



Author:	Mohsin Zaidi	Title:	A Dutiful Boy
Key Stages:	3	Subject:	English

Learning Question	How do we present ourselves to the world?
Starter (5 minutes)	
<p>Show the students the photo of Mohsin Zaidi (without saying who he is) and ask them to describe this person. Students can include the basics, but also encourage them to think deeper than that: What personality traits might this person have? What might their job be? What is their family like?</p> <p>Tell the students that this person is Mohsin Zaidi, author of the extract they will be reading shortly.</p>	
Introducing the extract (2 minutes)	
<p>Explain that in this lesson, the students will be reading and exploring an extract of a book called 'A Dutiful Boy'. The book is written Mohsin Zaidi. He describes his life growing up in a devout Muslim household in London and how impossible it felt for him to be gay in this environment. Despite the odds, Zaidi became the first person in his school to go to Oxford University and he is now a barrister and author.</p> <p>Now read the extract and watch the video.</p>	
Activity One (15 minutes)	
<p>This activity focuses on the part of the extract where Zaidi talks about how he hoped his GCSE scores would distract his parents from realising that he is gay.</p> <p>Working with their partner, students should discuss the three questions below.</p> <ol style="list-style-type: none"> 1. How do you think Zaidi felt before receiving his results? 2. How do you think he felt after he received his results? 3. What do you think Zaidi means in the highlighted part of the paragraph opposite (see powerpoint slide)? <p>If there is time, students should complete the challenge task, either verbally or in writing: In the video Zaidi says he included his GCSE results in the book to show that "grades do matter but it's OK if you're not getting the top grade in every subject". Do you agree with him? Why (not)?</p> <p>As a class, take feedback from students on the main task and the challenge task.</p>	
Activity Two (15 minutes)	
<p>This activity focuses on the idea that we are made up of multiple 'identities' that we choose to show or hide in different circumstances, similarly to how Zaidi hides from his parents that he is gay but shows that he is a good student.</p> <p>Students should:</p> <ol style="list-style-type: none"> 1. Students should draw a Venn diagram of at least three circles. It needs to be big enough to write in. 	



2. In each circle, students should write one part of their identity. For example, Zaidi might have “Muslim” in one circle, “gay” in one, and “Oxford graduate” in another. He will have lots more circles to draw too!
3. With a partner, students should discuss which parts of their identity are most ‘on show’ to: their friends, their family, a future employer, themselves.

If there is time, students should complete the challenge task, either verbally or in writing: These Venn diagrams represent intersectionality. Intersectionality can be defined as the understanding that a person’s identity is formed from an overlap of their various social and political identities. What do you think this means?

As a class, take feedback from the students on the main task and the challenge task.

Activity Three (15 minutes)

Continuing with thinking about who we are as individuals, this activity focuses on the idea of writing a CV for a job in a traditional way, but also what we might include if we wanted to show our true selves.

Working with a partner, students should:

1. Discuss what they think the formal contents of a CV might be.
2. Draw a brainstorm (“contents of a CV”) and add their ideas of what goes into a traditional CV in one colour.
3. Discuss what informal information could go into a CV if they wanted to show who they really were. Add their ideas to the brainstorm in a different colour.

If there is time, students should complete the challenge task either verbally or in writing: In the video, Zaidi says that when you are a minority in a majority country, there are customs and structures that you do not understand. What unspoken customs and structures are there in a CV? For example, a “Christian name”. How could we change this?

As a class, take feedback from the students on the main task and the challenge task.

Activity Four (15 minutes)

Continuing with thinking about who are as individuals and about preparing for finding a job, this activity focuses on interview practice.

Working with a partner, students should decide on 5-8 interview questions to ask their partner. The questions can be questions that the think would be asked in a real job interview and/or they can be questions designed to find out more about the real person.

Students should then practice their job interview. One member of the pair should be the interviewer and ask the questions. The other member of the pair should be the interviewee and answer the questions. Then they should swap.

Remind students that both interviewer and interviewee need to think about their body language, facial expressions, tone of voice, volume, speed and eye contact. The interviewee should make sure they are answering the question, giving examples, and adding relevant detail.

If there is time, students should complete the challenge task either verbally or in writing: In the video, Zaidi says that when you are a minority in a majority country, there are customs and structures that you do not understand. What unspoken customs and structures are there in an interview? How could we prepare all students for these?



As a class, take feedback from the students on the challenge task.

Plenary (10 minutes)

Remind students that the learning question connected to this extract was “How do we present ourselves to the world?”.

Ask students to write a few sentences to answer this question, based on what they have read, heard, and discussed. This is a difficult question, so reassure them that there are no right or wrong answers. The key is for them to reflect on what they have learnt and thought about.