

## 4.4

### How does Identity Change Over Time?

#### Objectives

- To introduce the notion that identities are not static.
- To explore the fluidity and multiplicities of identities and how they change over time.
- To look at the various influences on the identities of the students.

#### Previous Preparation

- This module aims to explore different aspects of identity and how they change over time. Make sure that when the class are discussing the various types of identity that there is no discussion on which forms of identity are better. Be sensitive to cultural and religious differences.
- If any of the students feel uncomfortable with this exercise they can imagine that they are someone else.

#### Introduction (30%)

##### Whole Group – *Explanation by teacher*

Explain to the students that identity is not static and often changes and can change at various points of a single day as well as over a lifetime. For example, a person may feel strongly identified with their family over the weekend and define themselves through their role as a big brother or sister. However, when they go to school they are more likely to define themselves in relation to their peers. When a person grows up and starts their own family they may define themselves as a parent or a husband or wife at different times of the day. One identity does not exclude the other.

##### Individual

Ask the students to draw a time line of their day or week, marking which identities are most prominent at different times of the day. Which parts of their identity are most important to them (sister/brother, girl/boy, teenager, nationality, tribe/ethnicity, music they listen to, sports they play, religion)? They can draw the timeline in the form of a graph, highlighting significant events which had an impact on their identity, e.g. the birth of a sibling.

#### Development (50%)

##### Individual

Once the students have identified which aspects of their identity is most important to them ask them to add 15 years to their age and predict which part of their identity will be most important to them at that time. Alternatively, you can ask the students to imagine which part of their parents' identity is most important to them (e.g. Their role as a parent, husband/wife, son/daughter, man/woman, profession, tribe/ethnicity, religion). If you have time you can ask the students to draw a time line of how their identity is likely to change over their lifetime.

#### Conclusion (20%)

##### Whole Group – *Discussion led by teacher*

What did they learn? Go around the room and ask each student to say one word which describes their identity now and one which will describe their identity in 15 years. Encourage the students to upload their timelines onto

their personal pages on Gemin-i Plus for other schools to look at.

**Teacher Evaluation:**

Comments on the class:

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Pupil specific comments:

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Observation and evaluation of the class:

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