



**Session Plan**  
**Lesson 1: Dealing with different messages**

		<b>Session Plan</b>			<b>ariel trust</b> engaging young people	
		<b>Lesson 1: Dealing with different messages</b>				
<b>Teacher</b>		<b>Date</b>		<b>Room</b>		
<b>Topic</b>	<b>PVE</b>	<b>Time</b>		<b>Duration</b>	<b>60 Min approx.</b>	
<b>Lesson Aims</b>	<p>To identify appropriate language to describe the behaviour of adults in the film 'Science Project'</p> <p>To discuss how it feels when people's values are different and they are giving you different messages</p> <p>To practice skills that might be used to support a classmate stuck between different value systems</p>					
<b>Activity &amp; Duration</b>	<b>Exercise</b>	<b>Objectives/learning outcomes</b> <b>The learner will:</b>		<b>Teaching Method</b>	<b>Resources Required</b>	<b>Assessment Methods</b>
<b>1: 10 Mins</b>	<p><b>Introduction:</b> What are our school values?</p> <p>Explain that, unfortunately, some people outside of school may promote intolerance and prejudice.</p> <p>Write the words <b>intolerance</b> and <b>prejudice</b> up with the appropriate definitions and ask students to match each definition to the correct word.</p> <p>Explain that, In this module, we are going to look at some of the skills that children need to respond to conflicting messages.</p>	<p>Identify and understand school values that focus on respect, tolerance and community.</p> <p>Discuss how some people outside school promote values of intolerance.</p> <p>Define the words <b>intolerance</b> and <b>prejudice</b>.</p> <p>Discuss how the aim of this module is to develop skills that young people can use to resist inappropriate external pressure, in child friendly terms.</p>		<p>Oral Presentation</p> <p>Q&amp;A</p>	<p>Questions for discussion in teachers notes</p> <p>Definitions of <b>intolerance</b> and <b>prejudice</b>.</p>	
<b>2: 10 Mins</b>	<p><b>Watch the film 'Science Project'</b> then involve the class in a group discussion about the behaviour of the characters. Contrast the behaviour of the Teacher with that of the Grandparents and discuss how the children might be feeling (caught between the differing views of a family member and the views of teacher - confused, anxious etc.).</p>	<p>Watch the film <b>'Science Project'</b></p> <p>Discuss the values of the Teacher.</p> <p>Discuss the values of the Grandparents.</p> <p>Discuss how the children may feel caught between the two sets of values.</p>		<p>Media Presentation,</p> <p>Group discussion</p>	<p><b>On screen activity – Part 2</b></p> <p>Internet Access</p> <p>White board</p> <p>Questions in Teachers Notes</p>	<p>Observation of discussion</p>

<b>3: 10 Mins</b>	<p><b>Wordlist Activity:</b> contains a list of words that can be used to describe the adults in the film. Ask the class to discuss how some of the words relate to the particular characters.</p> <p>Divide the class into pairs and ask them to work out which of the remaining words relate to which characters. <b>Handout 1.1</b> also contains definitions of these words.</p> <p>Ask each pair to feedback one of the words that they have chosen to associate with a particular character from the film. Discuss the meaning of these words and provide extra time for the positive words to describe the Teacher.</p> <p>Ask pupils to identify <i>additional</i> positive words for the Teacher.</p>	Identify and define words to describe adult behaviour and values.	<p><b>Handout 1.1</b> to be used to facilitate small group discussion.</p> <p>Vocabulary exercise in pairs.</p> <p>Feedback in large group.</p>	<p><b>Onscreen activity - Parts 3 and 4</b></p> <p><b>Handout 1.1</b> Pens/ Pencils</p>	<p>Examination of <b>Handout 1.1</b></p> <p>Observation of discussion</p>
<b>4: 10 mins</b>	<p><b>Tug of war activity</b></p> <p>Use this activity to facilitate a discussion about how <b>Aarushi</b> and <b>Daniel</b> feel stuck between the values of the school and the Grandparents outside of school.</p>	<p>Identify words to describe how <b>Daniel</b> and <b>Aarushi</b> might be feeling.</p> <p>Ask pupils to think about how <i>they</i> would feel in a similar situation.</p>	Media presentation and large group discussion.	<p><b>On screen activity - Parts 5,6 and 7</b></p> <p>Paper and pencils</p>	Observation of discussion
<b>5: 5 mins</b>	<p><b>Exercise: Supporting Each Other</b></p> <p>Use this activity to identify <i>positive</i> things that <b>Daniel</b> and <b>Aarushi</b> could do to support one another in this situation.</p>	Identify <i>constructive</i> things that <b>Daniel</b> and <b>Aarushi</b> might do to support one another.	Media presentation and large group discussion.	<p><b>On screen activity Parts 8 and 9</b></p> <p><b>Handout 2</b></p>	Observation of discussion

<p><b>6: 10 mins</b></p>	<p><b>Using handout 3</b> In pairs, ask pupils to imagine a <i>positive</i> conversation between <b>Daniel</b> and <b>Aarushi</b> set the next day. What might they say to each other? Then try acting out that conversation.</p> <p>Some pupils should be invited to the front of the class to demonstrate how the conversation might unfold.</p>	<p>Begin to create constructive communication strategies that pupils might use in an environment where external agencies are promoting intolerance.</p>	<p>Practicing communication skills through 'skills practice'.</p>	<p>Handout 3, what could Daniel and Aarushi say to support each other?</p>	<p>Observe discussions</p> <p>Observe skills practice</p>
<p><b>7: 5 mins</b></p>	<p><b>The importance of communicating in positive, proactive ways</b></p> <p>Play the outro summary video (Part 10) and discuss how important positive communication is in an environment where someone outside is promoting intolerance.</p>	<p>Discuss the importance of positive communication as a response to intolerance.</p>	<p>Media presentation and large group discussion</p>	<p>On screen activity – Part 10</p>	<p>Observe discussions</p>

## Teacher's Notes

### 1 Introduction

Discuss how, no matter how school values are worded, schools will focus on respect, tolerance and community. Talk about why these values are important in school. The questions below, and the suggested topics, can be used to facilitate a discussion about why these values are so important in schools.

- Can you think of a time when our school has expressed positive values associated with respect?  
(Charity, celebrating other cultures, promoting British values etc.)
- Is it important that we behave like a community in school?  
(Promoting equality, respect, kindness, working together etc.)
- Can anyone give me an example of respectful behaviour that you have seen in school?  
(Hands up, waiting for our turn to speak, listening to each other, good manners etc.)
- Why is this type of respectful behaviour important?  
(Mutual respect fosters positive relationships. Positive relationships are an important element in achieving personal success. By acting with kindness we receive kindness in return.)
- What happens if we don't share similar values?  
(Much depends on how we, as individuals, react to differences. If we are tolerant and open, we can hold different views and still have empathy for one another's views.)
- Is this always the case?  
(People have different beliefs when it comes to religion, culture and personal outlook. Do you think anyone who doesn't hold the same views as you is simply wrong? For example, one person may like pizza whilst another hates it. Would we force the person who doesn't like pizza to eat it? Would we be comfortable with someone disliking pizza if we liked it? Can the same apply to views of a more serious nature?)

### 2 Film

Watch the film '**Science Project**' and then facilitate a class discussion about how the characters are behaving in the film.

Using the questions below, engage the class in a discussion around the film and, where possible, encourage pupils to focus on the behaviour of the **Grandad** and **Grandma**.

- What is the difference between the Teacher's values and the values of the Grandparents?
- What did the Teacher say about working together?
- Why do teachers focus on the need to work together?
- How might the children in the film feel?

- Who could the children in the film approach to ask for help?
- Do the values of your school promote respect, tolerance and community?
- How would you feel if people outside your school were promoting different values?

### 3 Word list Activity

The **'word list'** activity is designed to build and extend student vocabulary, giving students important words that they might need to talk about people who are promoting positive values associated with respect, tolerance and community. There are only a small number of positive words on the list at present, so pupils have been asked to identify additional *positive* words to describe the behaviour of the **Teacher**. Pupils should identify the following words and discuss their meaning:

- Caring
- Intelligent
- Equal
- Fair
- Responsible

This exercise is also designed to help pupils identify words describing the behaviour of the grandparents in the film. **Handout 1.1** contains a number of appropriate words to describe this behaviour. These exercises are designed to help expand student vocabulary, introducing words that will help discuss the events in the module and address any potentially dangerous situations in which they may find themselves. This supports requirements set out by OFSTED.

Ask the pupils to identify additional positive words for the **Teacher**.

### 4 Identify words to describe how the children in the film are feeling.

Use the **'tug of war'** exercise to identify words describing how **Daniel** and **Aarushi** are feeling. **On-screen activities part 6 and 7** contain lists of suitable words but it is important that you broaden the discussion and ask pupils how they might feel in a similar situation. Here are some questions that you can use to facilitate discussion:

- How would you feel if you were in that situation?
- How important is it to know what to do in a situation like that?
- Is it a good thing if you say nothing and try and deal with this by yourself?
- Who could you talk to about a situation like this?
- Is it easy to have a conversation like this?

These are challenging conversations for anybody; in the next couple of exercises we are going to practice communication skills that can be used to make these conversations easier.

## 5 Exercise: supporting each other

In this activity click and reveal positive things that **Daniel** and **Aarushi** could do to support one another in this situation. It is best if you can ask pupils to identify examples for themselves.

### 6. Practice one of the positive things that Daniel and Aarushi might do to support one another

Research evidence is clear; if we want young people to behave differently they must have the opportunity to practice the skills *that they need to behave differently*.

Using handout 3, in pairs, ask pupils to imagine a positive conversation between **Daniel** and **Aarushi** set the next day. What might they say to each other? Try acting out that conversation.

Some pupils should be invited to the front of the class to demonstrate how that conversation might unfold.

Identify examples of good practice to highlight learning. Help pupils to identify and develop positive and helpful communication strategies; reinforce by means of skills practice. **This is the most important aspect of the lesson.**

### 6 The importance of positive communication as a response to intolerance

- What might happen if **Daniel** and **Aarushi** don't offer support to each other?
- Will it be easy for **Daniel** and **Aarushi** to support each another?
- Why it is important to practice the skills that **Daniel** and **Aarushi** might need to support each other?

In the next lesson, we are going to practice the skills that **Daniel** and **Aarushi** might need to communicate with their teacher and in **lesson 3** we will practice the skills they might need to communicate with people *outside* of school.