

2023-2024

WHAT DO YOU THINK?

Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness. From the Diversity Role Models Upstander Animation Series

Video Resource Guide: Year 5 & 6



Contents

- 3 About This Pack
 - 4 Top Tips
 - 6 Lesson Preparation
 - 7 Meet The Characters
 - 8 Questions
 - 9 Activities
 - 11 Next Steps
 - 12 Appendix
 - 18) Contact Details



About This Pack

This pack contains lesson ideas using our animated video 'What Do You Think?', which is one of the Upstander Animation Series. It can be used to supplement our workshops in school or as a stand-alone lesson.

Please ensure you **check all videos/resources for suitability** before use in the classroom to ensure they are appropriate for your students. We recommend speaking to your SLT or PSHE lead to discuss how these resources fit into your whole school approach to anti-bullying, RSHE and engaging the wider school community on promoting your school values. **Diversity Role Models suggests this resource for Years 5 & 6.**

Lesson Objectives



- Students can explain how it can feel for someone to witness or experience prejudice
- · Students can define the term 'transgender'
- Students can provide at least one way they could be an upstander to the LGBTQ+ community
- Students can analyse the importance of challenging stereotypes and give at least one example of a stereotype and how to challenge them

Video Notes



- Please watch the video in full prior to sharing it with students
- The video can be paused to allow for class discussions or questions. We recommend pausing the video at 01.59 and asking how the characters are all feeling and what someone could do to make them feel better.
- Mr Dembski is the teacher in the video. Both the character and actor that portrays him are deaf. It may be appropriate to explain this to students before watching the video and discussing the importance of respecting differences.



Top Tips

For facilitating positive conversations in your classroom

1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our views
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- Trying to build dialogue not debate

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why and with whom you may need to share something that is said in the lesson.

2. Facilitate: basketball not tennis!

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.



3. Managing questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: 'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'.

4. Distancing techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship and identity. It will also help you manage challenging questions as you could suggest some of the ways the character could feel rather than having to share your view or your personal experiences.

5. Questions for dialogue and deep engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate a question for each character and then consider how each character would answer it.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as 'That's brilliant, could you expand and tell us why you think that?'. Consider asking philosophical questions such as 'Why do you think that is right/wrong?' too.



Lesson Preparation

Should you be using this video as a follow up to a Diversity Role Models workshop we'd suggest asking the following questions to recap the session before watching the video:

- In our workshop with Diversity Role Models, what did we learn?
- Whose story did we hear and what did they talk about?
- What was the message of their story?
- How did the story make you feel and why?
- Has anyone done anything differently after the workshop?

Book a workshop

If you would like to **book a Diversity Role Models workshop** for your pupils, you can find out more by **visiting our <u>website</u>**.

Our workshops **empower young people to celebrate diversity** and difference through the power of our volunteer Role Model's stories.

Delivered with amazing passion which transferred to the class. Everyone felt comfortable sharing and listening to stories and opinions.

Primary Teacher



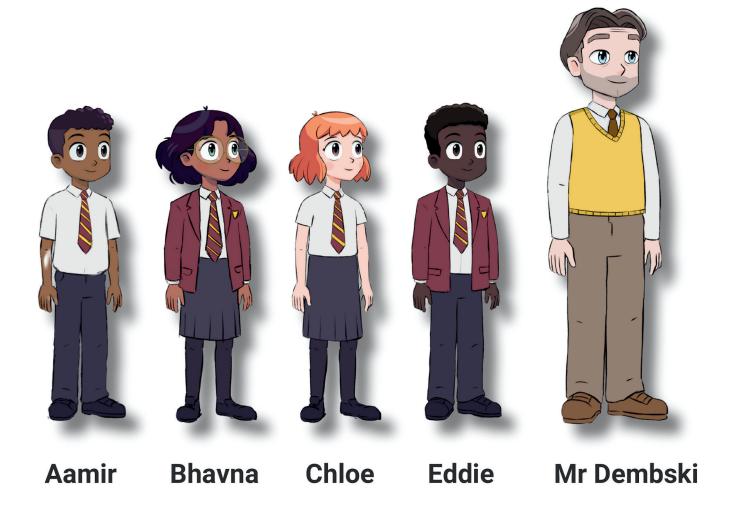
of pupils will respect people who are different to them more after the workshop



Meet The Characters

Print out the character profiles in the appendix and get students to complete a profile of the characters, including how they may have felt at different points in the story.

Remember the first half of the video was where no one acted as an upstander. You may wish to pause the video before the 'rewind' for students to complete the first section of the profile.





Questions

Theme	Knowledge Questions	Discussion Questions
Empathy	What did Bhavna say about Chloe's sister? What does the term 'prejudice' mean?	How do you think it made Chloe feel? How did it make Aamir feel? How do you think Chloe felt when Aamir did intervene? How did he feel? How does it feel when we, or someone we know, is treated badly for who they are?
Gender Identity	What does the term 'transgender' mean?	What did you learn from the video about the challenges some transgender people and their families can face? How can schools and communities be more inclusive and supportive?
Stereotypes	Aamir shared a personal experience related to stereotypes. What was it, and how did it relate to the conversation?	What are some stereotypes about gender and why can they be harmful? How is being transgender different from not conforming to stereotypes? How can we encourage everyone to be themselves?
Being an Upstander	Aamir chose to be an upstander. What does this mean?	Why is it important to be an upstander to bullying/discrimination? How can you be an upstander if you witness bullying/discrimination?



Activities

1. Role Play

Give groups some simple scenarios e.g. hearing someone say the phrase 'That's so gay'. Get students to first improvise a response and then script a dialogue which they can perform to the class. Discuss why it can be hard to be an upstander but also why it's important and the positive impact it can have.

2. Empathy Letters

Write letters from one of the characters to another, explaining their perspective and how the scenario made them feel. Write one letter from the perspective of the character when no one was an upstander and another from where Aamir was an upstander. Compare and contrast how they felt in both letters and then discuss the importance of being an upstander.

3. Alternative Endings

Challenge students to create alternative endings to the story through writing their own scripts. What if Aamir had spoken up earlier? What if no one had spoken up? Encourage students to explore how these changes could impact the characters' relationships and the overall message of the story. If you are doing role play these alternative endings could be acted out in class.



4. Stereotype Detectives

Look through the books in your library or classroom and hunt for any stereotypes. Discuss as a group how you could challenge these or how you could show alternatives to them. Children could write a persuasive letter to the headteacher to request books that challenge stereotypes or rewrite the story with creative writing.

5. Upstander Training

Create a guide or instruction manual on how to be an upstander in your school. Discuss why it's important to be an upstander and include practical ideas, including who can help e.g. staff, parents. Make an informative poster to go with this guide to share around your school. You could present it at an assembly to the rest of the juniors.

6. Role Models

Research and teach about transgender individuals throughout history. Some examples include Laverne Cox, Elliott Page, Munroe Bergdorf, Dr James Barry and Marsha P. Johnson. Teacher guides for some examples can be found here. Children could create a display or create an information booklet with what they've learned.



Next Steps

Extension Videos



- Role Model Stories linked to this theme: <u>Robert's Story</u> and <u>Jen's Story</u>. Each video has a linked resource to further extend learning.
- We also have resources, with Role Model Story videos linked, covering themes around <u>Gender Diversity</u> and <u>Stereotypes</u> available.
- Please watch all videos and review any materials prior to sharing with the class to check their suitability.

Send us your work



- We'd love to see any work that your students completed using our pack or during our workshops.
- Please ensure you have the necessary photo consent before uploading any identifiable images of pupils.
- Tag us on <u>Twitter</u> and <u>Instagram</u> at @DiversityRM, or mention us on <u>Facebook</u>.
- Email us your work at education@diversityrolemodels.org

Appendix

Print out the following pages to use in your classroom

- 1. Bhavna Classroom Worksheet
- 2. Chloe Classroom Worksheet
- 3. Aamir Classroom Worksheet
- 4. Eddie- Classroom Worksheet
- 5. Mr Dembski Classroom Worksheet

Note: All resources can be printed out in greyscale to save on coloured ink.



Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Bhavna

How did they feel in the first half?

How did they feel at the end?







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Chloe

How did they feel in the first half?

How did they feel at the end?







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Aamir

How did they feel in the first half?

How did they feel at the end?







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Eddie

How did they feel in the first half?

How did they feel at the end?





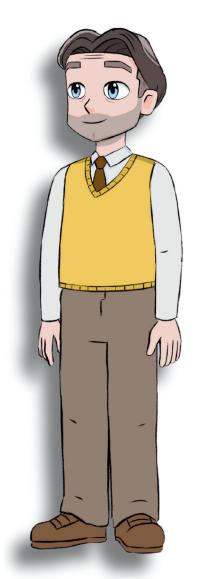


Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

Mr Dembski

How did they feel in the first half?

How did they feel at the end?







Contact Details

Get in touch

:: Contact us via our website

Contact us via email at: education@diversityrolemodels.org

Find us online

- www.instagram.com/diversityrm
- www.facebook.com/DiversityRoleModels
- https://x.com/DiversityRM
- www.youtube.com/@DiversityRoleModels
- https://vimeo.com/ondemand/diversityrolemodels
- www.tiktok.com/@diversityrolemodels
- in www.linkedin.com/company/diversity-role-models

Find out more

www.diversityrolemodels.org

