

Lesson Plan 4 Encounters and Narratives

Resources

Identity: Meeting new people

Slide 1

We've understood that identity is complex, that it changes over time, that it comes from lots of different places. We've also thought about the fact that some of it is visible and some invisible.

In the last lesson we explored Similarities and Difference, examining our own identity and the aspects associated with our identity that are most important to us. We began to challenge stereotypes by listening to other's stories in the class and finding similarities and differences with each other.

What happens then, when we meet new people? How can we bear all of this in mind and make sure we make full use of the opportunity to learn from them? How can we avoid being hindered by our preconceptions and assumptions? Moreover, how can we articulate who we are to them? How can we encapsulate this complexity and offer an impression of ourselves without relying on, or reducing, our various identities to, stereotypes? How can we sensibly and sensitively navigate the differences we find? And how can we seek out and manage to celebrate commonalities? How can we learn from one another?

Here we must look to the previous chapters and think about the application of those dialogue skills. How can we apply I statements when describing our identity and expressing our views and opinions? How can active listening and dialogue not debate foster a conversation about identity in which everything stands to be learnt? How can respect and oops and ouch guide us in what can undoubtedly be sensitive areas and serve as reminders for how we can best behave to ensure positive interactions between new people?



Learning Objectives

- Exploring how and why we make assumptions about people
- Thinking about how we articulate ourselves and others

Curriculum Mapping

RE

- Identity: When have issues of Identity mattered to me?
- Belonging: When has a community / family / clubs / groups / religion / skills mattered to me?
- Places: When has a space / place / sacred place / place of worship mattered to me?

PSHE

- Re-evaluating values and beliefs in light of new learning, experience and evidence
- Recalling and applying knowledge creatively in new situations

Preparation

- Presentation for class (included)
- Train character activity sheets, printed and copied per pupil (included)
- 1 × A5 piece of paper per student for icebreaker activity
- 4 (or 8) × sheets of A3 paper for carousel activity
- Student books to write own profiles in

Running time

50 mins

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Topic Introduction / 10 mins

Last lesson we looked at our own identity circles and challenges, and thought about similarities and differences amongst ourselves.

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Topic Introduction Meeting New People

Slide 4

Play the Identity film.

Ask students to think about where the characters encounter new people or groups of people for the first time. What are they watching on TV and what happens when we zoom in on that scene?

Explain that in this lesson we will be speaking about meeting new people for the first time and the assumptions we might make – and how to avoid letting these be a barrier to the relations we form with them.

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Activity 1 Guess Who (icebreaker)

Now we are going to do an icebreaker which begins to explore the questions above.

A5 paper
and pens

Get students to sit in circles in groups of 4–6. Give them each a piece of paper and ask them to quickly write the answer to one of the following statements.

They must not show each other as they write...

- The place where I am happiest is...
- I feel connected to...
- My biggest fear is...

Once they have finished, they must fold these up and put them into the middle of the circle. The group then decides upon a 'reader'. The reader will open and read the notes and the group will try to guess who each note is about. They will only have around 5 minutes to do this. Feel free to adapt the questions to suit your class. Once you have allowed for enough time, bring them back for a short plenary reflection.

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Guess Who debrief

Ask the class the following questions and take a few answers popcorn style:

- Did you learn anything new about each other?
- Did you make assumptions based on what you think you know about each other?
- How did it feel when people were wrong about you? Or when they were right?

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Train characters
worksheets

Give each student a **train characters worksheet**. They are to imagine that they'll be embarking on a long train journey. Explain that they must work individually to read through the list of people and choose three people to sit with and three people to avoid. They will only have a few minutes to do this.

Then, put the students into groups of three and explain that they must discuss their choices and agree as a group on three people to sit with, three to avoid. They will have ten minutes to complete this task.

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Once they have all done this, bring the group back together and ask for some responses. Allow other groups to comment or ask questions. As the students are discussing, ask them to think about:

- What assumptions lie behind their choices?
- Do these assumptions show up in real life and what impact do they have?
- What have we learnt about the choices of our classmates?
- What information might not have been included about each character?
- What aspects of ourselves do people not assume correctly, or overlook?

Finally, ask students to write in their books, their own one-line profile, then share with someone next to them. Model your own. Explain that this is a deliberately difficult thing to do. Ask:

- Can a label or profile ever tell the whole story?
- Do people who meet us know us?
- How can we hold assumptions lightly and keep an open mind about others?

A3 sheets of paper and pens

Put four sheets of A3 around the room and make sure each student has a pen. Silently, they have to make their way around the room and answer the question written on each piece of paper. You can split the room into two and have double the amount of A3 pieces of paper, depending on your class size.

Discussion questions

- Did anything challenge your assumptions today?
- What have you learnt about your own prejudices today?
- How might people perceive you without knowing you?
- What can you do in future to hold assumptions lightly?

Students can simply tick a previous comment if they agree, but they should also feel welcome to add to comments.

Plenary Reflection session / 5 mins

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In the next lesson

We will be examining our own identity and the stereotypes associated with our identity. We will also challenge stereotypes by listening to other's stories and finding similarities and differences with each other.

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Extension Activity

Written work or discussion questions

- What might the difficulties be when we encounter new people?
- What about when we meet people or enter spaces and certain aspects of our identity don't feel welcome?
- Are we responsible for any spaces which dictate which aspects of other people's identity are welcome and which aren't?
- How can we move towards inclusivity? What does it look like and how can we use all the skills learnt so far to ensure it's being achieved as much as possible, on a continual basis?