

Module 1: Lesson 3: Ready for Independence

Focus: Reflection on relationships, feelings, emotions and lessons learnt

Aim: To identify, review and assess the relationships, feelings and emotions evoked by the materials.

Learning Outcomes:

- Pupils are able to reflect critically on their own and others values, attitudes and behaviours
- Pupils are able to make informed choices and recognise that their actions have consequences
- Pupils develop skills of participation and responsible action and give and receive feedback
- Pupils develop a healthy and safer lifestyle and manage risk in a range of situations

Process: Use the music video (You Know It's Hard) soundtrack lyrics, including Lesson Slides 22-28 as a catalyst for discussion, reflection and exploration of key issues in the song, including relationships, feelings, emotions and dilemmas that arise in young people's daily lives.

Curriculum Link: PSHE Key Stage 4, 4(d): Use case studies, simulations, scenarios and (*film*) drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviours; 4 (e): Take part in individual and group discussion to consider personal, social and moral dilemmas and choices and decisions relating to them. Citizenship Key Stage 4, 2.1 Encouraging critical thinking, personal enquiry and challenge

Resources: Music video (You Know It's Hard), Lyrics Sheet, Lesson Slides 22-28, Activity Sheet 4, Flip chart paper, pens, makers

Duration: 45-60 minutes. Teachers can choose to split the materials over two or more lessons or cherry-pick activity that would be most suitable for their group.

1st Activity

Play You Know It's Hard Music Video - Duration 4.08 minutes

Ready for Independence: Teacher put the young people into small groups. Then ask them to discuss the video using the film soundtrack lyrics sheet number and 'Activity Sheet 4' to highlight the different feeling and emotions that the characters go through such as loneliness, feelings of rejection and isolation. Ask for feeling words to describe how they would feel (e.g. angry, frustrated, fearful, stress or anxiety).

Teacher to encourage young people to discuss the implications of leaving the parental home and living independently, and the potential advantages and pitfalls. Teacher to ask young people to discuss where they think the characters Ryan, Kelly and Leon went wrong, and what could they have done differently to avoid some of the pitfalls experienced – with feedback to main group.



2nd Activity

Declaration of Independence

Using Lesson Slides 25-33, consolidate and conclude young people's learning by asking each of them to select and read to the whole class a 'Declaration of Independence' statement. Then get the full class to comment on each statement and decide if they agree or disagree.

Declaration of Independence

I CAN recognize the different stages of independence and the rapid changes that takes place as I move towards adulthood.

I KNOW that my desire for independence will lead to changes to how I relate to my family, relations and friends.

I CAN manage the conflict between my need for independence and freedom but the realities of my inter-dependence.



'Engagement for Learning' resources:

- Encouraging Peer Conversations – several different approaches are identified that can help students talk about key ideas in a safe and productive way.
- Delivering Short Presentations – a short guide on how to manage discussion and the delivery by students of 1 minute presentations

Summary points to make:

Finish lesson by asking a volunteer to read out '**Activity Sheet 5**' message from the film Character Leon to the whole class. Then ask for feedback from the whole class before ending lesson.