



CHOICES AND VOICES

Teachers' Guide

Version 1.7



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1. OVERVIEW

Evidence shows that long term solution for better community cohesion and safeguarding lies in proactive engagement early on. One of the most effective ways to enable young people to feel secure and understand their rights and responsibilities is by encouraging open and honest conversations on attitudes, ideas and choices in a safe and positive environment.

The lessons contained in this guide are based on interactive scenarios in which children are encouraged to explore different points of view and make a range of decisions. The aim is to counter negative ideas and attitudes by providing interactivity which encourages students to develop their understanding of consequences.

At specific points in the scenarios, students are presented with challenging decisions that form the focal point for class discussion. Positive messages are woven into the narrative throughout, and group discussions will encourage children to extract the positive ideas and to reflect on their merits.

Building on the success of a similar project developed in partnership with teachers, schools based officers, researchers and practitioners, Choices and Voices is developed for primary schools within Birmingham. It has been rigorously researched and closely follows the every child matters objectives of safeguarding and contributing to community cohesion, covering specific areas within the Citizenship, PSHE and SEAL curriculum.

Learning objectives

- To develop resilience to adverse influences, manage peer pressure and to question poor advice.
- To emphasise commonality and respecting differences between students.
- To help foster debate among students, enhancing their understanding of different groups in society.

Key Stages 1 & 2: the difference between right and wrong; developing decision-making skills; exploring the influences of choices and considering rights and responsibilities; resisting peer influence; Understand that it is wrong to tease someone because they are different.

Resources required

- A computer for one or two pupils working alone or in pairs.
- Choices and Voices is available online or offline. If played online, each computer will need to be connected to the Internet. If accessed offline, the game must reside on each computer.

Breakdown of the Lessons

'Choices and Voices for Primary' is divided into four lessons. The scenarios take place in a diverse multicultural community and the player is a local resident and school pupil.

Lesson 1

This lesson allows children to identify positive things about themselves, their schoolmates, and their achievements. It will encourage children to look at what has made us different and therefore special.

Lesson 2

In this scenario, the players are led through an interactive story. A new girl from another country has arrived at school and has yet to make any friends. The player's friends are split between wanting to help the newcomer by accepting her into their group, or make fun of the newcomer and exclude because she

is different. The player has to decide what to do and which friend's advice to follow.

Lesson 3

This lesson encourages children to look at the rights of children to feel safe, but understanding that with rights come responsibilities. The scenario starts with one of the player's friends bringing a knife into school. It then develops to show the repercussion of this action.

Lesson 4

This scenario helps children explore the dangers of being easily enticed by school friends, showing how in some cases this can lead them into anti-social behaviour. Exploring why they might do something they might feel uncomfortable with or believe to be wrong.

The player is on their way home from school. On their journey they come across their friends being influenced by different things:

- Playing on a busy road in front of cars to impress some mates.
- Staying late in the park for football practice because their friends say it isn't fair to leave the team and go home.
- Offered a cigarette.
- Graffiti a wall to be part of a gang.
- Taking the short cut across the railway line to get home.
- Wanting to set a skip on fire.

Citizenship Curriculum Links

Level	Units	Programme of study reference
KS1 & KS2	<p>01: Taking part – developing skills of communication and participation</p> <p>02: Choices</p> <p>05: Living in a diverse world</p> <p>07: Children’s rights – human rights</p>	<p>01: Section 5 Develop their understanding of the difference between right and wrong.</p> <p>02: Section 1 Learn what is fair and unfair; to share opinions on matters that are important to them; to take part in discussions with one other person and the whole class.</p> <p>02: Section 2 Learn to consider alternatives, make decisions and explain choices, rights and responsibilities when making decisions.</p> <p>02: Section 3 Different influences that can affect choices, such as pressure to behave in an unacceptable way can come from a variety of sources including people you know or Peer influence; both can be positive as well as negative.</p> <p>05: Section 1 recognise and show respect for similarities and differences</p> <p>07: Section 1 Rights come with responsibilities; that their actions affect themselves and others</p> <p>07: Section 2 Care about other people's feelings and to try to see things from their point of view, understand the nature and consequences of racism, teasing, bullying and aggression, and how to respond and ask for help.</p>

PSHE Curriculum Links

Key stages 1 & 2

Developing confidence and responsibility and making the most of their abilities:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.

Preparing to take an active role as citizens:

- To recognise choices they can make, and recognise the difference between right and wrong.
- To take part in discussions with another person and the whole class.
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.

Developing a healthy, safer lifestyle:

- Rules for, and ways of, keeping safe.
- Which commonly available substances and drugs are legal and illegal, their effects and risks
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable.
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help.
- Techniques for resisting pressure to do wrong.

Developing good relationships and respecting the difference between people:

- To identify and respect the differences and similarities between people.
- That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

Diversity:

- Describe differences and diversity and demonstrate respect and empathy towards others who live their lives differently from them.
- Challenge prejudice and discrimination in an appropriate manner.
- Demonstrate recognition of the achievements, strengths and worth of others.

Character Profiles

Below are the main characters in the interactive scenarios and their characteristics.



Name: Katie

Characteristics: Comes from an unstable home with a lack of parental contact. Due to this, they are looking for a way to rebel to substitute purpose. This character can be easily swayed and take part in unlawful activities, often under the radar as they are good at covering their tracks.

Primary traits: Intelligent, rebellious

Secondary traits: Lacks purpose, deceptive



Name: Zach

Characteristics: This character is often loud, the centre of attention and is constantly looking for thrill seeking opportunities. He may often bully others for his own enjoyment. Assumes leading positions. Beneath the surface he is unsure and lacks real confidence and good judgment. He makes snap decisions based on excitement. Comes from an unstable background.

Primary traits: Angry, judgemental

Secondary traits: Self-justified, reactionary



Name: Imran

Characteristics: This character is stable and inquisitive of their surroundings, not taking things at face value. They are able to see a situation from many viewpoints, offering solutions and trying to help others.

Primary traits: Inquisitive, logical

Secondary traits: Empathizes, positive outlook



Name: Eva

Characteristics: This character is stable and inquisitive of her surroundings, not taking things at face value. They are able to see a situation from many viewpoints, offering solutions and trying to help others. Does not like confrontation and would rather keep their head down.

Primary traits: Introvert, stable

Secondary traits: Shy, team player



Name: Sully

Characteristics: This character takes pleasure in making people laugh and is good at defusing arguments with humour. A confident teenager who generally gets on with a variety of people, including bullies. This attitude is a good catalyst for positive outcomes in difficult social situations.

Primary traits: Confident, unassuming

Secondary traits: Creative, laid back



Name: Ara

Characteristics: This character is a typical high achiever but feels isolated and misunderstood due to their class, racial background and religion. They feel they have something to prove and need a trusting ear with direction on how to act.

Primary traits: Intelligent, dogmatic

Secondary traits: Suspicious of authority, social misfit

2. LESSON PLANS

Introduction for all lessons (5 mins)

- Position each pupil at a computer (or in pairs if they are sharing or set up the game on the whiteboard if done in a group) and explain that the game play is based on choices.
- Explain to pupils that they may be exposed to peer pressure within the game and they may be dealing with issues such as bullying, being different, rights and responsibilities, and what makes people special. That they will also be faced with potentially difficult decisions which need careful consideration.
- It would be useful for the pupils to be made aware of the key concepts within the curriculum as guidance.
- Encourage students to think about their choices carefully and be ready to discuss their decisions openly.

LESSON 1: YOU ARE SPECIAL, I AM SPECIAL

I am special - individual (5 to 10 mins)

- Explain to the class that they are going to be thinking about what makes themselves special.
- Explain that in part one they are to create an avatar that looks like them, while in part two they have to choose specific features that they believe reflects how they are special.
- Monitor game play to ensure students are on course to complete the game in the allotted time.
- Once they are finished, students can print off their images for discussion, or leave them on the computer screen for others to view.

You are special – individual (5 to 10 mins)

- Explain to the class that they are going to be thinking about what makes their friends or classmates special.
- Partner up the children.

- Explain that they are to create an avatar that looks like their classmate, and then choose specific features that they believe reflect how they are special.
- Monitor game play to ensure students are on course to complete the game in the allotted time.
- Once they are finished students can print off their images for discussion, or leave them on the computer screen for others to view.

Discussion - whole class (15 to 30 mins)

This lesson allows children to identify positive things about themselves, their schoolmates, and their achievements. It will encourage children to look at what has made us different and therefore special.

- Ask the children to show their images to the class. Have each child talk about themselves, and note how they are different from others, as well as the many ways they are the same as others.
- Ask the class to see if they can think of anything else that makes themselves or their friends special.
- Summarise that everyone is special, and even though people can look different, behave differently and like different things, we are all the same underneath and have the same feelings.

QUESTIONS FOR CLASS:

- Do you think being special and being different are the same?
- What do you think makes a person special?

LESSON 2: ISOLATION AND NOT FITTING IN

Individual or pairs (10 to 15 mins)

- Ask students to play Lesson 2 and if in pairs to discuss options and decide on the best course of action together.
- Monitor game play to ensure students are on course to complete the game in the allotted time.

Discussion (10 to 30 mins)

- Encourage a quick recap of the narrative to pull out the major features.
- Open a discussion on the most difficult problems, why they are difficult and what is the best response.
- Topics include: bullying and peer pressure, questions relating to these topics have been suggested in the additional notes below.
- Open a discussion on the problems they faced in the game and the methods they could use to respond to them in real life.

Developing good relationships and respecting the differences between people

Lesson 2: Scene 1

A new girl has joined the school and is on her own in the playground. Some of the characters express sympathy for the girl – Ara says, ‘Poor her.’ But others falsely accuse the girl from being from a country where they do not wash – Zach adds that in the girl’s country they ‘eat with their dirty hands’.

QUESTIONS FOR CLASS:

- How much do you think that Zach and Katie really know about where the new girl comes from?
- What is wrong with judging someone before you’ve ever met them?
- How could Zach or Katie find out the real beliefs and customs in the new girl’s country?

Lesson 2: Scene 2

Miss Brown, a teacher at the school brings the new girl over to the group (unaware of the rumours they have been discussing). She asks them to look after the new girl and be her friend. Zach, a bully and ringleader, starts to make fun of the girl's accent and tells her that she can't be part of the gang because she'll make them all 'pong'. Some members of the group defend her.

QUESTIONS FOR CLASS:

- Have you ever been new somewhere – at school, a team or a club? How did people make you feel welcome or unwelcome?
- How did you think it made the new girl feel to be picked on? How would you feel?
- What's the right thing to do if you hear someone else being picked on?

Lesson 2: Scene 3

Zach and Katie say that the new girl has to do a dare to be in the gang – to 'prove she's cool enough' (Zach). Others comment (Lara, Sully) that they never did a dare to join the gang. But Zach insists that 'older kids do dares' and it's cool.

QUESTIONS FOR CLASS:

- What reason does Zach give for making the new girl do a dare? Do you think that he is right?
- What would have been a better way to treat the new girl?

Preparing to play an active role as citizens

Lesson 2: Scene 4

The new girl agrees to do a dare to be part of the group, and the group set about trying to decide what they can make her do. Again Zach and Katie are the ringleaders and Lara and Sully are reluctant to support the idea. When Zach suggests that she steals sweets from a local shop opinion is polarised – Ara stresses that 'stealing is wrong' and Sully is similarly reluctant, 'I like old Sid. Why does she have to nick stuff' Zach is angry at being challenged and with the support of Katie tells the group that they must be there or they're out of the gang.

QUESTIONS FOR CLASS:

- What do you think of Zach asking the new girl to break the law?
- Why do you think Katie thinks people who don't want to steal are 'wimps'?
- When someone suggests doing something that is illegal what's the best thing to do?

Lesson 2: Scene 5

The action moves from the playground to the sweetshop just before the dare takes place. If the player has been a positive influence in the last scene, some of the characters don't become involved at this stage because they don't want to be part of something wrong and illegal. If the player has been a neutral or negative influence the entire group are there. The new girl is nervous but Katie reminds her that this is the only way to become their friend – 'Do this and we'll be BFs – best friends – see?' The girl is forced by peer pressure and bullying into a situation where she has to go to extreme lengths to fit in and become friends with those around her. It is made to seem as though this is the only way she can fit in.

QUESTIONS FOR CLASS:

- Do you think the new girl would think about breaking the law if she wasn't being bullied?
- How could other more friendly characters like Ara and Sully have stopped this situation from happening?
- What would you do if someone asked you to do something illegal to be their friend?

LESSON 3: FEELING AND KEEPING SAFE

Lesson 3 - Individual or pairs (10 to 15 mins)

- Ask students to play Lesson 3 and if in pairs to discuss options and decide on the best course of action together.
- Monitor game play to ensure students are on course to complete the game in the allotted time.

Discussion - whole class (15 to 30 mins)

- Encourage a quick recap of the narrative to pull out the major features.
- Open a discussion on the most difficult problems, why they are difficult and what is the best response.
- Possible topics include: feeling safe, knives and dangerous weapons, rights and responsibilities.

Healthier, safer lifestyle

Throughout the third lesson the children are around and in discussion about a knife that constantly poses a threat, both directly – through being stabbed by accident or by malice – and indirectly by establishing an environment where children are scared of being hurt or killed when at school, which could ultimately lead to a proliferation of weapons.

Lesson 3: Scene 1 and 2

In the first scene the children discuss the rumour of the knife and decide to go and confront Zach about whether it's true or not. When they confront Zach, he is happy to confirm the rumour and shows off the knife to the group.

The group ask why he would have a knife if it wasn't to hurt somebody. Zach says that it is to make the older kids respect him and stop anyone hurting him. (Sully asks 'Who do you need to protect yourself from?' to which Zach answers, 'Bigger kids. They'll be too scared to disrespect me if I've got a knife.')

QUESTIONS FOR CLASS:

- Why do you think that Zach feels he needs a knife to make people respect him?
- When is the right time to tell a teacher if a friend or someone you know has a knife?
- How do you think Zach's friends felt when he threatened them?

Lesson 3: Scene 3

When the group see a teacher coming they all run so that they won't get caught, but Zach falls and hurts himself with the knife. The children decide to hide the knife so that Zach won't get in to trouble. Eva volunteers to help the group. Their focus is not on Zach's health or getting help for him initially. They are too engrossed in ensuring that no one gets in to trouble.

QUESTIONS FOR CLASS:

- What would have been the best thing for Zach's friends to do when he was hurt?
- Why did Eva hide the knife? What could happen to the knife when she hides it? (Prompt: would it be safe where she had hidden it?)

Lesson 3: Scenes 4 + 5

Back in the classroom, the local policeman is brought in to talk to the children about knives. The policeman and the teacher's first priority is to get the knife returned safely - they ask whoever is responsible to come forward. The teacher also asks the children if they know how Zach was hurt. Some of the pupils are scared of being expelled or arrested if they admit what has gone on. It is up to the player to try to keep what happened secret or come forward and admit it. Depending on the pupil's decision, outcomes of differing severity occur.

QUESTIONS FOR CLASS:

- How would people at the school feel if that knife wasn't found? Would they feel safe?
- How important is it to feel safe when you're at school?
- What do you do if admitting to something naughty/ bad means getting your friends in trouble?

LESSON 4: INFLUENCING BEHAVIOUR

Lesson 4 - Individual or pairs (10 to 15 mins)

- Ask students to play Lesson 4 and if in pairs to discuss options and decide on the best course of action together.
- Monitor game play to ensure students are on course to complete the game in the allotted time.

Discussion - whole class (15 to 30 mins)

- Encourage a quick recap of the narrative to pull out the major features.
- Open a discussion on the most difficult problems, why they are difficult and what is the best response.

Extended Lesson and Home study suggestions

- For an extended lesson, each scenario can be played in a separate lesson. Asking the students to explore particular issues that are raised in more detail. Each topic such as bullying or peaceful protesting can present potential discussion and homework themes.
- Students can be set to play the game again at home, this time making a range of different decisions and writing a short comparative report.

Developing a healthier, safer lifestyle

Lesson 4 - Scene 1

A group of children are playing a dangerous game of 'chicken' with cars. Some of the group feel that this is dangerous, but others see it as a game of controlled skill – Imran says it's only dangerous if 'you don't concentrate – I'm careful'. When a car comes along that is going too fast he misjudges his ability to avoid it and narrowly misses getting hurt.

QUESTIONS FOR CLASS:

- Why do you think that Imran is playing this dangerous game? (Prompt: what impression does he want to give to his friends?)

Lesson 4 - Scene 2

In this scene, one of the player's friends, Zach, is planning to stay around on a deserted pitch until a football practice starts. Although he is a little bit scared of the prospect, he doesn't want to let down his team mates or be kicked off the team. His insecurity about fitting in puts him in danger and without support and reassurance from his friends, he will put himself in a vulnerable situation. A stranger lurks threateningly and approaches Zach if he decides to stay.

QUESTIONS FOR CLASS:

- Why does Zach wait in an empty park to play football even though he doesn't want to?
- Why is it dangerous to wait on your own, especially when no-one else is close by to help?

Lesson 4 - Scene 3

An older child is trying to convince one of the player's friends to smoke. She argues that it will make her look more grown-up and feel good. A teacher catches up with the group before any of them can start smoking.

QUESTIONS FOR CLASS:

- What kind of example do you think the older girl is setting Eva?
- What are the dangers of smoking?
- What's the best thing to do if your friend wants you to do something you don't want to do?

Preparing to play an active role as citizen

Lesson 4 - Scene 4

Player's friend Sully has been offered the chance to join an elite gang if he sprays illegal graffiti on someone else's property. Some of his own friends are very impressed by this chance to join the gang and encourage him but Sully's not sure and asks for advice. A police man, PC Daniels from the previous scenario, interrupts the graffiti and reminds everyone that vandalism is a crime.

QUESTIONS FOR CLASS:

- How could vandalising someone else's house or building affect that person and the community?
- Why does Katie encourage Sully to do it? What do you think about doing something illegal to look good?

Developing a safer, happier lifestyle

Lesson 4 - Scene 5

Ara is late getting home and there's a short cut across the railway line. She has been late home once already this week and had made a promise to her mum to be home on time. Normally good and straight-headed Ara is swayed by this promise to do something reckless. She narrowly misses being hit by a train.

QUESTIONS FOR CLASS:

- What do you think Ara's mum would want her to do in this situation? Be late or run across the train track?
- What are the dangers of train lines? Where is it safe to cross one?

Lesson 4 - Scene 6


In the final scene Zach is trying to use peer pressure on Katie (calling her a 'wimp' and a 'scaredy cat') to make her burn some rubbish left in a skip. Katie is reluctant, so Zach calls on the player for support. Depending on the outcome of this, the fire started in the skip may spread and sets a nearby house on fire too.

QUESTIONS FOR CLASS:

- What are the dangers of playing with fire?
- How does Zach try to convince Katie to start the fire?
- When someone tries to make you do things by calling you names how do you react?

USEFUL CONTACTS

For further information or help in understanding or delivering the lesson plans, or for any information about 'Choices and Voices Primary', please contact:

 **0800 530 0136**
 **contact@playgen.com**

USEFUL NUMBERS AND RESOURCES

<http://www.choicesandvoices.com>

<http://www.west-midlands.police.uk>

<http://www.dcsf.gov.uk/violentextremism/>

<http://www.cohesioninstitute.org.uk/>

TEACHERS NOTES