Unfolding Identities: Workshop 1

Ground Rules and Terminology

1. Ground Rules

Objective:
- To set Ground Rules to ensure everyone's safety in discussions of personal and sensitive issues being explored in the *Unfolding Identities* workshops

Ground Rules should be recapped at the beginning of *every* workshop

Workshop Resources: Matilda's film, Terminology Sheet

Activity 1: 15 minutes

Divide the class into small groups. Ask each group to devise a set of mutually agreed rules as a basis for appropriate and respectful conduct. This relates in particular to the sensitivity of personal issues, which will be explored throughout this resource.

Each group then shares their list with the whole class and the teacher, to define the most important guidelines, which they wish to adopt as Ground Rules.

Alternatively, a set of prepared Ground Rules can be suggested for the whole group to agree to. We recommend the following Ground Rules devised by a group of student teachers compiling a similar resource:

- We will respect each others right to hold views and opinions, even if we don't agree with them
- We will respect confidentiality, and not share personal information about other people in the workshops
- We will respect confidentiality, and not to share personal information raised in the workshops with other people
- We will look after ourselves, not sharing anything we are not comfortable to share
- We will listen carefully to whoever is speaking
- We will not use disrespectful or abusive language

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2. Terminology

Objectives:
- To discuss, define and practically apply key labels used by young people to describe diversity and difference

Activity 2: 20 minutes
Resources: Terminology Sheet and Identity Labels (See Resources Section)

What do we mean by 'identity'?
a) Lead a classroom discussion of this question and ways in which people define their own identity.

b) Small group work. Give out Terminology Sheet, ask the students to discuss:
Which term, if any, would you use to identify yourself?
Which terms, if any, would you use to define other people?
Are any of the terms 'tricky' in any way?

Are there any terms that are **not** here that you would prefer to use to describe your identity?

c) In feedback, discuss whether it is easier to use such terms to identify other people than in defining ourselves.

Activity 3: 15 minutes
Resources: Matilda's film

a)Show the film of Matilda.

Ask students what they notice about the way in which Matilda defines herself and defines her identity?

b) Ask students to reflect upon Matilda's observation that:
"In year 7 and year 8 I used to get stereotyped as a nerd but in year 9 we just stopped bothering abut groupings so much and started thinking about being ourselves more."

Then discuss as a class:
Are there problems associated with labelling other people?
Feedback with examples of problems or negative associations connected to labelling people.

Teachers' notes

This workshop is important for laying the ground rules of how respectful communication will take place within the group.
The idea of these discussions is to come to a consensus, based on personal experiences that labelling people can have a detrimental effect.

Notes for a double session

Activity 4: 10 minutes
Materials: selection of old magazines/newspapers, scissors, pritt-sticks, paper, felt-tip pens

a) Lead a class discussion of how **culture** is expressed.
Refer to language, accent, clothes, family, friends, music, traditions, food, beliefs.

b) Ask students to name aspects of their own culture, which are influenced by other cultures. Teacher to summarise.

Activity 5: 30 minutes

a) Ask students to express these cultural influences pictorially in a drawing or by cutting out images from magazines that represent different cultural influences with a focus on the following:

Food preferences
Musical preferences
Family histories and connections

b) In small groups ask the students to show and discuss the image/ collage that they have designed.

c) Lead a group discussion to explore ways in which cultures influence each other.

Conclude with the suggestion that it is problematic to speak about a single culture, as cultures mix with each other and become transformed in the process.