

Part 3: How do people see me? How do people see us?

This session:

- Introduces the idea of self-image and social identity: so children are encouraged to ask how do I see myself in relation to others? How am I affected by other people e.g. my family, my friends, etc. What personality do we project? How do people see us?
- Discuss prejudices, stereotypes and culture.
- Sees the children produce images of stereotypes using photo editing software.

In advance of the session:

The children will have interviewed an adult family member using the Family Interview Template. These will provide an opportunity for the children to discuss some of the Me + Us topics and to learn more about a family member.

Set up:

You will need to establish part of the room as the studio.

Children will also need tables to work on.

You will need:



- Different coloured paper (A3 or larger)
- Glue sticks
- Scissors
- Camera + studio equipment
- Computer with photo editing software
- Shopping receipts (one per pair)
- New Neighbour Template

Outline

<i>Time</i>	<i>Activity</i>	<i>Word Wall</i>
15-20 min.	<p>Newsround + Recap Open the session with a Newsround so that the children can share any bits of news that have happened since the group last met.</p> <p>The group has now met three times to talk about human dignity, children’s human rights, identity and pride, and heritage and traditions. Review the activities the group has done so far and take a look back at their Family Crests from last session. Share family interviews – Who did you interview? How did it go? Did you learn anything new? Did anything surprise you?</p> <p>In this session we will look at themes of self-image and social identity and how we see ourselves in relation to and interact with the people around us.</p>	
On-going	<p>Photo Studio As in the previous session, if the children have objects/photographs to photograph or scan, then they can be doing so while the rest of the group works on the following activities.</p>	
10 min.	<p>Culture Cloud As one of the Me + Us children in our original project said, ‘Identity is what makes me, me. Culture is what makes us, us.’ It’s all those little (and big!) things that make us who we are. In this activity, the children can do a bit of brainstorming about the important things that make up our culture.</p> <p>In groups of 3 or 4, the children will use the Culture Cloud Template to generate ideas about our culture. This should feel familiar to the children after doing their Mind Maps in Part 1.</p> <p>After the children have recorded their ideas, have them share a few with the larger group.</p> <p>Some discussion questions:</p> <ul style="list-style-type: none"> • What do you like about our culture? • What don’t you like about our culture? • What do you think people from other countries think 	Culture

	<p>about our culture?</p> <ul style="list-style-type: none"> • Have you met people from different cultures? • Do you think it's important to know about other cultures? • If you could change one thing about our culture, what would it be? 	
25 min.	<p>A Mystery</p> <p>We are constantly taking clues from what is going on around us to make sense of the world. Sounds, people, smells, architecture, food – these all play a part in helping our understanding of how to interact with different people and places. Sometimes these clues are accurate, other times we might be mistaken in our assumptions.</p> <p>Using the shopping receipts, the children will be creating an idea of the person that might have made this purchase. The items, the shop, and the date and time can all give us valuable clues as to who this person is.</p> <p>Split the group into pairs and give each pair a receipt (receipts can be used more than once if you have a large group or you can create additional receipts). Ask the children to study the receipt and come up with a 'portrait' of the person which might include his/her:</p> <ul style="list-style-type: none"> • Gender • Age • Name • Occupation • Race/ethnicity/nationality • Location • Family • Interests/hobbies • Any other pieces of information they think might be important. <p>Once the children have an idea of who their receipt might belong to, ask them to draw a picture of the person, including as many details as they can from the list above. When the drawings are finished, share with the group.</p> <p>You could give the children a copy of a receipt to stick in their Me + Us Investigator Notebooks so they could play the game at home.</p>	Perception
20-25	New Neighbour	Stereotypes

min.	<p>When the clues we gather about people are used to judge them, it can affect the way we interact with and treat them. This activity introduces the idea of stereotypes and prejudice and also helps the children recognise that we all have ideas about specific groups of people and that these are sometimes based on one specific experience, misinformation or generalisations.</p> <p>Tell the children that a house is to let on their street and there are a number different people interested in living there. Show them the list of possible new neighbours and in pairs discuss who they would like to move into the house and who they might not want to live on their street. Ask them to select a first choice and a last choice and think about the reasons for making those choices.</p> <p><i>Note: Discussing stereotypes and prejudices might seem uncomfortable or 'bad' for some children, so encourage them to be honest and remind them that Me + Us is a place to explore new and challenging ideas. They won't get in trouble for answering honestly, even if they have a negative reaction to a particular group. Give the children the space to ask questions, talk and learn from each other.</i></p> <p>Once the children have made their selections, ask them to share with the group who they have chosen and why. Was it easy or difficult to make these choices? How did it feel to have to choose between these people?</p> <p>After everyone has shared and discussed, reveal to the group that all of the list of potential neighbours is actually the same person. Allow for reactions and discussion.</p> <p>You could give the children a copy of the game to stick in their Me + Us Investigator Notebooks and suggest they might play it at home.</p>	Prejudice Empathy Tolerance
60-90 min.	<p>Exploring Stereotypes + Prejudice</p> <p>This activity explores: Are stereotypes positive or negative? How are people portrayed in society or in the media? Have you ever been stereotyped? How did it feel?</p> <p>Our prejudices and stereotypical ideas of people may take many different forms. Some of the word wall words might be familiar to children (racism), while others might be unfamiliar (homophobia or xenophobia). Again, it may be</p>	Racism Sectarianism Homophobia Islamophobia Sexism Ageism Xenophobia

	<p>good to remind children of the note in the above activity.</p> <p>As a large group, brainstorm a list of all the different stereotypes that you are aware of (e.g. boys like blue and girls like pink, people who wear glasses are nerds, American tourists are loud, Scottish people all have ginger hair, etc.).</p> <p>Once the group has finished their brainstorming, split the children into groups of 3 to 5. The small groups will choose one of the stereotypes from the list to portray. They will think of an object that represents the stereotyped group and a setting where you might find this type of person (e.g. Scotsman – kilt – the Highlands). Once these have been determined, the children will make an oversized version of this object using coloured paper/markers and select an image online to use for the background.</p> <p>Then they will photograph themselves with the object and insert their photos into the background image using the photo editing programme available. Remind the children to think about the composition of the image – where do they want to place themselves, how are they interacting with each other, what expression should they have?</p> <p>Share the completed images with the group and discuss.</p> <p>You could give the children a copy of the image they produce to stick in their Me + Us Investigator and discuss at home.</p> <p>Here are some examples of what the children did in our first Me + Us project where they produced ‘stereotyped’ posh English people and dangerous youth!</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
<p>15-20 min.</p>	<p>How is it going so far?</p> <p>This is a chance to review what you’ve done today. Ask children about the words on the Word Wall, their favourite activities and what they’ve enjoyed/not enjoyed.</p>	

	<p>For next time, ask the children to draw or write about a time when they felt stereotyped or have stereotyped someone else in their Me + Us Investigator Notebooks. Use your knowledge of the children when giving parameters for this task. Remind the children that this isn't homework; Me + Us is an investigation and what's important is that they share their experiences and thoughts. Let them know they can come talk to you about it if they need to. It might help if they write the task down in their notebooks.</p>	
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This session requires the following Me + Us props or resources:

- Culture Cloud Template
- Shopping Receipts
- New Neighbour Template