

Unfolding Identities: Workshop 5

Passions

Objectives:

- To explore how our passions are integral to our sense of who we are.
- To appreciate that our differences (in terms of our interests, passions and chosen ways of representing ourselves) are positive aspects of our identities

Workshop Resources: Aaron's film, quoted extracts from Matilda

Activity 1: 10 minutes

Show Aaron's film, asking students to think about what is most significant to him. Take feedback

Discuss Aaron's passion about music, considering the following quote,

"I don't really know what else I would do if not for music."

Activity 2: 15 minutes

Equipment: post-it pads.

Pairs work: Ask students to consider what *they* feel passionately about, focusing on something of personal significance that is important to them.

Students should identify this using words or quick drawings on post-it notes and signing these.

Ask each student to put down 3 positive things and 3 negative things

Examples of positive things

a person

favourite trainers

food

jewellery

something they value which has been given to them

a piece of their own work such as text/picture/music

Examples of negative things

lack of control in their life

injustice

being the last person to find something out

being stereotyped

Ask the groups to share their thoughts by attaching their post-it notes to large sheets under **negative** and **positive** headings. The teacher then leads a discussion about the results. Consider the breadth of representations in both categories.

Activity 3: 10 minutes

Consider the following quote from Matilda in which she explains the reasons for her passions for reading and writing,

“I just really enjoy writing, I don’t really know why, it’s a way to express yourself and think about how other people think and feel.”

“I like reading, I just really enjoy the stories and the ideas and all the characters and finding out what’s happening to them and I guess its because my parents always used to read to me when I was little.”

Working in small groups, ask pupils to identify their own passions. Then in one sentence to express what a chosen passion means to them using Matilda's quote for support.

Activity 4: 10 minutes

Equipment/materials: Pens and biros in different colours, paper also in a variety of colours, magazines, scissors, glue sticks, other materials of choice such as sequins, fabrics.

Ask the students to represent their identities through the use of simple drawing, collaged image and text

Final 5 minutes of session:

Look at the gallery of portraits, taking feedback regarding the differences between students and also discussing the commonalities that students share.

Teachers notes for a double session

Activity 5: 15 minutes

Further discussion can be generated by asking the students to consider the significant similarities and differences between each of the young people portrayed in the films.

Ask the class can consider how passions are usually invisible but have an impact on what we do and who we are.

Encourage the students to reflect on the variety of different, and sometimes conflicting, interests and passions that any individual may have. These could be represented through a creative writing exercise such as identity poems.

Activity 6: 35 minutes

Equipment: sufficient digital cameras for class to one per pair of students

Using digital cameras, encourage students to look more closely at their own physical characteristics, which signal significant aspects about themselves and define their preferences. For example, back of head, jewellery, shoes.

Ask the class to work in pairs taking photographs within certain constraints, such as: limiting the number of images they choose, avoiding direct shots of their entire faces, to encourage a more creative use of photography.

The teacher will need to be able print out the images.

The resulting portraits can be made into a slideshow and displayed with identity - captions created by the group.