



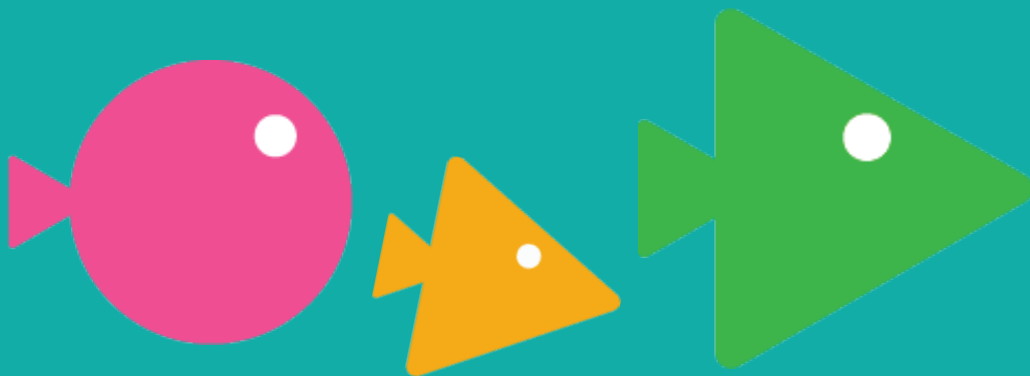
Lesson 1:

What can we watch?



Context

This is the first of two lessons that use the context of films and film classification to explore decision-making, risk management and managing peer influence. The lessons promote self-regulation, resilience, and safeguarding. This lesson introduces the British Board of Film Classification age ratings and explores with pupils why these are important and how they are assigned to films. Pupils consider characters in different situations and what should be taken into account before choosing what to watch.



Learning objective

We are learning about the age ratings system for films and other media

Intended learning outcomes

- I can recognise the different symbols related to the age ratings for films
- I can explain why we have age ratings for films and the role of the British Board of Film Classification
- I can evaluate which types of films are most suitable for different age groups
- I can explain how age ratings can help people make decisions about whether to watch a particular film

Resources required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- A4 paper for baseline and end-point assessment – one or two pieces for each pupil
- **Resource 1: What can we watch?** PowerPoint presentation
- **Resource 2: Matching activity** – support – copies for pupils as required
- **Resource 3: Description activity** – challenge – copies for pupils as required
- A week in the life of a BBFC Compliance Officer
<http://www.cbbfc.co.uk/what-we-do/bbfc-diary> – for challenge activity
- Example film trailers <http://www.cbbfc.co.uk/rate-trailer>
- **Resource 4: Age ratings information grid** – one copy for each pair of pupils
- **Resource 5: Enlarged versions of the BBFC age ratings: U, PG and 12/12A** - displayed in each corner of the classroom

Lesson summary

Activity	Description	Time
1. Baseline assessment: viewing rules	Pupils draw a child and assign them an age (4-15 years old), then jot down rules about watching films and explain why these are important. Ensure that this activity is completed before delivering the lesson	5-10 min
2. Introduction: visual stimulus	Pupils look at example images of limits and age guidelines and consider why these exist	5 min
3. Introducing the BBFC ratings	Introduction and explanation of the BBFC age ratings system— pupils explore what each symbol means	10 min
4. The role of the BBFC	Introduction to the role of the BBFC	10 min
5. Rate a film trailer	Pupils discuss different types of film content, watch film trailers and assign each an age rating	15 min
6. Choose a film corners	Pupils help characters decide which age-rated film is best for them and explain their views	10 min
7. Plenary	Pupils reflect on and share something they found out from the lesson that they did not know before. Signpost to http://www.cbbfc.co.uk/	5 min
8. Endpoint assessment reflection	Pupils go back to their 'viewing rules' sheet they completed at the beginning of the lesson and add to or amend them in light of their new learning	5-10 min
9. Extension activity OPTIONAL	Pupils write guidance for other children, about a film they know well, to help people choose whether it is a suitable film for them or others to watch	

Climate for learning

Make sure you have read the accompanying Teacher Guidance notes before teaching this lesson—for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

film

content

trailer

age ratings

child

adult

compliance

limits

guidelines

classification

rules

law

Key questions

- What are the BBFC film classification ratings?
- Why do films have age ratings?
- How are the age ratings chosen?
- Why are some films unsuitable for younger viewers?
- What clues tell us a film is suitable for different people or age groups?
- What rules might there be about watching films at school or at home, with family (siblings, parents, others) or with friends?
Are the rules the same?
- How does someone choose which film to watch?
- How can we choose films for ourselves?
- What should we think about if we are choosing a film for someone else (e.g. younger sibling)?
- How can someone find out more about the film before they watch it?

Baseline assessment

Baseline activity: viewing rules

5-10 min

The purpose of this activity is to enable the class teacher to find out the pupils' existing knowledge, skills and attitudes towards choosing what to watch. Whilst the pupils are working, remember not to prompt them in any way. **See Teacher Guidance for further details. Ensure this activity is completed before delivering the lesson.**

On a piece of A4 paper, ask each pupil to draw the outline (a stick-person is fine) of a child, aged between 4 and 15 years, and to record the child's age. Underneath or around the outline, ask the pupils to write about the rules that might exist for a child of this age about watching films and why these are important (whether they are watching via TV channels; DVD or Blu-ray; online; mobile phones; computers; laptops; or at the cinema). When they are finished, ask them to put their name on the sheet and collect in the papers. Check through them, noting pupils' responses and any misconceptions that need addressing. Keep the pupil brainstorm safe as they will be used to assess learning at the end of the lesson.

Introduction: visual stimulus

5 min

Establish or reinforce ground rules to be adhered to throughout the lesson.

Show the pupils some familiar (and some less familiar) example images of limits and age guidelines, such as speed limits or height restrictions: **Resource 1: What can we watch?**

PowerPoint presentation (slide 2). Ask them where they see these types of symbols and similar information, and if possible, to suggest additional examples. Ask pupils to discuss why limits and guidelines exist. Take feedback.

Pupils might say: To help keep people safe or healthy; to give advice; to stop accidents or harm

Core activities

Introducing the BBFC ratings

10 min

Introduce the BBFC age ratings by displaying the symbols: **Resource 1: What can we watch? PowerPoint presentation (slide 3)** asking the pupils if they have seen them before, and if so, where they have seen them. Explain that the BBFC ratings are displayed on DVDs, Blu-rays and cinema listings — to help guide people to decide what to watch. Ask the pupils to discuss in pairs or small groups what the symbols mean. What do the numbers or letters represent? Can they give a brief explanation for each?



Support: Resource 2: Matching activity

Pupils match each rating to its description

Challenge: Resource 3: Description activity

Pupils write a short description of each rating

Once the pupils have completed the activity, bring the class back together, display:

Resource 1: What can we watch? PowerPoint presentation (slide 4) and clarify any misconceptions. Spend some time discussing the meaning of the 12A/12 ratings, as pupils may be less familiar with this.

The 12 rating is only found on DVD, Blu-ray and online. No one younger than 12 may rent or buy a 12 rated DVD or Blu-ray. The 12A rating is only used for films shown in cinemas. Films rated 12A are suitable for children aged 12 and over. However, children younger than 12 may see a 12A so long as they are accompanied by an adult. In such circumstances, responsibility for allowing a child under 12 to view lies with the accompanying adult. The BBFC uses exactly the same rules to rate films at 12A as they use to rate DVD, Blu-ray and some online content at 12. For a video explaining 12A/12 ratings see <http://www.cbbfc.co.uk/12>



The role of the BBFC 10 min

Give a short introduction to the history and role of the BBFC, including how the BBFC chooses age ratings for films and ensures these are reliable. See

Resource 1: What can we watch? PowerPoint presentation (slide 5 and 6).

Explain that the BBFC age rates films for release on DVD and at the cinema (U, PG, 12A/12, 15 or 18). Anyone wanting to release a film, video or DVD for showing in cinemas or watching at home has to make sure that their film has a BBFC age rating symbol. It is against the law to try and sell videos and DVDs without a rating. Films viewed at the cinema also have to display the correct rating.

Challenge: A week in the life of a BBFC Compliance Officer

Pupils read the information at <http://www.cbbfc.co.uk/what-we-do/bbfc-diary> and make a list of the main aspects of their job.

Discuss with the pupils why the ratings are important and why the BBFC thinks some content is not suitable for younger viewers. Explain that younger viewers can easily mix up fantasy and reality, and may become more easily scared or worried by what they see. In your own words, explain that children can be confused or upset if they watch things that are too complicated or mature for them or if a film touches on their own personal experiences - such as death of a pet or feeling frightened of the dark for example

Rate a film trailer

15 min

Provide the pupils with copies of **Resource 4: Age ratings information grid**, which gives more detailed information about the types of content we would expect to see in films rated for different ages.

Ask the pupils to look at the categories, and explain that these help BBFC Compliance Officers decide on age ratings for different films and videos. Explain to the pupils that they are going to play the role of a BBFC Compliance Officer — their job is to try to give a film an appropriate age rating by watching the film trailers. Using the film trailers selected from the CBBFC website: <http://www.cbbfc.co.uk/rate-trailer>, show a film trailer to the pupils and ask them to use the criteria to give it a rating. Pupils can work in pairs to discuss the content and explain why they have given the particular rating. Take feedback.

Compare the pupils' views with the actual rating the film received from the BBFC and explain why this was the case. (This information can be found on the BBFC website alongside the 'rate a trailer' activity). Repeat with up to four different film trailers. You may wish to explain that trailers sometimes have a different age rating to the actual film itself.



Choose a film corners

10 min

Pin one each of **Resource 5: Enlarged versions of the BBFC age ratings: U, PG, 12A/12** in a different corner of the classroom. Ask the pupils to stand in the centre of the classroom. Read aloud one of the character profiles from **Resource 1: What can we watch? PowerPoint presentation (slide 7)**. Ask the pupils to choose the most appropriate age rated film for the character to watch by moving and standing next to the age rating symbol. Ask individual pupils to explain their thinking and then suggest what else the characters would need to consider before choosing a film or video to watch.

Plenary / Assessment for and of learning

Assessing (demonstrating) progress

5-10 min

At the end of the lesson, give the pupils back their completed 'viewing rules' sheets they did at the beginning of the lesson and a different coloured pen or pencil. Ask the pupils to amend or add their new learning to their work.

Reflecting on today's learning and signposting support

5 min

Ask the pupils to reflect on and share one thing they found out from the lesson that they did not know before. Explain that the pupils can find out more about films — including new releases and films appropriate for their age range, as well as the role of the BBFC — at the CBBFC's website: <http://www.cbbfc.co.uk/>

Show them the website so they are aware of what it looks like and how to navigate it. It may also be useful to display a classroom poster following the lesson which can be requested from:

<http://www.cbbfc.co.uk/grown-ups/request-cbbfc-leaflet-poster-your-classroom>

Extension activity

Ask the pupils to think about a film they know well. You might prefer to give suggestions of film titles to ensure they are age-appropriate. Ask the pupils to decide what age rating category they would give the film and to explain why. Then ask them to write some guidance for other children about the film for the CBBFC's website. Pupils should include a short summary of the film and whatever information they think young people would like when choosing a film. Pupils should be encouraged to present their work imaginatively — using descriptive language, pictures, diagrams, word clouds, whole sentences and/or short headlines.