



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"> Learners take the first 5 minutes of this lesson to reflect on their self compassion Learners will bring to mind a time they have struggled at school 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) Sticky Thoughts	<p>Learners arrange themselves in pairs.</p> <ol style="list-style-type: none"> Individually learners write down 1-3 sticky thoughts. They read their sticky thoughts to each other, but do so in a voice that is not their normal voice. The idea here is to find humour in our sticky thoughts. Learners write down a one sentence reflection to share what happens with their sticky thoughts after they have read them out this way. 	Introduce learners to sticky thoughts. They are thoughts that are repetitive, a little like a song you cannot get out of your head.



<p>Main Activity In Pairs/Whole Group (25 mins)</p> <p>Stereotyping–Mapping the Territory.</p>	<p>Each pair teams up with another group to make a 4.</p> <ol style="list-style-type: none"> 1. Individually use the image to write a generalised definition of Stereotyping (done last lesson), prejudice and discrimination. 2. Share the definitions in pairs and agree on a final version. 3. Learners discuss where these show up in the community and perhaps the media. <p>Next</p> <ol style="list-style-type: none"> 1. Watch the video clip from Chimamanda Ngozi 2. Learners follow the discussion questions in their groups and raise their own if the need arises. 3. Together learners write down 3 sentences to respond to the questions. <p>Next - In pairs</p> <ol style="list-style-type: none"> 1. Learners can read from a projected image, have a handout or click on the image to view their own digital copy. 2. Take it turns to read out the quotes. 3. Sketch an image(s) that symbolise that quote to them and reason the connection (it is not an art task) 4. If comfortable they can share their image and reason with the class. 	<p>Students may find this task challenging. They can stay working in pairs. The slide notes can help frame what can be included in sketches if there is procrastination.</p>
<p>Reflection Pairs (10 mins)</p> <p>Mirrors and Windows</p>	<p>In pairs, learners watch the video.</p> <ol style="list-style-type: none"> 1. The video uses a short clip by the writer or ‘windows, mirrors and sliding glass doors.’ 2. From the video and the work done so far, learners ‘unpack’ the terms ‘mirrors and windows’ in this context. Identifying where they have found them in their own lives and where they are missing. 3. Discuss their own social groups and the single stories that are perpetuated. 	
<p>Check-out Individual (5 mins)</p> <p>What next?</p>	<p>Learners reflect on:</p> <ol style="list-style-type: none"> 1. The learning cycle of the lesson and how they may apply what they’ve learnt. For example, they may consider where single stories are perpetuated and think how they may help others ‘see’ (with compassion) beyond a single story approach. 	

*Most CfL activities work best when the teachers join the students and do the activity with them.