

# ME + US

## INVESTIGATOR ISSUE 3

Hot off the press! So far the workshops have been amazing. There are some really fresh and unique viewpoints coming across and it is a real privilege to be able to hear what you have to say. This project can only be as good as you guys, so keep up the great work!

The Local Investigation Teams have spent the last two sessions looking at ways in which we identify ourselves and others - whether our impressions are positive or negative, what effect these impressions have and how we treat each other. We have looked at words such as **empathy**, **symbol**, **racism**, **heritage** and **identity**. All of these words will be important for session 3 and as we create our self portraits.

## Stereotype (n.)

*an unfair judgment of someone and jumping to conclusions just based on <sup>one bit of</sup> their personality.*

Session 2 involved exploring **stereotypes**. We discussed how some stereotypes can seem positive and how others can be damaging to individuals and groups. We discussed whether we had ever been stereotyped and how it felt and thought about what affect stereotyping can have on someone's identity. It was a tough session, but we had fun constructing our exaggerated symbols and photoshopping ourselves into our chosen **context**.

By putting ourselves in the shoes of others we explored and defined **empathy**. We discussed how empathy could be used to help us understand the effects of stereotyping and prejudice.

## Empathy (n.)

*Being able to put yourself in someone else's shoes.*



Investigators from the Auchinraith/Calderside team have a laugh while depicting their chosen stereotype of the 'proud, kilted and castled Scots' above.



Members of the St. Mary's team weren't messin' as they depicted the stereotype of hooded youths in a darkened alley. Eeek!

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## What's next >

In Session 1 we looked at 'me' as an individual and in Session 2 we looked at the relationship between 'me' + you, whether that be in our family, friendship group, school or local neighbourhood. In Session 3 we will expand the identity of 'me' and look at ourselves in relation to 'us'.

We will be asking each other how we identify ourselves with our country, whether that be Scottish, British, European? Do we all bleat on about the weather and eat our porridge cold

## Symbol (n.)

*Something, I.E. a picture or sign, that represents you. it could be anything from a picture to an autograph.*

I typed **Scottish** into google images and the first result was Sir\_Sean\_Connery\_wearing\_Scottish\_kilt.jpg.



Is this really the essence of Scottish-ness? Is this the best symbol for a contemporary Scot? Are we **proud** of this **symbol**? How and why do we think that this image has come to be associated with the term Scottish?

We will be exploring and questioning where these symbols come from. As well as our **perception** of Scotland and how it is viewed by others. We will focus on what is known as our **national identity** and we will be looking to find the things that bind us as a group. We will be challenging the **prejudice** of others (including Google images!) and we will be developing our own ideas of how we would like Scotland to be viewed by the world!

## Prejudice (n.)

*Judging and treating people differently for who they are.*

## Activity Reminders >

From Session 2: we worked on developing a set of questions that we could use in our **Me + Us surveys**. The Survey is an opportunity for the Me + Us team to discuss the project with our friends and peers and to learn what other children think about the topics that we are covering in the Me + Us sessions.

Session 3 will focus on what kind of place (town/city/country) we live in and how it can affect us. It would be great if you could bring in 3 more objects/photographs.

- One to represent the area where you live.
- One to represent Scotland as you see it today.
- One to represent the Scotland where you would like to live in the future.

We will use these in our final portraits to represent our **context**.



Investigators from the Dyce team show us how the 'Posh' people drink their tea. Pinkies up!

We will be seeing you soon, but if you want to contact us before then we can be reached at the Children's Parliament Offices, Summerhall Square, Edinburgh, EH9 1PF or email us at [chelsea@childrensparliament.org.uk](mailto:chelsea@childrensparliament.org.uk) / [ross@childrensparliament.org.uk](mailto:ross@childrensparliament.org.uk) or call us on 0131 558 9030.



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