



## Waltham Forest SACRE

# The Linking Schools Programme

## Primary Schools in Waltham Forest

This highly successful project is again available to schools in Waltham Forest this year.

Click here to see the engagement and success of some of our schools last year.

<https://thelinkingnetwork.org.uk/national-schools-linking-network/waltham-forest/>

The training and support for schools taking part is completely free. This year classes can link either face to face or virtually. The programme supports your RE, PSHE, health and wellbeing and community cohesion objectives.

Interested? Don't delay closing date for applications:

**Wednesday 6<sup>th</sup> October.** Click here to apply:

<https://faithbeliefforum.org/form/application-to-linking/>

The first CPD session is on: Wednesday 13th October 4-6pm

**Tip:** It helps if you can find a partner class in another local school.

All CPD sessions and support materials are **free** to participants. Schools only will need to provide pens, paper etc for lessons plus any travelling that may be chosen if classes decide to meet face to face.

The focus for primary pupils taking part in the programme is:

**“Who am I?” “Who are we?” “How do we live together?”**

See below for details of the full primary programme.

*The programme is funded by **The Linking Network** and delivered by the **Faith and Belief Forum** and supported by **Waltham Forest SACRE***



Link Day 1: Who Am I?  
Activities to Explore Identity  
Primary Pack





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## Activities to explore Identity

### Key question 1: 'Who Am I?'

The starting point for Linking is to give students the opportunity to reflect on and articulate a sense of their own identity. Reflecting on the different aspects of what makes them who they are can help them to recognise the complexity of identity and therefore be less likely to stereotype others, and more likely to both empathise and make space for learning. By creating an open and safe space for students to share, they are able to gain a more honest and nuanced view of other's identities.

Activities introduced are focused on exploring the following questions:

- Who am I? How would I describe myself?
- What elements make up my identity?
- What is on the inside and what is on the outside?
- What groups do I belong to? What are my beliefs?
- In which ways do I express my beliefs and/or faith?

## Preparing to meet

Before your students meet for the first time, take the opportunity to tell them about the programme and allow for research and questions about the partner school. Think carefully about anything which may surprise your students – the more prepared they are for meeting each other the more smoothly the day will go. How can you encourage your students to be enthusiastic about the Link day? What are some of the challenges you can anticipate and deal with in advance? What are some of the things you'd like your partner class to know before you meet?

### **Some ways in which you can prepare your students:**

- Swap pictures of each other's classes and names of students (Only using pictures of students that have photo permission)
- Create a poster/power point about the school and the class. Swap with partner class.
- Research the faith or belief ethos of your partner School
- Create a list of 'curiosity questions' to send to partner class. Answer questions as a class and email back.



## Welcome Script

- If you're the host school, welcome the partner school and tell the students you hope they will enjoy the day at your school!
- If you're the partner school, thank the host school for having you there and tell your students you'll all try to remember to be on your best behaviour.
- 'Our schools have been paired together as part of the School Linking Programme. Lots of children across the country are having the same experience as you today'.
- 'It's exciting to be meeting new people today. We would like you to try to speak to everyone new and to make friends!'
- 'It's ok to feel shy at times, and some things will be very new. If you are wondering about anything, come and speak to us or remember it for when we're back at school'.
- 'Today we're going to have lots of fun altogether. We want you to be mindful of each other and think about the best way of treating each other'.

## Icebreakers / Warm Up Games

The following activities allow you to explore the key question 'Who am I?' in a fun and light-hearted way. They aim to get your students thinking about what makes them unique from the rest of the group.

However, using ice-breakers are an effective method of engaging and energising students on the day. Do choose at least one activity from our packs as they link to the key question, but it's fine to include another from your own bank, simply to ensure the day is fun!

### Cross the Circle



- **Aim:** To get students comfortable
- **Time:** 15 min.
- **Resource:** None

Firstly arrange the two classes into a circle, making sure everyone is standing next to someone from the other class.

Everyone is numbered around the circle as 1, 2, 3, 4. When you call their number, everyone must cross the circle in role as...

a panther  
a moonwalker  
someone stuck in the mud  
a fashion model, etc.

After you have done a few rounds, you could ask for suggestions from the students.



## It's good to Be Me

This activity requires your students to think a bit more about who they are and what makes them unique. Ask your students to stand in a circle again. Explain that they will throw the ball to one another one at a time.

When a student receives the ball, using the starter 'It's good to be me because...' they must share with the circle one thing they like about themselves, or their life.

Make sure you model this before you begin. Some examples you could share include:

- It's good to be me because I have a lovely little brother!
- It's good to be me because I am a teacher!
- It's good to be me because today I have pizza for lunch!

## Student Bingo

- **Aim:** To get to know each other
- **Time:** 15 min.
- **Resource:** Prepared bingo sheets and pen

Give students a bingo sheet with 10 prepared 'find some who....' boxes. This could include the following:

Find someone who has a family member living abroad

Find someone who has been in a newspaper

Find someone from a different school who shares a hobby with you

Find 3 people who own a Dog

Find 2 people who have been to America

Students have 10 minutes to go around the room interviewing each other until some shouts **BINGO** on completion of the grid. To make this harder all answers must come from someone from a different school to you.

Ask the winner to share answers and point out who they interviewed for each one.

## Appointment Clock

- **Aim:** Helps students get to know each other.
- **Time:** 15 min.
- **Resource:** Printed clocks. Pens.

Give each student a printout of a clock and a pen.

Explain to students that they will have 5 minutes to go around the room and make an appointment with someone from another school for each of the available time slots on the clock. For example, you might tell your students to make appointments at 10am, 12pm, 2pm and 4pm.

When making an appointment, students should say, 'Hi I'm Joe, are you free at 12pm? If the



other student is free, they should reply, 'Hi Joe, I'm George, yes I'm free at 12pm. If the student isn't free at that time, they should move to find another who is. When an appointment is made each student should write the name of the other student next to the time slot. Make sure students only have one appointment per time slot.

Ask students to go back to their seats. One by one you will call out appointment times. Students will need to find their appointment and then you they will each answer a question that you will ask to the whole room. This repeats with a new appointment time and new question.

Questions can be quite light to begin with but as students gain confidence you can ask deeper questions. Here are some ideas:

1. If you could have 1 superpower what would it be?
2. Who would you most like to have round for dinner and why?
3. If you could only take 3 things onto a desert island what would they be?
4. What are your hopes and dreams for the future?
5. Who do you admire/look up to?

## Setting a Safe Space

Setting a safe space and agreeing on principles for dialogue is a key element of every F&BF Link Day, a component that runs across F&BF's interfaith programmes. The group should take time to discuss at the start of their day together how they can make the most of their session and to ensure everyone feels comfortable and happy taking part. Suggestions about behaviour and mindset should ideally come from students, although they may need some prompting. You can use schools' values or ethos to get your students thinking. We also recommend introducing F&BF's RADIO as a useful tool (see page 9 of Teacher Pack).

Make sure the final output is visible throughout the Linking Journey! There are three ways we suggest setting a safe space:

**Discussion:** Explain that everyone in this room is different, we all have different ideas, personalities, experiences and backgrounds. Today is a chance to get to know each other. It is important that today is a 'safe space' where we can all share our opinions and ideas without feeling that others may criticise or make fun of us. Some people find it easier than others to talk about themselves. Ask what we should do to make sure we learn the most from each other today? Note down key suggestions.

**Circle Time:** Go around the room and ask each student to share one sentence about what makes them feel comfortable (a) when working in groups, (b) when sharing about themselves, or (c) when getting to know new people. Where needed, ask for practical ways this can be achieved e.g. if a student says 'feeling listened to', ask 'how would you like people show they are listening to you?'. Note down key suggestions.

**Graffiti Roll:** Ask students to think about the fact that everyone in the room is different and we don't know each other well, but that today is about getting to know each other. Ask students to write or draw words and images that show how they should treat each other today on a big graffiti roll. Stick this up on the wall and draw out a few key suggestions asking 'why is this important?', 'how can we do this?' etc. Physically highlight and expand on key suggestions.



## Introduction to Key Q

Link day 1 will see your students exploring their own identity with a group of people. It's best to first introduce the topic – start by asking them what identity is, and what it means? Allow for a few minutes to generate discussion and take some answers. Make sure the key question, 'Who Am I?' is visible and that students are aware it's the focus of the day.

### Bridge Activity: Inside and Outside

- **Aim:** Explore what is visible and invisible about a person's identity
- **Time:** 20 mins
- **Resources:** None

**Key question:** Do we have things in common and things that are different from each other? Could someone else describe your identity?

This is an activity that allows learners to focus on the ways they are similar and different from others. Also encourages them to explore similarities and differences which we can see and others which are invisible.

Discussing the hidden similarities and differences breaks down stereotypes, helping learners explore the idea that working out who someone is and what they are like is a lot more difficult than just looking at them.

#### Activity:

1. Ask learners to sit in a pair with someone from the other Linking school.
2. Ask them to find **3 visible similarities** between them and their partner (e.g. both have two ears, both wearing shoes, both have brown eyes), then repeat for **3 visible differences**. If they struggle with the terms 'visible' and 'invisible' suggest that they think about what is 'inside' and what is 'outside'.
3. Next ask the learners to find **3 invisible similarities** (e.g. both have 2 sisters, both like pizza, both like watching films) then repeat for **3 invisible differences** (e.g. born in different places, one speaks a different language, different favourite subject at school).
4. Take feedback from class. Talk to the class about the similarities or things we have in common with one another and also how we can also enjoy the fact that we are not all the same.
- 5.

#### Reflection:

Ask the whole group did you find out **anything that surprised you** about your partner or anyone else in the class? Lead a discussion to draw out some of the things that were new information and discuss why people were surprised.





## Main Activities

### Identity Backpack



- **Aim:** Student's recognize the visible and invisible aspects of their identity. Also able to see the complexity of other students identity.
- **Time:** 45 mins
- **Resources:** Backpack template/paper bag and colour paper, colour pens

This activity is good for getting your students to think about the complexity of identity and to teach them to challenge their assumptions.

Warm up: Before we start considering other people's identities, we need to be able to think about our own identity.

Ask students '*what do they think the term 'identity' means?*' Get a few responses and agree that identity means who we are and that our identities are made up of many different parts.

#### Discussion and Drawing task:

Ask students to come up with lots of different factors that make up our identity. Give some examples to get students started e.g. *hair colour, likes and dislikes, hobbies.*

Take responses and scribe on the board in two separate lists (visible / invisible parts of our identity).

**Individual Task:** Give them 10 minutes to then individually to draw the visible elements on the front and the invisible elements on the back of their worksheets (template – advisable to print on A3 for size). Invite them to add images, symbols or words to your backpack and decorate it to make it unique. Equally they could use paper bags and colour card: they decorate the paper bag with visible aspects of their identities and write on colour card the invisible aspects, which they then put into the bag.

At this point, it is helpful to show them examples:

Visible/ Inside: Uniform, skin colour, visible signs of faith, age

Invisible/ Outside: Countries visited, hobbies, family, faith or beliefs, languages spoken

#### Pair and Group Reflections:

In pairs get them to share what is in their backpacks. Tell them they can choose what to share.

As a whole group get students to reflect on the activity:

-What did they like about the activity?

-Did they find anything about it difficult?

-Where they surprised by anything new they found out?



## My Story

- **Aim:** Students will reflect on how their lives are made up of many stories. All of these stories make up their identity. Support students to share own stories and learn from others
- **Time:** 45 min.
- **Resource:** Paper and Pens

### Introduction

Discuss the idea with the students that our lives are made up of lots of stories. These might be stories of people we have met, places we have been, experiences we have had or important things to us.

Discuss with the students whether our stories are visible or invisible? Are they on the inside of us or the outside?

Agree that we only know about stories when we make time to listen and share with each other. You can't tell someone's story by looking at them.

### Main Activity

Explain to the students that today we are going to have an opportunity to think about our own stories. These might be people we have met, places we have been, experiences we have had or important things to us.

Teachers share their examples.

Now hand out (worksheets at the pack of your packs) and give students 10-15 minutes to write one short paragraph from a topic of their choice.

Arrange the students into groups of 6 in a circle. Take it in turns for each student to share their prepared story. Leave space at the end of each story for questions.

### Alternatives:

Instead of students writing down their stories you can use the interview questions at the back of your packs. Split students into groups of 6. Place the questions in the middle of the circle. One at a time they answer each question. Encourage them to listen carefully to each answer and pause after each question to offer opportunities for questions.

For students who are not comfortable writing stories, they can draw their story on a piece of paper and bring these forward to discuss in the circles. For students who prefer something kinaesthetic you could provide play-dough or pieces of newspaper for them to tell their story through sculpture or collage.

### Plenary

Ask students to share something they have learnt.

Discuss the importance of sharing and listening to each other's stories as opportunities to learn more about each other.



## 'I am, I wonder' poem

- **Aim:** Encourage students to reflect upon and share different aspects of their identities
- **Time:** 45 mins
- **Resources:** 'I am, I wonder' poem template, paper, pens

Poetry can provide a creative way for students to think about and share the influences that have shaped their identities. It also allows for students to find unexpected similarities and differences between themselves and others in the group.

Read the class the poem below, an autobiographical poem by a student describing her own identity.

### Example Pupil Poem

I am a Muslim girl who loves my family  
I wonder if I will ever go back to Pakistan again  
I feel a big wave coming  
I smell my mother's perfume  
I can hear people shouting from around the world  
I am a Muslim girl who loves my family

I pretend to be a pirate with my brothers  
I feel good to know that I am going back to Pakistan  
It touches my heart when people are nice when I am sad  
I worry about my parents evening  
It makes me happy when people respect me  
I am a Muslim girl who loves my family

I know for sure I will be able to write neat again  
I always say "yes" when I hear that we are doing something fun  
I dream of being a teacher teaching maths  
I try to make my handwriting better

I am a Muslim girl who loves my family

Give the students the poem template (found at the back of your packs) and ask them to work to complete these individually. Then pair them up with a student from the other class and ask them to share. Finally, come together as a group and ask a few students to volunteer to read theirs.

**Reflection:** Once they have done this you can ask:

- Was this task difficult or easy? Why?
- What did you notice about the group and everyone's poems?



## An important thing to me

- **Aim:** To get to know each other. Build confidence in parts of your identity that are important to you.
- **Time:** 15 min.
- **Resource:** Students will need to bring something from home. Alternatively use A4 paper and ask students to draw their items.

This is a really good activity for students to learn about each other and start to build confidence in sharing about the things that are important to them.

### Preparation

Ask students to bring in one item from home that is important to them. This should be something that represents 1 part of their identity. This could be a photograph, book, religious item/symbol, or an object that represents a hobby/pastime.

Ask students to prepare to share this item with another student by finishing the sentences below.

Today I have brought.....  
This is important to me because.....

*Instead of taking the item to the link day students could take a photograph or drawing.*

### Activity

There are a number of ways that you can run this activity, but we find the best approach is to put the students into small mixed groups of approx. 6.

Students will then take turns sharing about their item to the other 5 students.

***You might like to leave space for students to ask questions at the end of each share.***

**Extension:** Once everyone has shared you can ask each student to share similarities and differences they have noticed.



## Reflection

Though Link days may get hectic it's really important to fit this in at the end of the day. You can even make it ceremonial – just ensure that students have something to take-away from the day and that the learning is solidified. It's also an opportunity to air reflections and share how the day has made them feel. In your packs we've provided scripts which help summarise the importance of the day and what this first stage means for the Linking journey. This is also a goodtime to say goodbye and set any intentions before the next Link day!

### Pass the object

Seat your group in a circle. Give them an object (bean bag/cuddly toy etc) that they can only pass to someone from the other school. The object also must not be passed to the same person twice.

Change the reflection questions as the object is being passed.

#### **Reflection Questions:**

Most memorable moment of the day?

If today was a piece of food, it would be what and why?

A question you'd like to ask next time?

### Sentence Starters

Create groups of four, mixing the students from the two schools. Give each group the sentence starter sheet (at the back of your packs). Model first your responses to some of the sentence starters. Then ask students to take turns answering each of the sentence starters

After ask for feedback from each group.

### Emoji Activity

Show a collection of emojis on the board (google 'Emojis Chart' or 'How are you Feeling Emojis'). Give students two post-it-notes and ask students to choose and draw two emojis which represent how they are feeling after the first Link day. Then, ask them to sit and reflect with a student from the other school which they have chosen and why. They can stick the notes onto a wall once they've discussed with their partner, so that the group can get an idea of how everyone feels.



## Goodbye Script

- Again: If you're the host school, thank the partner school for joining you today and tell them that you hope they enjoyed the day and learnt something about your school.
- Again: If you're the partner school, thank the host school for having you today and thank the partner children for being kind and welcoming with you.
- 'We've had lots of fun today and made friends. You've all behaved very well and maturely towards each other. You've made us very proud!'
- 'Remember to try to continue to treat each other in this way and to take this good behaviour back to school and back home. It can help our lives to be happier'.
- 'We've learnt a lot about ourselves and about each other today. We've also learnt that people can't always tell who we are by looking at us. For next time, we want you to think about what we think about other people before we get to know them!'
- 'Take some time to say goodbye to each other. We will be meeting another two times but first we will have the winter break'.
- 'If you have any questions about today come and speak to us.'

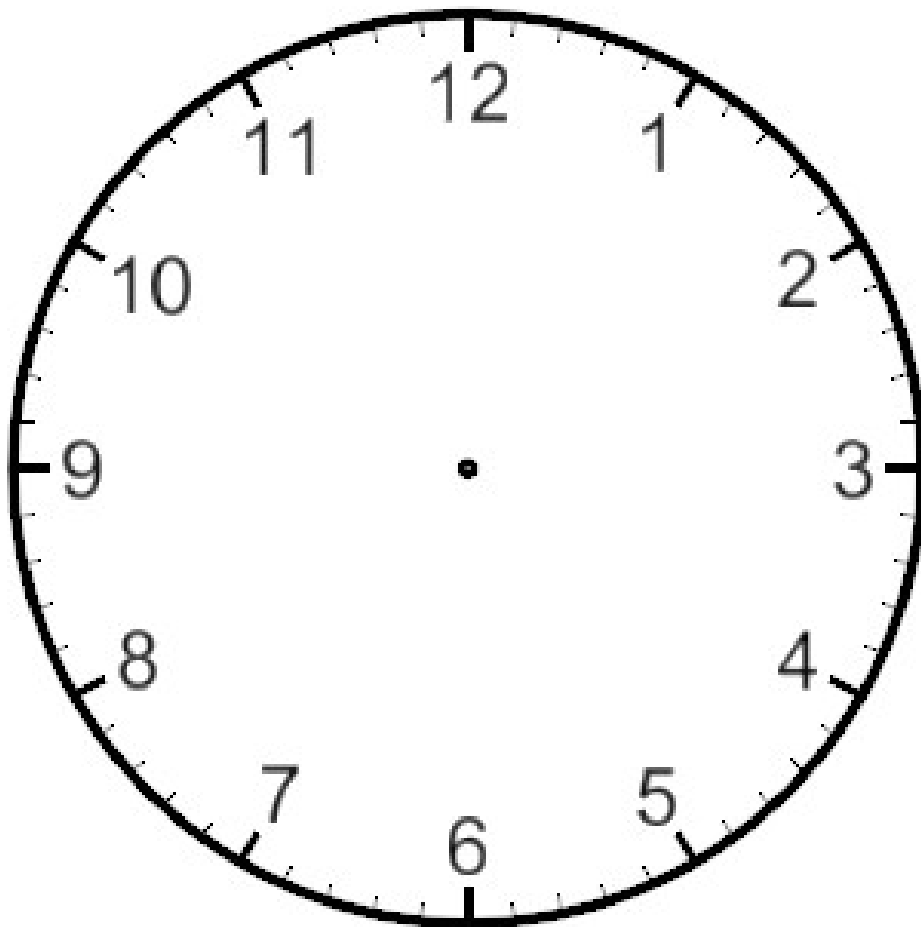


# Link 1 Planning Sheet

<b>Date:</b>	<b>Location:</b>		
<b>Arrival time:</b>	<b>Finish time:</b>		
<b>Objective for the day:</b>	<b>SEN provision:</b>		
<b>Warm Ups / Ice breakers:</b> <i>At least one themed activity from this pack and other activities you have up your sleeve if you like!</i>		<b>Times</b>	<b>Resources</b>
<b>Safe Space:</b>		<b>Times</b>	<b>Resources</b>
<b>AM Session/Activities:</b>		<b>Times</b>	<b>Resources</b>
<b>Break/Lunch arrangements:</b>		<b>Times</b>	<b>Resources</b>
<b>PM Session/Activities:</b>		<b>Times</b>	<b>Resources</b>
<b>How will the day finish? /Plenary session/ Reflection</b>		<b>Times</b>	<b>Resources</b>



## Activity Resources



Make appointments with people in the room and write their names down here:

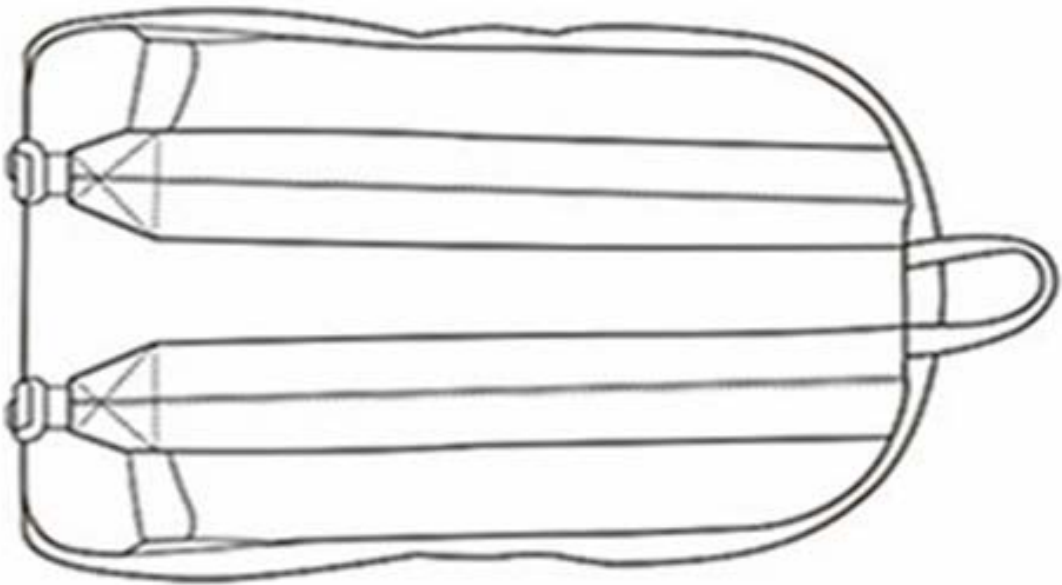
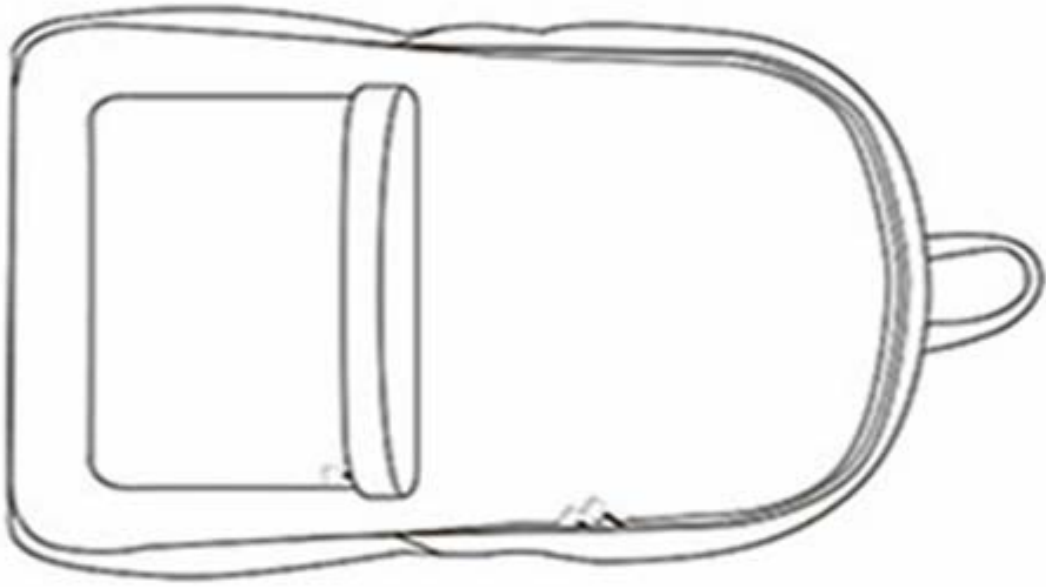
10am:

12pm:

2pm:

4pm:







## Poem Template

'I am I wonder...'

*I am ...*

*I wonder ...*

*I feel ...*

*I smell ...*

*I can hear ...*

*I am ...*

*I pretend ...*

*I feel good ...*

*It touches my heart ...*

*I worry ...*

*It makes me happy ...*

*I am ...*

*I know ...*

*I always ...*

*I dream ...*

*I try ...*

*I am ...*



## My Story

Our lives are made up of many stories. Sharing stories is a brilliant way to learn about each other.

Pick one of the topics below and using the prompts write a short paragraph that you are happy to share with other students.

### Topics:

#### **Tell us about someone who is important to you?**

*This could be a family member, a friend or a teacher.*

Who is this person?

How do you know them?

Why are they important to you?

Share two things that are special about them?

#### **Tell us about an achievement that you are proud of?**

Tell us about the achievement?

What was involved in you getting this achievement?

How did it make you feel when you got this achievement?

#### **Tell us about a place that is important to you?**

Where is this place?

Why is it important to you?

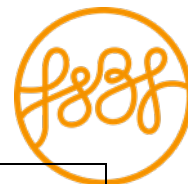
Share two things about this place that make you happy?

#### **Tell us about something that is important to you?**

*This could be a group you are part of, a faith or belief or a value that you hold*

Tell us what is important to you?

Why is this so important to you?



What is your favourite food?	What is your biggest dream?	Who is very special to you?
What is your favourite TV programme?	What is your hope for the future?	What can you do really well?
What makes you laugh?	What are your hobbies or interests?	What makes you excited?
Where is your favourite place to play?	What is your favourite game?	Do you have a faith, religion or belief?
How would you like people to treat each other?	What would you like to be good at in the future?	Tell us about a place that makes you happy & why



## Sentence Starters

Something I would do differently next time we meet is...

I started to wonder/question...

I felt...

Meeting the children from the other school made me think that...

I will now try...

Something that made me think was...

Before meeting the children from the other school, I felt...

Now we have met a question I would like to ask is...

Something that surprised me was...

I learnt...

Something I found difficult was...