

Using Senseless as part of SPOKEN LANGUAGE in the GCSE English curriculum

April 2011

Introduction

Senseless has been used by schools across Liverpool since 2008 as part of PSHE, proving itself as a creative way of tackling issues around bullying and racism. However, in June 2010, we began redeveloping the Senseless resource based around the new GCSE English curriculum which allows the resource to be used to its full potential, rather than in the limited PSHE field.

The new curriculum requires pupils to focus on the language side of English, and with Senseless, teachers are now able to easily and creatively do this. Following consultation with teachers we have created a set of lesson plans, transcripts and worksheets which can be used to deliver the Senseless resource in the GCSE English curriculum.

Not only does Senseless allow teachers to teach both English and a key social issue, it allows a simple transition for teachers and students to the new English Language GCSE specification. In this sense it can also be used as a transition unit in Key Stage 3.

The development and evaluation of the new version of Senseless has relied on the cooperation of three pilot schools: West Derby School, Childwall Sports College and Parklands High School. The lesson plans have been tested and developed with the help and support of Louise Kilroe and Hannah Doherty at Childwall Sports College, Emma Mutowa from Parklands High School and Joanne Stephens from West Derby.

The results from the pilots have exceeded expectations. At West Derby the year 9 pupils achieved 3 times the number of predicted A-C grades, in Childwall 15 of the students achieved A-A* grades that were not predicted beforehand and at Parklands over 80% of Year 9 pupils exceeded their predicted levels with 36% moving up 2 sub-levels or more.

The redevelopment of the Senseless learning resource was supported by 'It's not OK', a violence prevention initiative led by Liverpool City Council. The updated version of the resource has been used in the three pilot schools, with a view to being distributed to all secondary schools in Liverpool in September 2011.

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Please note this document contains the lesson plans only, the corresponding worksheets are on a separate file.

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Lesson 01:

RESOURCES NEEDED:

The Senseless Film
The Silence of Our Friends Facilitators' CD-ROM
What is Spoken Language? Worksheet(1A)
Key Words Mix & Match worksheet (1B)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English Language
Unit 3: Part c – Spoken Language Study

WJEC GCSE English Language
Unit 4 : Spoken Language
- **Studying spoken language**

LESSON OBJECTIVES:

To think about existing knowledge of spoken language terms.
To define the key words for analysing spoken language.
To analyse spoken language using the key word.

STARTER:

What do you know about spoken language?

After watching the film, ask pupils to fill out, 'What is spoken language?' questionnaire and hold a class discussion around what they already know.

INTRODUCTION:

Can you match the key word with the definition?

Using 'Key words Mix and Match' ask pupils to match up the analysing spoken language key words with the definitions. You may wish to give an example.

DEVELOPMENT:

Click on 'Analysing the film Senseless' on the CD-ROM. Ask pupils to watch Clip 3 and think about how the characters are speaking. Watch the clip again and ask pupils to make notes on the style, tone, register and use of formal, informal and colloquial language.

PLENARY:

Ask pupils to note down three emotions that come to mind when thinking about racism.

You may also wish to ask pupils to make notes on a different tv/audio clip for homework.

LESSON 02:

RESOURCES NEEDED:

The Silence of Our Friends Facilitators' CD-ROM
Transcripts 1(2A) and 2(2B)
Standard Vs Non-standard English worksheets(2C & 2D)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English Language
Unit 3: Part c – Spoken Language Study

WJEC GCSE English Language
Unit 4 : Spoken Language
Studying spoken language

LESSON OBJECTIVES:

To compare standard English and non-standard English.
To introduce transcripts and begin individual analysis.
Consider how conversations work and discuss.

STARTER:

Ask pupils to look at the following conversation and write out as many different versions as they can ensuring, the content remains the same.

1. "Look mate, that banger you flogged me the other day is a right heap of rubbish."
2. "Don't talk daft. At that price I was giving it away."

INTRODUCTION:

What did you change and why?

Ask for volunteers to talk about how they changed the conversation.

Share Transcript 1 (two teen friends) and Transcript 2 (teacher and mother) and explore the key features.

DEVELOPMENT:

Using the 'Standard Vs Non-Standard English' worksheets, ask groups to look at each of the key words and identify or comment on examples within both of the transcripts.

PLENARY:

Hold a class discussion on the differences between the two transcripts.

For homework you may want to ask pupils to watch or listen to a news bulletin and make notes on what they notice about the language used by the news reader. Ask pupils to consider the differences between the news reader and the phone conversation transcripts.

Lesson 03:

RESOURCES NEEDED:

The Silence of Our Friends Facilitators CD-ROM
Police Interview Transcript(3A)
Interview Guidelines(3B)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English Language
Unit 3: Part c – Spoken Language Study

WJEC GCSE English Language
Unit 4 : Spoken Language
- **Studying spoken language**

LESSON OBJECTIVES:

To compare how police reports compare to normal conversation/interviews.
To identify similarities and differences within spoken language.
To assess speaking and listening skills.

STARTER:

Ask pupils to read the 'Police Interview transcript' and compare and contrast the different styles of language.

Ask pupils to make a list of what you should and should not do in a job interview and why. Reflecting on the 'Police Interview transcript', explore how the interview could have been handled differently.

DEVELOPMENT:

Pupils will take part in a role play where they will act out the different roles in a job interview. Divide the class into pairs and allow each pair to take a turn each as the interviewer and then the interviewee. You may wish to ask each pair to do one 'good' and one 'bad' interview.

PLENARY:

Ask pairs to perform and offer feedback on their contributions and ability to speak clearly and confidently.

Lesson 04:

RESOURCES NEEDED:

The Silence of Our Friends Facilitators' CD-ROM
Quotes worksheet(4A)
Peer Pressure worksheets (4B & 4C)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English Language
Unit 3: Part c – Spoken Language Study

WJEC GCSE English Language
Unit 4 : Spoken Language
- **Studying spoken language**

LESSON OBJECTIVES:

To reflect on the words of others and draw their own conclusions.
To explore conversational talk and consider how to challenge the words of others.
To consider my own actions and how they impact others. (SEAL)
To present findings to peers and be formally assessed.

STARTER:

Using the quotes worksheet divide the class into groups giving each group an equal amount of time to discuss what they think each quote is about.

DEVELOPMENT:

Click on 'Handling a situation better' on the CD-ROM. Click on Tiffany and ask pupils to watch the short clip.

Ask pupils to look at the transcript on worksheet 4C and complete worksheet 4C exploring how the characters deal with peer pressure. Use the clip to discuss the role of each character.

PLENARY:

Ask pupils to reflect on a time when they felt pressured by a peer and ask them to reflect on how they could have acted differently.

Write three things you have learnt in the understanding of peer pressure and its impact on others.

LESSON 05:**RESOURCES NEEDED:**

The Silence of Our Friends Facilitators' CD-ROM
Analysing a Transcript worksheet(5A)
Plenary Reflection Grid worksheet(5B)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English Language
Unit 3: Part c – Spoken Language Study

WJEC GCSE English Language
Unit 4 : Spoken Language
Studying spoken language

LESSON OBJECTIVES:

To complete an individual transcript and language analysis.
To explore how to analyse language in more depth according to GCSE criteria.
To complete a peer assessment.

STARTER:

Click on 'Analysing the film Senseless' on the CD-ROM. Ask pupils to watch Clip 3 and ask each pupil to create their own transcript based on it. You may wish to do more than one clip and split the class into groups.

DEVELOPMENT:

Share the completed transcripts around, letting pupils complete an annotated analysis, before giving them back to the original pupil.

Pass around worksheet 5A which contains questions provided by WJEC and is focused on how to analyse language. Ask each pupil to read the questions before independently analysing their transcript.

PLENARY:

Let pupils move around the room to look at other students work and interviewing them on how they have developed and progressed, using the plenary reflection grid.

Lesson 06:

RESOURCES NEEDED:

The Silence of Our Friends Facilitators CD-ROM
Class Debate worksheet(6A)
Debating Peer Assessment worksheet(6B)

FRAMEWORK OBJECTIVES (Curriculum links) :

AQA GCSE English and English Language

Unit 2: Speaking and Listening

- Presenting

WJEC GCSE English

Unit 4: Speaking and Listening

- Communicating and adapting language

WJEC GCSE English Language

Unit 4: Spoken Language – Using language

- Speaking and Listening (Communicating and adapting language)

LESSON OBJECTIVES:

To consider different types of advice.
To state an argument as part of a debate.

STARTER:

Click on 'Analysing Responses When You Ask for Help'.

Ask each group to discuss each of the scenarios and advice and put it into a pyramid depending on which bits of advice they feel are the most helpful and which are the least.

INTRODUCTION:

Introduce pupils to the basic rules around a debate.
See 'worksheet' for an explanation of the various roles and example timings.

DEVELOPMENT:

Introduce the class to the topic – see Class Debate worksheet. You may wish to create additional topics or ask pupils to come up with their own.

Ask each group to discuss the statement and briefly talk about arguments for and against. They should then decide whether they want to talk 'for' the resolution or 'against'.

Ask the groups to prepare arguments for or against before asking each group to debate against another group in front of the rest of the class.

PLENARY:

.Hold a class discussion on the conclusions of the debate and the skills they have learned.