

Lesson 3 – My Stories

Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To share stories about our lives that build up a deeper picture of identity and diversity within the class.</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>Was anyone surprised by anything they heard? Why did it surprise you?</p> <p>How does it feel sharing stories about yourself with others?</p>	<p>Starter: Begin by asking the children to share stories in small groups about any special objects they have brought in as their homework. Allow some time for children to ask each other questions about the objects.</p> <p>Remind the class of the idea that a person’s identity is more than what is seen on the outside, people are made up of stories and their interactions with people they meet.</p> <p>Draw attention to the lines in Skin Again by Bell Hooks ‘the skin I’m in will always be just a covering. It cannot tell my story. If you want to know who I amall made up of stories present, past, future.’</p> <p>Ask the children to reflect on these lines and give them 2 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.</p> <p>Discuss as a class the children’s thoughts and ask: What does the author mean when she says we are made up of stories?</p> <p>Main Activity:</p> <p>Discuss the idea that history is made up of stories and everyone has a history made up of stories. Tell the children about a time when you felt proud or achieved something. Use photographs and/or objects to tell your story.</p>	<p>Skin Again – Bell Hooks Paper Pencils/crayons/felt pens etc Photos and objects to illustrate support the story teachers and any other adults present will share. Camera to photograph special objects Note requesting objects or photos from home about a special person.</p> <hr/> <p>Possible assessment opportunities</p> <ul style="list-style-type: none"> • Pupils can identify and discuss aspects of their own identity • Pupils recognise that identity can be impacted by a number of factors • Pupils recognise that identity differs from person to person • Pupils can identify similarities and differences between themselves and others • Pupils can recognise and appreciate diversity within their own class/ community/ school.

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Curriculum references	Teaching and learning activities continued	Additional notes for teachers
<p>Understanding Physical Development, Health and Well-being Good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences (essential knowledge 1c) Learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others (breadth of learning b4)</p> <p>Understanding English, communication and languages The power of language and communication to engage people and influence their ideas and actions (essential skills 1b)</p> <p>Historical, geographical and social understanding How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities (essential knowledge 1c)</p> <p>Links to: <i>SEALS – Good to be me</i> <i>RE</i></p> <p>Range and Content The purpose of this lesson is to develop discussion on the concepts of identity, uniqueness and diversity exploring the Schools Linking Network key questions: Who am I? and Who are we?</p>	<p>Ask the children to think of a time when they felt proud or achieved something and share some of these. Ask the children to think of a story that reminds them of a special time and share some of these.</p> <p>Explain to the children that these are stories that make up their identity (have had an impact on their identity)</p> <p>Children then write their story in detail and share their stories in small groups.</p> <p>Plenary: Did you learn anything new about anyone in the group? Was anyone surprised by anything they heard? Why did it surprise you?</p> <p>How does it feel sharing stories about yourself with others?</p> <p>Homework</p> <p>Ask the children to find out a story about someone special to them. It could be about a journey they have taken, their childhood, a time they felt proud, etc. (They could bring photos or objects if they wished to help them share the story in the next session.) Be sensitive to children for whom this may be a particularly awkward task and offer support. *See pack for Example Pupil Outcome</p>	<p>Sensitivity , awareness and understanding your class and community is essential before exploring any activities relating to identity</p> <p>Always begin activities by sharing information about your own identity to model. This will make children much more open and confident about sharing information about themselves. However always recognize that some children may be uncomfortable or may not be able to share some things.</p>