

Lesson Plan 4: I is for I statements



Safe Space: Understanding generalisations and using I statements

In this lesson will introduce the concept of 'generalisations' with your students, and encourage more helpful ways in which we can express our opinions and describe aspects of our identify using I statements.

Total lesson length: 40 mins

Learning objectives

- To practice using I statements in everyday speech
- To introduce how generalisations can cause misconceptions

Preparation

- Safe Space film (included)
- Generalisations statements, printed x 15 (included)
- Generalisations vs I statements, printed x 15 (included)
- Generalisations scripts (included)

Curriculum topics

RE

- Meaning and purpose
 - / Authority
 - / Identity
 - / Spiritual and personal views
- Religion and society
 - / Community cohesion
 - / Media
- World religions
 - / Interfaith issues

PSHE

- About you
- Diversity

RSE

- Respectful relationships

Citizenship

- Community, Identity and Diversity

Timings	Script	What you will need
5 mins	<p>Recap from letter U lesson</p> <p>Revisit your Safe Space class agreement / BUILD poster if needed.</p>	Class Safe Space agreement
15 mins	<p>Topic Introduction: Generalisations versus I statements</p> <p>Explain to your class that we are going to start the lesson with a fun activity called ‘clumps’.</p> <p>Activity 1: ‘Clumps’</p> <p>Explain to your class that we are going to start the lesson with a fun activity called ‘clumps’.</p> <p>Clear space for students to move around.</p> <p>Instruct the students that they have ten seconds (for each statement) to get into clumps of people who:</p> <ul style="list-style-type: none"> • Were born in the same month as them • Same shoe size • Share the same favourite colour as them • Have the same favourite subject at school • Have the same amount of brothers or sisters • Does the same thing in their free time / same hobby 	<p>Find or clear a space in classroom</p> <p>Example generalisations to be handed out to students (KS2)</p>

Add your own more relevant to your class / school.

Then ask them to sit together in a circle / back at tables for the group discussion.

Reflecting on Clumps Icebreaker

When everyone is settled, ask the following:

- Did you stay in the same groups or move around?
- Are any of you exactly the same in every way?
- Can you belong to some groups with some people and other groups with others?
- Does having something in common with someone mean you don't have any differences?

Capture the student responses on the board if useful.

Generalisation discussion

Ask the students 'what is a generalisation?' and take some suggestions. Then share the definition on the power point presentation. 'A generalisation when we say something which is not necessarily true in all cases, or for all people'.

Show these example generalisations with your students on the presentation or hand out printed version to pairs of students.

- All the students in this class love maths
- Young people play computer games all day and never go outside
- People always share the same faith or belief as their family
- Parks are unsafe

Add / replace to statements more relevant to your school / community.

Ask some students read out the generalisations. After each one / all, hold a discussion based on the following questions:

- How do they feel about these statements?
- Are they always true? Are they true for everyone?
- Can they think about some other statements?

Table work

Ask the students to discuss the following in groups:

- **How does it feel when someone makes a generalisation about us?**
 - / It feels annoying if it's not true. It feels uncomfortable and makes us feel like we don't have space to be an individual.

- **What happens when we make generalisations about our own or other communities?**
 - / People pass on the wrong impression that everyone in a particular group is the same. This can lead to misunderstandings.

Bring the groups back to summarise their groups discussions.

Extension

If appropriate to your class, you could introduce the meaning of the word 'stereotype'.

15 mins

Activity 2: What does a generalisation sound like?

Explain to the class we are going to do some acting, to practice reframing Generalisations as I statements.

Read the scripts

- Read out or pick some students to read out the scripts.
- The scripts are full of generalisations and the students need to think of ways to rephrase them into I statements.

or

Activity: written work (KS2)

- Pair up children.
- Give each pair the scripts worksheets.
- They must work together to find the generalisations in the paragraph and reframe them underneath as I statements. If they have time, they can then write out the paragraph again having replaced the original sentences with their own.
- You can leave the prompt questions on the board.
- Once they have finished, you can ask one or two pairs to read their edited version and explain why they made the choices they did. They can then stick the worksheet in their books.

Generalisations scripts,
one per pair (KS2)

Script 1

My name's Nicole. I was christened in a Christian church. All Christian people attend church every Sunday. The favourite festival in our calendar is Easter, but honestly we eat too much on Easter day! I quite like the service, it's nice to listen to, but the problem is people don't really understand what's being said! But it's good for us to go and see my friends and relatives.

- **Generalisation:** 'All Christian people attend church every Sunday'
- **Change to:** 'I attend church every Sunday with my family'

- **Generalisation:** 'The favourite festival in the calendar is Easter'
- **Change to:** 'My favourite festival in the calendar is Easter'

- **Generalisation:** 'But the problem is people don't really understand what's being said'
- **Change to:** 'But the problem is I don't really understand what's being said'

- **Generalisation:** 'But it's good for us to go and see our friends and relatives'
- **Change to:** 'But I enjoy seeing our friends and relatives'

Script 2

I've started to think about what I'd like to do when I leave school. Being a lawyer is a boring job so I don't want to study Law, but I do quite enjoy attending the debating club at school. My friends tell me that I'm good at PE but my parents say sport is just a hobby. Nobody my age really knows what they want to be doing ten years from now, but I would like to find something to focus on!

- **Generalisation:** 'Being a lawyer is a boring job'
- **Change to:** 'I think I might find Law a boring subject'

- **Generalisation:** 'My parents say sport is just a hobby'
- **Change to:** 'My parents think sport is just a hobby'

- **Generalisation:** 'Nobody my age really knows what they want to be doing ten years from now'
- **Change to:** 'I don't know what I want to be going ten years from now'

5 mins

Plenary / reflection

Bring the group back together and hold a reflection session using the following discussion questions:

- **What are some of the dangers of using generalisations?**

They give us a false impression about the topic. If someone doesn't know anything about a subject and they hear a long list of generalisations, they will go away with misconceptions and stereotypes.

- **Why are I statements helpful?**

They tell us about the person's lived experience and personal perspective. We're not encouraged to assume anything further. We learn something specific and keep open minds to new information.

Note to teacher:

It is up to you to emphasise the points you think are most relevant for your students. As you take this tool forward into Identity work, the use of I statements means you will be avoiding unhelpful misrepresentations, whilst also protecting your (perhaps more vulnerable) students from having the role of representative or spokesperson imposed upon them. Your students will be able to focus on learning about lived experience of identities.

Extension activity

Students can write a small paragraph about themselves focusing on positive dialogue whilst using only I statements.

For example:

My name is Molly. I am 12 years old and I really enjoy playing computer games. Although many people associate computer games more with boys, I think it's something for everyone to play. I am a Christian but don't really go to church often like most people would assume. I still think that doesn't make me any less of a Christian. My favourite colour is yellow as it reminds me of warmth and sunshine!

Next lesson

The next lesson is 'The Letter L: L is for listening with your whole body', where we will learn all about body language.