Supporting Notes

Introduction

The film being shown is the story of Adam Rogers. On 4th July 2009 he went for a night out with friends. He was having a really nice time seeing friends he hadn’t see for a while. In the early hours of the 5th July he was hit by a single punch and died later that day. Every Action Has Consequences is the name of the charity set up in Adam’s memory by his family.

* What does the word consequences mean?
* Give some examples to stimulate the discussions.

Please be aware that this film is a true story and it might make you feel uncomfortable. Remember that *all feelings are ok but not all actions are and every action has consequences*.

Film Task

* What were your thoughts when you watched Adam’s Story?
* How did Adam’s Story make you feel?
* What will you take away from Adam’s Story?

Following the film allow children time to process what they have watched. The film is likely to provoke a number of emotions in those who have watched (adults and children). The Reflection Time is an important part of the process and will help children to address their thoughts and feelings prior to discussion work.

(This could be done on Post It Notes while pupils are watching the film, independently or as part of small group discussion following the film. Questions could be displayed next to the Interactive Whiteboard so that children can refer to them while watching the film.)

Written Task

Encourage the children to rewrite Adam’s Story. This could be linked to the Literacy topic you are covering at the time e.g.

* A comic strip of the story
* A diary entry
* A newspaper article
* A narrative

E.A.H.C. Diary

For the duration of the EAHC programme it is advised that children keep a diary in which they can record their thoughts and feelings about the sessions and relate them to their everyday life. The introduction to this, as described in the PowerPoint would be to think about how the story might relate to an event in their own life in which they have been a victim, a perpetrator or a bystander, which will also link to anti-bullying.

Anti- Violence Pledge

 Using a balloon template, encourage children to come up with their own anti-violence pledge e.g. *I will keep my hands and feet to myself; I will think before I act; I will use a calming down area if I feel really angry instead of hitting out.*

Smile a Mile Selfie

On Adam’s birthday, which is a good day to launch the programme (23rd September) ask the children to create a mask and then take selfies for the E.A.H.C display board. The selfies should be a celebration of what the pupils like best about themselves, linking to self esteem etc.

Actions Have Consequences

Watch the film clip of Dave and Tim answering questions. Give the children time to discuss what they have seen they should know that *all feelings are ok but not all actions are and every action has consequences*.

Encourage the children to record in their diaries their thoughts and feelings.

Ask the children to create posters under the title “Actions Have Consequences”.

The Gift of Life

This can be linked to healthy lifestyles and is a positive note to end Adam’s Story on. Give the children an opportunity to discuss the impact of The Gift of Life and perhaps reflect in their diaries. It may be that the School Nurse could come in and talk to the children about healthy lifestyles.

E.A.H.C. Pledge

At the conclusion of the unit of work ask the children to write their own pledges of what their ‘gift’ will be. Show them examples of pledges and encourage them to come up with one of their own.

*E.A.H.C. should be something that can be referred to throughout the year; it can be linked in to Anti-Bullying Week, Healthy Lifestyles Week and become part of the ethos of a school.*

Curriculum Goals

**Social & Emotional Aspects of Learning**

Getting On and Falling Out - In this set children consider the different types of relationships that they have and explore what expectations and behaviours might be appropriate to each. They go on to consider how perceived differences between people can lead to wrong assumptions and missed friendship opportunities. Common friendship problems and solutions are explored through a group-work challenge in which children produce a ‘friends magazine’. Work on managing conflict continues, with children generating a list of behaviours or words that are likely to ‘hot up’ or ‘cool down’ a difficult situation, and producing a poster to remind them. They are introduced to a new conflict management skill – using ‘I messages’ instead of blaming and accusing. Children deepen and extend their understanding of anger, and the need to take responsibility for our behaviour when we are angry.

* I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.
* I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions.
* I am able to see a situation from another person’s perspective.
* When I am working in a group I can tell people if I agree or don’t agree with them and why. When I am working in a group I can listen to people when they don’t agree with me and think about what they have said.

Managing feelings – anger

 I know:

* what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down.
* **I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry.**
* I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act.

 Resolving conflict

* I can say things and do things that are likely to make a difficult situation better.
* I can use my skills for solving problems peacefully to help other people resolve conflict.
* I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse.
* I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.
* I can use language (‘I messages’) that does not make conflict situations worse.

**Literacy**

Speaking and Listening

Pupils should be taught to:

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* articulate and justify answers, arguments and opinions
* give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
* participate in discussions, presentations, performances, role play, improvisations and debates

**Science**

Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* describe the ways in which nutrients and water are transported within animals, including humans.