

Activity 1: My individuality – The many facets of me

Learning intentions

- Students will explore what makes them similar and different from others.
- Students will learn that people of any gender can be similar and/or different.
- Students will learn that it is okay to have different interests from their peers.

Equipment

- Room to move
- 'Human bingo' handouts
- 'Identity wheel' handouts (complete one before class to use as an example)
- Colour wheel (access a YouTube clip to demonstrate)
- Pens, pencils and notebooks, or digital devices

Method

Part A: 'Human bingo' (a diversity research game)

1. Distribute the 'Human bingo' sheet. Explain that playing this game will help us to learn more about our similarities and differences.
2. Explain how to play the game. Students have a few minutes to move around, asking the questions and finding one person per box on the sheet who can give 'yes' as the answer. They can only enter a person's name once on the sheet. Encourage students to complete every box.
3. After the game, bring students together and ask:
 - What have you learnt about each other from playing the game?
 - Was there something surprising or new that you learnt about anyone?
 - Did you find any surprising similarities between you and others?
 - Did you find any surprising differences?
4. Build on the experience of human bingo to point out that there are many things that make us who we are – our likes, dislikes, experiences, strengths, abilities, bodies and cultural and religious backgrounds. These are different parts of who we are. Sometimes we call this our 'individuality'. Each of us is constantly growing and changing in many ways.

5. Over time, we might change some of our likes and dislikes and get new strengths, interests and skills. It is good for us to understand that everyone is a little bit different. While we have some things in common with others, we also have differences. This too is something to be proud of. We can be proud to be the same and proud to be different. Being different is also something to enjoy and respect in others. We can appreciate and respect the ways people are similar to us and appreciate and respect the ways people are different from us.

Coaching point:

Be on alert for gender policing. It is important to challenge sexist, homophobic and transphobic comments whenever they arise in discussions or informal conversations at school. Prior to activities, anticipate possible student comments that might seek to police the choices of other students along gender-stereotypical lines. (For example, 'There are no set colours for girls, for boys or for gender-diverse people. People can like whatever colour they choose. And they can change their minds. We need to be able to let our friends enjoy their own preferences.')

Part B: My identity wheel

1. Explain that the next activity will allow us to share our interests and preferences. Everyone will complete an 'identity wheel' – a tool designed to record and share different sorts of information about ourselves. It is not big enough to let us share everything about ourselves, but it is going to be big enough to show different things about us, show our individuality, and allow us to learn about the similarities and differences between people in the class.
2. Use a completed version of the attached identity wheel to demonstrate how students can populate the 8 different categories – home, friendship, play, school, relaxation, coping, strengths and futures – with information about their likes and preferences.

For example, a teacher might choose to emphasise something like, 'You can see here in the learning section on my wheel that I really like learning about maths and science. I also like learning to dance. It's sometimes tricky and it's tiring because you need to use your whole body, but it's also exciting. In my futures section you can see that one day I want to travel to Africa to see a wild elephant.'

Or, 'You can see here in the learning section on my wheel that I really like to learn new recipes from around the world because I love to cook. I also like rock climbing because it's hard and scary and you need to use your strength. In my futures section, you can see that one day I want to visit the great art galleries in France and Italy because I love to paint.'

As you talk through the wheel, point out that each category is an important part of our identity.

3. Provide time for students to work independently on their identity wheels. (They may need extended time across some sessions to complete this task.)

Coaching point:

Positive role modelling. Sharing aspects of your own identity provides an opportunity for you to do some positive role modelling, using appropriate examples from your own life. Aim to share some non-gender-stereotypical aspects of your identity.

4. Assemble the class to share the identity wheels. You may prefer to arrange this as a gallery walk around the class, with students introducing their work prior to a class discussion. Or, you might ask students to share their work in small groups.
5. Once students have had a chance to share their work, invite them to comment on the similarities and differences they have noticed.

(Assist with some of your own observations as needed.)

- Who found some similarities?
- Who found some differences?

Seek comments on any patterns found within and across genders. Ask:

- Are there any differences when we compare the wheels made by students of different genders?
 - Are there any similarities when we compare the wheels made by students of different genders?
6. Challenge students to recognise that they do not have to be restricted in their preferences based on common gendered patterns. Draw on examples from the data. Provide statements and questions like:
 - Some people like soccer. Can people of any gender enjoy playing soccer?
 - Some people like painting and playing dress-ups. Can people of any gender like painting and dress-ups?
 - Can someone like soccer and painting and dress-ups?

If you encounter resistance (like 'boys don't play with dolls'), explore this resistance with further questions:

- Can a boy play with dolls if he wants to?
 - Can a girl wear a superman suit if she wants to? Can I wear a superman suit if I can find one my size?
 - Do we have to agree if someone says you can't do something just because of your gender?
 - How might others feel if we start making rules like this for them?
7. Assign some extra time and invite students to add things to their identity wheels that show the *variety* in their interests, as well as the main preferences they have already included.
 8. Show students a colour wheel. Ask if they know what happens when you spin a colour wheel. Show them a YouTube clip demonstrating what happens. When they have noted that the wheel may look white while spinning, but is actually made up of lots of colours, you can explain that people are a bit like colour wheels. We can look at them and think we know what they are like (like how we think the colour wheel is white when we spin it). But when we slow down and get to know others better, we can see different parts of their personality and life (like the different colours we can observe on the colour wheel when it is still). We can enjoy the ways that we are similar to others, and we can enjoy the ways that we are different from others.

Throughout the discussion and at the conclusion of the activity, emphasise:

- There are lots of aspects to our identities.
- The more spokes we have in our identity wheels, the stronger and more resilient we can be.
- We have lots of interests.
- We like to learn new things.
- We can express ourselves in many different ways.
- We value and respect how different people can be.
- We like to learn about how people are different as well as about how they are similar to us.
- We understand that some gender labels are limiting, and that all people should be treated equally, regardless of gender.

Seek opportunities to highlight these points when relevant during the school day.

Review

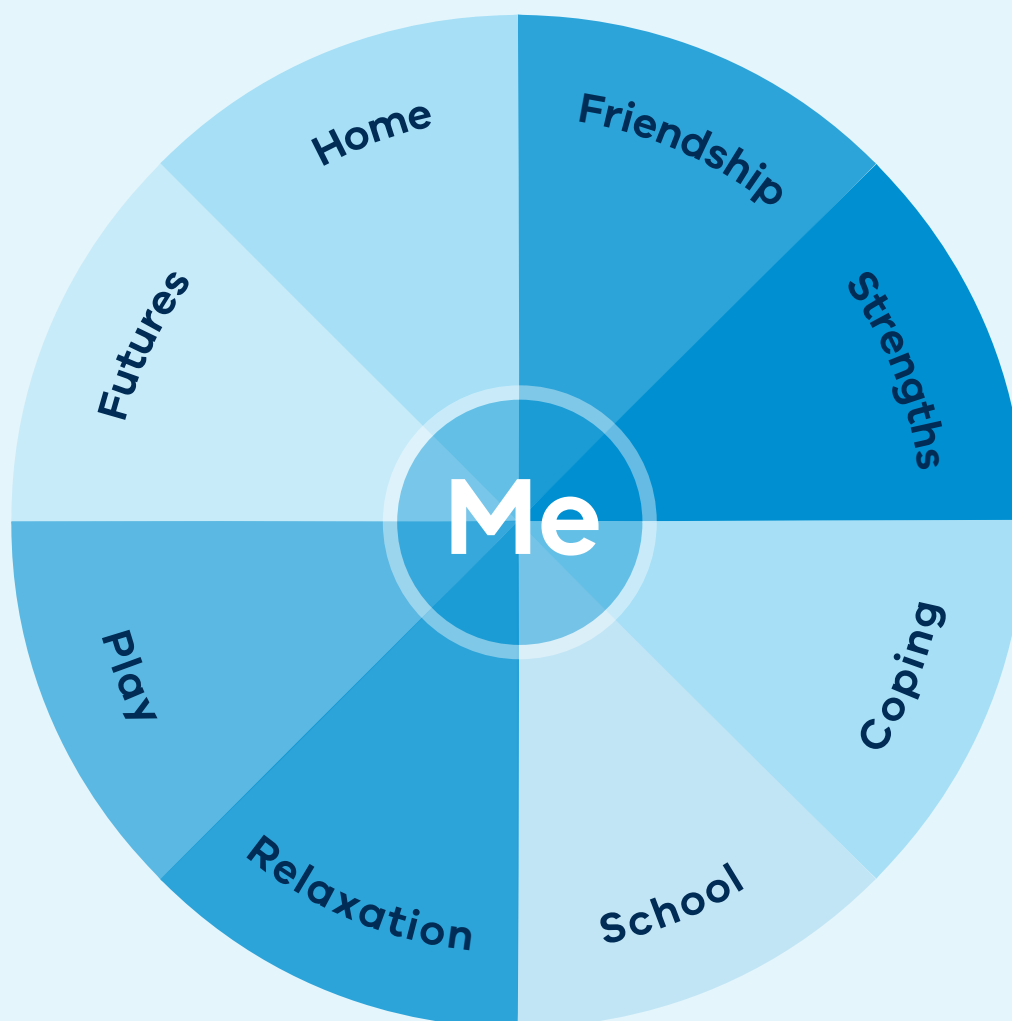
To conclude the lesson and review the learning intentions, invite students to consider:

- Why is it important to learn about some of the similarities and differences between students in the class?
- Why is it important to appreciate and respect differences between people?
- How can we show appreciation and respect for each other's differences and preferences?

HUMAN BINGO

Someone who has the same length hair as you	Someone who is about the same height as you	Someone who likes bananas
Someone who likes loud music	Someone who has a different favourite colour from you	Someone who likes ball games
Someone with a different favourite food from you	Someone who likes to play on the climbing equipment	Someone who has the same favourite game as you
Someone who was born in a different country from you	Someone who has the same length hair as you	Someone who has the same number of siblings as you
Someone who likes to draw	Someone who likes to read	Someone who smiles a lot

My identity wheel



Some questions to help you think about different parts of your self

Home: I live with others. Who I help at home: Who helps me at home: Things I like to do at home:	Friendship: I am a friend. I like to play: How I help my friends:	Strengths: I have strengths. Some strengths I have: Some strengths I want to grow or improve:	Coping: I can cope When I am down or worried, these things cheer me up: When I have a problem, it helps when I:
School: I like to learn. I would like to learn more about: These people help me learn:	Relaxation: I can relax. When I want to relax or calm down, I like to: To help calm other people down, I sometimes:	Play: I can be active. Active games or sport I like to play are: I like to be active when:	Futures: I have dreams about my future. One day I would like to: