

Safe Skills

**Session Plan**  
**Intentions & Motivations: Lesson 1**



<b>Teacher</b>		<b>Date</b>		<b>Room</b>	
<b>Topic</b>	<b>CSE</b>	<b>Time</b>		<b>Duration</b>	<b>45 Min approx.</b>
<b>Lesson Aim</b>	To analyse the motivations and intentions of the characters in a short film depicting the start of the grooming process. To provide the vocabulary needed to be able to describe an important part of the grooming process.				
<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:</b> <b>10 Min</b>	<b>Introduction:</b> Explain what lies ahead and run the introduction video and interactive definition of Motivation and intention. There will be both 'good' and 'bad' examples for each word. Discuss these two terms with the class and see if they can think of their own 'good' and 'bad' examples.	Gain an understanding of the programme and start to formulate an understanding of the meaning of the words 'Motivation' and 'Intent', in relation to the resource.	Oral, Presentation, Q&A	Internet Access White board	Q&A Formative
<b>2:</b> <b>5 Min</b>	<b>Film:</b> Watch the film 'Parks' then play the video 'Group questions'. Focus of the boy's intentions and motivations and discuss the advice that might be given to Orla in this situation.	Watch the short animation and become familiar with the characters. Start to think about what advice students might give to the characters.	Presentation	Internet Access White board Additional questions in Teachers Notes	Observation
<b>3:</b> <b>15 Min</b>	<b>Storyboard &amp; Questions:</b> Hand out the storyboard to pairs or review the storyboard on screen; read through with the whole class. Discuss the first question together and then ask the students to answer the remaining questions in pairs. Ask groups to write their answers on reverse of storyboard. Then, if time allows, students can feed back as a class. Collect the sheets for assessment.	Students will answer the question set as a large group and in pairs. This will encourage students to start to question people's intentions and motivations and to think about why people do and take certain actions.	Oral Presentation, Group Q&A, In pairs write down answers.	Internet Access White Board Story Board hand out Pens/ Pencils	Q&A Written Observation Formative

<b>4:</b>  <b>15 min</b>	<b>Word list:</b> Individuals must complete the first two sections on the word list activity sheet. The second part of the sheet is to be completed at home with a parent or Guardian.	This exercise will equip students with the vocabulary needed to discuss issues on <b>Intention</b> and <b>Motivations</b> . Students will further develop the vocabulary needed to be able to talk about intentions and motivations as part of the grooming process.	Individual activity sheet	Word list handout Pens/pencils Dictionaries	Written Formative
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## Teacher's Notes

### 1: Introduction

Start by clicking play on the first video. If you click on the 'T' icon the text of the video will be displayed; this functionality is included throughout the resource. Click continue once you have viewed the film.

Introduce students to two key terms; **motivations** and **intentions** - Click on the reveal tab until both 'good' and 'bad examples' have been given.

Motivation - why a person acts in a certain way, e.g.

#### Good

- To encourage you
- To reward you
- To say 'thank you'

#### Bad

- To manipulate you to do something
- To trick you

Intention - what a person plans to do or get you to do, e.g.

#### Good

- To encourage you to work harder
- To get you to go to an event you might enjoy

#### Bad

- To make you feel like you owe them a favour
- To get you to go to a party where you are isolated and vulnerable

**Expansion** – once the two examples for **motivation** and **intention** have been given, you may wish to ask the class to come up with their own examples to reinforce the knowledge. This can be done as a whole class discussion or in smaller groups around their tables.

### 2: Film

View the introductory video and then watch the film 'Parks'.

Watch the 'Group questions' video.

Using the questions posed at the end of the film - and the ones below, engage the class in a discussion around the film and *where possible* encourage the class to focus on the boy's possible intentions and motivations, and what Orla should do as a result.

- What are the boys asking the girls to do? And why? (What are their intentions?)
- Why won't the boys just wait until schools finishes at three o'clock?
- How would you class the boy's motivations; Good or Bad?
- Are the boys doing anything wrong? (Focus on their behaviours, littering, smoking, drinking)

It is important during this discussion for students not to get caught up discussing the wrongs of 'bunking off' school and drinking alcohol. Whilst it is good for students to recognise this as inappropriate behaviour, you should try to focus on *why* the boys would want the girls to do these things.

### 3: Storyboard

Questions to facilitate discussion

Watch the introductory video 'Exercise: Storyboard'

Now read through the storyboard with the class. Click on a frame to expand and reveal the narrative text. In the final frame there are a series of questions. The first should be completed as a class discussion but the following three should be written answers completed in pairs. The storyboard is available as handout 1.1 and we advise using this. Each pair will then have a copy of the questions and can write their answers on the reverse.

- Why have the boys invited Orla not Jade?
- Should the girls be worried about this? Are they trying to isolate her? If so, why?
- What might Jade say to Orla? Jade is concerned; how can she convince Orla to consider her concerns?
- How could the girls find out what the boy's intentions are?

### 4: Word list

The 'word list' activity is designed to build and extend student vocabulary, giving them important words that they might need to talk about **intentions** and **motivations**.

For this exercise you will need handout 1.2, the 'word list' activity sheet. These exercises are designed to help expand student vocabulary with words that will help discuss the work in the module and address any potentially dangerous situations in which they may find themselves. This supports requirements set out by OFSTED.

Handout 1.2 is available to download below the video or from the teachers section found on the start screen along with all other handouts, session plans and teachers notes.

The activity sheet consists of three sections. These are to be started in class but section 3 should be completed as homework with a parent or guardian. If CSE is to be tackled to the fullest extent then the engagement of parents and the wider community is vital. This is why, in all three modules of 'Safe Skills', you will find homework activities of this nature and extension tasks supporting a 'whole school' approach.

The timescale you set for the homework to be completed is at your discretion but, ideally, should be before the next 'Safe Skills' lesson. Remind students that the work must be signed by the parent or guardian that they complete the tasks with.