

FEELING GOOD ABOUT OURSELVES AND VALUING OTHERS – TEACHER'S NOTES

Aims: That pupils...

- recognise their own strengths and have an opportunity to reflect positively on these
- explore how stereotypes and assumptions affect relationships
- consider the strengths in diversity and how we show respect for others

Before using these exercises, reflect on the following questions:

- How mature are the pupils involved? What is the group dynamic? How respectfully do pupils interact? How might you respond to discriminatory attitudes which might arise during discussion?
- Are you aware of any sensitivities for individual pupils, for example relating to their family background, identity, or personal experiences?

WORKSHEET 1: ATTITUDE CARDS

You will need: a set of individual cards cut from the worksheet, for each small group.

1. Split the class into discussion groups, and ask them to take it in turns to lift a card and read it to the group. Each person in turn will then say what their 'gut reaction' is to the statement. Ask the group to note which statements provoked similar reactions from individuals, and which statements provoked lots of different reactions. Share this with the whole class.
2. Ask the class to discuss why some statements provoked similar responses, and why some statements provoked different reactions. Going back to small group working, ask the class to choose three statements that provoked different reactions. Ask the groups to consider these in more detail. Why might they have prompted different responses? Were the statements always as they first seemed? Did pupils begin to think differently as the discussion developed? What did they learn from the activity?

WORKSHEET 2: WHO AM I?

You will need: a photocopied worksheet for each pupil, pens/pencils.

1. First ask pupils to complete their worksheet individually, using the column on the left, and without sharing their answers with others. They should then fold the paper so that this column cannot be seen.
2. Then ask the pupils to exchange their sheets with a partner, preferably with someone they do not always work or hang around with (but it must be with someone they feel comfortable with and is best self-selected; take care to ensure more vulnerable pupils have a partner who will be fair). The partner then uses the column on the right to answer the questions about the person who gave them the sheet.
3. When the partner has completed the column, the pairs should work together, to discuss how much their ratings are the same or different. They should be asked to explore how much this exercise tells them about:
 - How easy or difficult it is to get to know people – how do friendships form? How much do people have the opportunity to talk about their interests in the class?
 - What caused any differences in the rating in the left and right columns – why did the other person make their assumptions? Is this surprising?
 - Identify something for each partner that they agree is a personal strength for that person, and ask them to list the ways this can be used in their school, their community, or their future.

WORKSHEET 3: DEEP THOUGHTS

You will need: a set of the thought bubbles, cut from the worksheet, for each small group.

1. The thoughts/statements on each card are designed as prompts for pupils to carefully consider issues of personal responsibility, telling the truth, individuality, what people have in common, friendship, etc. The concepts, while abstract, should stimulate some in-depth discussion, where the issue is approached from several angles.
2. Ask each group to carefully consider each statement. You may only want to hand a few out to each group, to ensure that sufficient time is spent on each bubble.
3. Ask the group what they think the main themes behind the statements are. What do these messages mean to them? i.e What is friendship to them? How do they show this to people around them?
4. The exercise may be a stimulus for group discussion or a personal writing exercise.