



engaging young people

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Denial

Challenging Homophobia

LESSON:

Actions and Consequences

RESOURCES NEEDED:

'Denial 2' username/password, smartboard/projector, internet access.

FRAMEWORK OBJECTIVES (Curriculum links)

KS3

English

Critical Understanding 1.4 a
Speaking and Listening 2.1 e,g,i

PSHEE

Healthy Lifestyles 1.2 a
Critical Reflection 2.1 f
Range and Content 3 j, m

Citizenship

Taking Informed and Responsible
Action 2.3 c

KS4

English

Competence 1.1 a
Critical Understanding 1.4 a, c
Speaking and Listening 2.1 e, k
Speaking and Listening 3.1 d

PSHEE

Healthy Lifestyles 1.2 a
Critical Reflection 2.1 e
Range and Content j

Citizenship

Rights and Responsibilities 1.2 b, c
Critical Thinking and Enquiry 2.1 c
Taking Informed and Responsible
Action 2.3 c

LESSON OBJECTIVE(S):

- Discuss the relationship between actions and their consequences.
- Discuss how the actions of the characters in the film 'Denial' lead to the death of one of the characters.
- Organise key actions from the film 'Denial' into a hierarchy.
- Identify actions which young people might take in their school which could have negative consequences.
- Identify positive things that they might do to encourage their peers to think about the consequences of their actions.

STARTER:

In a previous session, pupils will have watched the film 'Denial'. Begin this session with a general discussion of the actions which led to the death of Howard. Ask pupils to identify the key actions taken by characters in the film which led to Howard's death.

CORE ACTIVITY:

Use the action and consequences exercise from the web site to facilitate a discussion in which pupils rate the actions taken by characters in the film. This exercise involves dragging and dropping stills from the film into a pyramid shaped grid. At the top of the pyramid should be the actions which contributed most to Howard's death. At the bottom of the pyramid should be those actions that were less important contributing factors.

There is no right answer in this exercise, it requires young people to make judgments. The exercise works best when young people have different opinions and begin to debate which actions are more or less important.

DEVELOPMENT:

In general terms, ask pupils to think about actions that they may have observed in the playground which might have had negative consequences. Do not ask them to reveal specific names or places, this conversation should be about behaviour in general not individuals in particular.

Ask pupils to identify positive things that they might do to encourage their peers to think about the consequences of their actions. If they feel empowered to say things like, 'think about the consequences of what you are doing' they are beginning to adopt important pro-social behaviour

PLENARY:

Ask pupils to identify what they have learned in this session.