

Identity Project 2006

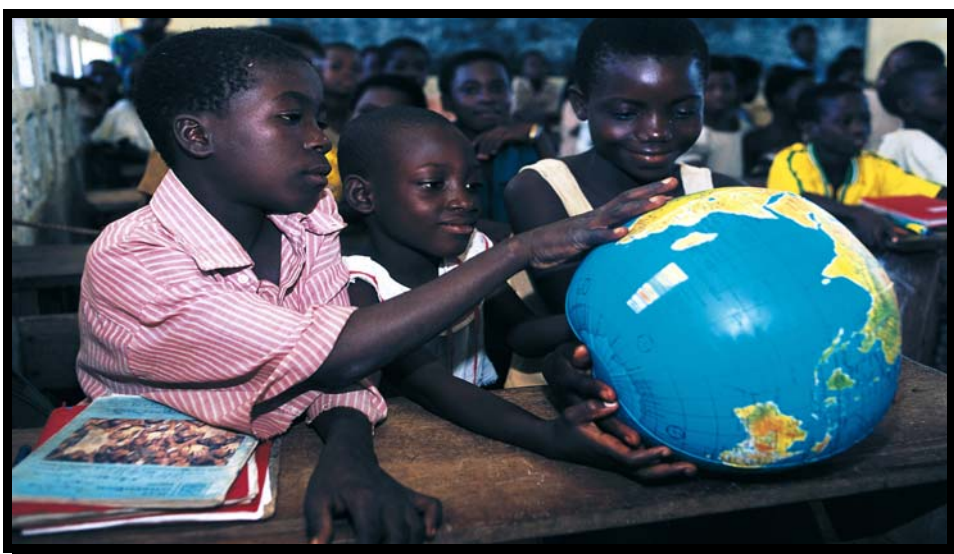


In association with



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Identity Project Summary

This project will create a community of 50 schools who will work collaboratively to research the issues surrounding Legal and Personal Identity from January to April 2006. The project will use the Gemin-i Plus Software. Plan and Gemin-i.org will provide all the necessary lesson plans and teaching resources.

Participants: 50 Schools (22 UK, 3 Dutch, 24 African, 1 Indian)

Duration: January to April 2006

Age of pupils: Key Stage 3 (preferably teenagers)

Class time per week: 2 hours

Curriculum links: The project will be carefully linked to the UK National Curriculum, in particular Citizenship, English, History, Geography, ICT and RE.

Structure: The project will be modular allowing for particular schools to choose their most suitable topics.

Outcomes: The project will create a fun and engaging website which will form an educational resource for other schools. A report will also be circulated among schools and Development Education Centres.



Overview

As a result of the success of the Young People's Commission for Africa (www.ypcf.net), Plan UK and Gemin-i.org have decided to carry out another collaborative project, focussed on identity, rights and responsibilities.



Screengrab from the YPCfA

The project will link 25 schools in the North with 25 schools in the South from January to April 2006. They will work collaboratively, exploring the concept of identity in relation to rights and responsibilities through issues such as natural disasters, conflict and birth registration.

Concept

A person's identity is a set of elements, which define him or her. Identities affect the way people view us and interact with us; they can affect our social relationships, educational and professional experiences, and our life chances.

All too frequently people's identities are the cause or underlying motive for human rights violations.

What is identity?

Our View of Identity

- *Legal identity* - is made up of things like Birth Registration, Nationality, Naturalisation etc. - who conveys legal identity, mechanisms & processes, how one can lose or change your legal identity (refugees, internally displaced people, immigrants, dual nationality etc)
- *Other identities* - As well as your legal identity there also other factors, which determine your identity such as descent, languages, culture, artistic and aesthetic values, historical memory, religion, gender, sexuality, wealth, class, tribe, ethnicity, caste, disability, age.

Analysis of Identity

- Interaction & interplay between legal identity and other identities (which is more important and when and in what situations?)
- Identity and how it influences choices made by young people today - how does your identity influence the choices you make? Choosing friends, confidants, careers, role models, where you live, what you eat, how you dress, who you marry. How do these choices influence your relationship with others?

Identity & Rights

- Who conveys and reinforces identity (governments, peer groups etc)?
- Who conveys and upholds rights (UN Human rights treaties, regional bodies E.g.: EU, AU; national governments)?
- How effectively are rights upheld? Mechanisms for redress etc.
- How important is your identity to your rights? Different groups have their rights compromised, other groups seem to enjoy more rights than some.

“We believe we must be given the chance to think for ourselves.”

Jacob, Morning Star School, Ghana,

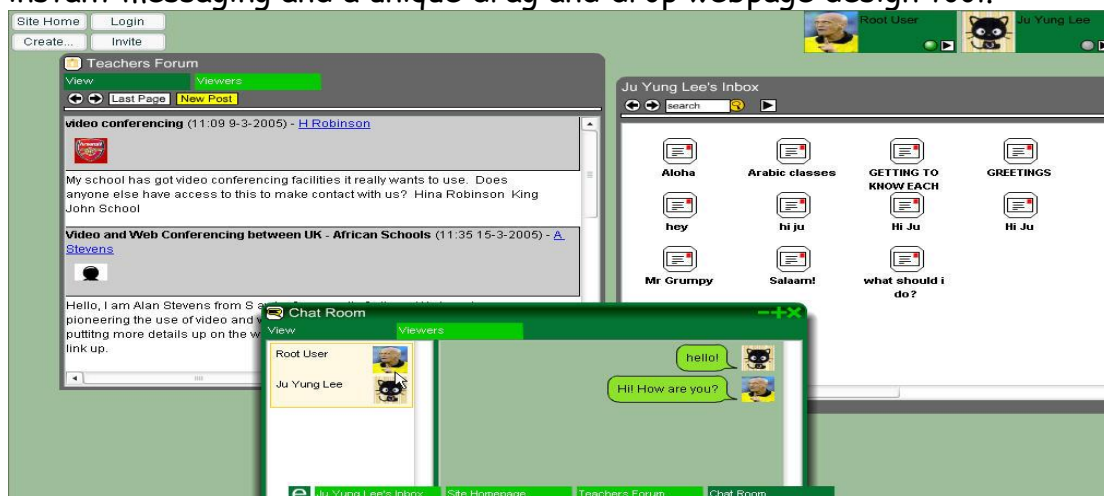
What is Gemin-i Plus?

Gemin-i Plus is the software that will be used for this project. It is a web based software system that allows students across the world to communicate and collaborate on curriculum based projects. Gemin-i Plus was designed to allow teachers to add an international focus to specific parts of the curriculum by collaborating on projects with schools abroad.



Media rich web-pages can easily be designed by pupils and teachers in Gemin-i Plus

The software is designed to make the most of each school's available ICT resources and can operate effectively on low bandwidth and older computers. Gemin-i Plus is easy to install and can be used on any schools' internal computer system. It contains a multiple user system, which allows up to five pupils to use one workstation simultaneously. It includes a number of media rich collaborative tools to make the project as exciting and engaging as possible and to ensure effective communication throughout the project. These include email, forums, meeting rooms, instant messaging and a unique drag and drop webpage design tool.



Gemin-i Plus contains a number of communication tools

Structure

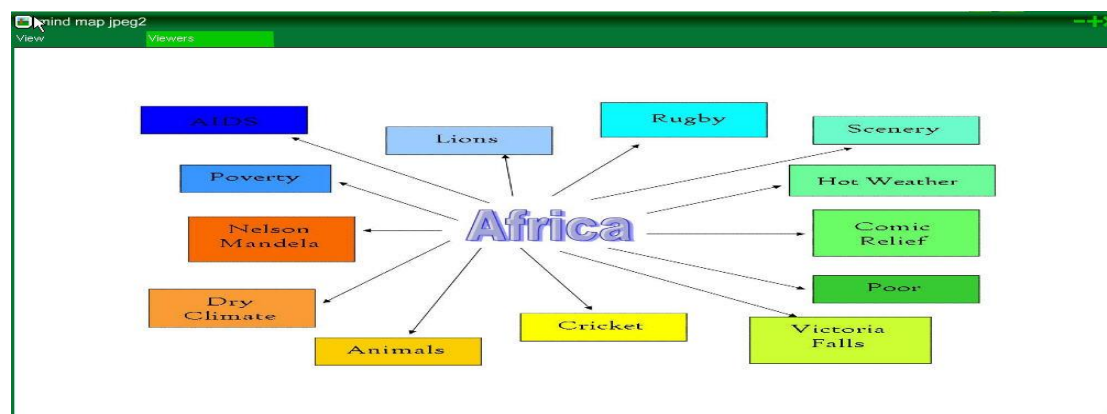
This project assumes 12 working weeks. Participating classes should spend at least two hours a week on the project (one of which should be online) and the class size should not be larger than thirty.

This project is designed for Key Stage 3 pupils, however since it will be dealing with relatively mature subjects we believe that teenagers would benefit most from it.

The structure for this project will be flexible allowing teachers to fit it into their subject areas as best as possible. The project will be split into core and extension modules. The core modules will be covered in weeks 1 to 7. Teachers will be able to choose from a number of modules each week and should cover at least two modules per week.

In weeks 8 to 12 participants will work on the extension modules, which will explore identity and rights through analysis of real world situations. Classes can choose to explore one or more of these issues during this period. The work that the classes produce on these issues will build a media rich information bank which can be used to inform future users on the topics studied.

This structure will allow for differing academic abilities since schools will be able to determine the pace at which they approach core and extension modules. There will also be flexibility in the module order so that schools can choose to do them according to when they can be online. The module structure will also accommodate varying lesson times and teachers should be able to adapt the modules to fit into their lesson periods by doing one or two modules at a time or even splitting modules.



Example of a mind map produced on the YPCfA project

The project will largely be structured as follows:

Week	Module	
1	Learning how to use Gemin-i Plus	
2	Learning how to use the communications centre	
3	Introduction to identity: 1) The nature and importance of identity - who am I? 2) Creating a mind map on identity 3) Comparing mind maps on identity	
4	Introduction to identity: 1) The diversity of identity in your country 2) Legal and personal identities: what is the difference? 3) Survey on cultural influences in your group 4) Conflicting identities - situations around the world	
5	5) Debate on an issue of identity 6) How does gender influence identity? 7) How does identity change over time? 8) Identity stereotypes - what does society think of you? 9) Identity Cards - what would yours look like?	
6	Rights and responsibilities: 1) How do rights link with identity? 2) Your ideas on your rights 3) The UN Convention on the rights of the child	
7	4) Your vote on your rights 5) Your responsibilities, your actions, other people's rights	
8	Study of choice of at least one of the issues below in depth: 1) Working and Voting 2) Natural Disasters 3) Decision-making and Development Planning 4) Health and Education 5) Armed Conflict 6) Child Trafficking 7) Birth Registration	Canvass the opinions of other schools in relation to your issue
9		
10		
11		
12	Present your work: Create an information bank to inform future users	

Hot Seats

Throughout the project participants will be able to pose questions to pre-selected hot seats on a number of different topics. The hot seat interviews will be filmed and uploaded onto the website for participants to view. This will offer a fun and engaging way of teaching and learning and relating the issues to real people.

Cherie Blair Hotseat

View Viewers

View Edit

Cherie Booth Blair

Successful lawyer and wife of Prime Minister Tony Blair.

Born: Bury, Lancashire 1954

Education: law degree at the London School of Economics and came top of her year in the bar exams.

Cherie and Tony married in 1980. They have four children.

She is the author of "The Goldfish Bowl".

Career: She practices under her maiden name as a Queen's

Cherie expresses which she thinks are the five main issues facing Africa today.....

Cherie gives her views on the fight against HIV/AIDS in Africa.....

Watch the rest of Cherie Booth's interview here:
[Questions one - four](#)
[Questions five - eight](#)

Hot seat interview with Cherie Blair on the YPCfA

Communication

Participating schools will be encouraged to work together and communicate throughout the project. Communication is straightforward and safe using the Gemin-i Plus software. There will be a space on the website for teachers to communicate with each other and arrange meetings between their classes. Teachers can also arrange to produce work in conjunction with other schools. Teacher to teacher communication will also be aided by project facilitators.

While school to school linking may be a result of this project it is not the primary aim, and participating schools should not expect this as a result of participation. If schools wish to develop these links on their own they will be at liberty to do so.

"What I like about the project is discussing with students from different countries and asking them about their school, country, friends and education."
Student, Mbelue-Bamessing, Cameroon

Wider School and Community Involvement

Teachers will be provided with lesson plans and these will include ideas for wider school involvement and ways in which students can engage with the local community through various activities such as campaigns, fund raising for charity, theme days, votes and assembly activities. It is up to the teacher to decide how to involve other people in the class' work.

Facilitation & Training

Each participating school will be allocated a facilitator who will work closely with the teacher to answer questions, provide materials and advice as well as ensuring the smooth progress of the project.

Teachers will be trained in the use of the software before the start of the project. A training day will be held in November 2005 for UK teachers. Teachers outside of the UK or teachers who are unable to attend will be trained over the phone. Participating schools will also be provided with user guides and video tutorials.



Example of a school homepage

"I enjoyed making the homepage because I got to communicate info about me. I enjoyed the mind map too, because it gave me a chance to use my existing knowledge."

Student, Notre Dame High School, Sheffield

Curriculum Links

In line with the Qualifications and Curriculum Authority's curriculum guidelines, the project fulfils the following learning criteria:

- Learning about the legal and human rights and responsibilities underpinning society
- The diversity of national, regional, religious and ethnic identities
- The work of community-based, national and international voluntary groups
- The significance of the media in society
- The world as a global community, and the political, economic, environmental and social implications of this, and the role of the EU, the Commonwealth and the UN
- Developing skills of enquiry and communication
- Students will think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- They will have a forum justifying orally and in writing a personal opinion about the issues, problems or events
- They will have the opportunity to contribute to group and exploratory class discussion, and take part in debates
- Developing skills of participation and responsible action
- Use their imagination to consider other people's experiences
- Reflect on the process of participating

In addition, the project would meet with at least 2 of the 5 key objectives of the Children Act 2004 (Every Child Matters), namely:

- **Enjoying and achieving** - particularly achieving personal and social development and stretching national educational standards at secondary school
- **Making a positive contribution** - particularly engaging in decision-making and supporting the community, developing positive behaviour, relationships and self confidence

"I enjoyed talking to and working with people in other schools and countries. I also enjoyed sharing my views of our continent with people overseas."
Samantha, Marian College, South Africa

The project will link to the following areas of the Key stage 3 curriculum:

Subject	Links
Citizenship	Knowledge and understanding about becoming informed citizens Developing skills of enquiry and communication Developing skills of participation and responsible action
English	Group discussion and interaction Listening Speaking Standard English
History	Chronological understanding Knowledge and understanding of events, people and changes in the past Historical enquiry Organisation and communication A world study after 1900
Geography	Geographical enquiry and skills Knowledge and understanding of places Knowledge and understanding of patterns and processes
ICT	Finding things out Exchanging and sharing information Reviewing, modifying and evaluating work as it progresses
Religious Education	Learning about religion Learning from religion
PSHE	Developing confidence and responsibility and making the most of their abilities Developing good relationships and respecting the differences between people

Outcome

The project will culminate with the production of a fun and engaging website which will be used to inform other schools as well as the general public about the topics studied by the participants. A report will also be published and made available to schools and development education centres.

Contact

If you are interested in this project, please contact Chris Llewellyn, Project Manager, at chris@gemin.i.org