

# Can you act to change?

(Lesson 6a Post-Show)

## Experiences & Outcomes (Curriculum for Excellence)

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 3-12a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 3-13a

When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. SOC 3-17b

## Benchmarks

### Literacy

- Contributes regularly in group discussions or when working collaboratively, offering relevant ideas, knowledge or opinions with supporting evidence.
- Responds appropriately to the views of others developing or adapting own thinking.
- Builds on the contributions of others, for example, by asking or answering questions, clarifying or summarising points, supporting or challenging opinions or ideas.

### Social Subjects

- Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration.
- Describes the role of elected representatives and/or groups which influence the political decision-making process at local, national or international level.

## Learning Intentions

- To identify and understand the influence campaigns/arts have on the behaviour of pupils.
- To recognise the influence that pupils have as individuals and groups on behaviours of others.

## Success Criteria

- Pupils will identify appropriate actions at class, school, local and national level that could impact on road safety
- Pupils will be motivated to move forward with actions identified.

## Resources

ICT suite if possible

### Introduction (5-10 mins)

Teacher should introduce the idea of using film, drama and music to change and influence behaviour and/or attitude using School Daze as an example. Explore why using a fictional scenarios a useful method to relay factual information.

Suggested questions are:

*Can pupils identify where and how messages are relayed to them every day in order to influence and change their behaviours to keep them safe?*

*In what ways is drama/art a useful tool to bring about positive behaviour change?*

*Name some films, plays or songs that are designed to change and influence behaviour or attitude? (This could be movies, e.g. 'The Day After Tomorrow', 'Happy Feet' or 'Supersize Me'. It could be songs ' This is me – The Greatest Showman' or 'Band Aid – Do they know it's Christmas)*

Pupils should be able to recognise how their own behaviours are affected by drama, fiction, song and/or art.

### Main (30 mins)

Pupils should identify what worked within School Daze in the context of influencing behaviour and keeping young people safe. Teacher should clarify that School Daze was commissioned by Road Safety Scotland in response to the statistics that show how vulnerable first year pupils are on the roads.

In small groups pupils should consider how School Daze was written to change behaviours. *What tools were used in the script? Which of these was most effective? How do you think your behaviour has changed since watching School Daze?*

Pupils should identify marketing campaigns designed to change behaviours. These can be school, local and national campaigns. This should be working from pupils own knowledge though prompted if necessary by class teacher.

Pupils should then identify what behaviours each of the campaigns is designed to change. This can be social, political, fashion, purchasing. *What is each campaign trying to get you to do?*

Pupils should be supported to identify if there are any common features of each of the campaigns.

Each group should present their findings to the whole group.

### Plenary (5-10 mins)

The pupils should be tasked with considering how they can bring the messages of School Daze to a wider audience. The play is aimed at first year but the messages are relevant to all communities. Pupils should discuss how they, as a group could influence the behaviours of others in the context of road safety. They have to influence the road safety statistics across Scotland. What can they, as first year pupils, do to bring about change?

Pupils should be asked to bring ideas to the next lesson for a local school or community campaign on road safety.