

## Session: My Stories

Learning objectives	Key questions	Teaching and learning activities	Resources
<p><b>To share stories about our lives that build up a deeper picture of identity and diversity within the class.</b></p>	<p>What is my story?</p> <p>What does the author mean when she says we are made up of stories?</p> <p>Can you think of a time when you felt proud?</p> <p>Did you learn anything new about anyone in the group?</p> <p>Were you surprised by anything you heard? Why did it surprise you?</p> <p>How does it feel sharing stories about yourself with others?</p>	<p><b>Starter:</b> Begin by asking the students to work in small groups, sharing stories about any special objects they have brought in as their homework. Allow some time for students to ask each other questions about their objects.</p> <p>Remind the class of the idea that a person's identity is about more than what is seen on the outside: people are made up of stories and their interactions with people they meet. Draw attention to the lines in <i>Skin Again</i> by Bell Hooks: <b>“The skin I’m in will always be just a covering. It cannot tell my story. If you want to know who I am... all made up of stories present, past, future.”</b></p> <p>Ask the students to reflect on these lines and give them two minutes’ thinking time. During this time they can write or draw anything that they think of, including objects or scenes in photos they have brought in. Discuss the students’ thoughts as a class and ask: What does the author mean when she says we are made up of stories?</p> <p><b>Main Activity:</b></p> <p>Discuss the idea that history is made up of stories, and each individual also has a history made up of stories. Tell the students about a time when you felt proud or achieved something. Use photographs and/or objects to tell your story.</p>	<p><b><i>Skin Again</i> – Bell Hooks</b> <b>Paper</b> <b>Pencils/crayons/felt pens, etc.</b> <b>Photos and objects to illustrate the stories teachers and other adults present will share</b> <b>Camera to photograph special objects</b> <b>Note requesting objects or photos from home about a significant person</b></p> <hr/> <p><b>Possible assessment opportunities:</b></p> <ul style="list-style-type: none"> <li>• Pupils can identify and discuss aspects of their own identity.</li> <li>• Pupils recognise that a number of factors can have an impact on identity.</li> <li>• Pupils recognise that identity differs from person to person.</li> <li>• Pupils can identify similarities and differences between themselves and others.</li> <li>• Pupils can recognise and appreciate diversity within their own class/community/school.</li> </ul>

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Curriculum references	Teaching and learning activities continued	Additional notes for teachers
<p><b>Range and Content</b> The purpose of this lesson is to develop discussion around concepts of identity, uniqueness and diversity using two of the Schools Linking Network's key questions: <b>Who am I? and Who are we?</b></p> <p><b>Spiritual</b> Pupils are reflective about beliefs, values and more profound aspects of human experience. Pupils' development is shown by:</p> <ul style="list-style-type: none"> <li>• Their beliefs, religious or otherwise, that inform their perspectives on life and their interest in and respect for other people's feelings and values;</li> <li>• Their sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangibles;</li> <li>• Their willingness to reflect on their experiences.</li> </ul> <p><b>Moral</b> Pupils' development is shown by their understanding of the consequences of their actions.</p> <p><b>Social</b> Pupils take part in a range of activities requiring social skills. Pupils' development is shown by:</p> <ul style="list-style-type: none"> <li>• Their use of a range of social skills in different contexts, including working and socialising with pupils;</li> <li>• Their willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflict effectively;</li> <li>• Their interest in, and understanding of, the way communities and societies function at a variety of levels.</li> </ul> <p><b>Cultural</b> Pupils develop awareness of and respect towards diversity. Pupils' development is shown by:</p> <ul style="list-style-type: none"> <li>• Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage;</li> <li>• Their understanding of, respect for and interest in exploring cultural diversity, and the extent to which they understand, respect and celebrate diversity as shown by their attitudes towards different communities.</li> </ul>	<p>Ask students to think of a time when they felt proud or achieved something and share some of these.</p> <p>Ask students to think of a story that reminds them of a special time and share some of these.</p> <p>Explain to the students that these are stories that make up their identity/have had an impact on the development of their identity.</p> <p>Students then write their story in detail and share their stories in small groups.</p> <p><b>Plenary:</b> Did you learn anything new about anyone in the group? Were you surprised by anything you heard? Why did it surprise you?</p> <p><b>How does it feel sharing stories about yourself with others?</b></p> <p><b>Homework</b></p> <p>Ask the students to find out about a story relating to someone significant to them. It could be about a journey that person has taken, their childhood, a time they felt proud, etc. (Students could bring photos or objects if they wish, to help them share the story in the next session.) Be sensitive to students for whom this may be a particularly difficult task and offer support. <b>*see pack for example pupil outcome</b></p>	<p>Understanding your class and community, sensitivity and awareness are essential before exploring activities relating to identity.</p> <p><b>Where possible, begin activities by sharing information about your own identity to model. This will make children much more open and confident when sharing information about themselves. However, always recognise that some students may be uncomfortable or may not be able to share some things.</b></p>