



# Cultural Literacy Learning Programme

## Guidance for Using the Lesson Prompts (Primary)

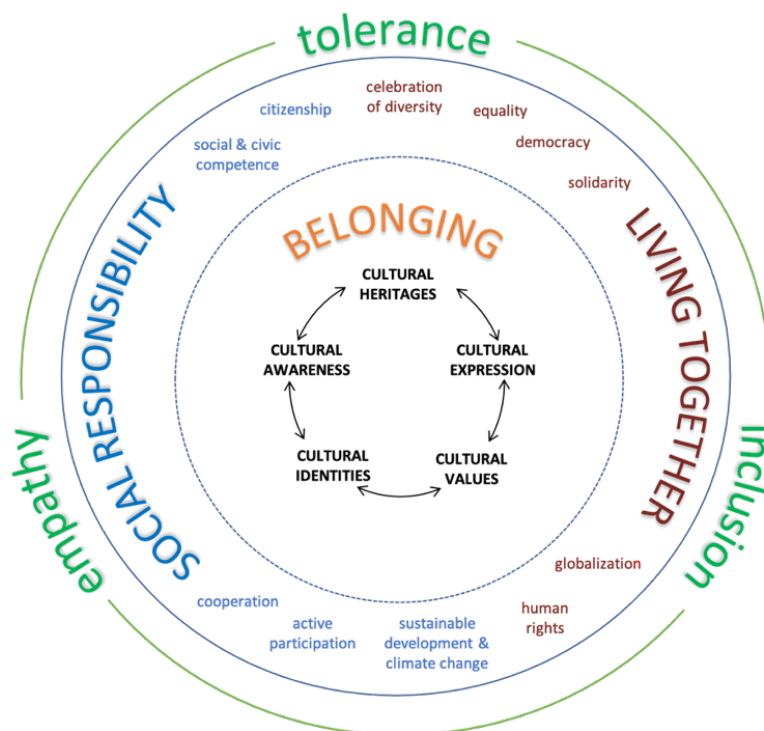
We hope you enjoy watching the films and using the lesson prompts to promote good thinking, talking and cultural literacy in your class.

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 children’s 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 each age phase of children (KS1 or KS2) the ideas will need adapting dependent on your children’s 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 three 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. A couple of the films have some slightly odd moments in them eg. in *The House* (KS2), there is a moment where a dog gets tied to the leg of the house and is left dangling when the house moves; similarly in *Hedgehog and the City* (KS2) there is a moment where reindeer drink cans of beer in the park. 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 children, then this should be addressed, and the discussion ended.

### **Getting started**

Before starting on the lesson prompts, take some time to tell the children about the DIALLS project. Explain that it has been a project involving children all over Europe with a focus on learning about ourselves, how to live together kindly and how to be responsible for others – we call this Cultural Literacy. You could look at the Virtual Gallery of artwork that has been created by children around the countries involved in the project on the [www.DIALLS2020.eu](http://www.DIALLS2020.eu) website. Teachers of KS2 age range might want to establish some ‘Ground Rules for Talk’ before starting, this is part of the first session for KS1.

If you teach older children, you might want to share with the children the DIALLS wheel, which has different cultural themes included, and you could talk about the meaning of some of these. For younger children you could look at the DIALLS logo – What does it remind them of? Some children in the project last year had a go at making their own!





## 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**  
**5. La Loi du Plus Fort**  
**[Law of the Jungle]**  
*Pascale Hecquet, 2015, Belgium/France*

**Dialogue and Argumentation:**  
**We can build on ideas**  
Discuss how 'building on' an idea is different to agreeing/ disagreeing. Model and encourage building language eg. 'Building on X's point...', 'Going back to what X said...'

**Cultural Understanding**  
**Living Together: equality**  
**We can discuss the ideas of equality and fairness**

**Discussion Prompts**  
**About the film:**

- Were the animals being fair?
- Who should have received the biggest share? Does it matter who put in the most effort?
- Why did the bigger monkeys not realise what was happening?

**Beyond the film:**

- Is life always fair?
- Are fairness and equality the same thing?
- What can we do to promote equality?

**Ideas for Cultural Expression**  
Plan a class event (a tea party? a picnic?) Think about who will do the work, and how the food will be shared. Is it as simple as it seems?

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 1			
	Film	Cultural Theme	Cultural Understanding	Dialogue and Argumentation Learning
1	The Amazing Little Worm	Belonging: (Identity); Empathy	I like being me!	We can learn to talk together
2	Super Big	Tolerance	We should not judge people by how they look	We can share our ideas
3	Ant	Living Together: Democracy; Inclusion	We can include everyone's ideas to make things better	We can listen carefully to each other
4	Big Finds a Trumpet	Inclusion	We can include the things that other children like	We can encourage each other to join in
5	Law of the Jungle	Living Together: Equality	We can think about how fair things are	We can give reasons using 'because'
6	Head Up	Living Together: Diversity	We can all learn from each other whether we are big or small	We can think about the ideas of others
7	November	Living Together: Solidarity	We can work together to overcome problems	We can respect the ideas of others
8	Mobile	Social Responsibility: Cooperation	We can cooperate to make sure everyone is happy	We can build on the ideas of others
9	Chiripajas	Social Responsibility: Sustainable Development	We understand how litter affects the environment	We can work together to agree on an idea
10	Boomerang	Social Responsibility: Sustainable Development	We understand rubbish has to go somewhere	We can sometimes disagree - and that's okay



<b>Key Stage 2</b>				
	<b>Film</b>	<b>Cultural Theme</b>	<b>Cultural Understanding</b>	<b>Dialogue and Argumentation Learning</b>
1	Ant	Living Together: Democracy; Inclusion	We understand how democracy can include everyone	We can encourage everyone to contribute
2	Papa's Boy	Tolerance	We understand the importance of tolerance	We respect the ideas of each other
3	Super Big	Tolerance and Empathy	We understand the importance of not judging people without knowing them	We can justify our ideas
4	Falling Letters	Empathy	We understand the importance of seeing the world through the eyes of others	We can relate to the ideas of others
5	Law of the Jungle	Living Together: Equality	We can discuss the ideas of equality and fairness	We can build on ideas
6	Boomerang	Social Responsibility: Sustainable Development	We understand the impact of consumerism	We can challenge ideas respectfully
7	Chiripajas	Social Responsibility: Sustainable Development	We understand how litter affects the environment	We can find out more about ideas to seek common ground
8	Hedgehogs and the City	Social Responsibility: Social and Civic Competence	We can discuss ways to improve communities	We can negotiate ideas to seek agreement
9	Free Art	Social Responsibility: Social and Civic Competence	We can reflect on the value of street art	We can change our minds
10	The House	Belonging	We can reflect on the concept of home and belonging	We can discuss alternatives and evaluate them