

Delicate Things- Lesson Plan

Duration of lesson: 90min lesson and 30min film

Theme to be explored: **Reconciliation**

Overview of the Film

Sunlight streams through the kitchen window. Louise gets her family ready for another day. A hard working police officer, she urges son Mikey and husband Jonathan to not make her late, again. Life is good. But the family's peaceful world is soon blown apart! Blinded by grief, Jonathan vows to avenge his wife's killer. Only Mikey can save his dad from the enveloping darkness of revenge. But can this young, sensitive boy change the course of yet more violence and prove the power in seemingly... delicate things!

Prior Learning

- Mutual understanding
- Reconciliation
- Managing Conflict
- Human rights
- How to make peace
- Accepting other people
- Understanding reconciliation

Learning Intentions

Pupils will be able to:

- Explain how the film relates to Northern Ireland today
- Understand that people have different perspectives on issues
- Develop a sense of empathy
- Explain the concept of reconciliation
- Consider causes of division and ways to promote reconciliation

Activity	Skills Development Focus	Resources
Activity 1: Watch the short film 'Delicate Things.'		Delicate Things Film
<p>Activity 2 –In groups of three or four</p> <p>Use post its - Pupils write down five points that they found interesting about the film and place on flip chart paper</p> <p>Ask pupils what they thought the purpose of the film was – what was the film trying to do? Was it successful? Why/why not?</p> <p>Pupils write down three questions they would ask the director of the film or the characters in the film.</p> <p>Explore the idea that while they all watched the same film they might not have the same view of what the film was about – or same perception.</p> <p>Ask different groups/individuals for their views about the film.</p> <p>Ask pupils would pupils from different backgrounds/communities have the same views about the film? Why or why not?</p> <p>What influences our thinking about others? (Peers, family, school, media, community, religion)</p>	<p>Communication Skills – Pupils actively listen to and participate in discussions; make relevant comments and ask appropriate questions.</p>	<p>Flip chart paper</p> <p>Markers</p> <p>Post-its</p>

<p>Activity 3</p> <p>Ask pupils to put themselves in the place of one of the victim’s family members and ask them how they would feel?</p> <p>What would have been the outcome if the father had have killed the man who murdered his wife.</p> <p>Would the father’s actions be justified? Why/why not?</p> <p>Would a paramilitary style shooting in your community create division? If it was a shooting of a young person?</p> <p>(Pupils could produce a book report which addresses the above questions)</p>	<p>Decision making skills-pupils evaluate how main characters feel in the film.</p>	
<p>Activity 4</p> <p>Teacher needs to revisit the topic of reconciliation.</p> <p><i>In the film the mother is killed in a bombing as she is entering a shop to buy flowers. The son takes the gun out of the bag and puts flowers into the bag instead when he realises what his father is going to do. Flowers are a symbol of the mother and remind the father of her love and how she wanted to promote peace in Northern Ireland and help society move away from violence. He realises that by killing the man it is not what his wife would have wanted as it would not help peace and reconciliation between people in Northern Ireland.</i></p> <p>Questions for class discussion:</p> <p>Does the father show that he accepts what has happened?</p> <p>Do you understand how the son feels?</p> <p><i>The teacher may also explain that whilst the father may not forgive what has happened, he has accepted it.</i></p>	<p>Thinking Problem Solving and Decision Making – pupils use evidence form the film and draw on their own knowledge to support an argument.</p>	

Activity 5

In groups ask pupils to write down their ideas about reconciliation.

Pupils share ideas.

Agree on working definition – a definition we will use in the classroom, we can review and change it later if we want. It could include:

- Dealing with the past.
- Building good relationships
- Desire to bring about change.
- Creating a shared future.

Reconciliation cannot be imposed on people – people have to come to the decision that they want to be reconciled– this is what the film showed.

Communication Skills – Pupils contribute to group discussion and clearly express their ideas views and feelings.

Activity 6

Walls and Bridges

The Walls and Bridges game helps us understand how certain activities can have positive and negative impacts.

1. Divide the class into groups of about four to five.
2. Give four squares of card to each group, and some marker pens.
3. Ask pupils to draw or write about five reasons why people in Northern Ireland remain divided into mainly Catholic and Protestants? (Walls).
4. Ask pupils to draw or write about five ways that people from different communities and backgrounds in Northern Ireland could come together (Bridges).
5. Pupils share and discuss ideas.

Further questions :

Does everybody in Northern Ireland think of himself or herself as being a Catholic or Protestant?

How would other people who do not think of themselves as being Catholic or Protestant feel about being labelled in this way?

What views might people from ethnic minority groups hold about their role in promoting reconciliation? Do they have a role?

Thinking Problem Solving and Decision Making.

Assess the causes of the division in Northern Ireland society and how they can be overcome.

Cards and markers.

<p>Plenary</p> <p>What have you enjoyed about the lesson?</p> <p>Give examples of something new you have learned?</p> <p>What would you like to know more about?</p>		
<p><i>An extension activity could be to get pupils to pretend that they are someone in the film and how they learned to accept what had happened. This could be done in the form of a diary entry. This activity could link in with the Key Stage Three English curriculum.</i></p>		