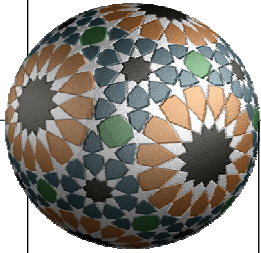


Telling a story



Learning outcomes

- ◇ To explore the images and ideas we have about people from the Arab world
- ◇ To see how these images feed into our expectations of people from the Arab world

Lesson in brief

Students will pass a ball to one another, and whoever has the ball has their turn at adding to the story the class is creating. Characters in the story will have names suggestive of different backgrounds including Muslim and Arab, thereby eliciting particular responses from the students, which will be explored in a discussion at the end.

Materials

- ◇ Ball
- ◇ Board/ flip chart and marker

Lesson Plan

Starter

- ◆ Seat students in a circle
- ◆ Explain to the group that they are going to create a story co-operatively – to which they will each contribute. Whoever has the ball takes their turn at contributing to the story.

Activity

- ◆ Begin the story with something like, "This is the story of Mark, a young man from London," and pass the ball to a student so that they can continue the story with one or two sentences, before passing the ball to someone else. Try to encourage a fast rhythm.
- ◆ After a few contributions, ask for the ball and say, "Mark knows Mohammed, an Arab/Muslim boy who also has a story". Then pass the ball to one of the students asking them to continue with Mohammed's story.
- ◆ After a further few contributions, ask for the ball, and this time introduce an Arab or Muslim girl, "Mark and Mohammed know Fatima, an Arab/Muslim girl, and she also has a story."
- ◆ You could add a number of variations—an old Arab woman, a gay Arab, for example.

Plenary



- ◆ Bring the activity to an end when you feel it is appropriate and facilitate a class discussion about the different lives of the characters featured in the story. Look at the different images and consider whether these images and expectations of the different characters were shared by all the students – why or why not?