

FIGHTING FOR OUR RIGHTS

FFR2

Developing Empathy Skills

Subject/theme:

- English
- Developing a Diary Entry
- In the shoes of a person with a disability

Year Group:

Year 6

Cross curricular links:

History/PSHE

Learning Objectives:

Developing empathy skills, by creating a diary entry from the perspective of Ann Macfarlane

Success Criteria:

- To be able to understand and summarise an interview transcript
- To be able to use relevant information when writing a diary entry
- Develop questioning skills
- Ask questions to develop cognitive understanding

NC Ref:

- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books and text books
- Increasing their familiarity with a wide range of books including [...] from our literary heritage
- Identify and discuss themes and conventions in a wide range of writing
- Checking the book makes sense to them [...] exploring the meaning of the words in context
- Distinguish between facts and opinion
- Provide reason and justification for their views
- Encourage children to use the writing skills aimed at other KS2
- Plan their writing - draft and write - evaluate and edit
- Children should develop secure knowledge of British local and world history
- They should know connections, contrast and trends over time
- They should construct informed responses that involve thoughtful selection and relevant historical information

Resources:

Teachers can select from the resources below;

- Ann Macfarlane's interview summary www.kingstonfightingforourrights.co.uk/ann-macfarlane-2/
- Youtube video: A day in the life of: Disabilities. www.youtube.com/watch?v=IRbY09E6jtA
- 'Life for me, fight with us' drama performance film, 2017 www.youtube.com/watch?v=qVG8V5hBUgl
- Diary help sheet
- Placemat activity
- Questions for starter activity
- Sentence starter sheet

Implications from previous learning:

- Knowledge of interviews and how to interpret and knowledge from report read previously
- Ability to create a diary with relevant constructs
- Pre-teach some vocabulary/terminology
- This can be used after FFR I _Inclusion awareness plan. Children will have experienced the 'loss' of an ability eg. Sight from being blindfolded. They will use this knowledge to then reflect in this lesson.

Strategies for pupils with specific learning difficulties and disabilities:

- Teacher modelling expectations
- Children with lower level reading abilities will be able to listen to the audio clip as well as the transcript with the support of the Teaching Assistant
- Writing frames

Standards Related Professional Development Focus

- Set high expectations which inspire, motivate and challenge pupils
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Manage behaviour effectively to ensure a good and safe learning environment

Role of other adults:

TA - Act as support for any children who are lower level readers to aid understanding, as well as ensuring all talk is productive and that each group are able to reach their goals. Writing frames to be used for scaffolding diary entries, according to writing level.

LESSON OUTLINE	TIME
<ul style="list-style-type: none">• Starter<ul style="list-style-type: none">- Recap the transcript so the children have it fresh in their minds- We are going to have a box with questions in to go through as a class to scaffold the starter- Think of 2 questions they would like to ask, then ask them to their partner- Write these questions down so that they can refer to them in the future• Get the children to brainstorm how they would feel if they were Ann Macfarlane (Placemat Activity) include being taken away from parents and placed in an unfamiliar setting (Placemat activity allows the children independent thinking time, before allowing them to work as a team to formulate their final idea in the centre of the mat)	15 minutes
<ul style="list-style-type: none">• Main: Diary Entry<ul style="list-style-type: none">- We will provide the children with the relevant writing frames dependent on their ability- Lower ability children will be given sentence starters which they can continue writing from. These will give prompts for topics to discuss- All children will be encouraged to use their prior knowledge and discussion points from previous lessons to make their diary in depth and well-informed- This will serve as a first draft, which can be peer assessed, improved upon and published in future lessons	35 minutes

- Topics discussed: Explanation of disability, How this effects day to day life, Thoughts and feelings, Reactions of others and implications of this, Positive attitude (As Ann displays this)

- **Plenary**

- Using either a random name generator or lollipop sticks, choose a few children at random to read out their work. Using a random selection method will encourage all children to be active participants and creates a safe learning environment
- All children will then be played a section of the recorded interview as this will allow them to relate to Ann and might inspire them in their final product

10 minutes

OPPORTUNITIES FOR AFL

- **Observation**

- Walk around the groups as they are working and see who is contributing
- Prompt children with questions
- Use higher order questions about inferred information and encourage reading between the lines, not just questions with a definite answer from the text

- **Assessment**

- Have pre-made assessment sheets to assess their level of comprehension as well as drama skills incorporated into their responses



Ann Macfarlane
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