

FIGHT BACK

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Fight Back by A M Dassu Upper Key Stage 2 Lesson Plan

Objectives

- To explore stereotypes
- To challenge stereotypes
- To explore points of view

Outcomes

- Children will explore stereotypes and how these can negatively affect people. They will also look at ways that stereotypes can be positively challenged and changed.

Resources

- 'Fight Back' by A M Dassu book
- *Resource Sheet 1 - 'Scenarios'*
- *Resource Sheet 2 - 'For/Against'*

Lead in

Explore the term 'discrimination' and encourage the children to come up with their own definition with examples of this. (Key point is that discrimination is about the treatment of a person, people or groups. It sees a person or group as being lesser than another person or group. Often discrimination happens as a result of age, gender, race, religion, ability, ethnicity or sexual orientation.)

Look at what the definition of a stereotype is. (Key point is that a stereotype is often widely held. It is an oversimplified view or idea or characterisation of a person or a group. It is often a fixed viewpoint and is often based on untrue or unfair viewpoints.)

As a whole class, identify some of the types of stereotypes that the children themselves have experienced, e.g. difference between boys and girls, boys are better at maths and science, girls cannot play football, etc. Make a list of these on the whiteboard. Ask the following questions:

- Do people make assumptions about you based on your age/gender/type of school you attend/ subjects you study...?
- Is there anything wrong about these assumptions? Is yes, why? If no, why?
- What makes stereotypes wrong?
- What might happen if these stereotypes do not get challenged?

Care must be taken when discussing this topic that the language and vocabulary used and accepted is appropriate.

Task

Read chapter 4 from page 43 from:

"LISE! LISA!" We all sat up and searched for the voice. Ahead, I saw Darren, Lisa's brother, in a grey hooded top and joggers. He stood at the edge of the crowd, put both his hands to his mouth and screamed. "LISA!"

To chapter 5 on page 47:

'I put my thumb up, not looking back. I had to get away from Darren. He didn't hate Sukhi. He didn't say anything to her because he knew she wasn't Muslim. He hated me.'



Explore why Aaliyah ran away from her friends. Read the rest of chapter 5 and chapter 6, discuss why Aaliyah and her family were worried about the perception of whose fault the bombing was.

Read chapters 12 and 13, explore what happened to Aaliyah at school and how she reacted. Was she right to react in that way? Do the children think that the school was right to give Aaliyah a lunchtime detention for her actions? Discuss both point of views. *Cont...*

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Using *Resource Sheet 1 - 'Scenarios'*, create a short freeze frame showing Aaliyah's experiences in these chapters. These can be photographed and used to create a working wall about stereotypes, discrimination and acceptance.

Extension

Read chapters 17 to 21 where Aaliyah chooses to start to wear a hijab and her reasons for doing so. Explore the reactions she gets from her friends, school friends and the community. How does Aaliyah react to these?

Discuss the pros and cons of Aaliyah wearing a hijab. This could be broadened to wearing any religious dress or object. The children need to write a few sentences, using *Resource Sheet 2 - 'For/Against'*, to say whether it is a good idea to wear a hijab (or other religious item) at school.

Then conduct a conscience alley to put both points of view across.

Conscience Alley is a strategy that encourages the presentation of two points of view. This strategy is successfully implemented after the reading of a text or after undertaking a topic that has several viewpoints (in this case, the dilemma Aaliyah faces about wearing her hijab regardless of the reactions to it).

Care must be taken to ensure all language used is appropriate here. In relation to 'for' most ideas will be related to strength of belief. For 'against' views it needs to be about how it makes a person feel when they are seen as 'different' - no comments should be made in terms of a religion being inappropriate.

The children need to form two lines facing each other. They take a few steps back from the opposite line so an 'alley' can be formed. Each student line is given a point of view they must justify and give examples for. So, in this case, on one side should be those who are whispering why she should wear her hijab, on the other, why she should not wear it.

One child is then selected to walk down the middle of the alley. As they walk past each person, they must stop and listen to each point of view, which is whispered (as if it is the person's conscience speaking to them). The children in the lines must state their point of view and give an example or reason for their thinking. It is important that each child is heard so the child walking down the alley can hear what each person says. The child walking through the 'alley' then needs to decide as to what they think they should do at the end of it.

This video is a useful additional guide to the teacher as to what a conscience alley is and how to get the most out of it:

<https://www.youtube.com/watch?v=-Hs0LirW9v8>

The children then need to write a short paragraph or two, giving a balanced argument about Aaliyah, using *Resource Sheet 2 - 'For/Against'*.



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Fight Back by A M Dassu – Upper KS2 | Resource Sheet 1 – Scenarios

Using your imagination create freeze frames for the scenarios below. The rest of your class should be able to pick out what part of the story your freeze frame shows. Photos will be taken to show some important themes like stereotypes, discrimination and acceptance.

Scenario 1:

Receiving a note from someone in a lesson about being related to the attacker

Scenario 2:

Walking to your locker only to find hurtful messages written on it

Scenario 3:

Having your belongings deliberately knocked off your desk in a classroom

Scenario 4:

Observing a neighbour being shouted at in the street because of the religious clothing they are wearing

Scenario 5:

A friend who shows care and consideration over your personal choices

Scenario 6:

Walking into a shop and being treated exactly the same despite wearing religious clothing



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Fight Back by A M Dassu - Upper KS2 | Resource Sheet 2 - For/Against

Think about the reasons why people may or may not want to wear religious clothing or items. This will help you understand why people who want to do so feel it is important.

Using the table below, write all the reasons why people wear religious clothing or items (this can include things like jewellery). Then think carefully about the reasons why people who are religious might not want to.

Reasons 'For' wearing a religious item	Reasons 'Against' wearing a religious item



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Fight Back by A M Dassu Key Stage 3 Lesson Plan

Objectives

- To explore stereotypes and to challenge these
- To explore rights and the responsibilities that go with those rights

Outcomes

- Children will look at similarities and differences between people. They will explore stereotypes and discrimination. Children will also explore freedom of speech and how to speak up for a cause they feel strongly about.

Resources

- *Fight Back* book by A M Dassu
- *Resource Sheet 1 - 'My response'*
- *Resource Sheet 2 - 'Rights and Responsibilities'*

Lead in

Throughout the book, religious and non-religious clothing and objects that people wear and use respectively are mentioned. Read chapter 43 and discuss with the class the religious and non-religious items that Aaliyah mentions in the chapter.

- Hijab - head covering that some Muslim women wear
- Dastar - a turban worn by Sikh men and women
- Kippah - a cap worn by Jewish males
- Cross - used by Christians
- T-shirt - worn by Sukhi showing her love of the band 3W

Discuss with the children what other religious items they can name. E.g. Topi worn by Muslim men. Also discuss what other items or objects are used to identify what somebody believes in that might not necessarily show the religion somebody follows. E.g. peace symbol or a pride flag.

Task

Read Aaliyah's speech in chapter 43, on pages 339-342 and stop at the end of the speech. What was so important about the speech that she gave? Start reading again from when Feifei gets up on the bench and what happens to Aaliyah as she starts to climb down.

Discuss with the children times when they feel that they have been discriminated against because of what they wear, what they look like, religious and non-religious objects they have, etc. and how this has made the children feel. Have the children ever felt they could do something about this like Aaliyah and her friends started to do?

Using *Resource Sheet 1 - 'My response'*, the children need to plan a speech for changing something they feel strongly about, e.g. it could be about playing a particular sport in their break times or wearing particular items of clothing/footwear. *Cont...*



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Extension

The United Nations Convention on the Rights of the Child (UNCRC) is a binding agreement based on human rights. It has 54 articles, 42 of these set out the rights of children and young people. The rest declare how governments around the world must publicise these, and also how they should carry these out.

A summary of the UNCRC can be found and downloaded from the link below.

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Discuss with the children what rights and responsibilities are.

Key: A *right* is the ability to make a choice of opinions and entitlements. These could be about education, religion, freedom of speech and actions. A *responsibility* is what we do to follow these.

Look at *Resource Sheet 2 - 'Rights and Responsibilities'*, and consider what rights children have in school and in the community. E.g. The right to express an opinion about their own religion or beliefs. Look at the rights shown on the UNCRC, ask the children if they can list some rights which they think are important to them and their friends, and then reveal the official list to see if any of them matched and discuss as a class.

Once they have listed their rights, this can then be discussed as a class. Use the following questions as a prompt for discussion:

- Why are rights so important?
- Do adults have the same rights as children?
- When do you think people's rights get disrespected?
- Why do people's rights get disrespected?
- How does it feel to have your rights disrespected?
- Is there anything that can be done to protect people's rights?
- What is our responsibility following the rights?

On the same resource sheet, list the responsibilities at the side of the rights to show the actions that can be taken to show that people's rights are important no matter who they are.



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Fight Back by A M Dassu - Key Stage 3 | Resource Sheet 1 - My Response

Thinking about the way Aaliyah spoke in her speech to the governors, think about how her words made her audience feel. Now think about an aspect of school that you might write a speech for.

It could be;

- Being allowed to wear an item of clothing/footwear
- Being able to use parts of the school grounds for a sport
- Using mobile phones ... or something else you feel really strongly about

Using the features of effective speech writing outlined below, write your speech in the box. Once you have done this, practice it so you can present it in front of your class. You never know – you might be able to present it to the head teacher!

Features of effective speeches are: an engaging opening; a structured argument (including overcoming objections you know will be presented to you; persuasive language (You must feel..., Without a doubt...); rhetorical questions (Surely it is clear that...?); use of personal pronouns (I, We, You).



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Fight Back by A M Dassu - Lesson Plan 2 | Resource Sheet 2 - Rights and Responsibilities

Using the table below, with a partner, write as many RIGHTS you know you have in school. Think about the UN Children's Rights Charter - what do these rights look like in your school? Once you have done that think about the RESPONSIBILITIES you have in school. Write those down too in the next column.

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Rights we have in school	Responsibilities we have in school



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Curriculum Links for Fight Back by A M Dassu

UKS2 English – pupils should be taught to:

Reading comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and fiction
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Writing - composition:

- Plan their writing
- Draft and write
- Evaluate and edit
- Proofread
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Writing – vocabulary, grammar and punctuation:

- Develop understanding of the concepts
- Indicate grammatical and other features of writing?
- Use and understand grammatical terminology

KS3 English – pupils should be taught to:

Reading

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- read critically

Writing

- write accurately, fluently, effectively and at length for pleasure and information
- plan, draft, edit and proofread

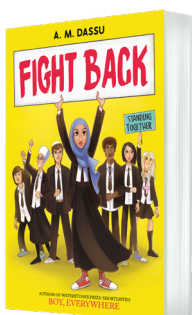
Cont...



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UKS2 PSHE - pupils should be taught to:

- H17. to recognise that feelings can change over time and range in intensity
- H18. about everyday things that affect feelings and the importance of expressing feelings
- H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
- R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
- R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
- R21. about discrimination: what it means and how to challenge it
- R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
- R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
 - L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
 - L7. to value the different contributions that people and groups make to the community
 - L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
 - L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes *Cont...*



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L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

KS3 PSHE - pupils should be taught to:

- H4. simple strategies to help build resilience to negative opinions, judgements and comments
- H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- R2. indicators of positive, healthy relationships and unhealthy relationships, including online
- R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online
- R42. to recognise peer influence and to develop strategies for managing it, including online
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

