



Sharing the Present – Shaping the Future

This shared learning activity has been developed for Key Stage 2 pupils to celebrate the first Shared Education Week in Northern Ireland's schools

Anticipated Outcomes

Teachers may need to consider more specific Learning Outcomes, which are relevant to the particular group or groups of learners.

Children will:

- Know the names of the children in their group
- Participate in and contribute to group discussion
- Understand and be able to use language associated with newspapers
- Know how text in newspapers is set out
- Select relevant information from a text
- Summarise a text
- Respond to a written stimulus (reports)
- Use reading to generate ideas and formulate answers
- Express opinions
- Understand, and empathise with, the feelings and emotions of others
- Be able to identify and generate vocabulary related to the subject they are studying
- Plan the oral presentation of their work
- Record information in a variety of formats
- Present their work in a variety of written forms
- Work together collaboratively

- Listen to each other
- Share and negotiate their input
- Make decisions about the presentation of their work together
- Reflect on their learning and the learning of others
- Assess the impact of their work together
- Be able to identify outcomes of their work

KS3 Lesson Idea- 'Making the Headlines'

Icebreaker

A quick icebreaker is suggested, as this is a long lesson. Students could be put into groups. They should be asked to introduce themselves to the group and tell the group a bit of news about themselves.

They should have time to think about, complete this short proforma about themselves, and then give one fact to the group in the style of a newspaper headline!

My Headline	One fact
Example: BOY SUPPORTS FOOTBALL TEAM	I am a Liverpool fan

When everyone is ready the students should read their headline and fact to the group or class.

If there is time the students could all get into new groups with people who had similar headlines or facts to themselves and share again.

Then each child should have to try to recall at least one headline and fact for a new child they are meeting for the first time.

Today I met....	One fact I already know about him/her
Name:	Fact:

As an extension of the icebreaker the students could pair up and try to learn at least three more facts about their partner.

Main Body of Lesson Part One

Introduction

During this part of the lesson the news reports which have been provided, see Appendix 1 will form the stimuli for the work undertaken by the group.

Each group could be given a different report to consider or if the teacher prefers they can use a selection or the reports or all of the reports.

The students should have time to read the reports aloud in their groups. Then they should think about and discuss the reports. They could make brief records of the information included, to draw on as the work unfolds.

A reporter's Notebook has been provided, see Appendix 2, for the students to collect and record some important information. They should briefly summarise the details of each report they read.

Note: The teacher will need to provide enough copies to each group.

Once the reports have been summarised each group could be asked to share one in the style of a 'News Headlines Segment'. These are short pieces of news which only give us the main points of a story. Each group could select a member to perform the news headline for everyone.

Main Body of Lesson Part Two

Once the students have summarised the reports and performed their News Headline, they should be asked to consider that they have only been dealing in the facts about the events they have explored.

They should then be asked to consider the **human story** behind the event. The teacher should lead this section of the lesson by posing questions such as:

- How would the people behind these stories feel?
- What emotions would they be experiencing?
- How would all those involved feel, especially any children involved?
- What sort of negative attitudes are being displayed in the news stories?

The teacher may want to take each of these questions one at a time giving the students time to come up with considered responses in their groups. A proforma for the students to collect and collate their thoughts has been provided.

Once the teacher has given the students ample time they can explain that they are going to collate their answers on a 'Word Wall'. If there is a large free wall, which is visible to all, it could be used for the words and phrases the students give in their responses to be displayed.

Alternatively, if a wall is not available the teacher could set the answers on the floor. A good sized area will be required.

The students' answers could then be collected. As they respond the teacher or the students themselves should write the words, or short phrases they are giving, onto cards which look like blank bricks or blocks.

The sorts of answers/ responses could include such words as:

Fear worried sad upset terrified overwhelmed scared
Targeted **unaccepted** attacked disliked hated **unwanted**
Misunderstood unwelcome anxious disturbed distraught
sickened nervous tense petrified shaken intimidated **mistrust**
terrorized panicked shocked fearful **victimised** **bullied**
Alarmed angry irate exasperated confused bewildered

If these words do not come out the teacher could help the students by suggesting them or by providing thesauri or dictionaries for them to use.

Once an appropriate number of words have been collated and all the questions answered, the teacher can stand back and ask the students if this wall is a good statement about our society and community. The students could consider how these pieces of news do not represent the feelings of most of the people of Northern Ireland.

The students should then be given time to turn '**Bad News**' into '**Good News**'!

They should be challenged to consider all the **positive attitudes** they have which can **counteract all the negatives** they have just listed.

They should be given time in their groups to think about, discuss and again record all the positive response we could make to bad news to turn it around.

Again, the teacher should collate these on brick or block shaped cards. Each positive response should be used to cover up a negative one. Therefore, as these are shared and collated the teacher should set or stick the positive answer over the top of a negative one. So to conceal or overcome the negative with the positive.

The Word Wall is transformed from negative to positive.

The sorts of answers/ responses could include such words as:

(The teacher could encourage the students to use opposites in this part of the activity.)

Content contentment pleased happy calm joyous joyful
Relieved **accepted** peaceful liked loved **wanted trust**
understood **welcome** cheerful untroubled unconcerned
encouraged unafraid confident helped delighted **hopeful**
comforted tolerance reassured protected **valued tolerated**
gleeful **safe** secure brave courageous **at ease** cherished

The students could now consider that this is how we would like to be considered as a community or society.

Main Body of Lesson Part Three

There are two parts to this part of the lesson.

1. The students could think of things that could be done by our society to turn the bad news into good news. What things could people do to turn bad news to good? For example: Car dealer replaces car, Community helps newcomer families etc.

The students could have time to think of and compose some good news stories or headlines that would be much more positive than those they have viewed and which would change the lives of those affected by the stories they have used today. How could the wrongs they have read about be put right?

Next or alternatively.

2. The students could compose GOOD NEWS Story Headlines based on their shared lesson, the event they are taking part in that day and related to the work they have been doing together. For example:
Students lead the way being tolerant, Students learn real acceptance

Each group could try to come up with some good news headlines to be recorded on the 'Newspapers' below, see Appendix 3:

The students then need to consider however that there are certain values we need to display as individuals and as a society. Values that we should all be aware of in our everyday lives. If we express and act by these values perhaps the bad news stories could be reduced. People could learn to live in peace and harmony.

The teacher could lead the students as they identify what values they think are relevant and which values they feel they are learning and acquiring through their Shared Education experiences.

These could include:

Learning to:

- Understand each other
- Be more tolerant
- Accept diversity
- Promote equality
- Share our world
- Stop hatred
- Share
- Bring hope
- Show good example

Any values, which the students come up with, could also be added to the Positive Word Wall.

Plenary Activity

To draw the different elements of the lesson together the students are going to use the lovely positive wall they created earlier.

As a group the teacher should ask them to identify some of the main things they have done together on the day.

Such as 'learned together', 'shared opinions' and 'thought positively'.

The teacher should ask the group, either as a whole or in smaller groups to compose a simple **statement** to summarise or headline what they have done.

It should begin with the words:

'TOGETHER WE HAVE...'

So for example they might say, ' Together we have... learned to be accepting and tolerant, to show love not hate. To live and let live'

The teacher could share this example to help the students frame a similar type of statement.

The group can decide on one final version of their statement. This is going to become their WHISPER in this activity. The WHISPER is like a chorus or refrain which they are all going to say as they read their Word Wall of Positivity.

The idea is that everyone will stand around in a large circle or similar, where they can see and are able to read from the Word Wall.

Each student should pick two words from the wall...the two they will recall most from the day. The two which most personally resonate with them.

The recital begins with everyone saying the statement or refrain in an **audible WHISPER**. Then the first 4/5 students read their words aloud from the wall.

Then the refrain is said/ whispered again. The next 4/5 read aloud and then the whisper is repeated and so on until the last student reads and when they do the statement or refrain finishes the recital.

NOTE BEFORE THE ACTIVITY BEGINS THE TEACHER NEEDS TO HELP THE GROUP DECIDE HOW OFTEN THEY ARE GOING TO ALL WHISPER THE STATEMENT OR REFRAIN! EVERY 4/5 STUDENTS SHOULD BE OFTEN ENOUGH.

This is a very powerful group experience and a lovely plenary exercise.

Appendix 1 News Report

Family Car Burnt Out in Racial Attack Say Police

A YOUNG Romanian family say they plan to leave their Belfast home after their car was burnt out overnight in a racist attack.

The attack is the latest in a series of incidents in the Village where threatening graffiti of both a racist and sectarian nature has been daubed on properties.

Just weeks ago racist graffiti saying "locals only" was sprayed on a derelict house in nearby Donegall Avenue.

Mr Cirpaci said, "Why did they do this? We just came here for work and for a better life. My family are very scared. My wife said we have to move house – this area is very bad for us."

Mr Cirpaci, whose two boys are aged five and three, said it is the first time anything like this has happened to his family.

But the 25-year-old said he has suffered frequent discrimination in the past, and the vandalism to his car has left him fearing for his life.

Mr Cirpaci, who has lived in Northern Ireland for nearly two years, said he has contacted his car insurer but said the claim could take weeks to process.

He said his car is very important for being able to travel to work and he doesn't know how his family will manage without it.

The PSNI said the criminal damage is being investigated as a racially motivated hate crime.

Reported on 03/09/2018

Appendix 1 continued

Teenagers Who Suffer Racial Abuse Shaken

Two 17-year-old girls have said they have been left badly shaken after being racially abused in Belfast city centre at the weekend.

The incident, at Donegall Square West, happened at about 21:00 BST on Saturday.

Video footage of the woman shouting abuse at Fatima, from Sudan, and Solyana, from Eritrea, has been widely shared on social media.

The girls said the woman asked them for a lighter, before leaving and coming back.

"She started swearing at us and telling us that it is not our country and that we came here and stole people's jobs and houses," Fatima said.

Fatima said, "I was so scared and devastated and upset and because I was walking home later, I had to go the way she went and I was terrified she might come out of nowhere and attack me," she said.

"My family were all devastated and they're scared to let me out, but they know this doesn't happen that much so they're all right now about it," she said. Fatima's family left Sudan 11 years ago to move to Northern Ireland.

"I don't know anywhere else. This is my home, so for someone that's from here to tell me I'm not from here and that I'm stealing their jobs made me feel very upset," she said.

The other girl involved called Solyana arrived in Northern Ireland four years ago and said the incident left her in shock. "She was just blaming us for things that aren't our fault. It hasn't changed my perspective on Northern Ireland as I still love people from here and I feel welcomed and this is my country too."

Appendix 2 the Reporter's Notebook

Make your notes as a reporter would:



Appendix 3 Newspapers for Headlines



Breaking News

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Breaking News

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NEW ISSUE