



# LESSON PLAN

SING



**TITLE:**

SING ( MINS)

**ADDRESSES:**

12 +

**SUBJECT:**

How it will end?

**CURRICULUM:**

Inclusion - what does it mean to take others' needs into consideration

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

45 minutes

**MAIN GOAL:**

Through the activity, students try to empathise with the situation of the person who is excluded from a group.

**Particular goals: 3 goals**

- students will learn to work in a group
- students will improve their presentation skills
- students make their own conclusion about the film according to how they would behave in the situation themselves

**GOALS OF THE LESSON:**

- students are able to empathise with the situation of a person who is excluded from the team
- students realize their own attitudes and values
- students argue their views

## **METHODS:**

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- Group work
- Class Discussion

## **MATERIALS:**

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- Paper, pens and pencils.

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## **STEP BY STEP INSTRUCTIONS:**

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1. We start the activity with a film screening.
2. We stop the film at 14.00 min. The moment Lisa asks Žofi why she didn't sing at the rehearsal.
3. We will communicate the following to the students:

Žofi is now in a difficult situation, she feels excluded from the team and she wonders whether she should confide in Lisa about what Mrs. Erika has told her.

### **Ask the students do they think:**

a) she should tell her everything and so break her promise she gave?

Or

b) should she keep quiet and think about the competition that awaits them?

4. We will tell the students to stand on **one side of the classroom** for those who think:

a) that Žofi should confide to Lisa.

And on the **other side of the classroom** those who think:

b) she shouldn't.

All student should give reasons for their decisions.

5. If the numbers of students are very unbalanced, we divide the students into two halves ourselves.

Each group are now to imagine how they think the film will continue.

Ask **Group A** to think about how the film would go on if Žofi did Lisa confided why she felt excluded from the group and why she didn't sing out loud at the rehearsal.

Ask **Group B** to think about how the film would go on if Žofi did not confide in Lisa and would continue with „silent“ singing.

6. Then each group will choose a representative to present how their group has imagined the end of the film.

7. The rest of the film is screened.

8. After watching the film, as a class do a reflection of emotions using one word. Tell the students to express in one word the feeling from the film or what they felt immediately after watching.

We can record individual answers on the board, if there are repetitive answers we can record them with a additional commas.

9. Finally, discuss the film with the students the following questions:

- What was the role of the final scene of the individual characters in the film?
- Whose idea it was and what role did Lisa play, what Žofi and what other classmates?

The conclusion of the lesson should be to find out that each individual had its own important role and each was equally important to the outcome. It is good to mention the personal courage that is important for enforcing change.