



# LESSON PLAN

SING  
(POLAND)



**TITLE:**

SING ( 25 MINS)

**ADDRESSES:**

12 +

**SUBJECT:**

Social activism

**CURRICULUM:**

We have a saying that says “every one of us can be a leader of change”.

**TIME NEEDED TO CARRY OUT THE LESSONS:**

45 minutes /90 minutes.

**MAIN GOAL:**

The lessons aim to build student’s proactive attitude towards their surroundings.

**GOALS OF THE LESSON:**

- Providing students with knowledge about what inclusive leadership is.
- Strengthening the sense of authorship.
- Strengthening joint responsibility for one’s surroundings and encouraging social activity.

**METHODS:**

- Film Analysis
- Group work/Class Discussion
- Independent work and Evaluation

## **MATERIALS:**

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- Worksheets
- Flip Chart, paper, pens and pencils.
- Computer/Ipad with web access.

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## **LESSON 1**

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### **SUGGESTED LESSON TIME:**

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45 mins.

### **Activity 1**

### **Gathering Impressions After The Movie**

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### **SUGGESTED TIME:**

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Film - 25 mins

Discussion- 5 -10 mins

### **GOAL:**

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Checking the overall experience after watching the movie, probing moods.

### **METHOD:**

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#### **Watch the film Sing - 25 mins.**

As a class ask students to share their first insights about the movie.  
(5-10min discussion)

- What emotions did the movie evoke in them?
- What are their thoughts?

#### **Encourage them to share their impressions.**

For this purpose, make a dynamic discussion and ask everyone to try to express their emotions and impressions in one word.

**GOAL:**

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Providing knowledge about inclusive leadership.

**SUGGESTED TIME:**

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15 mins

**METHOD:**

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1. As a class discussion tell the students that today you will talk about '**What does it mean to be a leader**'.

Ask the students:

- Who can be a Leader?
- What impact can we have on our surroundings?

Write the headword LEADER on the board and ask what it is associated with, write some associations on the board (e.g. commander, someone who initiates changes, someone who leads others etc.) without judging their accuracy.

2. In pairs ask the students to talk about the following **four topics**:

1. Behaviour and characteristics of the teacher.
2. Behaviour and characteristics of Liza.
3. Consequences of the teacher's behaviour towards the group (feelings of individual children, atmosphere etc.)
4. Consequences of Liza's behaviour towards the group (feelings of individual children, atmosphere etc.)

Collect the conclusions from the conversations on the four topics on the forum.

Ask each pair to give one proposal and write their findings on the board.

**Who did they think was the hero?**

Explain the difference between a formal possession of power and being a leader. Underline that there were more than one leader in the film: this was both Lisa and Zsofi who are the authors of the activities with the other children and the children then cooperating with her.

## **CONCLUSION:**

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Summarise the class work by showing them what characterises inclusive leadership. A leader has the courage to break down the barriers faced by people at risk of exclusion, appreciates variety and takes care of each person whilst been fully involved in the life of the group and in achieving the goal respects the needs and interests of everyone.

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## **LESSON 2**

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### **SUGGESTED LESSON TIME:**

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45 MINS

### **Activity 1**

### **We Change, It's Easier Together**

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### **SUGGESTED TIME:**

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10 MINS

### **GOAL:**

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To encourage close observation and flexibility. Highlight the benefits of cooperation.

### **METHOD:**

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Invite participants to play.

1. Ask them to stand in two rows facing each other, so that each person has a partner in front of them.
2. Ask the first row people to turn their backs on the second row people.
3. Tell the people in the second row to change three things in their appearance, ie, hair, clothes, shoes etc..

4. Then tell the first row people to turn around and guess what the second row people have changed.

When they finish, tell the children to change roles and repeat the instructions.

5. In the next round, ask the participants to now change eight elements in their appearance.

If someone asks if he could use some items from the classroom -deny, so they can imagine that they are on a desert island and can only use other people's help. While reversing roles, encourage people from the second group to cooperate with each other, swap things that they are wearing, e.g. shoes, hairpins, etc. without the first group knowing.

After the exercise, discuss in the forum by asking students the following questions:

- Was it easy to change something in your appearance?
- What helped you with this?
- Was it easy to see the differences in the appearance of another person?
- What was helpful in completing the task?
- How do you think this exercise connects with the topic of LEADERSHIP?

## **CONCLUSION**

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Summarise the statements of children by emphasizing that observation of needs, mindfulness, the ability to see changes and cooperation are important competences of the leader.

**SUGGESTED TIME:**

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15 MINS

**GOAL:**

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To deepen the understanding of film language, to reflect on leadership competence in a wide range of areas. Building a sense of connectivity of interests and visions. The integration of the class team.

**METHOD:**

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**This work is a forum, physical activity (fun).**

1. Ask participants if they know what the word "synchronisation" means. If the explanation is not said, clarify it.
2. Ask them in what contexts they have heard the word "synchronisation". If no examples are said, ask for phrases such as "synchronise watches", "synchronised swimming". If students don't know these formulations, clarify them.
3. When you are sure that the class understands the meaning of the term, propose to deepen the topic by referring to social psychology, which uses the term "chameleon effect".
4. Tell the students that social psychologists have shown that the experience of synchronising movements with another person makes us like the other person more. This mechanism is called the chameleon effect. If people like each other, they start to synchronise behaviour, gestures and language. Ask them if they have ever observed such a situation.
5. Screen the following sequence from the film **Sing**.

**Timecode - 11:15 to 11:55**

6. As a class discussion ask how is the development of friendship between Zsofi and Lisa portrayed in the film?

In the discussion on the forum, make sure that the students see how the girls are getting in sync and that they understand the movie snippet. The plot level takes more time.

## **CONCLUSION:**

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Summarise the discussion saying that filmmakers often use these types of scenes, showing synchronisation, to point out that the protagonists like each other, or vice versa – they are showing the lack of synchronisation in behaviour to signal a lack of sympathy between the protagonists.

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7. Now screen to the class the following sequence:

### **Timecode - 20:15 to 20:40**

This sequence shows how 'throwing' people together is important in the implementation of social activities.

8. Invite the students to discuss what they saw in this film sequence.

- Do the characters in the film synchronise with others?
- If so, in what way?
- What needs to be merging?
- What do people have to share to realize an important joint action?

9. At the end of this exercise, invite participants to experience the synchronization.

- Divide the class into two groups and announce that the task of each group is to synchronize in clapping or tapping the rhythm.
- Do not impose the rhythm, do not set any additional rules, beyond determining which group starts first.
- On the "start" signal, one group begins to clap or knock, and the other one judges the level of synchronisation.

The clapping ends when the evaluation group decides that the first group got in sync.

Then the groups change places and the game starts again.

## **CONCLUSION:**

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- Did they feel good?
  - What made them to be able to sync?  
Does the mindfulness matter when we want to synchronise?
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**SUGGESTED TIME:**

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20 MINS

**GOAL:**

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To increase children's motivation in social activity, to show examples of activities.

**METHOD:**

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1. Tell the class that you're going to know the story of some children from different parts of the world whose activity had a positive impact on their surroundings.

Introduce the class to the Children who change the world website and Facebook page:

<https://www.facebook.com/CTCTWORG/>

<https://ctctw.org>

2. As a class discussion ask the students what they think? Look at the stories posted on the Facebook page and discuss the children and how they wanted to help with what problems?

3. Divide the students into 4 groups. Each group will research and find a story of one child who initiated a social campaign. They will then present their findings to the class. This will be a portrait of their chosen young activist.

This should include:

- Who is this person (persons)?
- What moved her/him?
- What did she/he do?

What was the result of her/his action?

Instruct the children by saying that they can do this in any form: narration, role-play, drawing or connecting different means of expression.

Each group should be arranged to involve every person in the group presentation. (25 mins)

4. Ask the students to present their story portraits.

After the presentation ask them to think about which person is closest to her/him in view of the actions she/he takes and to stand next to the portrait of the selected activist child. Ask some students why they stood in a particular place.

Ask the children to determine by standing on a symbolic line, where one end means the answer YES and the other one NO, if they are satisfied with the results of their work and the way they worked, and whether everyone felt included.

## **CONCLUSION:**

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At the end ask the class what do they think? Ask what connects all these people coming from different parts of the world, people of different ages and working for different important purposes in different ways?

Summarise that they were connected by the fact that they had the need to solve the problem in their surroundings, and that they didn't wait but just acted. They started by themselves and collaborated with others.

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## **HOMEWORK**                      **Be The Change You Want To See, That Is, I Start From Myself**

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### **SUGGESTED TIME:**

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10 Mins + Homework

### **GOAL:**

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To encourage children to act, to take responsibility for their surroundings and support others in their initiatives.

### **METHOD:**

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Invite children to do a small experiment for homework. Tell them that for a week each person will be a leader of the change he/she wants to see in their nearest surroundings. Say that each person will realise their own goal by doing one action every day. Everyone will have a partner who will support and everyone will have to be supported by everyday conversations.

Ask the children to pair up and give them homework cards (**Worksheet 3**). Explain to them what they need to do by giving examples.

On the next lesson discuss the homework with the children. First, let them talk together, so that they could share information about what was helpful to them in the behaviour of the other person. Ask everyone to tell about what the other person from his/her pair did during the week. Invite the class to share their conclusions and feelings after hearing what they managed to do in total in the whole class.

## **CONCLUSION:**

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This task can be continued for the following weeks by asking the children to write on the single sheets of paper about their dreams and their activities. You can hang these sheets of paper on an information board in your classroom.

Every week, different children from the class can continue their activities and/or choose additionally the activity of another person who inspired them.

Every child can mark the action taken in the week by sticking the dot next to the card with the proposal.

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