

A case study of an impact day

I Am Everyone

Introduction

This work is based on Schools Linking's work on identity. You will need to access the following resources:

<http://www.youtube.com/watch?v=mscFUAvBLZ4>

<http://www.youtube.com/watch?v=roRw5TS9VIE>

Aims

This project aims:

- to increase students' confidence in themselves, encouraging them to share some of their personal stories and listen to the stories of others;
- to help students realise that identity is made up of interactions with people they meet, and their stories;
- to help students think about their hopes and dreams for the future;
- to develop skills in teamwork, speaking and listening.

Planning

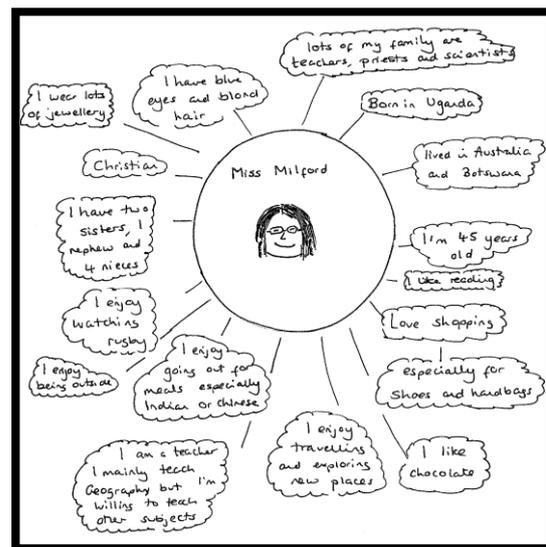
The Year 8 team met and looked at the resources so everyone was familiar with them. The decision was made that the tutors would work with their own groups, as they knew the students well and it was thought that sensitivity, awareness and understanding of the class was essential before exploring any activities relating to identity.

Outline of the Day

The Year 8 timetable was suspended for the day and the Year 8 tutors and support staff had their lessons covered.

Session One: Identity Circles

The students worked in pairs and thought about the invisible similarities and differences within the group. They discussed what was important to them and who had an impact on them and their lives. Each young person then produced their own identity circle (some of the staff created their own as a model).



While this session was running, the groups took turns to visit the library where there was an outside speaker with information about the local area. She brought in artefacts and information to show the students.

Session Two: I Am Everyone

The students watched two videos that talked about how individuals have an impact on one another's lives (see video links given in Introduction section). The first video gives general information while the second is about Mark Beaumont, who is the round-the-world cycling record holder.



A case study of an impact day
source: Wikimedia Commons (photo by Anna Frodesiak)

The group talked about what the videos represented. This was the starting point for discussions on who has an impact on the students, and why. Students then worked in pairs or small groups to try and come up with five or six “I am” statements. They discussed their ideas with their partners and started to give explanations for their thoughts. Staff had to be cautious, as students could have talked about people who had had a negative impact on them and this would have needed handling with tact and care.

At this point it was down to the individual tutor to decide what to do next.

- One tutor decided to get each student to write their own version of the “I Am Everyone” video as a poster and displayed them in the tutor room.
- Another tutor had students write some “I am” statements and videoed them talking about their thoughts and ideas.
- Others created a poster about the whole group, showing their stories and identity.

Session Three: Hopes and Dreams

The students then had a discussion about their hopes and dreams, and what they saw themselves doing in the future. There was a discussion about who might help them achieve their goals and who might hinder them. During this session there was also an opportunity to reflect on what people had learnt during the day and a chance to celebrate the students’ achievements.

Evaluation of the Day

70% of the students said they had enjoyed the day.

71% of the students said they had learnt something new during the day.

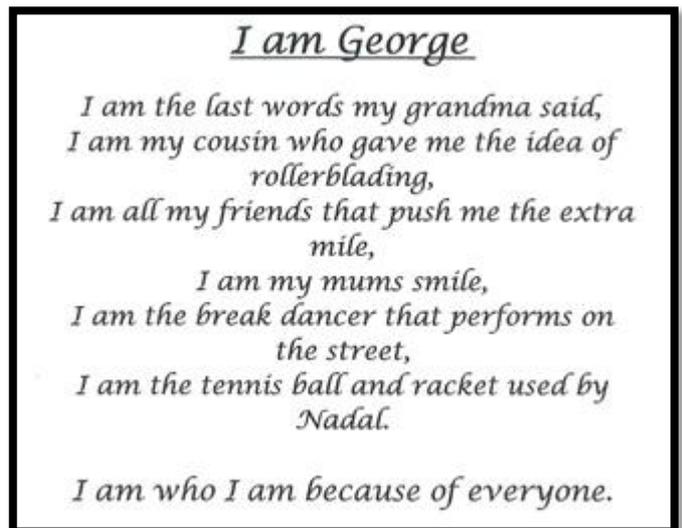
89% of the students said that the school should run a similar day for next year’s Year 8. The reasons they gave included:

- It was fun;
- I enjoyed finding out about our history;
- I enjoyed expressing my opinions;
- I enjoyed making the video;
- We enjoyed learning about ourselves.

The negative comments included:

- Didn’t like all the writing;
- It needed to be more practical;
- Didn’t like being filmed.

These comments were valid and emphasise how important it is that during the planning and preparation stages, all students are considered. This is why it is recommended students work alongside staff that know them well, and that the outcomes are flexible.



Resources

You will need to download the two adverts.

We have also included:

- the original outline for the day;
- the PowerPoint use by the teachers to guide them through the sessions.