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| **Topic** | ‘Fair Trade’ film (about 16 mins long) |
| **Key Question (aim)** | What does ‘Fair Trade’ teach us about youth violence? |
| **Learning targets** | * Students should be able to **understand** the links between grooming, the buying and selling of drugs, social deprivation and youth violence. * Students will be able to **apply** this understanding through **analysis** of the film ‘Fair Trade’. * Through **evaluating** the roles of the individuals within the film, as well as the locations, students will be able to **develop** their own responses to the situations portrayed and will know who to turn to if they either witness, or somehow become involved, in any of the issues raised. |
| **Key concepts / terms / vocabulary used** | Youth violence, knife crime, grooming, white middle-class criminality, recreational drug use, drug dealing, poverty, gangs, vulnerable, social deprivation, county lines |
| **Resources** | Lesson power point, ‘What is Youth Violence Word Fill’ sheet, Fair Trade worksheet, ‘Mystery Questions’ sheet (cut out and put in blank envelopes) Fair Trade film queued up, ‘feedback forms’. |

Fair Trade Lesson Plan

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| **Activity** | **Differentiation** | **Assessment** |
| **Before the lesson**  Have ‘Fair Trade’ queued up and ready to play.  Make sure all students have a feedback form, a word fill sheet, and the ‘Fair Trade’ worksheet. | This lesson is largely discussion focused. Make sure tables are set up in groups if possible, and that students are sat in groups they work well in. |  |
| **Slide 1**  Give a brief overview of the lesson, telling students they will be exploring issues that contribute to youth violence.  Do now: Ask students to write their names and fill out the first orange box on their feedback forms. | Let students know that the feedback form is not a test and they should be honest. This is about them assessing existing knowledge they have, not the teacher testing it. | Students should fill in their names and complete the orange box on their Feedback. This asks them to rank their existing knowledge on the reasons behind youth violence. |
| **Slide 2**  Briefly explain that youth violence has been discussed a lot in the news in recent months.  Displayed are some of the headlines students may have seen, or are familiar with. | Students’ answers can be written up on the board.  **Prompt Questions:**   * Who has seen reports about youth violence in their area? * How do these headlines make you feel? * Do these headlines give you the full story about youth violence? Why? |  |
| **Slide 3**  Ask students to complete the word fill.  Once all students have completed the word fill, ask the suggested prompt questions.  Worksheet should be stuck into books. | A differentiated worksheet, ‘Definition Match’ has been provided.  Once everyone has completed the word fill/ definition match, prompt questions can be asked openly to the class, or specific questions can be asked to selected students, depending on their learning ability and individual targets  **Prompt Questions:**   * Why is it from the age of 10? * What does the word ‘perpetrator’ mean? * Does it count as ‘youth violence’ if it happens in school? * Is ‘youth violence’ always physical? | Popcorn answers: select a student to answer, then the student selects a peer for the next answer and so on.  (Word fill missing words in order: young, children, adults, 10, perpetrator, aggressive, verbal, hitting, knives) |
| **Slide 4**  Think, pair and share. Give students 45 seconds, to silently think about their answers to the questions on the board. 2 minutes to then speak to the person next to them/on their table. Then select a few students to feedback. Ask prompt questions if needed.  Reasons given will often centre on gang violence and peer pressure within gangs. Here you could ask why gangs might choose to engage in violence. Answers may relate to issues around territories and postcode wars. In these instances, probe students to think about who is to blame in these scenarios; the ones committing the violence, or the ones pushing them to commit violence?  Answers may even discuss youth violence in school. Teacher response in this instance can focus on the importance of safety of students, and why violence is never an okay answer. | Silent thinking time allowed for formulating ideas and answers to the questions.  Write up answers on the board.  **Prompt questions:**   * Why might a young person be the victim of youth violence? * Why might a young person be a perpetrator of youth violence? | Select students to feedback, and invite students with different opinions to reply and respond. |
| **Slide 5**  Display the slide, which asks students to think conceptually about what they see and what they think.  Ask students the prompt questions. There are no right or wrong answers – this is about perception and prediction.  The two people in the picture are the main characters from the film; DK on the left, who’s a drug dealer, and Jason on the right, who’s groomed by DK.  The aim here is to begin to challenge students’ perceptions on who might be to blame for knife violence. On the previous slide, some of the answers may have pointed to those carrying knives as being to blame. As we’ll see in the film, it may not always be clear-cut. | A random name generator could be used to select students and get their thoughts.  Explain there are no wrong answers.  **Prompt questions:**   * Are they friends? * Are they family? * What could they have in common? * Do you think they have a good relationship? * What would you think if you passed them in the street? * If you don’t think they’re friends or family, how else might they know each other? | Here students will be questioned and assessed on their creative, predictive and observational abilities to interpret the image they see. Students should be thinking about WHY they think the things they do – for example, if a student thinks the two people might be related, WHY do they think that? |
| **Slide 6 - 7**  Explain to students they will now watch the film, which is about 16mins long.  Explain that students will be completing a worksheet as the film goes on, but they should pay attention to everything going on in the film as much as possible. There will be time after the film to complete their sheets. | Note the timings below regarding scenes of drug use and violence, and stop at the minute marker to warn students:  **0:00 – 0:33** Knife attack (scene cut short before attack occurs)  **5:09 – 5:36** Drug use.  **12:35 – 13:01** Drug use.  **13:05 – 14:08** Knife attack.  **14:32 – 15:13** Drug use | Each question on the worksheet is provided alongside a sentence starter. Students should complete the whole worksheet within the time given, and checked by the teacher. Worksheets stuck into books. |
| **Slide 8**  Give students some more time to finish off their worksheets.  Worksheets should be stuck into books. | Students who finish the can select one of the ‘Mystery Questions’, which should be cut out and kept secret until revealed by the student. These questions will be used in the next activity  Provide individual support to students who may need it. | Circulate the room to check answers and provide feedback where necessary. Pay attention to the last question; write down two thing learnt from the film. Here you will be able to gauge the student’s comprehension, and ask them to explain the answers they gave. |
| **Slide 9**  Students will now be put into groups to discuss more conceptual questions.  Each group will select blind from the ‘Mystery Questions’ (questions could be cut out and put into envelopes with question marks on them)  Groups will discuss the question and try and reach consensus on a group answer.  Each group’s answer will then be fed back to the class by means of a ‘mini teach’. | Circulate and check in with each group.  Groups will peer teach their classmates, by discussing the question they got and the answer they finally reached.  The rest of the class will be encouraged to reply, ask questions, or share their own thoughts. | Peer teaching – each group should present to the rest of the class.  Assessment is based on three criteria:   * explaining to the class the question they selected (brief context) * what their answer is as a group, * and how they arrived at that answer. |
| **Slide 10**  Discuss with students who they can talk to if they’re experiencing or worried about any of the issues discussed. | The following numbers and websites are displayed on the slide:  **Parents/guardians**, or a relative you’re close to.  Your **favourite teacher**, form tutor or head teacher.  **Childline**: 0800 1111 (if you need support on anything that’s been discussed)  **Crimestoppers**: 0800 555 111 (if you know about a crime)  **knifefree.org.uk** (support on staying knife-free)  **fearless.org** (anonymous crime reporting)  **Always call 999 if it’s an emergency, or you know someone who is at risk.** |  |
| **Slide 11**  Ask students to finish their feedback forms, by completing the blue box, as well as the white box which asks them to narrate their learning, as well as ask a question they may have. | Slide demonstrates which boxes to be completed.  Feedback form gives students an opportunity to ask a question they may not have wanted to ask in front of the class. | Feedback forms to be handed in to the teacher as the students leave. The forms will now be reviewed to check students’ learning for the lesson. Students’ questions will be reviewed, and any common questions asked can be referenced in the following lesson, and the lesson updated/amended if necessary to account for any gaps in knowledge. |