**F2F Lesson Plan**

**Module: Introduction**

**Lesson 2: Discussion – Learning to speak sensitively.**

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| **Learning Objectives** | * Recognize the difference between respectful and disrespectful language. * Use words that do not offend, using rights-respecting language. * Be aware of tone and body language | |
| **Key vocabulary** | Respect Rights Responsibility Empathy Body language Tone | |
| **Starter** | 1. In pairs, students split the words/ phrases on the worksheet ‘[Offensive or OK’](Offensive.doc) into sets of respectful and disrespectful phrases.  Check with another pair then whole class feedback. |
| **Main activities** | 2. In groups of 4 consider how some of the words would make them feel if used in a sentence directed at them. For example, discuss favourite books, TV programmes, sports teams, etc and try out some of the phrases ( *I hate that team… You must be joking… That’s an interesting point…)* add to the terms if you wish. Use Kagan Structure [**Talking Chips.**](Talking%20Chips.doc)  3. What could make the phrases take on a different meaning? This is an exercise in tone and body language – students role play some of the phrases experimenting with how they are sitting or standing when saying them, or how they are making eye contact, or what they are doing with their arms  4.When speaking to others about sensitive issues, which words or phrases would be the best to use? Two large sheets of paper, one for best words and one for words to avoid, are placed at opposite ends of the room, with a student in charge of each of them. Class offers words/terms which are then listed on the appropriate poster.  5. Individually students put together a draft form of the video-conferencing charter – they can re-visit this over the coming weeks to adjust as necessary  6. Introduce the idea of the “This is us” presentation for the video conference – as much time as you have left in the session can be dedicated to groups sharing ideas about content and style of presentation |
| **Plenary** | As a group, share content of individual VC charters. |
| **Resources** | [Offensive or OK?](Offensive.doc) sheet  Poster paper  [Charter design](Video%20Conferencing%20Charter.doc)  **WWW/EBI** [analysis](WWW+EBI.doc)  Kagan Structures – [Timed Pair Share](Timed%20pair%20share.doc) & [Talking Chips](Talking%20Chips.doc). |

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| **For more advanced students** | People are not always free to believe or not believe. There are many countries in the world where freedom of religion or belief is restricted. Some argue that freedom of religion or belief in a country can be an indicator of other freedoms, one of the most notable being the Center for Religious Freedom, part of the Hudson Institute. It ‘promotes religious freedom as a component of U.S. foreign policy by working with a worldwide network of religious freedom experts to provide defenses against religious persecution and oppression’. Visit http://crf.hudson.org/ and follow links. |