

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource: **Shorts for Middle Ones 2021**

First and Second Level

Created by Created by Helen Appleyard, Ian Cameron, Lindsey Law, Sarah Sturrock
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Discovery Film Festival: Sat 23 October – Sun 7 November 2021

DCA

Dundee Contemporary Arts



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A Pebble In The Shoe (Un Caillou dans la Chaussure)

Directed by Eric Montchaud

France/Switzerland 2020 / 11'28"

No dialogue

Activities created by Sonia MacEwan

Synopsis of film

A pupil turns up to his new class for the first time. This pupil is different to the others, he's a frog in a class of rabbits. He does not understand anyone due to language barriers and finds it difficult to make friends. He remembers his previous life, which at first are happy memories. He then remembers fear and escaping, which is triggered by lights that he encounters. Will the rabbits accept their new classmate and how will the frog react when he encounters a new stranger?

Teacher Advisory: This film explores the issues faced by refugees. It explores diversity and discrimination through being left out and attempting to fit in to a new school in a different country.



Before watching the film

Activity 1 – Visual Detectives

Resources: Film poster in Appendix 1 to display on whiteboard.

Explain to pupils that today they are going to be visual detectives! They will be shown a poster and will need to look for clues to help them make informed judgements. Remind them there are no 'right or wrong answers', however they should be able to justify their answers using clues from the image.

Show pupils the film poster in Appendix 1. Pupils should discuss the following questions:

- Who do you think the main character on the poster is?
- How old do you think they are?
- Where do you think they are from?
- What has just happened to them?
- Why do they look this way?
- What will happen to them?
- What kind of film do you think this will be (happy, sad, comedy, drama etc)?
- What do you think the film will be about?
- What clues did you use to help you make your judgements?

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes LIT 2-04a

After watching the film

Activity 1: Language Barriers

In the film the frog faces barriers to learning and developing friendships due to language. He does not understand the language the rabbits are speaking and they do not understand him. In this activity, pupils will develop an understanding for what it feels like to not be able to communicate easily.

Many people find it difficult to communicate for many different reasons. **ASK** the pupils how they communicate. Once they have had a chance to discuss with a partner, ensure that they have included non-verbal methods of communication such as body language.

ASK them to think of some ways that people might find it difficult to communicate. Ensure they cover issues such as different languages, Dyslexia, ADHD, Autism etc. Explain that in addition to the fact that some people may speak a different language and therefore not understand written or spoken language, some people may also have difficulties understanding people's emotions and body language.



Activity 1: Language Barriers *Continued*

Part 1: Reading

Resources: Copies of Appendix 2 for each partner, paper, pencils.

In pairs, give pupils the passage in Appendix 2 and ask them to try reading it to their partner. Once they have both had a turn at reading it, they should try to write it out so that it makes sense.

ASK how did they feel? Did they ever feel like giving up?

Part 2: Writing

In the film, the frog finds it difficult to write down the notes the teacher is writing on the board because he can't write the letters of her language. Pupils will now experience what it feels like to have issues with writing.

Explain to pupils that they are going to say something to their partner who will have to write it down. However, the person writing must do so with the opposite hand to which they normally write! So if they are right-handed, they will use their left hand. Those who are speaking should speak at a normal speed so that the writers have to write quite quickly! The person speaking should create 5 things to say about themselves. This could be a favourite film, tv programme, food, something they like to do, what they did at the weekend/last night etc. The person writing should write down every word they say in full sentences.

Once they have both had a turn, ask them to discuss how it made them feel. How successful were they in writing everything down? Imagine they had been given a school task to do writing this way, for example writing a story. They only have a certain period of time to complete it. How do they think this would make them feel? Would they be able to produce the best story they are capable of?

Part 3: Foreign Language

Resources: Copies of Appendix 3 & 4 for each pair of pupils, whiteboards & pens OR paper and pencils.

Language is a code. There is a symbol for each letter and these are put together to create words. We understand our own language 'code' because we have been raised surrounded by it and have learnt what the 'symbols' mean. Those who go to a foreign country are faced with a 'code' they may not understand unless they have previously been taught it.

Pupils will now experience what it's like to be surrounded by text in a foreign language that they do not understand. They will look for clues to help them de-code it. They will then look at a code system and try to crack the code.

In groups of 2, give pupils a copy of the text in Appendix 3. They should discuss the questions on the sheet before discussing as a class.

Now give them the code in Appendix 4. Ask them to look for letters that may be the same. Can they take a guess at what any of it might say? Once they have had some time to look for clues, tell them the first code says 'LISTEN TO THE WIND'.

They should now use what they know from 'LISTEN TO THE WIND' together with the letter grids on their sheet, to work out the code at the bottom. If they do this, they could write some secret messages for their partner.

Activity 1: Language Barriers *Continued*

Part 3: Foreign Language *Continued*

Either after they have completed the activity or if they are finding this tricky, explain the code using the information below.

The Pigpen code (also sometimes called the Freemason's or Rosicrucian cipher) is quite easy to catch on to. First you write out the whole alphabet in two grids, as shown:



Each letter is represented by the part of the "pigpen" that surrounds it. If it's the second letter in the box, then it has a dot in the middle.

So an A looks like this:

And a B looks like this:

Explain to pupils that lots of people have issues with reading & writing as a result of Dyslexia. Explore what Dyslexia is using the BBC Newsround information and video clips in the following link: [Dyslexia: What is it? – CBBC Newsround](#)

Activity 2: Non-Verbal Communication

Resources: whiteboards and pens,

Optional: Chromebooks/iPads or other suitable device for playing Kahoot.

In the film, the frog does not understand the language spoken by the rabbits. This makes communication and making friends more challenging. They communicate through gestures, facial expressions and experiences. In this activity, they will explore other ways to communicate other than spoken word.

ASK the pupils how they communicate. What do they do if they want something from someone? They will use spoken language and may also mention non-verbal language such as hand gestures or facial expressions.

Now tell them that they are going to work with their partner to explore communication without spoken words. This is known as non-verbal communication. In this activity, they have to 'ask' their partner for something without speaking. Once everyone has had a turn, invite some people to demonstrate to the class. Discuss how they communicated to their partner. Were they successful?

Activity 2: Non-Verbal Communication Continued

Establish that communication goes beyond spoken and written text. **ASK** pupils how non-verbal communication may affect the message we are trying to communicate e.g. body language that is defensive when we are asking someone if they want to join in with a game. Share the image at the following link on the whiteboard and discuss: [mehrabian.png \(545x247\) \(c-marketing.eu\)](https://www.c-marketing.eu/mehrabian.png). On the whiteboard, brainstorm as many different non-verbal communication methods they can think of, such as shaking hands, waving, hand gestures, body positioning, smiling, nodding, eye contact.

Play the Kahoot quiz, exploring non-verbal and verbal communication, at: **Kahoot!** You could either let them write their answer on a whiteboard and hold it up or they can input their own answers using a Chromebook, iPad or other suitable device.

Now play the Kahoot quiz, exploring different body languages, at: **Kahoot!**

If you prefer, you could use the PDF at the following link and discuss what message is being communicated in each image: [NV-Communication.pdf \(british-sign.co.uk\)](https://www.british-sign.co.uk/NV-Communication.pdf)

Charades

Organise pupils into groups of around 4. In each group, one person will take a turn to 'act out' the title of a film, book or song without speaking and the others try to guess it. This could be simplified by acting out a verb, a feeling, a sport or an animal.

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 1-45b / HWB 2-45b

I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. ENG 2-03a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a / HWB 2-10a

Activity 3: Refugees

Resources: Copies of Appendix 5 for each child, pencils, copies of Appendix 6 for each group, Chromebooks/iPads or other suitable devices.

In the film, we are given an insight into the frog's previous life and are led to believe that his family have escaped some form of danger. This is portrayed in his memories where the light is chasing them and they escape in a boat. In this activity, pupils will learn about refugees whilst developing their note-taking skills.

Discuss the following questions as a class:

- Why do you think the frog's family moved?
- Do you think they wanted to leave? What clues are there to tell us this? (Hint: the boat)
- What do you think the frog's family were escaping?
- How do you think the frog might have felt about leaving?

Activity 3: Refugees Continued

Give each pupil a copy of Appendix 5. Watch the video clips telling the stories of 5 refugee children at: [Seeking Refuge – Real life stories of young people fleeing their homelands – BBC Teach](#). While watching, pupils should take notes on the handout. Remind them to only use key words to record the important information rather than full sentences and to use bullet points.

Now discuss the following questions with the class:

- Why are some people against welcoming refugees to the UK?
- Do you think refugees should be allowed to live in the UK? Why?

Some of the points raised may include:

FOR: Richer and more diverse culture, cheaper workforce, reduces labour shortages.

AGAINST: Poorly skilled/educated, increased cost and pressure on healthcare and education, lack of employment, lack of available housing, misunderstandings/conflict between different religions/cultures, possible increased spread of disease (think of the spread of COVID).

Explain to the class that they will take part in a debate to discuss the motion: ‘This house believes that refugees should be allowed to live in the UK.’ Watch the video clip and discuss debates at: [What is a debate? – BBC Bitesize](#). Then watch the example cartoon debate at: [Judge Jenny – ‘Goldilocks and the Three Bears’ \(signed\) – KS2 English – BBC Bitesize](#). Remind pupils of the use of persuasive techniques using Appendix 6.

Separate the class into groups of 6. Within each group, 3 people will be ‘for’ refugees entering the UK and 3 people will be ‘against’. They should work together in their sub-groups of 3 to gather information from the internet, together with information gathered from the BBC clips, to support their case. Pupils will then take part in a debate in their groups of 6 to discuss the motion. Afterwards, discuss as a class.

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b

I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a

Activity 4: Personal Recount

Resources: Jotters/paper, pencils, copies of Appendix 7 for each pupil.

In this activity, pupils will reflect on the frog's first day at his new school as though it were happening to them.

Recap with the pupils what happened on the frog's first day at school. Think about how both he and his classmates would've felt. **ASK:** Have any pupils experienced a first day at a new school or a club where they didn't know anybody? Have any pupils experienced receiving a new pupil in their class or club? As a class, bullet point some of the things that happened to the frog and what both he and his classmates would have been thinking/feeling.

Explain to pupils that they will now write a personal recount of the frog's first day at school. Watch the BBC video clip on personal recounts at: [How to write a recount – BBC Bitesize](#). They will write their recounts as though they were the frog or the rabbit. Remind pupils that this is a personal recount and should therefore be written in the first person, the past tense, in chronological order and detailing experiences, thoughts & feelings. There is a planning sheet in Appendix 7 that they can use to structure their writing together with a self/peer assessment.

*As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. **ENG 2-30a***

*By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further. **HWB 2-24a***

Activity 5: Diverse Friendships

Resources: Copies of Appendix 6, paper, pencils, large sheets of card/paper, colouring pencils/pens, Chromebooks/iPads or other suitable devices.

In the film, the frog found himself in a new school surrounded by rabbits who spoke a language he did not understand. He was different to the others and they were unkind to him at first. This activity will explore friendships and what pupils can do to welcome new classmates from other countries. It will help them develop their persuasive techniques as they develop a new system for welcoming new pupils to the school.

Recap all the examples of when the classmates were unkind to the frog:

- **1 min 6 secs:** laughing at him when he was being introduced to the class because he sounded different
- **2 mins 42 secs:** sticking her tongue out at him when he looked at her
- **4 mins 11 secs:** nobody would play with him at break
- **7 mins 20 secs:** throwing a ball at him to stop him playing his instrument

ASK the class if anyone has ever experienced being the new person in a group, for example starting a new school or a new club where they didn't know anyone. How did they feel? Was there anything that made them feel more comfortable?

Activity 5: Diverse Friendships Continued

Explain to pupils that they are going to create and market a new system for welcoming new pupils to their school to help them make friends. Watch each of the following short video clips and, after each one, discuss as a class what strategies the children used or what the school had in place that helped them feel included and comfortable in their new environment.

- [New child in class – Sara's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Robyn's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Jimmy's story – KS2 PSHE and Citizenship – BBC Bitesize](#)
- [New child in class – Ashley's story – KS2 PSHE and Citizenship – BBC Bitesize](#)

Have pupils working in groups of around 3 for this activity. In their groups, they will create a system for welcoming new pupils from another country to the school. Give each group a copy of Appendix 6 which will remind them of some persuasive techniques they can use. Explore these at the following link (the second video clip explains them): [Home learning with BBC Bitesize – KS3 Secondary English for year 8 – BBC Bitesize](#). They should think of an idea and then prepare the following:

- An outline of their idea including how it will help new pupils to feel welcome;
- A name for their idea and a logo;
- A poster to advertise their system;
- A letter to the headteacher convincing them that they should adopt their idea – focus on how pupils feel when starting a new school using evidence from the video clips, together with the benefits of their new system;
- A presentation such as a Powerpoint or Prezi introducing their idea to the school – include information about issues new pupils face and how these will be overcome, together with the details of their new system and how it will be implemented.

Allow each group to present their ideas to the class. You could invite some judges and have a *Dragon's Den* style competition to choose an overall winner!

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 1-05a / HWB 2-05a

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate.

LIT 2-15a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 1-10a / HWB 2-10a



Activity 6: Coping Strategies

In the film, the frog struggled to make new friends in a school where he was different to everyone else. There will always be stressful times throughout life that we will have to learn to cope in. This activity introduces pupils to some techniques they can use.

Discuss with the class how the frog would've felt arriving in a foreign country and starting a new school where he didn't speak the same language and looked different to everyone else. Imagine walking around and not being able to understand what any signs, information, packaging etc say. **ASK** the pupils if they can think of any similar situations they have been in where they have felt unsure.

Explain that throughout life they will encounter many situations where they are unsure or uncomfortable. Brainstorm some of these on the whiteboard such as exams, starting a new job, starting secondary school, a friend moving away, moving to a new house, going to a new club, learning something new etc. Explain that today they will learn some strategies to help make these situations easier. **ASK** the pupils to think of what they do already to help them cope. They may suggest things like listening to music, playing a game or talking to a friend.

Watch the introduction to Mindfulness at [All it takes is 10 mindful minutes | Andy Puddicombe – YouTube](#).

Part 1 – Mindful Breathing

Resources: Appendix 8 & 9 either on the whiteboard or copies for pupils, large sheets of card/paper, colouring pencils/pens.

Explain to pupils that a really useful, quick & easy strategy to calm ourselves is to control our breathing. Using Appendix 8, explain how breathing slowly and properly (tummies should go out when we breathe in deeply and in when we breathe out) can help us be calmer. Now explore the different breathing activities on the poster in appendix 9, trying each one with the pupils. It may help to have the lights switched off for this exercise.

See table on the next page.

Pupils should choose a technique that they enjoyed and create a poster to help others use the technique. Alternatively, you may wish to allocate a technique to each pupil to ensure you have posters for each one which could then form a display. Together with instructions on how to carry out the breathing technique, they should include some of the benefits of focussing on the breath and using breathing as a 'superpower'.

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a / HWB 2-02a

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a

Hawk Hug	Cross your arms in front of you – left hand on right shoulder and right hand on left shoulder. Breathe in and out for 5 slow breaths. Pretend your hands are hawk wings and gently flap your shoulders a few times.
Balloon Belly	Breathe in deeply & slowly. Your belly should go out like it's a balloon blowing up. Now breathe slowly out and feel the balloon deflate.
Fire Hands	Rub the palms of your hands together quickly. Notice the feelings in your hands and arms, focusing on the heat being created. When you feel warmth, close your eyes and place your hands on your forehead and feel the warmth entering your head. Breathe in and out slowly.
Buzzing Bee	As you breathe in, imagine you are smelling a beautiful flower. Now breathe out and make a gentle buzzing sound like a bee.
Bubble Breath	Breathe in slowly for a count of 3. Now breathe out slowly for a count of 3 and imagine you are blowing a big bubble through a wand. Be careful, you don't want to burst the bubble!
Roller Coaster	Slowly breathe in for 3 and imagine you are climbing a rollercoaster, hold it for 3 at the top of the rollercoaster then breathe out for 3 as you head back down.
Hot Cocoa	Imagine you are picking up a big mug of hot chocolate. Imagine the warmth of the drink in your hands, you can close your eyes if you like. Now hold your drink up to your mouth but don't drink it, just take a big smell of your hot chocolate. Breathe out slowly enjoying the smell of your hot chocolate. Take several big deep smells of your drink and slowly breathe out as though you are cooling your drink.
Rocks & Socks	While breathing in, squeeze your hands into tight fists like rocks and imagine all your unwanted emotions gathering into the rocks. Now as you breathe out, imagine your body as floppy socks and let go of the tension.
Bunny Sniff	Pretend you're a bunny sniffing a fragrant flower. Take three quick inhales in through your little bunny nose and then one long exhale through your mouth.
Trace Eight	With your finger, slowly draw a figure of eight in the air, on the desk or on your hand/arm. As you draw the first loop breathe in and on the second loop breathe out.
Hand over Heart	As you breathe slowly in for 3 and out for 3, trace the shape of a heart in the air, on the desk or on your hand/arm with your finger.
Ocean Waves	Explain that you are going to breathe while making the sound of the ocean. Start with a visualisation: take a moment to close your eyes and see the waves crashing on the shore, listen to the sound of the surf upon the sand. Breathe in for 3 slowly then breathe out for 3 slowly while making a quiet 'haah' sound like the ocean.
What I See	While breathing in for 3 and out for 3 slowly, think of 5 things you can see right now.
What I Hear	While breathing in for 3 and out for 3 slowly, think of 3 things you can hear right now.
What I Feel	While breathing in for 3 and out for 3 slowly, think of how you feel right now.

Activity 6: Coping Strategies Continued

Part 2 – Journals

Resources: Jotters OR copies of Appendix 10 for each child, pencils.

Pupils should complete this exercise daily at the beginning of each day and record their responses in a jotter. Alternatively they could create a journal using the template in Appendix 10.

Each day begin by breathing in for a slow count of 3 and out for a slow count of 3. Do this three times. It may help to have the lights off when you do this exercise. Then ask pupils to write down the following:

- 3 things they are grateful for;
- 3 positive things about themselves;
- Something that will make today a great day;
- Something they could've done differently yesterday.

They shouldn't spend too long over-thinking, encourage them to write down the first 3 things that come into their head. They might find that they repeat responses which is fine! Once they have done this, complete a 'Mindful Minute' using Appendix 11. You could then watch one of the short Headspace animations at: [Headspace Animations – YouTube](#).

You may want to also share a motivational 'quote of the day' with pupils which they could also copy into their jotter/journal. Some examples can be found at:

<https://www.bing.com/images/search?q=motivational+quotes+ks2&form=HDRSC3&first=1&tsc=ImageBasicHover>

You could also play some relaxing music while pupils focus on their learning, such as:

[\(4655\) Beautiful Relaxing Music • Peaceful Piano Music & Guitar Music | Sunny Mornings by Peder B. Helland – YouTube](#)

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 1-02a / HWB 2-02a





Activity 7: Expression Through Music

Resources: Chromebooks/iPads or other suitable devices, headphones.

Alternative: A selection of musical instruments.

In the film, the frog enjoys creating music which can be understood and enjoyed regardless of language barriers. In this activity, pupils will express their feelings through music.

Discuss with pupils how music is used to create and explain feelings. Think of films and how the tone can be set using music, for example scary, exciting, sad etc. Play the following song excerpts and ask pupils to think of how it makes them feel, thinking about the types of instruments used and the tempo:

- **Taylor Swift – Shake It Off – YouTube** (1 min 40 secs – 1 min 56 secs)
- **Coldplay – The Scientist (Official Video) – YouTube** (42 secs – 1 min 6 secs)
- **Rossini: William Tell Overture: Final – YouTube** (15 secs – 46 secs)
- **(4655) Beautiful Relaxing Music • Peaceful Piano Music & Guitar Music | Sunny Mornings by Peder B. Helland – YouTube** (0 secs – 42 secs)
- **(4655) The Exorcist: Tubular Bells (Extended) – YouTube** (0 secs – 30 secs)

Explain that music affects our emotions in many ways:

- Patriotic or Loyal – National anthems and other music associated with a country or geographic area. Music and sounds associated with sports events, schools, clubs, and other organizations.
- Spiritual – Hymns, chants, gospel, and other music associated with religion or faith
- Nostalgic – Music can remind us of the past, both good times and bad times.
- Love – Music can be used to express love and as a sign of affection.
- Violent/Hatred – Music can be used in war or violence and to promote anger.
- Energetic – Rhythms in music can make us move faster and aid physical exercise.
- Happy or Sad – Music can lift our mood, make us smile or laugh. Alternatively, music can make us feel melancholy and can even make us cry.
- Irritated – Music we don't like can irritate us, as can a tune that gets stuck in your head and is repeated over and over.
- Scared – Music can make us feel scared or tense, for example during some 'dark' moment in a movie.
- Calm – Certain music can help the mind slow down and initiate the relaxation response.

Activity 7: Expression Through Music Continued

Discuss some different tempos, explaining that this is referred to as 'BPM':

Larghissimo	Very, very slow, almost droning (20 BPM and below)
Largo	The most commonly indicated "slow" tempo (40–60 BPM)
Adagio	Another popular slow tempo, which translates to mean "at ease" (66–76 BPM)
Andante	A popular tempo that translates as "at a walking pace" (76–108 BPM)
Moderato	Moderately (108–120 BPM)
Allegro	Perhaps the most frequently used tempo marking (120–168 BPM, which includes the "heartbeat tempo" sweet spot)
Vivace	Lively and fast (typically around 168–176 BPM)
Presto	The most popular way to write "very fast" and a common tempo in fast movements of symphonies (ranges from 168–200 BPM)
Prestissimo	Extremely fast (more than 200 BPM)

Don't worry too much about the technical terms. Just emphasise that slower, calmer music has a much lower BPM than fast, lively music.

Pupils can then work with a partner to create their own pieces of music to represent emotions. They can experiment with different BPM and instruments by accessing the following links using a Chromebook, iPad or other suitable device, or alternatively they could use physical instruments.

- [Beatmaker – Make Your Own Beat on Splice | Splice](#) (this allows pupils to change the BPM)
- [Virtual piano – Play piano online | Musicca](#) (piano/guitar/drums)

They should then share their piece of music with another pair and challenge them to make amendments to change the feeling portrayed. For example, if the music was happy they can change something to make it sad (think of instruments and BPM)?

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. EXA 1-18a / EXA 2-18a

I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. EXA 1-19a / EXA 2-19a



Further Exploration

Channel 4 produced a programme which documented an experiment carried out in a school in an attempt to eradicate racism. This could be used to further explore diversity & discrimination. There are two parts to the programme, which can be accessed here:

[The School That Tried to End Racism – On Demand – All 4 \(channel4.com\)](#)

Some key discussion points in Episode 1 could be:

- Explain what ‘Unconscious Racial Bias’ means (24 seconds)
- What does it mean to be white? (1 min 26 secs)
- “If you don’t educate them in these issues you’ll never have a fully inclusive society further down the line.” Do you agree? Why? (1 min 37 secs)
- Pause the programme at 9 mins 30 secs once the results of the test have been revealed. Were the results as you expected? In what way? Is there anything surprising?
- Pause the programme at 15 mins 16 secs. Why does the girl not know where to go? Do you think that white people face issues or just those of different ethnicities?
- Pause the programme at 19 mins 19 secs. Discuss the differences between what was happening in each of the groups when they were separated by race. Why do they think the groups were acting in this way?
- Pause the programme at 25 mins 22 secs. Do you think that all people in the following groups are all the same? Why?
 - All white people
 - All black people
 - All Asian people
 - All Muslims
 - All Catholics

Appendix 1 **Film Poster**

