**Title: We Learn What We Live**

**Introduction to the Lesson**

This is the final lesson in a series of 6 one-hour lessons written by consultant, Lucy Holbrook, which explore the concept of ‘power’ – power over, power to, power with and power within. The aim is to give learners a comprehensive Power Toolkit that includes an understanding of how to use their internal body resources to support that external process of non-violent social change.

Please see the supporting document written by Lucy explaining the rationale for the lessons (Resource Sheet 72).

**Curriculum links:** RSHE, Citizenship, English, Drama, Art and design, Expressive arts

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2c to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities’; ‘2f to resolve differences by looking at alternatives, making decisions and explaining choices’.

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the precious liberties enjoyed by the citizens of the United Kingdom…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning Outcomes:**

* To understand the difference between ‘belonging’ and ‘fitting in’

(belonging – I get to be me; fitting in – I have to be like you).

* To understand how our inner experience (what we feel and think on inside that others can’t see) affects our behaviour and how we treat ourselves and other people.
* To understand how to develop emotional intimacy.
* To develop an understanding of what vulnerability is and how we learn to manage it – we do have a choice in our behaviour.
* To understand that ‘We all have a right to feel safe all of the time’ – Theme 1 of the Protective Behaviours Process.

**Concepts:**

Vulnerability - feeling vulnerable is a normal and necessary part of being human, and not something to avoid

Safety - how our internal feeling of safety helps us develop trust in ourselves, in others and the in the world around us.

Belonging

Fitting in

**Key Vocabulary**:

All the emotions used in the poem

Belonging – I get to be me

Fitting in – I have to be like you

Vulnerability

**Resources:**

‘I’m Glad I’m Me’ by Jack Prelutsky <https://socds.com/wp-content/uploads/2016/01/Poemsfor2014.pdf>

‘Children learn what they live’ by Dorothy Law Nolte. Print out and cut up the lines of the poem so that they can be matched i.e. ‘If learners live with criticism’ with ‘They learn to condemn’ [http://www.empowermentresources.com/info2/learnerslearn.html](http://www.empowermentresources.com/info2/childrenlearn.html)

Resource Sheet 96: Belonging and fitting in activity sheet

Resource Sheet 97: ‘Children learn what they live’ poem definitions

PowerPoint (optional)

1. **Starter activity**

|  |  |
| --- | --- |
| **Activity** | **Time**  |
| 1. Either read, have a learner, read or display ‘I’m Glad I’m Me’:

 <https://socds.com/wp-content/uploads/2016/01/Poemsfor2014.pdf>Ask learners in pairs/table groups to think of and share: * Three things they like about themselves.
* One thing they like about the other/s they are working with.
 | 5 mins. |
| 1. Introduce the ideas of fitting in and belonging and have a class discussion about what they think is the difference. Aim is to bring them to the understanding that with belonging – ‘I get to be me’ whereas with fitting in – ‘I have to be like you’.
 | 5 mins. |
| 1. Using RS96, ask learners to discuss how someone might feel, think and behave when they feel they belong and when they feel they are trying to fit in.
 | 10 mins. |

1. **Main activity**

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| --- | --- |
| **Activity** | **Time**  |
| 1. Using RS97, introduce next activity – exploring and learning about

how we are treated by others creates our experience in the world; in turn this can affect how we feel, think and behave…. that we learn what we live.Give out to each table/group copies of 6 emotion/behaviour pairs from the poem ‘Children Learn What They Live’; ask the learners to discuss which pairs go together…. If people live with…. They learn…Class sharing of what they have come up with.  | 5 mins.10 mins.  |
| 1. Ask each group to discuss one of the ‘if people live with…’. Make

sure you have a mix of the comfortable and uncomfortable emotions. Ask them to discuss and come up with suggestions for how someone might feel and think if they live with ‘X’. Ask learners to share what feeling and thoughts they come up with. Sum up from this feedback and make the link that generally when we feel vulnerable we can end up ‘reacting’ without our thinking rather than ‘responding’ with our thinking, and can behave in ways that hurt others or ourselves. And our behaviour is at its best when we feel safe.  | 15 mins. |
| 1. Ask learners to relate what they have discussed in this lesson to

Non-violent Action. In order to act non-violently people need to feel safe, have self-awareness and know how to act non-violently. This is why non-violent action training and a sense of people taking care of each other and themselves is important in movements for change.  | 5 mins. |

1. **Reflection**

In tables/groups ask learners to share something they have learned in the session.

(5 mins.)

1. **Suggested follow-up activities**

1. Explore synonyms and antonyms for key emotions vocabulary in the poem and explore other ways of using that vocabulary.

2. Learners create their own poems or artwork or drama pieces using the key emotions vocabulary from the stimulus poem or with StoryCubes.