

## Objective

Like all activities in the Find the Story module, this activity encourages students to discover stories from the people and places around them; to use as the raw material for their Story Valley projects.

This activity specifically encourages students to find their own personal stories and those of their peers

## Activity summary

**Number of sessions:** 1

This activity can be used as an introduction activity, to break the ice in a group where students don't know each other. Accidents happen and hardly anyone survives their childhood without gaining at least one scar while growing up.

In this activity students will be asked to introduce themselves by telling about a scar and how they got it. The students choose which scar and tells the group about it. By the end of the activity students will know each other on a more personal basis and they won't forget names as easily because it is connected to their personal story. It will also make the students feel more at ease to share personal and silly stories.

This activity was originally

## Pre-activity preparation

### Resources

- A circle seating arrangement so everyone can see each other.

## Running the activity

### Step 1 – modelling the activity and setting the tone

**5-10 minutes**

The activity starts with the teacher introducing him- /herself by telling a story about one of their own scars and how they got it. After that the teacher selects the next student until all students have had their turn.

Try to tell the story in a detailed and entertaining way. Speak for at least 30 seconds, and elaborate on how you got a scar (what happened, who was with you, did it hurt?) By modelling storytelling in this way, students are more likely to provide detail and context in their own stories – and to speak for longer.

It is important to keep the tone light – funny stories work best.

Explain that you will now ask students to share the story. It is important to create a safe space, so make sure to add:

- They do not have to share anything they are not comfortable sharing

- If students don't have a scar, they could share a story of any accident.

## Step 2 – Students share stories

### 20-30 minutes

Give students a few minutes to prepare, and then go around the room one by one.

Ask students questions if they they are not sure how to begin – such as “have you ever fallen off your bike, burnt yourself on a hot stove or accidentally cut yourself?”

- Make sure that students don't interrupt each other during storytelling
- Repeat the names of the people in the room throughout the activity to learn the names, create a personal atmosphere and to encourage students to share their story.

Support	Extension
<ul style="list-style-type: none"> <li>• If students are struggling to tell a story in detail, ask them questions such as ‘where were you when this happened?’, ‘how old were you?’ ‘how did people react?’ etc.</li> <li>• If students are reluctant to share a story, do not press them. They could also share a story about someone they know if that is easier.</li> </ul>	<p>You could ask students to expand with more difficult and philosophical questions such as:</p> <ul style="list-style-type: none"> <li>• Should we cover up our scars?</li> <li>• Why do you think these stories help to connect people?</li> <li>• Why do we tend to remember injuries and accidents?</li> </ul>

## Success criteria

Things to look for to ensure this activity has been run successfully:

- Students know each other's names
- Students seem more at ease with each other
- Students listen respectfully to each other's stories
- Students tell stories in some detail (with a beginning, middle and end to their story) – rather than just providing a few facts about their scar.