

Topic: Identities and cohesion

Lesson 1: Diversity of views	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 - Definitions of 'fact' and 'opinion'2. Resource 2 - Different views3. Resource 3 - Factors that can shape different views4. Resource 4 - Four scenarios for roleplay5. Resource 5 - What have I learnt today?	Outcomes: <ul style="list-style-type: none">• Students will be able to understand the types of factors that influence people's views.• Students will become aware of the difference between fact and opinion.• Students will be able to appreciate that everyone has different views to everyone else.

National Curriculum

Key Concepts: 1.1c

Key Processes: 2.1a, 2.1c, 2.2a, 2.2b, 2.2c, 2.2d & 2.3d

Range and Content: 3d

Lesson

This lesson about diversity of views begins by exploring the difference between facts and opinions. Students are given written information about the types of views that people might hold and the types of factors that might influence people's views. Discussion time is given. Students then perform four separate roleplays (which focus upon characters of opposing views who attempt to persuade each other to their way of thinking). After a few performances, reflection time is given through written material and discussion work.

Starter

- Share the lesson objectives and outcomes with students.
- Each student is given a copy of **Resource 1 – Definitions of 'fact' and 'opinion'**. Check that everyone understands the difference. A few students should volunteer some examples of their own.
- Each student is given a copy of **Resource 2 - Different views** and volunteers are chosen to read out the characters' views. The teacher might wish to ask students to raise their hands if they agree with these views.

Diversity of views

- Students are asked to silently consider why people have different views about things. After enough reflection time has been given, the teacher explains that it is because a lot of things influence the way that people think (for example, parents, teachers, television, magazines and friends can all have power over the way that people see the world). A copy of **Resource 3 - Factors that can shape different views** is then given to students to reinforce this point.
- After the factors have been read out by volunteers, students are given the chance to comment about which factors they feel influence their views.

Main activity

Activity 1

- Students are asked to work in mixed-gender pairs. It is explained that they will have four role plays to do (five minutes per role play).
- The idea of each role play is that two characters with opposing opinions must try to persuade one another that their opinion is really important. Each character should justify their arguments by referring to the things that have influenced them. For example, the teacher in Roleplay 1 might mention the fact that there are overweight young students at her daughter's school, or that her cooking books recommend that students do not eat much salt, or that she watched a TV programme last night about the types of foods which help students to concentrate.
- Each pair is given a copy of the first roleplay from **Resource 4 - Four scenarios for roleplay** and is asked to follow the instructions on the sheet. Some students might prefer to improvise, whilst others might find it helpful to jot down notes on scrap paper.
- After each five-minute slot, the next roleplay should be distributed to each pair. All pairs will have roleplayed all four scenarios at the end of the activity.

Plenary

- A few pairs are asked to volunteer to show their roleplays to the rest of the class.
- After each performance, some members of the audience should be invited to comment. Which character showed what had influenced his/her opinion? Which character had the most persuasive arguments? Which student showed the most confidence 'on stage'?
- Each student is given a copy of Resource 5 - What have I learnt today? and is encouraged to work in pairs or groups.
- Students read through the information and complete the blanks.
- Within the last few minutes of the lesson, some volunteers should be asked to feed back about which words they put into the gaps. They should also explain which of those factors have an influence on their own opinions.

Diversity of views

Aim high

During the starter, high-achieving students should volunteer some examples of opinions or facts that are not provided on the sheet.

During the main, high-achieving students should justify their character's opinions through reference to some of the factors that influenced their character.

During the plenary, high-achieving students should be feed back about which words they chose and which of these factors influence them.

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

LEVEL FIVE:

Students can give clear arguments from the point of view of role play characters.

Students can come to conclusions about the factors which might influence people's viewpoints (in real life).

LEVEL SIX:

Students can appreciate that there is diversity of opinion about many topics (e.g. smoking, religion, education, diet etc).

Students can understand that most people's identities are very complex due to the many factors which influence opinion.

LEVEL SEVEN:

Students can represent the opinions of those with whom they do not agree.

Students can explain ways in which an individual might feel that his/her rights are contested in the face of another individual expressing a certain viewpoint (e.g. a racist opinion).

LEVEL EIGHT:

Students can make perceptive observations about ways in which the media present people's opinions.

Students can talk about the fact that certain historical figures have influenced social change through the expression of their opinions.

Summary of learning

- Students can explain why it is sometimes desirable to challenge other people's opinions.
- Students can understand that their own opinions are influenced by many factors.

Resource 1 – Definitions of 'fact' and 'opinion'

OPINION:

A thought or a belief (which might not be true).

EXAMPLES:

Footballers are not paid enough.

Cigarettes taste nice.

Women are better drivers than men.

FACT:

Something which happens/happened or exists/existed (this can be proved).

EXAMPLES:

There is a famous street in London called Downing Street.

There is a newspaper called 'The Sun'.

Lots of charities have their own websites.

Resource 2 – Different views



I believe that people should be fined if they don't recycle.

We believe that there is a God.



I believe that it is important to vote.



I believe that everyone should be vegetarian.



We believe that children should be able to leave school at 14.



I believe that cigarettes should be more expensive.



Resource 3 – Factors that can shape different views

Friends

Newspapers

Chatrooms

Partners

Holy Books

Television

Teachers

Radio

Church

Advertising

Resource 4 – Four scenarios for role play

ROLE PLAY 1

You are discussing [school food at lunchtime.](#)

CHARACTER A: Teacher

You read newspapers a lot and watch the news every night. You own a lot of recipe books and have taught Food Technology for ten years. Your daughter works in the kitchen at a nearby primary school.

Try to persuade the student that students should only be allowed healthy food at lunchtime.

CHARACTER B: Year 8 student

You watch a lot of adverts and spend a lot of time on MSN chatting to people. You listen to local radio every night and spend hours texting friends. You have a really good relationship with your school nurse and with your parents.

Try to persuade the teacher that all students should have a choice between healthy and unhealthy food at lunchtime.

You might find these phrases useful:

- "The reason I disagree is..."
- "Are you sure that...?"
- "Have you thought about...?"
- "I think that people would agree with me because..."
- "One thing that you might have forgotten is..."
- "A few facts that support my opinion are ..."
- "I see what you mean but..."
- "Can you see it from my point of view?"
- "I respect your opinion."
- "Maybe we could agree to disagree!"

ROLE PLAY 2

You are discussing [childcare](#).

CHARACTER A: Mr Pentecost

You watch a lot of films. You read a lot of information on the internet. You don't have a good relationship with your parents. You regularly meet friends from work. You help to run a scouts group every week. You often listen to radio plays.

Try to persuade your wife that it is a good idea for one of you to leave work when your baby is born.

CHARACTER B: Mrs Pentecost

You send a lot of emails to friends and family all over the world. You like reading children's books. You were brought up by your step-dad who you visit most weekends. You often ask your elderly neighbours for advice. You love romantic films.

Try to persuade your husband that it is a good idea for both of you to keep working when your baby is born.

You might find these phrases useful:

"The reason I disagree is..."

"Are you sure that...?"

"Have you thought about...?"

"I think that people would agree with me because..."

"One thing that you might have forgotten is..."

"A few facts that support my opinion are ..."

"I see what you mean but..."

"Can you see it from my point of view?"

"I respect your opinion."

"Maybe we could agree to disagree!"

ROLE PLAY 3

You are discussing [Sundays](#).

CHARACTER A: Vicar

You read the bible every morning and most evenings. You have a huge collection of horror films. You buy a wildlife magazine every week. You watch a Christian TV channel about three times a week. You often meet up with local homeless people in the area. You buy your weekly shopping online.

Try to persuade the atheist that Sundays should be a day of rest and that all shops should be shut that day.

CHARACTER B: Atheist (someone who doesn't believe in God)

You watch a lot of soap operas. You read people's blogs from all over the world on the internet. You are very interested in natural disasters and collect newspaper articles about them. You work Monday to Saturday at an old people's home. Your day off is Sunday.

Try to persuade the vicar that all shops should be allowed to be open on Sundays.

You might find these phrases useful:

- "The reason I disagree is..."
- "Are you sure that...?"
- "Have you thought about...?"
- "I think that people would agree with me because..."
- "One thing that you might have forgotten is..."
- "A few facts that support my opinion are ..."
- "I see what you mean but..."
- "Can you see it from my point of view?"
- "I respect your opinion."
- "Maybe we could agree to disagree!"

ROLE PLAY

You are discussing [smoking](#).

CHARACTER A: Smoker

You have a lot of friends of all ages who you meet in the pub every Friday. You watch a lot of documentaries on TV. You listen to a lot of pop music and are fascinated by the celebrity lifestyle. You are very close to your younger sister.

Try to persuade the non-smoker that smoking should be allowed in public places again.

CHARACTER B: Non-smoker

You are a trained doctor who regularly reads articles on the internet about health issues. You go to the library every Wednesday. You have an asthmatic cousin. You have a lot of respect for the Prime Minister. You often discuss the news with friends. You are close to your children.

Try to persuade the smoker that smoking should continue to be banned in public places.

You might find these phrases useful:

"The reason I disagree is..."

"Are you sure that...?"

"Have you thought about...?"

"I think that people would agree with me because..."

"One thing that you might have forgotten is..."

"A few facts that support my opinion are ..."

"I see what you mean but..."

"Can you see it from my point of view?"

"I respect your opinion."

"Maybe we could agree to disagree!"

Resource 5 – What have I learnt today?

What have I learnt today? I have learnt that everyone's views are slightly different to everyone else's. There are no two people in the world who have exactly the same views on everything. This is because all sorts of things influence the way that people think.

So many things can influence people's opinions.

Some examples are:

1. Friends_____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

When someone disagrees with me, the most important thing for me to remember is that they have a right to a different view. They might feel that they have a good reason for their opinion and I should respect this, even if I tell them that I disagree with them. Obviously, it is never nice to hear racist views or other unkind views. I should always try to challenge unkind opinions!

As I get older, I might have to practise saying "**maybe we could agree to disagree!**" to certain people in my life.