



Elevating student voice through lived experience

**UNIVERSITY
OF WARWICK**

Law School

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1. The module
2. The idea
3. The benefits
4. Examples

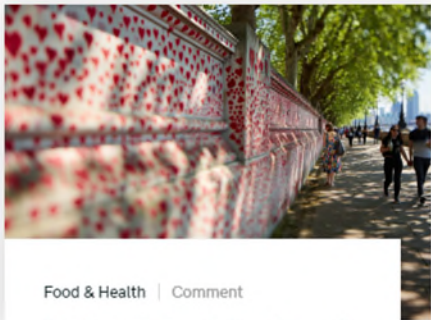
The module

Aim: Produce a piece of writing about human rights to communicate ideas effectively and ethically to a mainstream audience.

Creative piece
2,500 words
50%

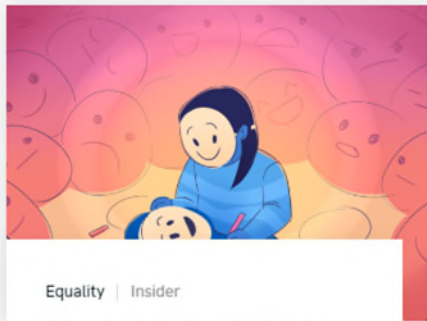


Reflective piece
2,500 words
50%



Food & Health | Comment

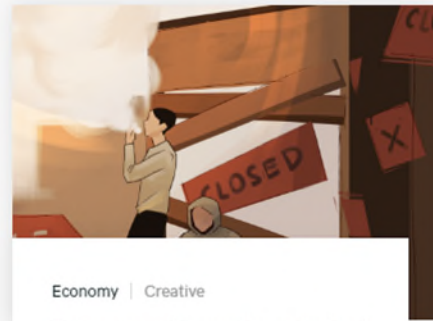
My Grandad and Covid – with underlying health conditions in a care home, his life was no



Equality | Insider

“You don’t look autistic”: On stereotypes and late diagnosis

Anonymous December 7 2022

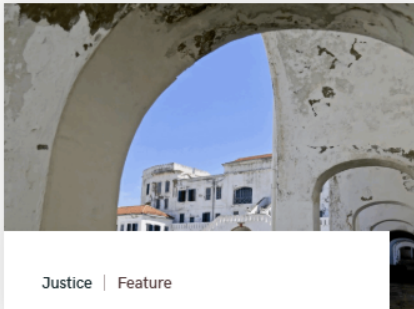


Economy | Creative

From round here: A portrait of life in a northern town

Sam Budd November 16 2022

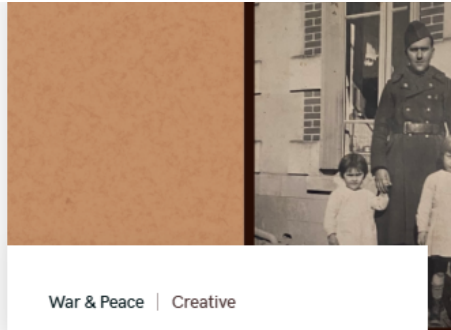
Stories written by Writing Human Rights students



Justice | Feature

Visiting Cape Coast Castle made me re-think Black history

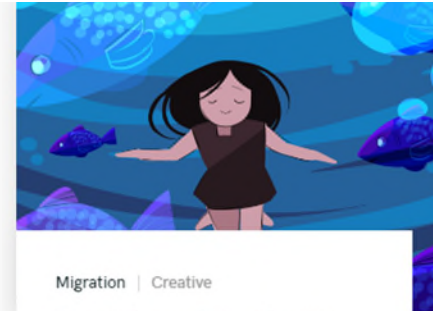
Alisha Adjei October 15 2025



War & Peace | Creative

Remembering Rawa-Ruska: Artistic sketches of the Second World War camp

Camille Aymond November 6 2024



Migration | Creative

“I am Chinese”: On identity and belonging in both Asia and the UK


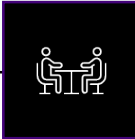
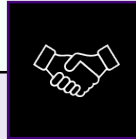
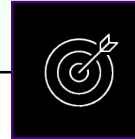
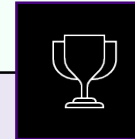
Venus How October 20 2021

The idea

“Look within yourself. Use what you know.”

- Connections (family, friends, neighbours, ancestors...)
- Identity (racialised, LGBTQ+, disabled, dyslexic, refugee...)
- Interests and experiences (places visited, hobbies, areas of expertise...)

The benefits

 Understanding	 Empathy	 Inclusivity	 Challenging	 Empowering
Connecting abstract theory and grounded reality	Building self-awareness and empathy	Fostering diversity and inclusivity	Challenging dominant narratives	Empowering students as authors

Examples from other disciplines

Sociology

Ana-María González Wahl, associate professor at Wake Forest University

Sociology of Work – a family work project

History

Georgina Brewis (Prof of Social History) and Kathryn Hannan (Archivist) at UCL

The Worlds of UCL

Business

Ankit Agarwal, Lecturer at Adelaide Business School

Family management Vs business management

Nursing

Sarah Thompson-Cook, Lecturer in Mental Health Nursing at Manchester Metropolitan University

What if I am the story? Using self-disclosure as a teaching tool

“I have been increasingly drawn to the idea of ‘bandwidth’, and how if a student is spending energy worrying about whether they fit in, whether they will be accepted, and whether they can succeed, then that is energy they cannot spend on their learning.

“If we can all bring our own stories into the classroom, then will it not become a better place for everyone?”

Carina Buckley

Take it back to practice

THE CORE IDEA

Inviting students to draw on their lived experience enriches teaching and learning, boosts belonging and supports students to become co-creators in research they genuinely care about.

A FIRST STEP TO TRY

Ask students to “Tell me about a moment when...” (e.g. you first encountered the concept of human rights; you understood the importance of budgeting; you thought differently about the experience of being autistic; etc.)

ADAPT IT FOR YOUR CONTEXT

Drawing on lived experience can be both liberating and limiting. Ensure it’s an option, not a requirement. Provide appropriate guidance and support. Be brave!

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