Identity and Belonging
Teachers’ notes
7-14 years
The Teachers’ Guide explains the ideas behind the projects and refers to intercultural competence, global citizenship themes and cross-curricular work. These Teachers’ Notes for the project on Identity and Belonging show how these ideas are linked to, and made concrete in, each part of this particular project.

This is done by reproducing the pupils’ template and indicating links to the three sets of ideas.
In the Guide to Connecting Classrooms Partnerships (page 7), there is a chart which explains the four stages of progression: Preparation for Partnership; Developing the Partnership; Embedding the Partnership; and Expanding the Partnership. The three projects introduced are also linked to this chart.

The criteria for Developing the Partnership with respect to Increasing global citizenship are:

- Young people and educators reflect critically on global issues
- Schools run collaborative curriculum projects which enable reflective learning on global issues and facilitate the development of global skills and outlooks
- Young people discuss global issues with their partner school(s)
- Educators are able to develop global citizenship issues in teaching

For example, the purpose of the project template on Identity and Belonging is to develop the partnership by collaborating on the analysis of identities and by introducing the idea that there are shared identities which are international or global. Identification beyond national boundaries is the basis for the next stage of Embedding the Partnership through projects which have an even stronger emphasis on ‘taking action’.

Summary

Pupils explore the concept of social identity and the fact that they have many identities. They belong to many groups of different kinds and sizes and they take identities from all the groups. They are also identified by others as belonging to certain groups.

The Global citizenship theme here is: Identity and Belonging.

The Global Citizenship skills include:
- Self-awareness, communicating, collaborating

The Global Citizenship outlooks include:
- Positive sense of identity, sense of interdependence.
Instructions to pupils

1. Either write a series of statements – no minimum and no maximum – beginning ‘I belong to…’ for example ‘I belong to my family’ ‘I belong to my school.’ Or draw a picture of yourself and links to the groups you belong to. Here is a starting point – you can change the drawing and add as many circles as you want.

INTERCULTURAL COMPETENCE: Knowledge about social groups and their culture
GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: feelings of belonging (or not) to particular groups
CROSS-CURRICULAR WORK: citizenship, education, PSHE

2. Make a list of all groups mentioned by pupils and find out how many belong to each group. Produce bar charts to represent results.

INTERCULTURAL COMPETENCE: knowledge about social groups and their cultures
GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: identities are varied and relate to different roles we have in life
CROSS-CURRICULAR WORK: mathematical skills

Exchange and share responses

3. Compare your results with those of your partner class and produce a combined bar chart to see similar and different numbers in each group and to identify groups which are mentioned in one list but not the other.

INTERCULTURAL COMPETENCE: Skills of interpreting and relating
GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: feelings of belonging or not belonging to particular groups
CROSS-CURRICULAR WORK: mathematical skills, ICT

4. Find or create symbols for each group in the chart and try to find one which is satisfactory for both classes e.g. a symbol for the school or the family which is satisfactory for both classes.

INTERCULTURAL COMPETENCE: Skills of discovery and interaction
GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: have features obvious to others and features less obvious but important
CROSS-CURRICULAR WORK: creative arts

5. In your own class – either as a whole class or in sub-groups – choose some of the groups you belong to and choose two or three items for each group (or photos of items) which represent what the group is, what it does, what it believes in, what makes it special. Discuss what you think your partners will choose to represent the same groups in their case.

INTERCULTURAL COMPETENCE: Critical cultural awareness
GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: feelings of belonging and features which are obvious to others
CROSS-CURRICULAR WORK: geography, citizenship education
6. Show your items to your partners and compare what they chose for a group and what you chose and try to select the things which are common to you and your partners and – maybe – common to children and young people everywhere.

INTERCULTURAL COMPETENCE: knowledge about how to make intercultural communication successful

GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: identities connected with school and others connected with roles outside school

CROSS-CURRICULAR WORK: English, citizenship education

7. Using the common items as a starting point, design and make a poster/hanging/badge/t-shirt etc. that symbolises the two schools as a group (‘We are the X and Y partnership and this is our poster etc’).

INTERCULTURAL COMPETENCE: skills of interpreting and relating

GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’:

CROSS-CURRICULAR WORK: creative arts

8. Show your poster (etc) to your parents, grandparents or other older people and talk to them about it. For example, ask them if they would have chosen the same items for a group (e.g. ‘family’ or ‘school’ or ‘country’) when they were young.

INTERCULTURAL COMPETENCE: Taking action

GLOBAL CITIZENSHIP ‘IDENTITY AND BELONGING’: can change over time

CROSS-CURRICULAR WORK: history

**Timing**

In the piloting of these projects it was clear that they are best implemented over a period of months – even up to a year – for each one and that this will cement good relations between classes more effectively than short projects.

**Different Interpretations**

The piloting also showed that the notes for teachers may be interpreted differently in different situations.

For example, during the Peace and Conflict project one class had a discussion about unwritten rules and why they have them. The children then role-played eight rules (such as where to sit in the classroom) and the teacher videoed them. Another class in their partner school produced a video of a 40-minute lesson and a written analysis of the rules they were following in the class.

Both were valid interpretations but meant that the teachers had to work flexibly within the project template to profit from the different approaches. As similar situations may arise in all the projects, they can be adapted by teachers, based on professional judgement.