

# TEACHER LED DISCUSSION

The following resource can be used by teachers to help them to facilitate a short discussion with their pupils after viewing the video.

## **DISCUSSION AIMS:**

<b>AUTONOMY</b>	To discuss the rules and identify who's choice it is as to whether they stick to the rules or not.
<b>MASTERY</b>	To identify what skills pupils can develop to both help them cope with restrictions and to stay on top of the guidelines during the ongoing Coronavirus pandemic.
<b>PURPOSE</b>	To guide pupils to reflect on why we need to follow the rules and who they can support by doing so.

## **WORKSHOP ACTIVITIES:**

	<b>TEACHER ACTIVITY</b>	<b>PUPIL ACTIVITY</b>
<b>1</b>	<p>Teacher to pose the questions below:</p> <p>1.) What are some of the rules we have had to follow since the start of the Coronavirus Pandemic?</p> <p>2.) Who makes the rules that we are required to follow during the Coronavirus Pandemic?</p> <p>3.) Who's choice is it to follow the rules?</p> <p>Allow pupils a few seconds to reflect on the questions independently or with a partner before facilitating a short discussion.</p>	<p>Pupils to reflect on the questions posed by their teacher in their heads or with a partner before participating in a short teacher led discussion where they can share their thoughts.</p>
<b>2</b>	<p>Teacher to guide students to create a mind map of ideas on the board as a class, reflecting on the two challenges below:</p> <p><b>Challenge 1:</b> Where might you look and what skills could you develop to help you stay on top of changing guidelines and restrictions? - Guide students to reflect on the website <a href="http://www.gov.uk/coronavirus">www.gov.uk/coronavirus</a>.</p> <p><b>Challenge 2 :</b> What other skills could you develop to help you cope with the restrictions that Coronavirus has brought?</p> <p><b>Challenge 4 :</b> How might you apply the skills and what might the impact be?</p>	<p>Students to reflect on different skills they might be able to develop throughout the pandemic by creating a whole class mind map (including how to stay on top of the ever-changing guidelines). They must try to explain how they might use the skill and the potential impact.</p>
<b>3</b>	<p>Teacher to ask pupils to watch the video for a second time. As they are watching guide pupils to make a list of three people that the young person in the video is worried about.</p> <p>Teacher to pose the question: 'What are the consequences of not following the rules?' before facilitating a short discussion.</p> <p>Teacher to ask pupils to identify at least one person who they might choose to follow the rules for and guide pupils to create a pledge stating why they are going to follow the rules for the remainder of the pandemic. This could be completed verbally or on paper.</p>	<p>Pupils watch the video for a second time making a list of three people that the young person is worried about.</p> <p>Pupils participate in a short discussion reflecting on the consequences of not following the rules.</p> <p>Pupils then must identify at least one person they would choose to follow the rules for and create a pledge stating why.</p>