

3:

Empower me

What's my story?

This topic belongs to Section 1.2: Self-determination

Overview

This topic will help students to understand that they have a unique story to tell and that they have already overcome some barriers. Students will be more able to recognise their own progression in a positive way and identify strategies to overcome challenges in the future.

Learning goals

Goals

Tell your own story in a positive way

Recognise the progress you have made so far



Understand that you have a unique story to tell

Identify positive steps that you have taken in your life



Identify how to overcome barriers in your life

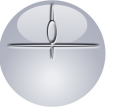
Recognise your own achievements in overcoming obstacles



Worksheet 1: What's in the well? (one per student)
Blank flip chart or A3 paper for everyone
Facilitator's notes: The donkey in the well (one copy)
Facilitator's notes: Our challenges (one copy)
Paper and pens or pencils for notes



Arrange seating so the class can be divided into smaller teams and pairs.



Load lesson onto whiteboard or projector, or use print out sheets with a flip chart.



- Starter** Display Slide 2 which is a quotation or saying designed to get students thinking as soon as possible about the lesson ahead. Ask everyone to think about the statement as they arrive and settle down. If you wish, ask for comments from the group before you start the lesson.
- Goals** Display Slide 3 which gives the learning goals for this lesson and a “Where are you now?” diagram so students can see both. Ask for a show of hands or thumbs up for each level from 1-4 to indicate where students feel they are at the start of the lesson in relation to the learning goals.
- Assign teams** The activities involve groups and pairs – see specific instructions for each activity. Display Slide 4 which gives the “rules” for good teamwork and what you expect from the group.
- Activity 1: It's my life**
- Introduction**
This activity asks students to think about their lives so far, without judgement, and what they have learned about themselves. This is a useful basis for understanding that learning does not just happen in school but in their other activities, and we continue to learn throughout our lives. There is no “end point” for learning. Depending on the time you have available complete all Parts or just Part one or two.
- Part 1:**
1. Ask students to spend a few minutes thinking of answers to the following (NB: They will not have to share their answers if they don't want to). Use Slide 5 to show these questions as an aide memoire.

- What is your earliest memory of anything?
 - What is your earliest memory of feeling proud of yourself?
 - What is your earliest memory of feeling that you were treated unfairly?
 - What is your earliest memory of asserting your point of view?
2. Ask volunteers if they are willing to share any of their answers.

Part 2:

3. Give each student a sheet of A3 paper and access to a selection of magazines/catalogues and other art materials. Ask them to build a collage of their lives at the present time, using words and pictures, or drawing their own ideas. They should include anything that describes themselves and their achievements so far – this could be hobbies, pets, certificates, friends, favourite subjects, books, and places of significance.
4. Display these around the room and ask students to explain what the collage means to them.

Part 3: Arrange the class into smaller groups of about 6 people.

5. Ask the groups to stand in a circle and ask them to think about something they have achieved and are proud of to tell the rest of the group. Explain that it doesn't necessarily have to be anything major, and could be from any aspect of their lives. Ask them to take turns passing around a baton, trophy or certificate (or other object) and say 'One thing I am really proud of achieving is...'

Examples could include: having a paper round, looking after younger siblings, looking after a sick relative, helping younger children in a club or team, passing exams, getting certificates for swimming, sport, performing etc., giving first aid, getting homework done on time, trying your best at something, being trustworthy, being a loyal friend, eating healthily.



6. Spend a few minutes on the reflection questions on Slide 6.

Activity 2: The donkey in the well

Introduction

This activity involves a story about overcoming obstacles.

1. Ask the group to sit in pairs.
2. Read the story “The donkey in the well”. This is included in your topic as Facilitator’s notes: The donkey in the well. Tell the students that at the end of the story you will be asking them to explain to their partner what the story meant to them.
3. Give everyone a copy of Worksheet 1: What’s in the well? A copy of Worksheet 1 included as Slide 7 to help you introduce this activity.
4. Ask students to think about what could stop them from achieving something positive that they want to and write in the “dirt” what has been keeping them down. Encourage them to be specific and list as many of their barriers as possible.
5. Spend a few minutes on the reflection questions on Slide 8.



Activity 3: Shake it off!

Introduction

This is a small group activity about overcoming barriers. This activity promotes peer to peer support and facilitates divergent thinking as students identify multiple solutions to one problem.

1. Ask students to choose one of their barriers to progression and share with the group.
2. Everyone in the group has to offer a solution.
3. Repeat until all students have shared at least one barrier.
4. End this activity by encouraging students to ceremoniously rip up their Worksheet (What’s in the well?) and throw them into the bin.
5. Spend a few minutes on the reflection questions on Slide 10.



Activity 4: I'm a poet and didn't know it!

Introduction

This is an individual activity. It involves listening to a poem about obstacles. After listening to the poem students will write their own poem. This activity will help students to understand that life can throw many obstacles your way and this is not a reason to give up and make excuses. If they do something about it and embrace the challenges that come along they will grow in confidence and learn from them, building resilience that they will need throughout their lives.

1. Read out the poem, or ask a student to read out the poem "Our challenges". This is included in your topic as: Facilitator's notes: Our challenges.
2. Ask students to write a short poem, rhyme or limerick about overcoming their obstacles to reach their dreams. Examples are given below and these are also on Slide 11 to help you to introduce the activity.

There was a student who went to school
Who realised she had been a fool
She had believed what the people told her
When YOU grow up YOU can't be a soldier..
So she ...

There was a pupil from Dover
Who felt his life was over
But when he realised the bullies were weak
It made him think he could still reach his peak
So he ...



Plenary

3. Spend a few minutes on the reflection questions which are given on Slide 12.

Complete the plenary. Ask everyone to revisit the "Where are you now?" diagram on Slide 14 and give a show of hands or thumbs-up for which level they are at now.

Summary of reflective questions

Activity 1

- Did you identify one thing you are proud of?
- How easy or difficult was it to share this with the group?

Activity 2

- What did the story mean to you?
- Can you think of any obstacles you have overcome in your life?
- How did overcoming obstacles make you feel?
- Could you identify your own barriers to achieving what you want?

Activity 3

- Did you share at least one of your personal barriers with the group?
- Was it helpful working in a group to overcome your barriers?

Activity 4

- Can you identify positive things about facing obstacles in your life?

Our Challenges

When all we see,
Is darkness and gloom.
We feel totally helpless,
While running from doom.
We eventually confront our inner brick wall.
Our choice is to break it, or give up and fall.
We may search for our strengths, waiting patiently deep inside.
From life's obstacles, there's no reason to hide.
All our challenges, we must embrace and defeat.
As we open our eyes, our true purpose we'll greet.
Let's take a step outside, our routine comfort zone.
This will carve a path, where our goals we shall own.
Our personal challenges, quite difficult may seem.
But, if we believe in ourselves, life will be as sweet — as a dream.

by anitapoems.com

The donkey in the well

One day a farmer's donkey fell into a well. The farmer frantically thought what to do as the stricken animal cried out to be rescued. With no obvious solution, the farmer regretfully concluded that as the donkey was old, and as the well needed to be filled in anyway. He should give up the idea of rescuing the beast, and simply fill in the well.

He tried to persuade himself that hopefully the poor animal would not suffer too much. The farmer asked his neighbours help, and before long they all began to shovel earth quickly into the well. When the donkey realised what was happening he wailed and struggled, but then, to everyone's relief, the noise stopped. After a while the farmer looked down into the well and was astonished by what he saw. The donkey was still alive, and progressing towards the top of the well. The donkey had discovered that by shaking off the dirt instead of letting it cover him, he could keep stepping on top of the earth as the level rose. Soon the donkey was able to step up over the edge of the well, and he happily trotted off.

What does this story say to you?

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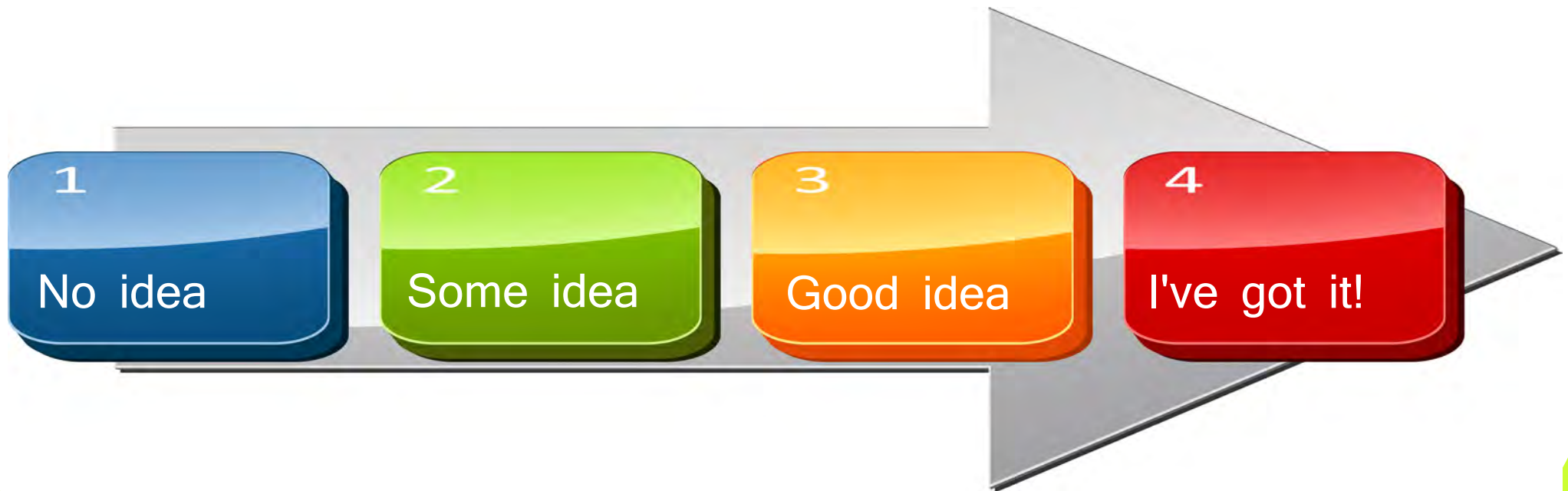
"Life is not a
matter of holding
good cards, but
sometimes, playing
a poor hand well"

Jack London

Empower me: Learning goals

Tell your own story in a positive way

Recognise the progress you have made so far



Team Rules - We all agree to:

Give each other a turn to speak

Listen to each other

Help each other

Work together to learn together

Remember - 2 ears, 1 mouth, use
them in this ratio!



Activity 1: It's my life

- What is your earliest memory of anything?
- What is your earliest memory of feeling proud of yourself?
- What is your earliest memory of feeling that you were treated unfairly?
- What is your earliest memory of asserting your point of view?



Activity 1: It's my life



- Did you identify one thing you are proud of?
- How easy or difficult was it to share this with the group?



Worksheet 1: What's in the well?

Name:

Write in the dirt what has been keeping you down.



Activity 2: The donkey in the well



- What did the story mean to you?
- Can you think of any obstacle you have overcome in your life?
- How did overcoming obstacles make you feel?
- Could you identify your own barriers to achieving what you want?

"I walk slowly, but
I never walk
backward"

Abraham Lincoln



Activity 3: Shake it off!



- Did you share at least one of your personal barriers with the group?
- Was it helpful working in a group to overcome your barriers?

Activity 4: I'm a poet and didn't know it!

There was a student who went to school
Who realised she had been a fool
She had believed what the people told her
When YOU grow up YOU can't be a soldier..
So she ...

There was a pupil from Dover
Who felt his life was over
But when he realised the bullies were weak
It made him think he could still reach his peak
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Activity 4: I'm a poet and didn't know it!



- Can you identify positive things about facing obstacles in your life?



"Man only likes to
count his troubles,
but he does not
count his joys"

Fodor Dostoyevsky



What did you learn in this lesson?

How do you feel your team worked together?

Where are you now in relation to these learning goals?

Tell your own story in a positive way

Recognise the progress you have made so far

