



**SMALL STORIES
BIG ISSUES**

KS3 LESSON PLAN

SING



TITLE:

SING (2016), 24 MINS

THEMES:

Be The Change

TOPICS/ISSUES:

RELATIONSHIPS
RIGHTS
EMPATHY
MORALITY
SOCIAL ACTIVISM
INCLUSION
LEADERSHIP

LEARNING OUTCOMES & CURRICULUM LINKS:

The lessons in this resource can easily be used to support cross-curricular/connected learning. You may choose to deliver all the activities within one department or work cross-departmentally to deliver particular activities.

Students will:						
use moving image to explore other's rights and needs;	✓		✓			
think critically about moving image and how it can create meaning and evoke emotions;			✓			✓
engage with fictional and real-life characters and situations;			✓			
explore own emotions and empathise with others;		✓	✓			
use prediction and inference;			✓			✓
express feelings and viewpoints, engage in group work and class discussions and respect other opinions;		✓	✓			✓
develop a range of skills to promote sensitivity and empathy when discussing moral issues;		✓		✓		
examine how we make choices between right and wrong and the influences that shape our moral behaviour;	✓	✓		✓		
investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation;		✓		✓		
explore the qualities of relationships including friendship and explore aspects of self-esteem;		✓				
use persuasive writing and digital tools to create a film/digital story promoting a cause they believe in.	✓	✓	✓	✓	✓	✓

CURRICULUM LINKS:

- LLW - Citizenship
- LLW - Personal Development
- English/Language & Literacy
- Religious Education
- ICT/UICT
- Thinking Skills & Personal Capabilities

LESSON OUTLINES:

Activity	Time	Description	Resources Required
1	1 lesson*	WATCH & DISCUSS - Students watch the first part of "Sing" and work in small groups to complete part 1 of Activity 1.	Whiteboard/projector to screen film, pg 2 of the Worksheets per group, pens
	1 lesson	Students watch the second part of the film and complete part 2 of the Activity 1 worksheet and discuss as a class.	Pg 3 of the Worksheets,
2	1 lesson	IT'S NOT FAIR! - Students experience an unfair situation through game based learning.	See instructions on page 4.
3	1 lesson and/or homework	DO THE RIGHT THING! - Students read "First They Came" and think about why it is important to stand up for what they believe is right. They plan a film/digital story to promote a cause they believe in.	Pgs 4&5 of the Worksheets.
3	1-2 lessons and/or homework	CREATE & REFLECT - Students create a short film/digital story using Adobe Express* about a cause they believe in and want to promote.	C2k logins, access to Internet and web browser, headphones and mics or headsets.

* A lesson is planned at around 30 minutes.

** This software is free to use for all C2k users - see page 6 for more details.

ACTIVITY 1 - WATCH & DISCUSS

GOAL:

Students will watch the film critically and think about how the story has been told. They will learn why standing up for what is right is important for change to happen. They will understand the importance of supportive friendship and how talking about problems can help resolve them. They will understand the impact their behaviour can have on another person.

PART 1:

1. Watch "Sing" as a class until 08.44
2. The class should now be divided into small groups. They should use Part 1 of Activity 1 in the Worksheets (pg.2) to discuss the questions.
3. The groups should feed back to the rest of the class.
4. Finally ask the class what they think might happen next in the film. What type of an ending might it have? What would you like to happen? Why?

PART 2:

1. Watch the rest of "Sing" as a class (from 08.45 until the end).
2. Again, divide the class into their small groups and ask them to discuss/complete Part 2 of Activity 1 in the Worksheets (pg.3).
3. The groups should then feedback and discuss their thoughts.

TEACHER NOTES:

Sing is based on a true story about an award winning Hungarian choir. You may find the information in the "Sing Q&A" resource useful. This includes background about the film and the story it was based on as well as information about the idea of inclusion.

Depending how long your lessons are or if you have a double period you may be able to combine Part 1 and Part 2. You can decide if you want to ask the groups to complete the Activity 1 Worksheets (the PDF is interactive and can be completed digitally if desired) or simply use the questions as discussion prompts.

Students should be encouraged to think about the behaviour of the teacher and whether they believe it was fair. You might want to draw their attention to the words of the school Principal at the beginning of the film *"Everyone is welcome to join the choir. It's one of my key principals"* and ask them to consider whether they think the teacher has upheld this.

ACTIVITY 2 - IT'S NOT FAIR!

GOAL:

Students will work in small groups to complete competitive games. They will experience being at an unfair advantage/disadvantage and will discuss what it means to win and the price of success.

INSTRUCTIONS

Choose one or more of the games below to play with your class. Split your class into groups. One of the groups in the class will be at a disadvantage in each game.

GAME 1 - SUCK IT UP:

What you will need:

- Straws
- M&Ms or small sweets
- Plate or bowl

Aim of the Game:

Using straws, move as many sweets as you can from one plate/bowl to another in 1 minute.

Split your class into even teams, one group in the class should be at a disadvantage giving them only 1 straw for their whole group, every other group should have a straw each. Once the time is up the disadvantaged team should have moved far less sweets than any other team in the class.

GAME 2 - PIECE IT TOGETHER:

What you will need:

- Cereal box cut out to make jigsaw pieces

Aim of the Game:

Put together the jigsaw pieces to form the image.

Split your class into even teams, each group will be given pieces to make their jigsaw in 1 minute. One group should be at a disadvantage giving them 1 or 2 less pieces so they are unable to complete the task.

GAME 3 - PICK IT UP:

What you will need:

- Marshmallows
- Chop Sticks
- Two bowls

Aim of the Game:

Move as many marshmallows from one bowl to another in 1 minute. This can be made more challenging by placing the bowls at each end of the classroom.

Split your class into even teams, each group will be given the same number of chopsticks. Each team has to move all of their marshmallows from one bowl to another before they are allowed to eat them, moving only one at a time. Give the disadvantaged team more marshmallows than the other groups this should make it difficult for them to move all of them in the time. Let the winning teams eat their marshmallows before allowing the losing team to eat theirs.

After the class have finished playing their game/s you can ask and discuss:

- How did you find the game/s - did you have fun? Did you care if your group won?
- Did you realise there was discrimination going on? How did it make you feel?
- Were you annoyed if you were in a group that was disadvantaged? Did you feel that it wasn't fair? If you were at an advantage did you feel sorry for those who were disadvantaged? Why?

ACTIVITY 3 - DO THE RIGHT THING!

GOAL:

Students read “First They Came” by Pastor Martin Niemöller and think about why it is important to stand up for what they believe is right. They will then plan and create a short film about a cause they believe in and want to promote.

INSTRUCTIONS

1. Show the quote “**First they Came**” by Pastor Martin Niemöller* on the whiteboard and read it to the class.
2. Ask them if they have heard it before and what they think it might be about.
3. Ask the students to complete the “First They Came Worksheet” (either individually or in small groups) thinking about the following questions:
 - How do the words make you feel?
 - Who are “they” that Niemöller writes about?
 - What do you think it mean when he says, “came for”?
 - What does he mean by “I did not speak out”? Why do you think he didn’t speak out?
 - What are some ways he could have “spoken up”?
 - Do you think the speaker should have spoken up for groups of people he did not belong to? Why?
 - What other groups did the Nazis persecute during WWII?
 - Do you think that everyone in Germany was partly responsible for the Nazi’s rise to power, or that only those active in the Nazi Party were responsible? Explain your answer.
 - How much responsibility do you feel for what takes place around you: your family, in your school, in your city, in your country, and in the world? List some responsibilities you feel and/or causes you support.
4. Allow time for students to feedback their answers and discuss as a class.

Students should now plan a film inspired by the lessons learnt from their discussions. They can use the “Film Planning Worksheet” to help them structure their film and think about how they might use persuasive writing to promote their idea and cause. We have also included a “Persuasive Writing Techniques” handout. You may want to set this activity as homework.

Remind students that their films should be about standing up a cause they believe is right and reflect issues that effect the modern world. For example, it could be based on something that effects their school or community (such as bullying or prejudice/racism) or a wider issue (such as animal rights, global warming, pollution etc.)

TEACHER NOTES:

Martin Niemöller was a prominent Lutheran pastor in Germany. In the 1920s and early 1930s, he sympathised with many Nazi ideas and supported radically right-wing political movements. But after Adolf Hitler came to power in 1933, Niemöller became an outspoken critic of Hitler’s interference in the Protestant Church. He spent the last eight years of Nazi rule, from 1937 to 1945, in Nazi prisons and concentration camps.

The website links below give more information on Pastor Niemöller:

Holocaust Encyclopedia

Holocaust Memorial Day Trust

ACTIVITY 4 - CREATE & REFLECT

GOAL:

Students create a short film/digital story using Adobe Express* about a cause they believe in and want to promote. They will combine text and appropriate images and can also record a narration and add animations/video clips if desired.

INSTRUCTIONS:

1. Students should use their completed film planning worksheet to help them create their film.
2. If the students have not used the software before, give them time to familiarise themselves with the interface and tools.
3. Students should also consider appropriate choice of music and be aware of the issues and emotions they are portraying in their film.
4. If possible, allow to showcase the student's films and encourage feedback and self-reflection. If it is not possible to show everyone's films you may want to select some of the best examples to showcase and discuss.

TEACHER NOTES:

* Adobe Express is free to use for all C2k users and can be accessed via MySchool in the apps area. Students and teachers can also login to the mobile apps or online software at home using the @c2ken.net login with their usual c2k password. This means that the activity could potentially either be set for homework or started in class and completed at home.

You can access the software via a web browser **here**

You can also use the iPad app - **download link**

Online guides for using Express can be found **here**

This activity could also be completed using apps/software such as iMovie, ClipChamp or **Adobe Premiere Rush** (also free to download and use with a C2k account).