



Multifaceted Personal Identities

Age: Secondary

Level: B1-B2

Global Knowledge or Global Attitudes and Action:
Global Knowledge

Standard for Learning Outcome: Student encounters concept of both national and global identities, including where they may diverge.

Learning Outcome: S.D1.S6.LO1 Recognize multifaceted personal identities, including national and global identities

Standard for Global Skill: Student acquires the skills to be a questioning citizen.

Global Skill: S.D3.S3.LO3 Demonstrate an ability to self-evaluate

Sustainable Development Goals: 4: Quality Education, 2: Zero Hunger

Part 1 (15 mins)

- A.** Explain to students that they are going to learn about personal identities. Have students read the title and elicit what "multifaceted" means. Point out that "multi-" means *many* and "facet" is similar to the word *face*. Then give the following definition:

multifaceted: (adj) containing many different aspects, features, or qualities

Ask students what the different features of a person's identity could be and write their ideas on the board. You could start by writing a few ideas such as "parent," "brother," or "student."

Give students a few minutes to read the personal stories. To check comprehension, ask the following questions.

1. Who is a college student? (Adriana)
2. Who is a teacher? (Ms. Fernandes)
3. Who has a hobby that they love? (Fern)
4. Which people moved from a different country? (Abshir, Alberto, and Adriana)
5. Who says that family is important to them? (Ms. Fernandes)

Check students' understanding of the words in the box. If needed, provide these definitions.

emigrated (v): left one country and moved to another
shaped (v): influenced or affected a person; made a person who they are

heritage (n): the things such as history, art, etc., that are important to a culture

refugee (n): a person who leaves their country because of war or danger

feminist (n): a person who believes in and supports equal rights for women

Have students complete the text with the words from the box. Then check their answers.

Answer Key: 1. refugee 2. heritage 3. shaped
4. emigrated 5. feminist

- B.** Divide the class into pairs. Have pairs make notes on the different personal identities of each person in activity A. If time is limited, have each pair make notes on only one person from activity A. Then elicit the answers.

Answer Key: Possible answers

Abshir – Somali, African, son, in high school, wants to be a lawyer, Londoner, refugee, immigrant

Ms. Fernandes – wife, mother, sister, aunt, cousin, daughter, granddaughter, art teacher, Portuguese

Fern – Thai, hair stylist, community member, Instagrammer

Alberto – Australian, Italian, son, chef/cook, immigrant

Adriana – family member, college student, activist, feminist, Barbadian

Point out that everyone in the text has several different personal identities. Elicit the collective names for people from towns, cities, and countries from the text—e.g. Somali, Londoner.



Secondary | **Teacher's Notes**

Part 2 (20 mins)

- A.** Tell students they will think about their personal identities and how the different aspects shape who they are.

Give students a few minutes to sketch themselves in the center of the diagram. If they find this difficult, tell them that they can draw something represents them, e.g. a football, a flower, a pet.

Explain that each part of the diagram is a part of their identity. Ask them to fill in each part with a few words or phrases describing what it means for them e.g. My family, friends, and community = mom, dad, brother, grandparents, neighbors.

- B.** Divide the class into groups of three or four students. Ask them to talk about the different parts of their identity. Monitor, checking that students are listening to each other and being respectful.
- C.** Ask students to tell you an interesting fact that they learned about someone in their group in activity B. Encourage them to say what they learned and why they found it interesting.

Part 3 (15 mins)

- A.** Put students in pairs. Tell them that they are going to read about Marcus Rashford, a person with a multifaceted personal identity. Tell one student to read Text A and one student to read Text B. Explain that they will share information on what they have learned about two different parts of Marcus Rashford's personal identity. Give students a few minutes to read the texts. If needed, explain any unfamiliar vocabulary.
- B.** Ask students to cover their texts. Have them tell their partners as many details from the text that they can remember. While listening to their partners, have them take notes. Monitor, helping where necessary. Then have them read their partner's text to check that the details they wrote down were correct.

- C.** In pairs, students talk about Marcus Rashford's different personal identities and which one they admire the most. Elicit their ideas.

Answer Key: Possible answers

Marcus Rashford – international football player, Manchester United footballer, son, brother, food poverty activist, book club organizer, recipient of MBE award

Extension

- A.** Tell students they will research, prepare, and give a presentation on someone from their country who has made a difference. Point out that it doesn't have to be someone who is famous, and it could be someone they know. Encourage them to think of the different parts of this person's identity and what they have achieved either locally, nationally, or globally. Give students time to research the person and make notes. If time is limited, have them conduct their research for homework.
- B.** Have students practice their presentations in pairs. Remind them that they can use their notes to help them.
- C.** Ask students to give their presentations to the class. Have a class vote for the most multifaceted person from the presentations.