

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, those of their peers and stories about migration.**

Activity summary

This activity consists of one session, split into six steps.

During this exercise students will be drawing a tree from the roots to the fruits. Students explore their roots, their skills and their qualities by answering questions. They need the tree of life to help them to tell stories about themselves.

This activity works well in conjunction with the 'My Hero's story' activity in the 'Tell the Story' section.

Pre-activity preparation

Resources

- Paper
- Pencils
- Erasers
- Sharpeners
- Coloured pencils

Deliverer preparation

Before this activity, you will need to plan how students will practically draw their 'tree of life' and become familiar with each of the six steps.

It is useful to prepare the questions you plan to ask for each step in advance,

Running the activity

The students draw the tree of life. They write down the answers to the questions in their tree.

Step 1 – the roots

15 minutes

The students start by drawing the roots. They answer question about the 'roots' of their life; including: Where are you from (land, province, village)?, Who are your family? How important are they to you? What is your family name? Who has been really important or close to you while growing up? What is your fondest memory?

<p>Support</p> <p>For each step of the 6 steps it is important to ask questions, watch students carefully and help the once you see struggling.</p>	<p>Extension</p> <p>If students have written brief answers to each question, ask them to give more examples to support their description.</p>
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Step 2 – the ground

20 minutes

Next up the students draw the ground. This can be really smooth or wobbly, lots of flowers or bare ground. They answer the following questions: Is the ground (basis) in your life smooth or wobbly? Is it hard or soft? Are there stones, sticks holes? Who or what is near you? Where are you going to school now? What is your favourite place? Who / what is / are important to you now?

Step 3 – the trunk

20 minutes

In the next step the students draw the trunk of their tree of life. To do so, they answer the next questions: What are you good at? Can you play an instrument? Are you good at arts and crafts? Do you compete in a sport? How important is this to you? Do you find it more difficult to name the things you are not good at, than the things you are good at? What talents do you have? What qualities do you have (for example; are you a good listener, do you like to help others?)

Step 4 – the branches

20 minutes

The students draw the branches. They answer the following questions: If you could make 3 wishes, what would you wish for? Why? What goal do you want to reach? What do you have to do to get there? What do you need to get there? What would you wish for others? And for whom? What wish have you had for a long time? Why do you have that wish?

Step 5 – the leaves

20 minutes

Next up the students draw in the leaves of their tree. They answer the following questions: Who is important to you now? Why is this person or are these people important to you now? How do / does they/ he or she influence you? Do you know of you are important to them? How do you know why? Are there people who are not in your life anymore who were important to you? Who are they? What made them important to you? They are the leaves that have fallen on the ground.

Step 6 – the fruit

20 minutes

The last step is to draw in the fruits. Answer the next questions: What is the most important thing someone else has given to you (a gift, a good deed, advice)? Why did this person give this to you? What would you want to give this person in return?

Step 7 – sharing the trees

20 minutes

Divide the class in small groups and let the students share their work and their stories. Let the students ask each other questions and react to each other.

Success criteria

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

- A safe environment in the classroom.
- A setting in which the students can work peacefully
- Help students individually
- Don't push students to share something they do not feel comfortable with.
- Instruct students to respect each other. Everyone is allowed to not answer a question and everybody needs to respect that.
- This activity is long and intense, so make sure the students get regular breaks so they can stay focused.