**Title: Introduction to non-violent actions.**

**Introduction to lesson:**

This lesson uses relatable, fictional scenarios to enable the learners to think about their own understanding of violent and non-violent actions before engaging with actual historical case studies. Pictures of objects which could be used in non-violent or violent actions are introduced for the learners to think of their own creative uses and consider whether their ideas are violent or non-violent. These objects can be spotted in the subsequent case studies and will be used again in the final lesson to evaluate learning. The activity is designed to be open-ended and creative rather than to directly teach how the objects could be used.

**Curriculum links:** RSHE, Citizenship, English, Drama, Expressive Arts

**Learning outcomes:**

* To introduce the idea of violent and non-violent actions.
* To think creatively about how objects/actions could be used in a positive or negative way to change given situations for the better.

**Concepts:**

Violent/non-violent

Creativity

Collaboration

Empowerment

**Key vocabulary:**

Violent/non-violent

Violence/non-violence

Protest

Local/national/global

Change

**Resources needed:**

PowerPoint

Resource Sheet 1: Storyboards

1. Trees

2. Street

3. Football

4. Beach

Pencils and coloured pencils

Resource Sheet 2: Laminated pictures

PowerPoint (optional)

**a. Starter activity**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. Place the 4 different cartoon storyboards (RS1) on each table, one per person and everyone on same table should have same storyboard.  The learners fill in the next two blank boxes with their version of what might happen next. | 15 mins. (or longer if wish to make more of an art activity) |
| 2. Discuss and share ideas around table.  Ask each table to pick one of their outcomes that is negative and one that is positive and share with rest of class.  *I.e. “Table 1 choose one of your positive outcomes and one negative outcome for your story. Table 2 choose one positive and one negative outcome for your story etc.”* | 5 mins. |

**b. Main activities**

|  |  |
| --- | --- |
| **Activity** | **Time** |
| 1. Ask each group to choose a storyboard on their table that they would like to act out (you can prompt in order to get a balance of negative and positive outcomes).  Ask each group to create a drama piece and pause at different points during the performance to ask the class the following questions:  **What do you think might happen?**  **How do the characters feel?**  **What would make a good ending / bad ending etc.…?**  **What would you change about what just happened?**  **What consequences might this action/decision have?**  **Can you relate this point in the story to your personal experience?**  **Was what happened violent or non-violent?** | 18 mins.  (or longer depending on how many groups perform their drama piece) |
| 2. Table full of laminated pictures (RS2)  Laminated pictures   * Banner * Symbols (XR, Otpor) * Mobile Phone * Drum * Graffiti/artwork * Gun * Megaphone * Humour (miniature people) * Petition * Pots and pans * Children singing * Sitting peacefully/peaceful protest * Social media symbols * Food * Gesture   Ask each group to bring one picture back to their table. Ask learners to look at their storyboard again and then look at how the object/action could be introduced. | 8 mins. |
| 4. Display the following questions on the board:  **Would it be violent or non-violent?**  **Could the object help change the situation?**  Learners discuss the questions as a group. | 5 mins. |

**c. Reflection / evaluation**

Learners feedback their ideas to the class

**d. Suggested follow-up activities**

Ask the learners to suggest follow-up activities/project/display

Move to lesson 2

**Teachers’ evaluations of lessons**

Pupils were highly enthusiastic and engaged in the content.

The children really enjoyed it. They liked the variety of the activities within the session. They particularly liked acting out the storyboard and wanted to show this to the class. They gave some responses as to how it could be changed. They felt as though it was tricky to explain the connection to the picture chosen and the storyboard. When some children explained the image they had chosen well, others realised they hadn’t understood it properly.

The children offered to do the following activities/displays:

• Display non-violent and violent in the room and add examples to it

• Deeply explore violence and non-violence and create a leaflet

• Do a group write of the story board, write a piece then pass it on to another member to write their bit and so on until they have a story and see how it ended.

A pupil did work at home with the characters coming up with a different situation.

This lesson took longer than expected. We had to do this over a series of lessons to fit it in with our timetable.

Pupils were highly enthusiastic and engaged in the content.

Pupils enjoyed using the storyboards at the beginning and the lesson progressed very well. There was a lot of engagement and discussion. I will give more thinking time for pupils to complete the storyboards and feedback. Main activity 2, table full of laminated pictures could be a separate lesson.

At first, some children found it hard to suggest serious examples of non-violent solutions, as they tended to come up with strength-based solutions to complex problems (for example, “I would just steal their chainsaw and beat them up”).