



Cultural Literacy Learning Programme

Guidance for Using the Lesson Prompts KS3

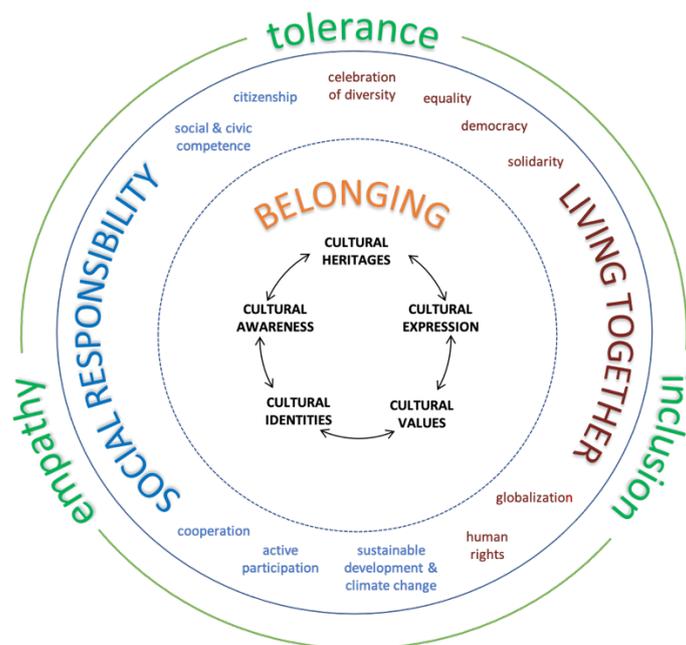
We hope you enjoy watching the films and using the lesson prompts to promote good thinking, talking and cultural literacy in your class.

You will need to engage with the professional development materials before moving forward so that you can set the prompts in a context and consider:

- Exploring Cultural Literacy: Themes and Principles
- Promoting and Building Dialogue in the Classroom
- Mediating Wordless Texts: The Wonders of the Wordless

This guidance is designed to support you to make the most of the prompts.

The prompts include objectives for Dialogue and Argumentation, Cultural Understanding themes and ideas for discussions ‘about’ the films and ‘beyond’ the films. There is an additional idea for some Cultural Expression if you want to extend the lesson to enable the children to respond multimodally to the films. These are lesson *prompts*. We have found most success where teachers were able to take initial ideas and put their own spin on lesson plans. No one wants to follow a step-by-step script, as this can end up feeling restrictive. So, we’ve given ideas around which you’ll be able to plan DIALLS lessons according to yours and your students’ needs and interests. We would suggest you take the lessons in order as the dialogue and argumentation objectives build cumulatively. However, you could swap films around if you keep the order of these objectives in mind. Remember these are very broad prompts for the age phase of students (KS3), the ideas will need adapting dependent on your students’ experiences. Some films are used for more than one age group, we have just adapted the discussion themes. The themes for the discussions come from the DIALLS wheel:





As Tolerance, Empathy and Inclusion are core dispositions for DIALLS we have included them in the first few lessons of the CLLP as topics to discuss. In addition, the objectives for dialogue and argumentation are also geared towards helping children to become tolerant, empathetic and inclusive in their discussion behaviours. Consult the SPCLL Dialogue Progression Tool for a set of indicators for this type of talk.

Sensitive Issues

It is strongly recommended that you watch the films before planning your lessons. The film *Enough* deals with issues of anti-social behaviour, *Bon Voyage* looks at forced migration. School cultures differ in terms of what would be acceptable to show, so think about your class. If you decide not to show a film, you could extend another lesson to build in the dialogue progression. As with any discussion that happens in a classroom, if you feel that a discussion is taking an uncomfortable turn for any of the students, then this should be addressed, and the discussion ended.

Getting started

Before starting on the lesson prompts, take some time to tell the students about the DIALLS project. Explain that it has been a project involving students all over Europe (Portugal, Germany, England, Wales, Spain, Lithuania, Cyprus and a European neighbour, Israel) with a focus on themes connected to Living Together, Social Responsibility and Belonging – we call this Cultural Literacy. You could look at the Virtual Gallery of artwork that has been created by students from the countries involved in the project in 2019-2020 on the www.DIALLS2020.eu website. If not already established, discuss 'Talk Rules' with your class, and how discussions can be most productive. At the end of the first session, you could review these ideas – how were students enabled to think and talk together?

You might want to share the DIALLS wheel, which has different cultural themes included, and you could talk about the meaning of some of these. You could also show the wheel in the other languages of the countries. If you don't tell them first, can the students work out who else is involved from the languages? (The other wheels are at the end of this document). You could discuss the logo for DIALLS. What does it symbolise?





The Prompts explained

We've included the title in its original language first. The translations have been given by the film distributor

The Cultural Understanding themes are drawn from our DIALLS wheel. They all broadly fit within the cultural concepts of Living Together, Social Responsibility and Belonging. Sometimes they are about the core dispositions of Tolerance Empathy and Inclusion, transactive themes that might be reflected in the content of the films AND the way that students engage with each other.

These ideas are for extensions beyond the lesson where children might respond to the theme of the lesson through art and drama. The ideas are just that – they are starting points for your own imaginative explorations!


LESSON PROMPTS 12-15
7. Ploty [Fences]
Natalia Krawczuk, 2015, Poland

Dialogue and Argumentation:
To acknowledge changing one's mind
Offer opportunities for students to go back to their previously made comments and consider them in the light of other contributions. Model doing this to make it clear it is not only acceptable, it demonstrates high level thinking.

Cultural Understanding
Social Responsibility: social and civic competence
To consider the impact of boundaries on communities

Discussion Prompts
Set a viewing task where you ask students to note all the times in the film where boundaries are set up

About the film:
Students to work in groups and feedback:

- *What purposes do boundaries serve in the film?*
- *In what ways are the instances of 'fencing in' or 'creating boundaries' symbolic (eg a bird in a cage symbolises restriction of freedom of movement, dogs on opposite fence sides could symbolise community argument and difference)*

Beyond the film:

- *What boundaries do you encounter in daily life?*
- *Why do people put up 'fences' or barriers?*
- *Are they always necessary? What would happen if they were removed? (Consider the screenshot below)*

Ideas for Cultural Expression
Create artwork that represents 'fences'. Think symbolically as well as literally.



Each session concentrates on objectives for talk skills in addition to the content of the discussion. These should be shared with the students and reviewed at the end of lessons. Think about how they can be achieved through group work and whole class talk

About the film prompts are to explore interpretations and gather responses to the film itself, giving the chance to understand the wordless text. **Beyond the film** prompts take the discussion to a new level, moving into more philosophical and values driven discussions which might pose challenges to the students as they listen to and engage with the ideas of each other

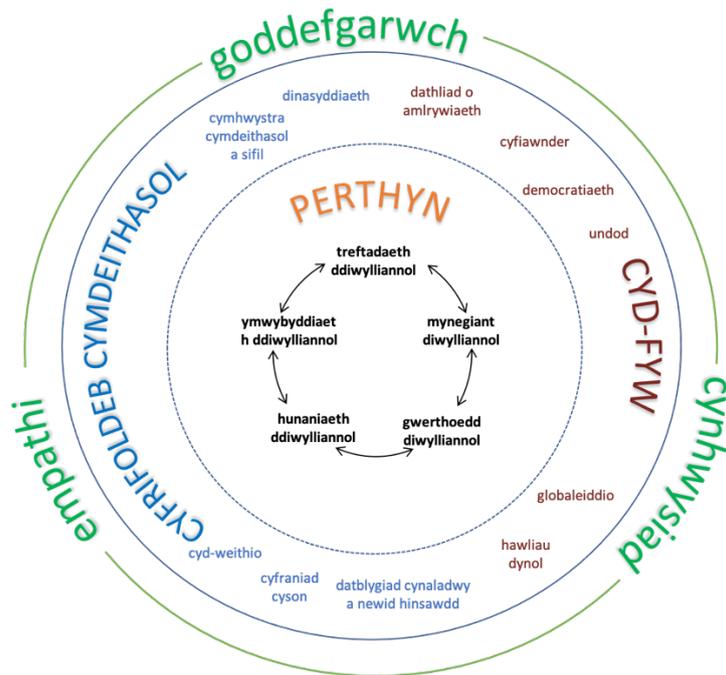


Overview of Sessions

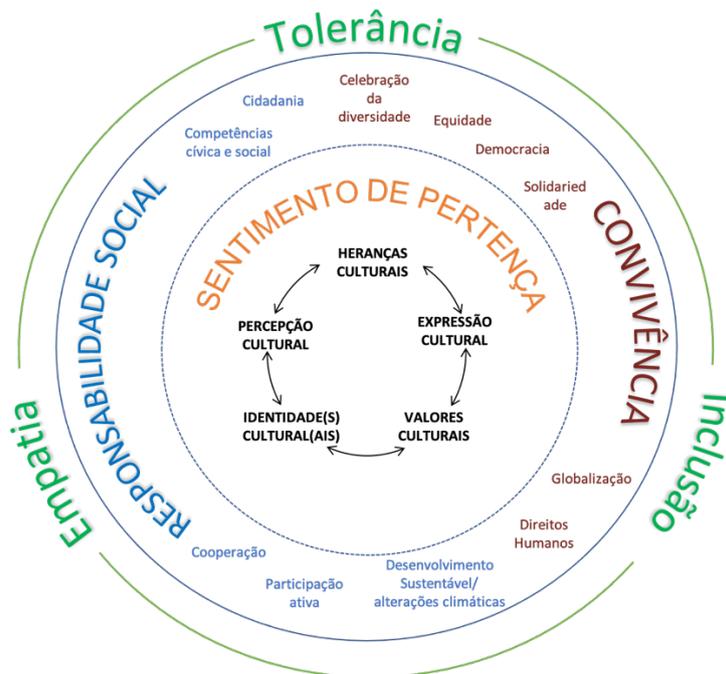
	Key Stage 3			
	Film	Cultural Theme	Cultural Understanding	Dialogue and Argumentation Learning
1	Dream of living	Living Together: Human Rights; Inclusion	To discuss homelessness and consider inclusion of all in society	To act inclusively to encourage others to contribute
2	Super Big	Tolerance and Empathy	To demonstrate empathy in considering the actions of others	To justify ideas by making links to other knowledge
3	Law of the Jungle	Living Together: Equality	To recognise the complexities of inequality	To build on ideas to work towards new thinking
4	Boomerang	Social Responsibility: Sustainable Development	To reflect on impacts of consumerism	To challenge ideas respectfully
5	Going Fishing	Social Responsibility: Sustainable Development	To reflect on sustainable lifestyles	To empathise with views different to one's own
6	Free Art	Social Responsibility: Social and Civic Competence	To consider the positive and negative impact of street art	To probe the ideas of other to find out more
7	Fences	Social Responsibility: Social and Civic Competence	To consider the impact of boundaries on communities	To acknowledge changing one's mind
8	Enough	Social Responsibility: Citizenship	To discuss the consequences of anti-social behaviour	To link ideas together to synthesise them
9	The House	Belonging	To consider the movement of people between urban and rural settings	To find common ground to seek agreements
10	Bon Voyage	Belonging and Empathy	To empathise with those who are forced to migrate	To evaluate arguments and choose a course of action



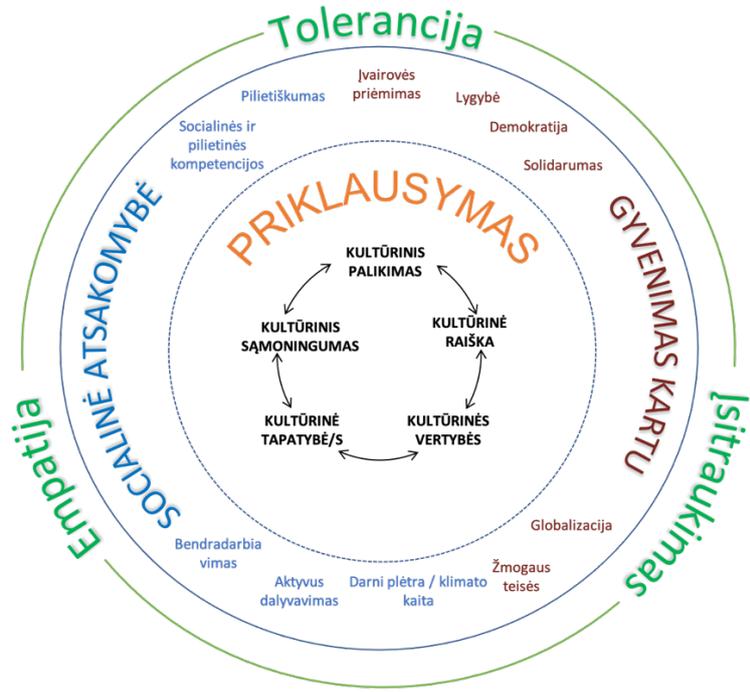
DIALLS Wheels in the other languages



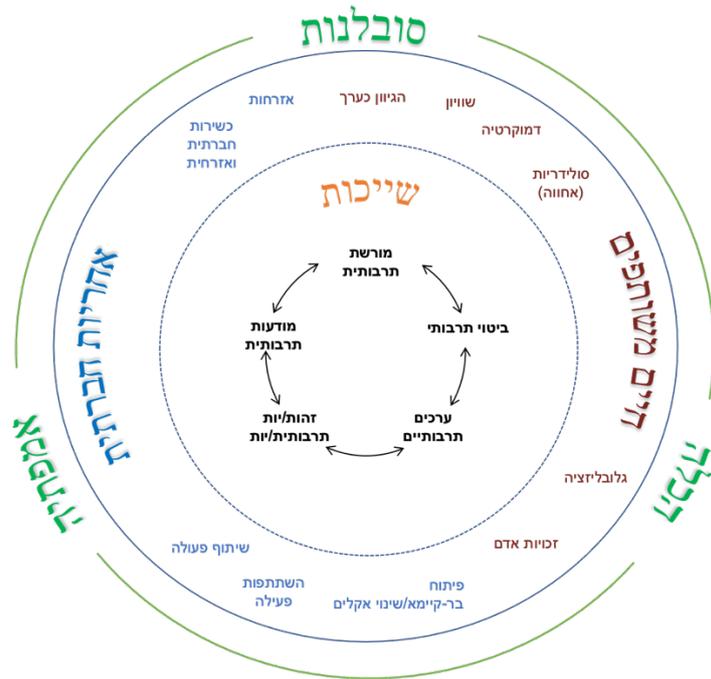
Welsh



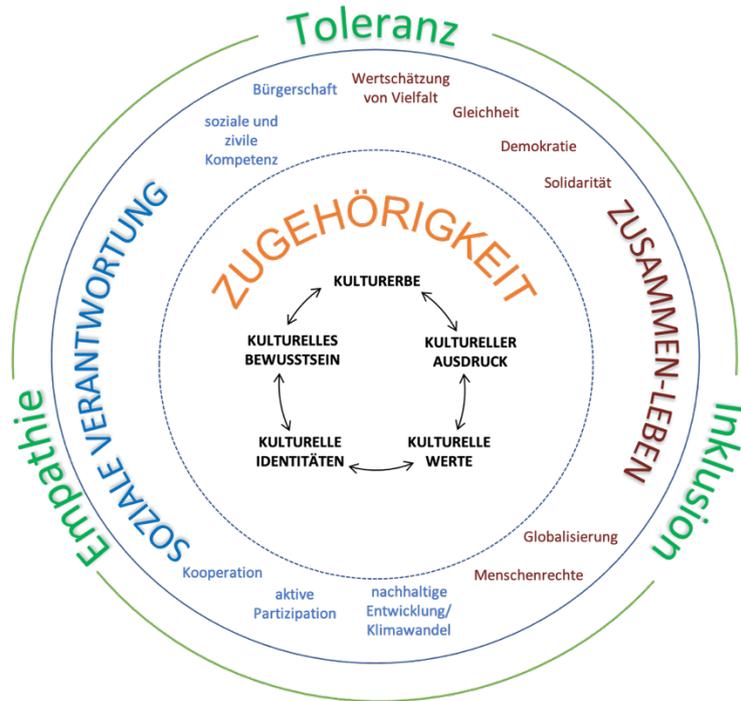
Portuguese



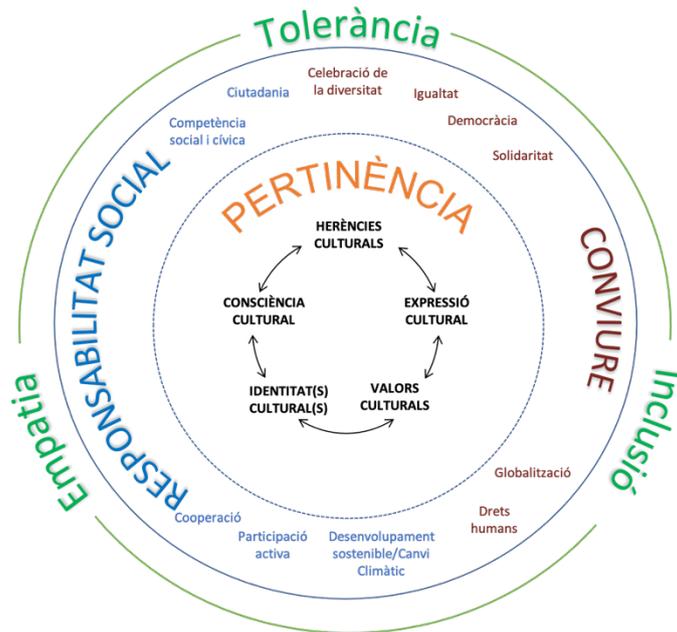
Lithuanian



Hebrew



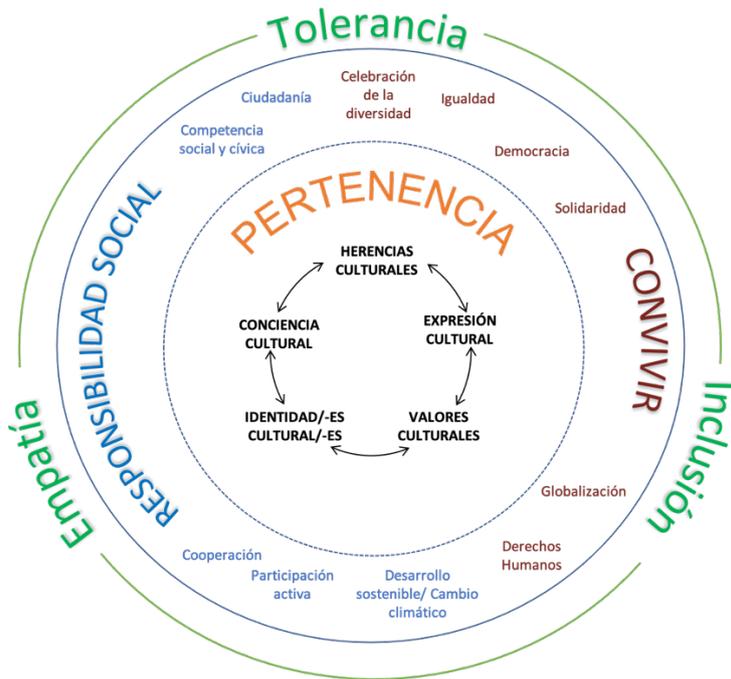
German



Catalan (Spain)



Greek (Cyprus)



Spanish

