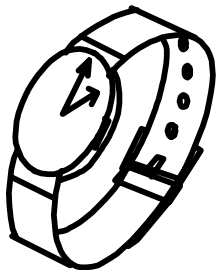
white socks



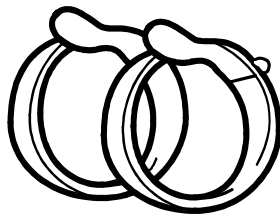
black socks



glasses



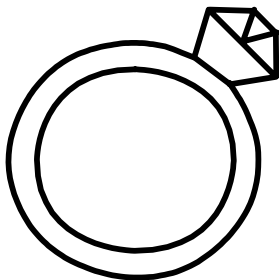
watch



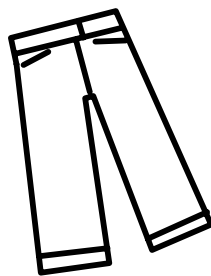
earrings



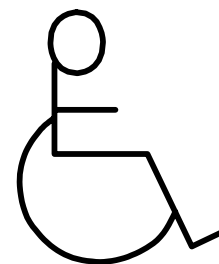
jumper



ring



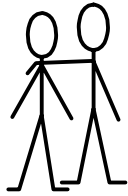
trousers



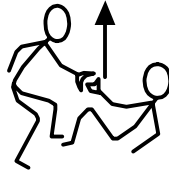
wheelchair

# Behaviours

Groups and Identity  
Symbol Cards 1.3



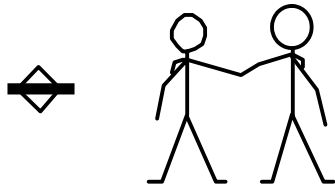
caring



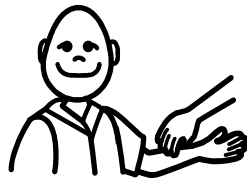
helpful



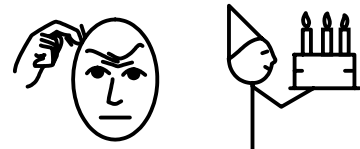
listening



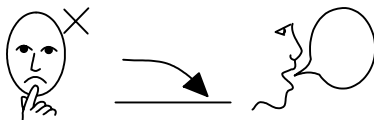
being friendly



touch gently



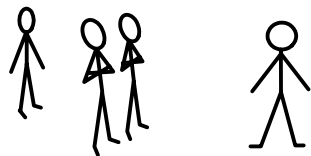
remember birthdays



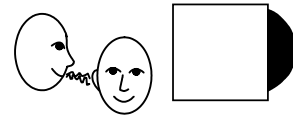
forget to say



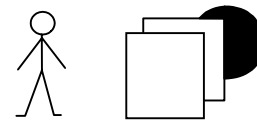
please



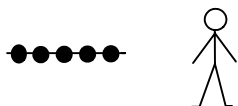
ignore someone



whisper behind



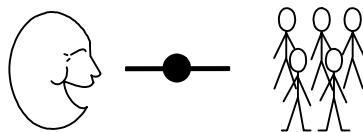
someone's back



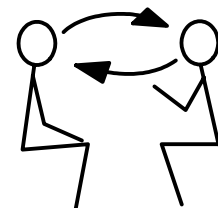
making someone



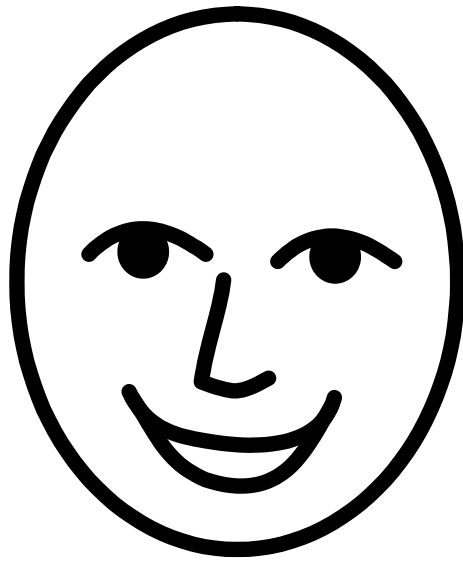
embarrassed



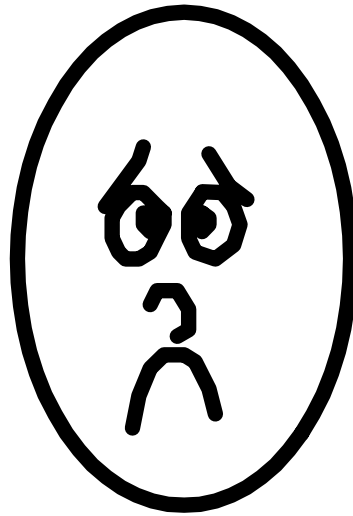
laugh at people



consulting



positive behaviour



negative behaviour