

TEACHER'S PACK

THIS IS ME!

Education pack



## The Living Assessments Project\*

The Living Assessments project concentrated on narratives and oral testimony of families who experienced health and social care assessments. We interviewed young adults, parents, carers and professionals who support families through the process. Researchers on the project were advised by groups of young people, known as Experts by Experience, which included disabled young people, care experienced young people and their families and carers.

It was important for the researchers to hear children and young people's stories and listen to their experiences. The Experts by Experience advised the project researchers on how to create opportunities for children and young people's voices to be heard. Some members of the Experts by Experience group were using creativity to explore and understand their lives, so we co-designed an art competition. There were three different themes: 'home', 'adventure' and 'identity'. We received numerous entries on each theme, which told us meaningful and important stories about children and young people. We brought all of these entries together to form the This is Me! Exhibition.

Artworks spanned a range of genres, from painting to poetry. The powerful stories they told about children's lives were so profound that we wanted to share ways that young people can explore who they are, tell their story and understand and accept the different experiences of others in their classroom and their community.

This education pack supports young people to understand who they are through a range of creative practices. It has been developed by Madeleine Martyn, Primary School Teacher, and illustrated by Saffron Russell, Illustrator and Artist.

The aims of this pack are to help children:

- Explore who they are
- Celebrate differences
- Develop empathy and respect
- Express themselves creatively
- Build confidence in sharing ideas

**Professor Julie Anderson**  
**Principal Investigator on Living Assessments Project, University of Kent**

*\*The Living Assessments project (2020-2026) was a collaboration between the University of Kent, the National Children's Bureau and the University of Cambridge, and was funded by the Wellcome Trust.*

# Assessment, Inclusion and Accessibility

## Assessment

Teachers should use assessment for learning (formative assessment) throughout teaching the unit and should therefore adjust activities/discussions accordingly. Retrieval practice at the start of each session would be useful in determining what the children have remembered/gained from the previous session. Reflections/Plenaries at the end of each session would be a useful tool in summing up their learning and perhaps deciding what their key takeaways would be - followed by an evaluative reflection at the end of the project.

Assessment for learning or formative assessment will also enable teachers to provide students with additional support where needed.

The cross curricular links may lead teachers to identify areas of the curriculum that may need additional attention e.g. future PSHE sessions with a focus on well-being; Geography sessions with a focus of identifying countries of the world; elements of writing poetry may link to current or future writing targets for children; Art sessions may lead to teachers realising that certain artistic skills may need more attention.

The final session where children hold an exhibition for friends/family would provide an opportunity for summative assessment but with no grading necessary. This celebration of their creativity should allow the children to feel a sense of pride which in turn will contribute to their own sense of identity and belonging.

The summative assessment opportunity may (if a teacher wished) feed into any school's current method of assessing PSHE (WTS= Working Towards, EXS= Expected, GD= Greater Depth/Exceeding).

## Inclusion and Accessibility

Most sessions should be accessible to all children regardless of age or ability as the activities would be 'differentiated by outcome' if at all. If children were struggling to generate own ideas, teachers would perhaps need a bank of ideas to help scaffold their learning (without hindering their creativity). This may be useful for each 'Main Activity' where children will be creating a piece of work. This could be done by providing pre-completed examples or by creating a model together with the class so that less confident children could draw upon this bank of ideas.

Every activity is introduced with lots of discussion in mind which should also help scaffold the learning for less confident learners.

Teachers would need to be sensitive to particular children if they were struggling with well-being/identity or they had suffered a loss in the family or had experienced displacement.

The accompanying 'Children's Pack' has been designed to be provided to each child so they have a workbook to record ideas in as they are led by their teacher. However, it would be beneficial if some activities were produced/re-produced on separate paper or card to be more easily presented when the children design their own exhibition at the end of the project.

The activities are designed to be suitable for both KS1 and KS2 students. KS1 students are likely to need more modelling and scaffolding to help them achieve in the same way as KS2 students.

# Session 1: What Is Identity? (KS2)

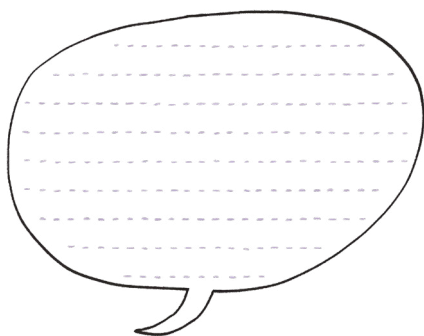
## What makes you YOU? (KS1)

**Starter/hook:** Where in the world do you have connections to and why?

Begin by showing children a world map and asking them: Where in the world do you have connections to and why?

**Discussion:** Give children plenty of opportunity to share information about themselves.

Where have you visited in the world?  
Do you have family anywhere else in the world?  
Do you speak another language?  
Where in the world would you like to visit?



**Activity 1:** Children write a speech bubble to accompany a photograph of themselves to be displayed around the map to share and celebrate cultural differences.

Provide children with sentence roots.....E.g. I am connected to..... because.....

**Resource 1**

**Key Questions:** How do these places make you YOU?  
How do they help form your individual identity?

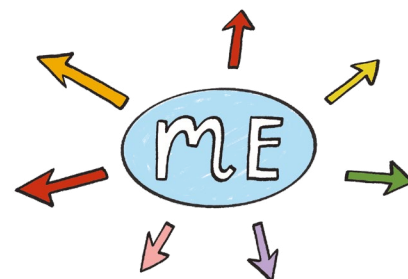
**Activity 2:** Apart from cultural identity, what makes you YOU?

Create a mind map to help children consider all of the different aspects that make up a person's identity.

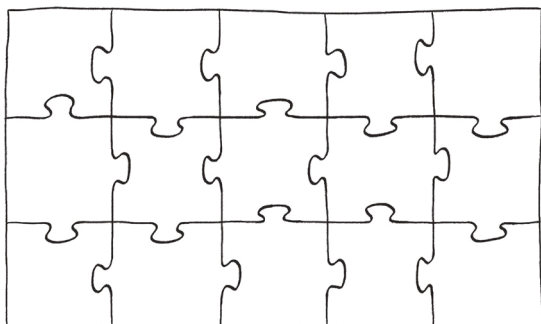
Children might suggest factors such as family, friends, hobbies, talents, faith, personality, life experiences, aspirations.

(Opportunity to mind map in 'Children's Pack'; on flipchart led by teacher or using post-it notes to create a class mind map.)

Link to metaphor of a jigsaw puzzle...What happens if there is a puzzle piece missing when you try and complete a jigsaw?



**Resource 2**



**Main activity 3:** All the puzzle pieces matter...

Provide children with an image/template of a blank jigsaw puzzle (**Resource 3**) and using the elements decided on together, fill in each puzzle piece with an element from the flipchart that builds up to represent them as a person.

(Children to complete in a medium of their choice - felt tip, coloured pencil, pastel, paint..)

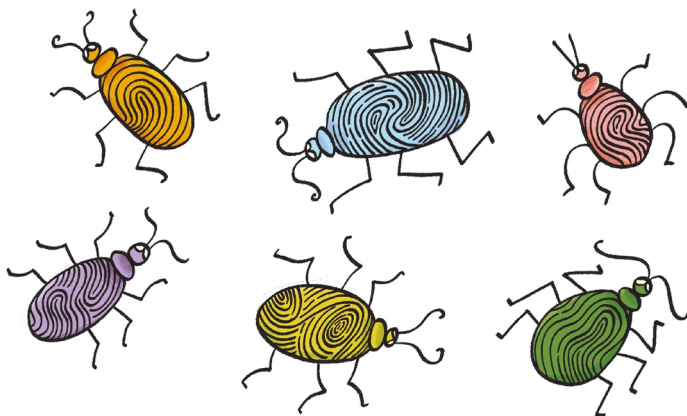
**Reflection/Plenary:** How else could we use the metaphor of a jigsaw? If each person was a jigsaw piece in this class, what would our completed jigsaw look like?

# Session 2: Identity Through Art (KS2)

## Art to show YOU (KS1)

**Starter/hook:** Why are fingerprints special?

**Activity 1:** Show children pictures of fingerprints (**Resource 4**) and ask them what is special about fingerprints? Elicit that no two fingerprints are the same and make the connection with how every single person on this planet is different and unique and this should be celebrated.



Give children the chance to experiment with comparing their own fingerprints with others' by using the space provided and ink or paint to create their own and compare to a partner's.

### Resource 5

Just like a fingerprint if you were to fill your silhouette with everything that makes you YOU then every single person would be unique and different.

### Main Activity 2: Special Silhouettes

Children will create 'All About Me Silhouettes' in their chosen medium.

Show an example.... And ask, 'What does this silhouette tell you about this person?'

Children to either have a go at drawing their own silhouette based on an image of them or use an example silhouette provided.

### Resource 6



### Reflection/Plenary: (Key Questions):

Why is it important to think about your identity? Why is it important that everyone's identity is different? What would the world be like if it wasn't? What advice would you give to someone who is struggling to understand their identity?

# Session 3: Home and Belonging (KS2)

## Is a house a home? (KS1)

**Starter/Hook:** What is 'belonging'? (KS2)  
What is home? (KS1)

Suitable for both key stages...  
**Leaf** by Sandra Dieckmann

More suitable for KS2...  
**The Lost Thing** by Shaun Tan

Short film version...

<https://www.youtube.com/watch?v=ln3d1KM6l3k>



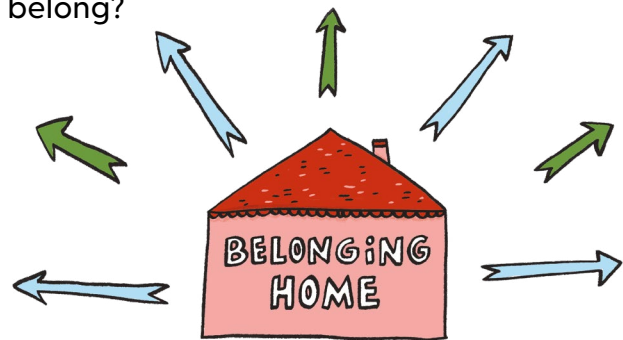
Begin by reading children a story that elicits thoughts about the theme of 'belonging'.

**Discussion: (Key Questions):**

What is belonging?  
What emotions do you have when you feel you belong?  
What helps you to feel like you belong?  
What about if you don't feel you belong?  
Who might feel like that?

**Activity 2:** Mind map 'belonging' (*think, pair, share*); then mind map 'home' (*think, pair, share*). Are there any overlaps? Mind map ideas for 'belonging' in one colour then 'home' in another.

**Resource 7**



**Main Activity 3:** Write poems with either the theme of 'Belonging' or 'Home'.

Use discussion notes, mind maps, the stories and own experiences for inspiration. Some children may wish to write their own freestyle poem but others may prefer to have more guidance.

Two effective (but highly structured) types of poems are '**acrostic poems**' (The first letter of each line spells a word. The word is the subject of the poem. E.g. 'belonging or home') or '**cinquain poems**' (This type of poem typically consists of five lines, using the following structure: Line 1: 2 syllables; Line 2: 4 syllables; Line 3: 6 syllables; Line 4: 8 syllables; Line 5: 2 syllables).

Children could write these in their booklets using **resource 8** and/or present these on separate paper/card.

**Resource 8**

Line 1: 2 syllables  
Line 2: 4 syllables  
Line 3: 6 syllables  
Line 4: 8 syllables  
Line 5: 2 syllables

Title: \_\_\_\_\_

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A small illustration of an owl perched on the top right corner of the writing template.

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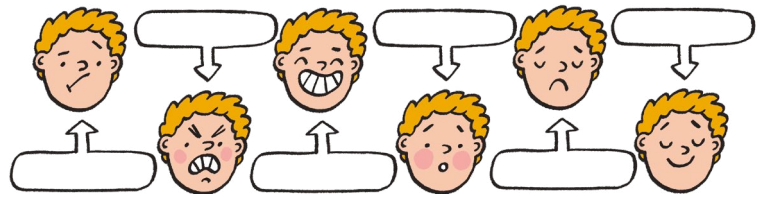
**Reflection/Plenary:** How can you help others have the sense of 'belonging'?

# Session 4: Expressing Yourself (KS2)

## Being YOU (KS1)

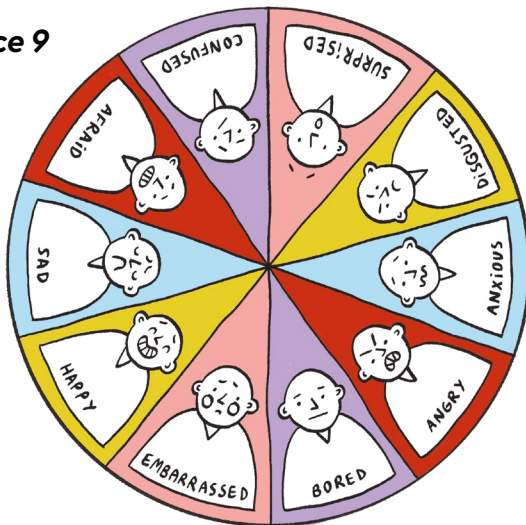
### Starter/hook 1: How are you feeling today?

Provide children with a range of emotion faces and ask them to use vocabulary from one of the emotion wheels to describe the feelings.



Use this to explain how emotion wheels work and how they can be useful to us when we are not sure how we are feeling or how others are feeling. Then ask children to describe how they are feeling today or how they may be feeling in a range of hypothetical situations.

### Resource 9



### Discussion: (Key Questions):

Why is it important to be able to express yourself?  
 When is it hard to express yourself?  
 What different activities/movements do you do to express these different emotions?

**Main activity 2:** Give children three options of a piece of artwork they could create to express themselves.

**Option 1:** Use a range of materials to create a collage of YOU or that represents YOU. (Have a range of material types ready as well as some current magazines/images that are age-appropriate)

**Option 2:** Use clay to create a sculpture of YOU or something that represents YOU.

**Option 3:** Use paint/pastel to create an image of YOU or something that represents YOU.

All of these pieces of artwork could be an image of the child; something they are interested in; or just images of things that they feel make them who they are.

**Plenary:** Hold an exhibition in class. Children display their artwork on their desk with a blank post-it note for their friends to leave positive comments or emotions they felt as they travel quietly around the room.



**Reflection:** Ask children to write down answers to these questions perhaps on a post-it note or a label to attach to their artwork.

- 1) What do you love about yourself?
- 2) What do you like about yourself?
- 3) What are you proud of yourself for?
- 4) What do you enjoy about yourself?

# Session 5: Identity and Sound (KS2)

## Music and YOU (KS1)

### Starter/hook 1: Hearing Colours

Link sound to the emotions wheel from last session.

Play 3 different pieces of music to the children, that are likely to evoke different emotions.

Each time children listen, ask them to hold up/point to a different coloured card depending on how it makes them feel. Why does this colour match the music? How does this change throughout the piece of music? Why?

#### Resource 10

**Key Question:** Did you know that some people see colours when they hear music? If time, watch a video about 'synaesthesia'.

<https://video.link/w/8U0cc>



### Discussion: (Key Questions):

What genres of music do you know?

Which do you feel is most suited to your 'identity'? Why?

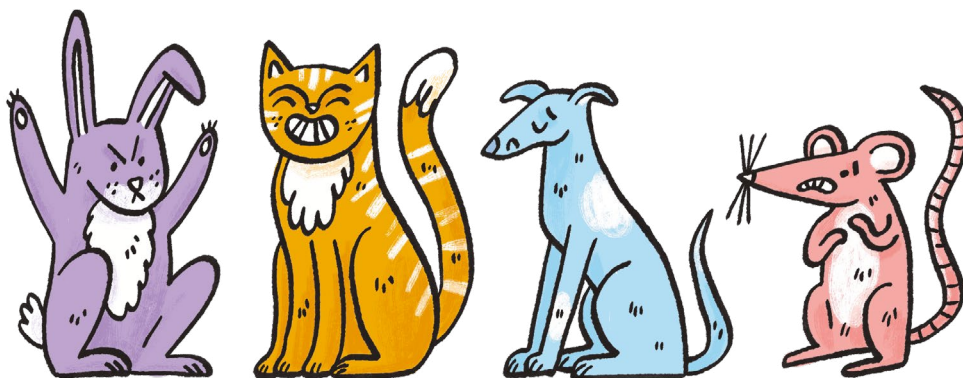
Link to previous lessons on identity - is this because of your culture/faith/family/friends?

**Main activity 2: Musical Marvels:** Show children how to use 'Music Lab Song Maker' to create a piece of music that they feel reflects their identity.

Experiment with instruments/tempo/layering/percussion to get as close as possible to reflecting 'YOU'. In some cases, depending on computing skills, it might be more straightforward for children to use a range of actual instruments to compose their own piece.

**Extension:** How could children include spoken words or lyrics to add another element to this?

<https://musiclab.chromeexperiments.com/Song-Maker>



**Reflection/Plenary:** Choose some children to share their compositions and ask others to match the pieces of music to animal characters.

#### Resource 11

**Key Question:** How does mood link with personality and therefore identity?

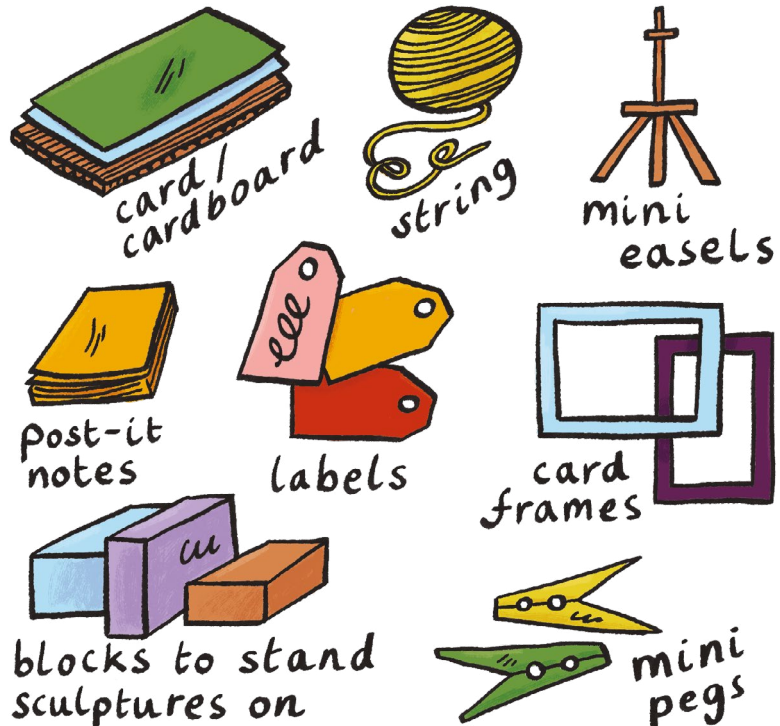
# SESSION 6: Exhibition time!

This is a wonderful opportunity to celebrate everything that children have created during the unit of learning.

Ask children to write an invitation to their parents/ carers to come in and see the mini-exhibition of their creative work. Once a date, time and place have been arranged, then in this final session, children can prepare their work for display using a range of creative methods chosen by the teacher or themselves.

In the children's pack there is a tick list of the creative pieces they will have made that they can tick off as well as some suggestions for materials they could use to help display them creatively.

**Resource 12**



Each child could be provided with their own large piece of card to mount work onto using pegs, photo frames, string, blocks. They could leave post-it notes nearby to receive feedback about their work.

This mini-exhibition acts as a celebration of them and embodies the ethos of the 'This is Me!' project for all to see.

After the exhibition, ask children to reflect and self-evaluate their learning using your own or the following questions:

**Evaluation:** Evaluate your learning by answering these key questions...

- 1) What have you learnt about your identity during this project?
- 2) What have you learnt about belonging and home?
- 3) How will you use what you have learnt to help others?

## KS1-2 curriculum links

**English** (use of high-quality picture books to help explore the themes; poetry writing).

**RHE** (Increased sense of identity, home and belonging = greater well-being).

**Geography** (where in the world do you have connections to?).

**Music** (reflecting on mood and colour through music and composition on music lab).

**Art** (expression through different mediums of children's choice; all about me silhouette; collage, sculpting clay).

**Possibilities for other links.... History** (use of family trees; **RE**- exploration of faith as part of identity and belonging; **MFL**- through exploration of the globe and belonging.)

## Extension Ideas

**The whole project:** Children's artwork that is produced during the sessions could be used as part of a permanent display in school as a celebration of their creativity. As part of this, children could write accompanying blurbs to explain what they did, how it made them feel and the connection between projects.

**Home:** Children could build models of their current home or their 'ideal' home to help continue to explore this theme.

**Identity:** Delve deeper into events in our society that help to celebrate identity. How could you organise an event in your school that helps celebrate diversity and promote a deeper sense of individual identity?

**Belonging:** Create a leaflet as a guide to help others feel like they belong. How can this help people to have healthy minds? How does this link to our physical health?

## Teacher reflection questions

Which part of the programme of sessions had greatest impact?

Were there any particular successes or failures? What caused these?

How would you adapt resources for use next time?

What do you think your students have gained from undertaking these sessions?

How can these sessions fit into your broader PSHE curriculum?

Which other year groups or schools would benefit from these sessions?

Was there a particular group of students that benefitted from the sessions more than others?

How would you use the education pack in the future?