

Before the Assembly Lesson Plan 1

Class:

No. of Pupils:

Date:

Time:

NC Coverage:

Citizenship: 2.3c) analyse the impact of their actions on communities and the wider world, now and in the future

Personal Well-being: 1.2 a) recognising the importance of making responsible choices

1.3 b) Appreciating that pressure can be used positively or negatively to influence others in situations involving risk (*peer pressure/ media*)

Learning Objectives:

- To begin to understand what *forgiveness* means
- To learn about people who made history by working for non-violence and forgiveness.
- To understand the importance of personal choice in resolving conflicts

Starter: Pupils to brainstorm ideas what BTC assembly might be about. [Slide 1]

Feedback verbally, then look at BTC topics: choices, respect, forgiveness [Slide 2]

Introduction: Read through LOs (Teacher could choose one for pupils to write down) [Slide 3]

THEN

Option 1:

Pupils to do matching activity (learn/understand key terms) [Slide 4]

Nonviolent: “No, don’t hurt...”

Conflict resolution: “What can I do...”

Forgiveness: “That’s OK...”

Feedback and discuss pupils’ answers to ensure understanding of key terms.

Read Slide 5 introducing BTC, explain about “Why Forgive” free book [Slide 6]

OR

Option 2:

Read Slide 5 introducing BTC, Explain about ‘Why Forgive’ free book [Slide 6]

Pupils to write down/discuss in pairs what they already know about M. Gandhi

Feedback to board/class as teacher wishes [Slide 7]

Repeat for MLK – (pupils will probably know more) [Slide 8]

Development: Personal Choice – Relate to LOs – importance of personal choice in resolving conflict.

Teacher to explain activity and ‘voices’ to pupils (ensure understanding of key terms) [Slide 10]

Teacher to choose which method of organising activity best suits their class:

- 1) Whole class – divide class into four groups. Each group assigned a ‘voice’. Groups discuss feelings/arguments from ‘their’ perspective. (could make notes of Feelings and Advice) Spokesperson to share conclusions/present in role. Class discussion about whose advice to follow
- 2) Whole class – controlled discussion. Class divided into four groups – can choose what ‘voice’ to advise from, or assigned. Central discussion circle of 8 (2 from each voice) are only pupils allowed to speak. Others must listen. If pupil wants to contribute to discussion, takes place of person from his ‘voice’ group. If someone wants to replace, person in circle must give up their place. *This method of discussion can be very powerful, as pupils must carefully consider what they will say – the whole class is listening, but they can choose to contribute.*
- 3) Groups or Four – Give out copies of story. (*Could be all the same story, or different stories to differentiated groups*). Groups discuss feelings and perspectives of each ‘voice’ and make notes. Groups decide what victim should do. Feedback to class – what advice they think victim should follow and why.
- 4) Groups of Four – Give out stories as above. Group members numbered and assigned ‘voice’. Discussion in role as four ‘voices’. Chosen group[s] to perform role play for class. (Victim’s voice tell story, others give summary of their advice, Victim to explain choices he/she made) Chance for class to ask questions/hot-seat ‘victim’. Discuss as class – what advice did victim follow and why?

Teacher can choose to use just one or all of the stories/slides with their class, as appropriate

Groups to feedback: What advice did the victims follow? Explain choice (why? what persuaded you?) OR perform role plays – Teacher to emphasise: PERSONAL CHOICE + peer influence

Plenary: Discussion on Personal Choice – relate to MLK and Gandhi.

Pupils to copy and fill in “Building understanding diagram”

Differentiation:

Choice of introduction activity: pupils with lower levels of prior knowledge should solidify understanding of key Terms (Option 1)

Teacher’s choice of stories to give out to class, also teacher’s choice to let groups look at different stories or all look at same (allows modelling/sharing of ideas more easily)

Teacher can differentiate by assigning voices in groupwork (victim has to make decision and defend it = demands better grasp of issues/weighing choices)

Extension opportunities: spokesperson/ delivering feedback in role

Resources: BTC Lesson 1 ppt
 Teacher info sheets about MLK and Gandhi
 H/O of copies of stories from ppt (‘Role Play Stories’ – optional for higher levels)
 H/O Note-making sheet for discussion of voices
 H/O Plenary ‘Building Understanding Diagram’