



Social Awareness. In pursuing self knowledge we can explore our own perspectives and develop our compassion as we understand, accept and empathise with people from diverse backgrounds. We can become aware of social norms (just and unjust), identify what influences our reactions to social and environmental issues and take a stance, with steps towards addressing them.

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How are we the same?

Understand, appreciate and react appropriately as we recognise our peers are both similar and different, identifying the commonalities in our differences.

What are my blind spots?

Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.

Where do single stories show up?

Build an awareness of our sticky thoughts and examine how our biases affect how we perceive the life experiences of those around us.

Lesson Life-Skills

Social
Awareness

Self Compassion

Empathy

Perspective-
taking

Communication




Lesson Plan: Where do single stories show up?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Learners will understand the activities in this lesson best when they are modelled and shared by the teacher.

Equipment needed:

- Pen, paper, computer, projector. Option to print off the sketch to stretch task.



Lesson Guide – Where do single stories show up?

Purpose: Build an awareness of our sticky thoughts and examine how our biases affect how we perceive the life experiences of those around us.

Equipment needed: Pen, Paper, Computer, Projector. Option to print off the ‘sketch to stretch’ task.

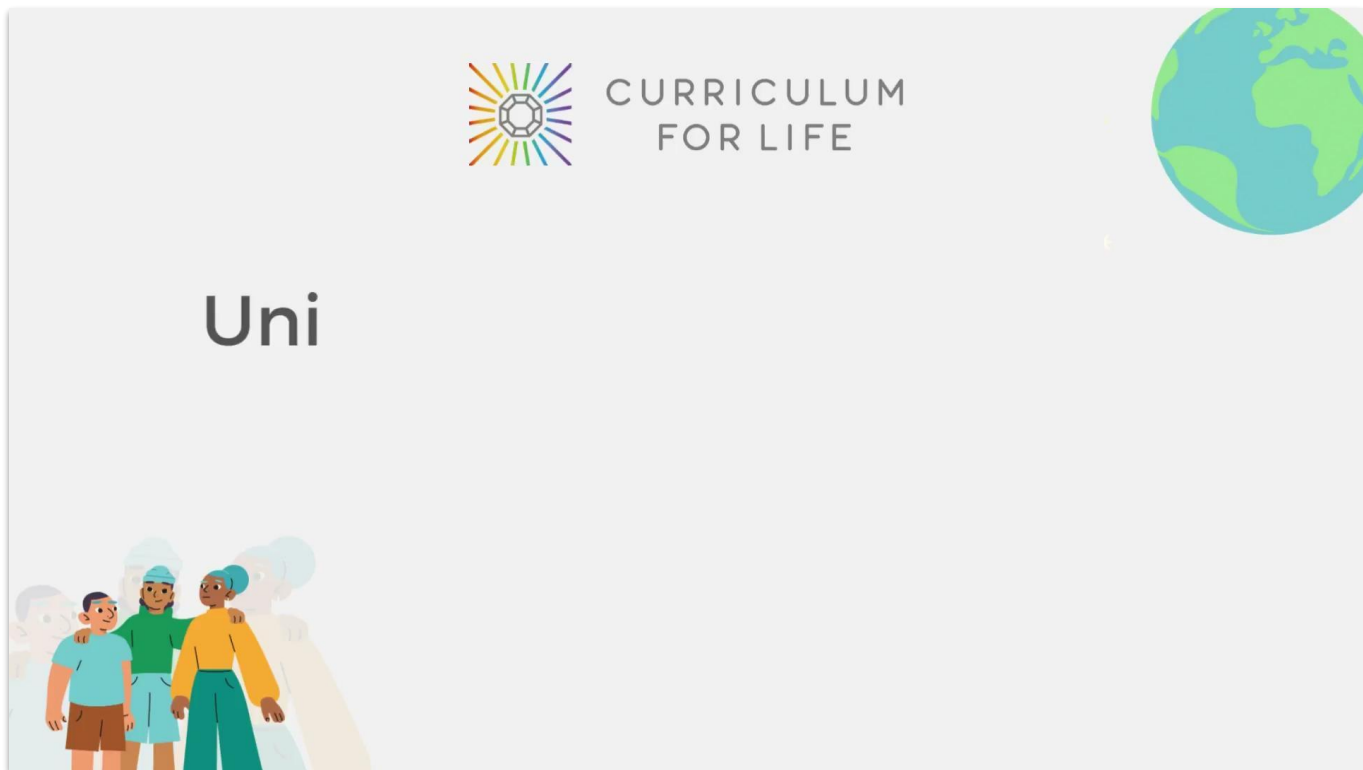
Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

| Pre-Work: Teachers Students | | |
|---|---|---|
| Lesson structure | Lesson Content | Resources / Comments |
| Class Environment 5C Slide | Share the 5C’s of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas. | Remind learners how a classroom that explores CfL topics needs to look, feel and sound. |
| Check-In Individual (5 mins) Self Compassion | <ol style="list-style-type: none"> 1. Learners take the first 5 minutes of this lesson to reflect on their self compassion 2. Learners will bring to mind a time they have struggled at school 3. They will bring their awareness to their self talk/ inner voice and consider how they thought about themselves during that struggle. | |
| Warm-Up In Pairs (5 mins) | <input checked="" type="checkbox"/> Learners arrange themselves in pairs. <ol style="list-style-type: none"> 1. Individually learners write down 1-3 sticky thoughts. 2. They read their sticky thoughts to each other, but do | Introduce learners to sticky thoughts. They are thoughts that are repetitive, a little like a |

Lesson Video Guide: Where do single stories show up?

Lesson support

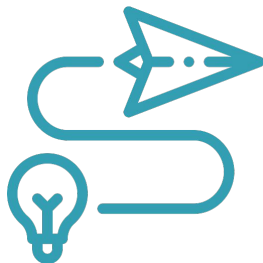
Click on the video for a short introduction on how to approach this lesson.



The 5 C's



Collaborative



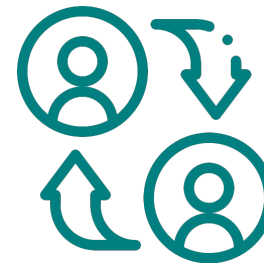
Creative



Caring



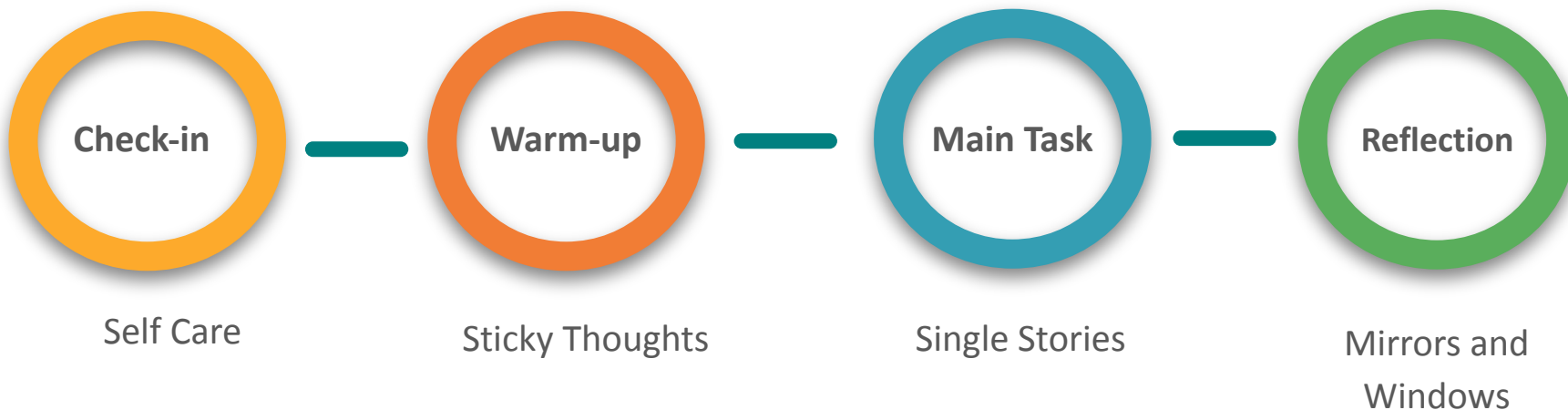
Critical



Communication

Lesson guide: Where do single stories show up?

Build an awareness of our sticky thoughts and examine how our biases affect how we perceive the life experiences of those around us.





Check-in: What do I Need Today?

Individually

Read the following statements and assess whether you have cared for yourself this week:

- I took care of my body
- I nourished my relationships
- I noticed and expressed my feelings
- I did meaningful activities
- I learned new things

Use the scale to assess your self care this week:



Identify a small action to commit to this week.

For example: *Take a walk, call a friend, explain how you feel...*



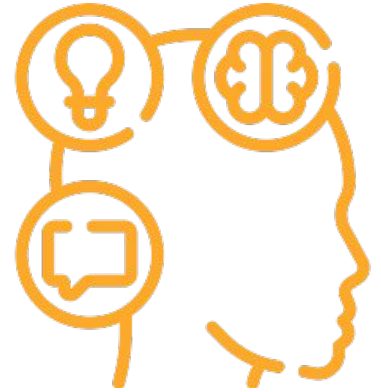
Warm-up: Sticky Thoughts

In Pairs

We have 1000s of thoughts, some create strong emotions and come back again and again.

We call these 'sticky thoughts' - They are like a song that gets stuck in your head.

- Write down 1-3 of your sticky thoughts.
- Read them out to each other in different ways E.g. sing, shout, whisper, say them in a funny voice.
- Observe what happens to your sticky thoughts during this process.
- Write down a single sentence reflection to share what happens to the sticky thoughts in the exercise.



Main task: Stereotypes, Prejudice, Discrimination

Think
Pair - Share

Look at the diagram and read it carefully.

Individually:

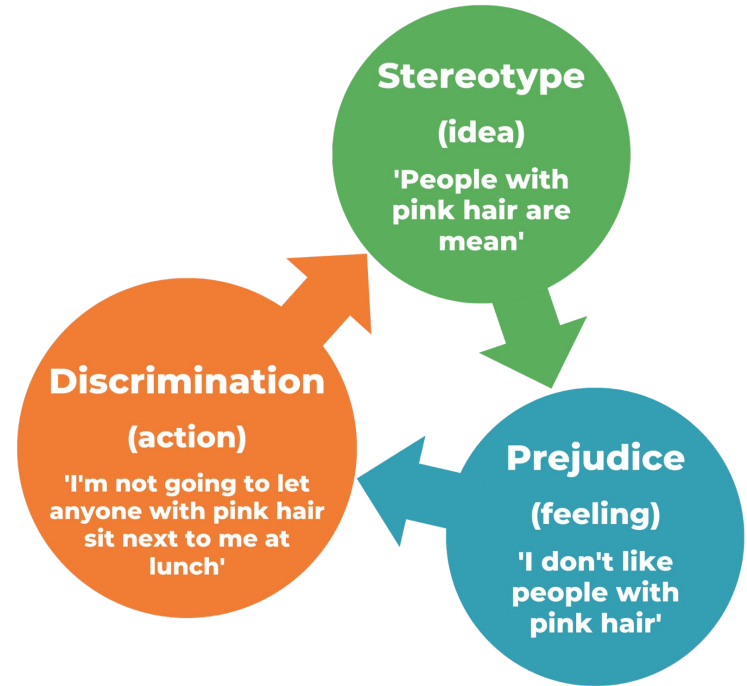
- Write a generalized definition of the word stereotype, discrimination, prejudice.

In Pairs:

- Review each other's definitions refine them into one definition of each term.

Share as a Group:

- Discuss where each of these terms may show up in the media or your community.





Main task: Dangers of a Single Story

Groups of 4

Each pair teams up to make groups of 4.

Watch the clip from Chimamanda Ngozi

- Write down where you have met single stories.
- What beliefs have those single stories perpetuated?

Now: Together write a sentence describing how “single stories” impact how we view

- i) ourselves
- ii) other people



“The danger is when the one story becomes the only story.”

- Chimamanda Ngozi



Main task: Sketch to Stretch

In Pairs /
Whole
Group

Click on the document, use it as a guide or print it as a template. Together read the quotes carefully.

- Select one quote that resonates. It may be just there is a **golden line** in the quote that you like.
- Sketch a representation of the quote, incorporate words and phrases into your sketch.
- Describe how your sketch symbolises the quote.

Share (or pass): Discuss one or two sketches and how they symbolise the quote.

Storytelling Sketch to Stretch

Directions: Read the four quotations connected to single stories and storytelling. Then choose one and, in the space below, create a sketch that reflects your ideas about what the quotation means.

Then a short explanation on the next page that helps explain your ideas about the quotation.

1. "The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story." (Chimamanda)
2. "Stories cannot demolish frontiers, but they can punch holes in our mental walls. And through those holes, we can get a glimpse of the other, and sometimes even like what we see." (Elif Shafak, "The Politics of Fiction" TED Talk)
3. Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through them in imagination to become part of whatever world has been created. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects back to us and in that reflection we can see our own lives and experiences as part of the larger human experience." (Dr. Rudine Sims Bishop)
4. "Humans don't make our stories, it's stories that make us human. It's not until we know the stories of each other that we embrace our humanity. When I know the stories of my people and my culture, that's when I become human myself." (paraphrasing Amiri Baraka)



Watch the video. Discuss:

- What you understand by the phrase 'Mirrors and Windows' in this video.
- Do you see 'mirrors' in the books, poems, music and media that surrounds you?
- Where are they missing?



"Books are sometimes windows, offering views of worlds that may be real or imagined, familiar or strange."

- Rudine Sims Bishop



Check-out: What next?

- How can you use what you have learned in the future?
- Example: This week, look out for where single stories are perpetuated and think how you may help others 'see' (with compassion) beyond a single story approach.



How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation





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