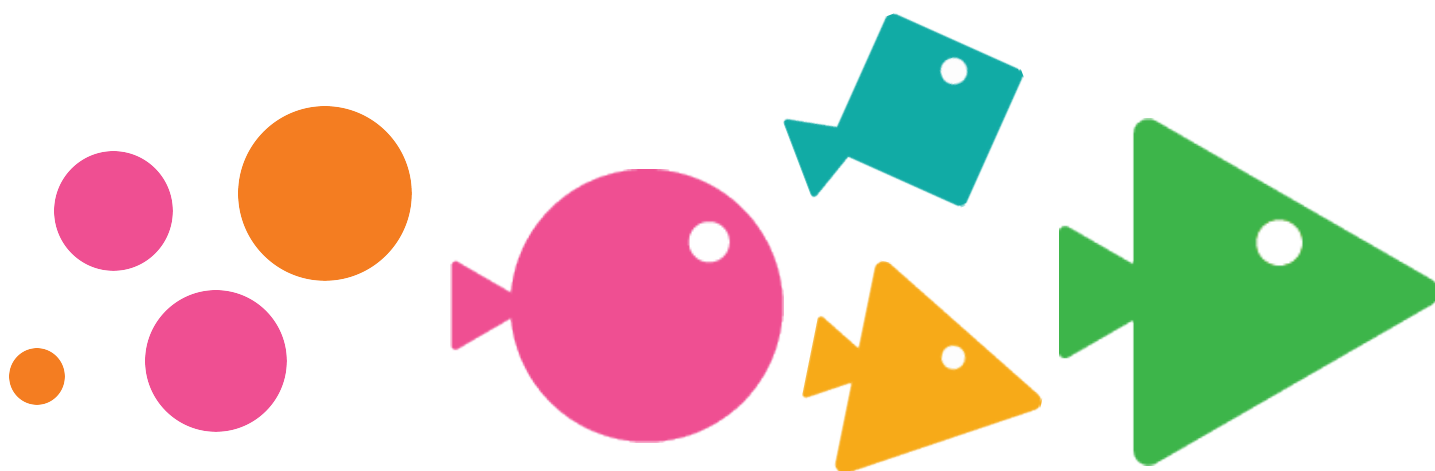




Lesson 2:

Can we choose what to watch?





Context

This is the second of two lessons that use the context of films and film classification to explore decision-making, risk management and dealing with peer influence.

The lessons promote self-regulation, resilience, and safeguarding. This lesson develops and extends pupils' learning from lesson one which explores why the British Board of Film Classification (BBFC) age ratings are important and how they are assigned to films. It teaches that children do not have to watch everything that is presented to them, and also explores ways of handling situations when they may feel pressure to watch something they feel uncomfortable about or are unsure of.

Learning objective

We are learning how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about

Intended learning outcomes

- I can describe how film content can evoke a range of feelings and responses in different people
- I can explain how to manage a situation when not everyone agrees which film to watch
- I can demonstrate how to handle feeling pressure to watch something I am unsure about
- I can explain where and how to get help or advice about films and the media

Resources required

- Box or envelope for anonymous questions
- Flipchart paper and pens
- Resource 1: Baseline and end-point assessment: zone of relevance – one or two copies for each pupil
- **Resource 2: Agree/disagree statements** displayed on whiteboard and **agree/disagree** labels with headings: 'strongly agree, agree, disagree, strongly disagree, not sure' enlarged and displayed along the length of the classroom
- **Resource 3: Film scenarios and situations**
- **Resource 4: Adapted scenario activity**—support—copies for pupils as required
- **Resource 5: Mind-map activity**—challenge—copies for pupils as required
- **Resource 6: Helping hand** - enlarged, printed and displayed
- **Resource 7: Helping hand fan** (hand-held fan) – one for each pupil

Lesson summary

Activity	Description	Time
1. Baseline assessment: viewing rules	Pupils complete a 'zone of relevance' about what is more, less or not important when choosing what to watch. Ensure this activity is completed before delivering the lesson	5-10 min
2. Introduction: paired discussion	Pairs discuss the types of things people like to watch, why, and how it makes them feel	5 min
3. Agree / disagree continuum	Read aloud statements to the pupils—who decide whether they strongly agree, agree, disagree, strongly disagree or are unsure	10 min
4. Image analysis	Pupils work in groups to discuss scenarios, decide if the situation is a problem and work out what the characters should do	10-15 min
5. What if...? scenarios	Pupils discuss the scenarios again with the addition of further information about the situation	5-10 min
6. Helping hands fan	Pupils consider where and how the characters should seek advice to help them decide what to do in the different scenarios	5 min
7. Endpoint assessment	Pupils go back to their 'zone of relevance' about what is more, less or not important for people to think about when choosing what to watch, and add to or amend it in light of their new learning	5-10 min
8. Reflection	Pupils work in pairs to develop one strategy for managing a situation when feeling pressure to watch something they are not sure about—signpost to http://www.cbbfc.co.uk/	5 min
9. Extension activity 1 OPTIONAL	Pupils prepare a presentation for parents and carers to explain the importance of children and adults taking notice of the BBFC age ratings before watching films and videos	
10. Extension activity 2 OPTIONAL	Pupils make a video to explain the different age ratings (U, PG and 12A/12) to their peers	

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

child

adult

age rating

feelings

trailer

classification

rules

advice

Key questions

- What do people like to watch?
- How do people watch films? (e.g. Cinema, DVD, Video On Demand, Netflix, mobile phones)
- What different types of films are there?
- How do different films make us feel?
- Does everyone (including people of different ages) like the same type of film?
- What is important for someone to think about before they choose a film to watch?
- How do we decide what to watch ourselves, or with others? (family or friends)
- What do we do if we don't want to watch something but others (family or friends) do?
- What if someone feels pressure (from inside themselves, the media, friends, family or others) to watch something they are not sure about?
- Where can we get advice? Who can we ask for help?
What information would you like to have when choosing what you watch?

Baseline assessment

Activity: zone of relevance

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.**

Ask the pupils to add ideas to **Resource 1: Baseline assessment - zone of relevance** about what is 'more' or 'less' important for people to think about when choosing what to watch. Things that are more important can be written in the inner circle, those less important in the outer circle. Anything which is not important can be written outside both of the circles.

When they are finished, ask pupils to put their name on the sheet and collect in the papers. Check through them, noting their responses and any misconceptions that need addressing. Keep the pupils' rainstorms safe, as they will be used to assess learning at the end of the lesson.

Core activities

Introduction: paired discussion

10 min

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

Ask the pupils to discuss (in pairs) the different sorts of things people like watching and why. This might include different types of films, videos, TV programmes and advertisements via TV channels; DVD or Blu-ray; online (mobile phones, computers or laptops); or at the cinema. Briefly take some feedback.

Pupils might identify or name specific content or may keep their discussions quite broad (for example: funny videos, the news or video blogs by celebrities). Pupils might say things like: they like it, it makes them laugh, it helps them relax, it makes them excited, they find out new things, they like watching favourite characters, following stories, they feel connected to others, something to do, etc.

Agree / disagree continuum

10 min

Ensure **Resource 2: agree/disagree labels** have been previously displayed along the length of the classroom wall. Ask the pupils to line up along the length of the classroom.

Taking each statement in turn (**Resource 2: agree/disagree statements**), read the statement aloud and ask the pupils to move to the label that best represents their own thinking about the statement. Ask for volunteers to explain their thoughts and ideas. Then, move on to the next statement.

- Everyone likes the same types of films
- Most people do not like scary films
- Families always like watching the same things
- Friends always like watching the same things
- If there is something everybody is watching, you should watch it too
- There are things some people should not watch
- It is difficult not to watch something everyone else wants to see

From the activity discussions, draw out that what we watch can affect how we feel. For example, pupils might say funny videos can make people feel happy but sad films might make people feel down or unhappy. Discuss how not everyone feels the same about what they watch—for example, a scene that might upset some people might not upset others; some people might find something funny but other people won't; some people like sad films and others prefer to watch things that make them laugh. Discuss how different people react in different ways to seeing the same thing. Give examples such as horror films or romantic programmes.

What to watch? scenarios

10 min

Organise the pupils into small groups. Ask the pupils to read and discuss **Resource 3:**

Film scenarios and situations - decide whether the situation is problematic or not; consider the different options the characters have and then agree what they think the characters should do. Each group could look at each scenario in turn or you could give one scenario to each group. See Teacher Guidance regarding advice about film trailers and age ratings. Note that for the Jem and Madison scenario that due to content shown, it is possible that the trailer and the film have a different age rating.

Support: Resource 4: Adapted scenario activity

Ask the pupils to read the scenarios and advise the characters what to do.

Challenge: Resource 5: Mind-map activity

Ask the pupils to take a few of the scenarios in turn and for each one, explain the different options in more detail, considering the positive and negative consequences of each before deciding what the characters should do.

What if...? scenarios

5-10 min

Introduce the 'What if?' questions to go with each scenario: **Resource 3: Film scenarios and situations**. Ask the pupils to return to the scenarios and discuss where the pressure is coming from (themselves or others) and what the characters should do now. Once the pupils have had the opportunity to discuss the scenarios, bring the class back together and take feedback.

Helping hands fan

5 min

Explain to the pupils that people can always get advice when they find themselves in situations they are unsure about, and should not feel they have to manage tricky situations on their own. Display the **Resource 6: helping hand** and/or provide each pupil with **Resource 7: Helping hands fan**.

Choose some of the scenarios from the previous activities, ask pupils to imagine the main character has asked whom to ask for help. Ask the pupils to point to or hold up the label showing the person they think could help the best. Ask individual pupils to explain their choice, what help or advice they would most likely receive and how helpful it would be.

Plenary / Assessment for and of learning

Assessing (demonstrating) progress

5-10 min

At the end of the lesson, give the pupils back their completed 'zone of relevance' 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

5-10 min

Ask the pupils to talk together in pairs and share at least one strategy for managing a situation when feeling pressure to watch something they are not sure about.

Remind pupils of the CBBFC's website where they can access further advice and support along with information about different films <http://www.cbbfc.co.uk/>

Extension activities

Extension Activity 1

Pupils can prepare and deliver an information presentation for parents and carers to explain the importance of children and adults taking notice of the BBFC age ratings before watching films and videos.

Pupils should include the following information:

- How to recognise the BBFC symbols and what they mean
- Different elements within films that mean they are not suitable for everyone to watch
- How to choose an appropriate film or video for the family to watch

A video about BBFCinsight is available here:

www.bbfc.co.uk/what-classification/what-bbfc-insight



Extension Activity 2

Ask the pupils to watch the video that helps explain the 12A/12 age rating:

<http://www.bbfc.co.uk/what-classification/12a-and-12>.

Ask pupils to make a video to explain the different age ratings to their peers, including U (universal) and PG (parental guidance).