

## After BTC Assembly 1 – Lesson Plan 2

**Class:**

**No. of Pupils:**

**Date:**

**Time:**

### **NC Coverage:**

Citizenship: 4 a) debate in groups and whole class discussions, topical and controversial issues, including those of concern to young people

Personal Well-being: 3 i) (pupils should study...) how to deal with a breakdown in a relationship and the effects of loss and bereavement

4 d) take part in individual and group discussion to consider personal , social, and moral dilemmas and the choices and decisions relating to them

### **Learning Objectives:**

- To be able to discuss, as a class or in groups, issues of concern to young people
- To begin to understand the impact of the media on violence
- To explore and discuss the importance of **forgiveness** in difficult situations.

**Starter:** Pupils to unscramble key words from assembly.[Slide 1]  
(violence, revenge, personal choice)

**Introduction:** Read through LOs (Teacher could choose one for pupils to write down)  
Explain relevance to assembly, importance for PSHE/Citizenship Curriculum.

Explain discussion task. [Slide 3]

### **Development:**

Teachers can organise discussions in a variety of ways. See below for suggestions.

1) Whole class – set up classroom as ‘attitude grid’.

agree	disagree
indifferent	

Read slide, pupils to move to area of classroom corresponding to their attitude. Class discussion between ‘sections’ of room.

Pupils to discuss (Optional: and write down) their attitude. Why – 3 Reasons they think this. Conflicting perspectives/ other ways of looking at the issue. [can use words in blue on Slide 3 to structure discussion]

2) Group work – In groups, pupils given a list of discussion questions. Whole class- quick look through discussion slides, difficult vocabulary explained.

Pupils to choose 1 or 2 questions to discuss. Structure pupils’ discussion using words in blue on Slide 3.

**Plenary:** Groups (spokesperson) to feedback to class, explaining their thinking. Opportunity for others in the class to ask questions.

OR: Pupils to write down their thinking for one discussion topic of their choice.

**Differentiation:**

Differentiate by teacher's selection (and pupils' own choice) of discussion questions. Questions on slides with blue titles require higher level of thinking and understanding. Slides titled 'Statements' in blue require even higher levels of understanding and vocabulary.

Attitude grid= activity for kinaesthetic learners

Some discussion questions could raise sensitive issues, and need to be handled with sensitivity. Teachers should decide whether their class can manage certain questions, and select only those slides and questions that they feel are suitable, deleting as appropriate.

**Resources:** BTC Lesson 2 ppt  
H/O of Discussion Questions- simple  
H/O of Discussion Questions – higher level  
H/O Structured Discussion