

WORLD'S LARGEST LESSON

IN SUPPORT OF
COMIC RELIEF RED NOSE DAY

Total time

5 lessons
 4 x 30 mins
 1 x 1hour

Age range

10-16 years old



Developing Student Voice for Red Nose Day!

3 GOOD HEALTH AND WELL-BEING

10 REDUCED INEQUALITIES

16 PEACE AND JUSTICE STRONG INSTITUTIONS

Note to educators

Linking Red Nose Day to learning offers students a powerful experiential opportunity. Adding the Global Goals allows pupils to understand that they are thinking about issues on a global scale, issues important to people all over the world.

This student led learning experience links global learning to Red Nose Day in a 4-part 30-minute lesson plan series. A lesson plan for each day in the lead up to Red Nose Day on Friday March 18th, 2022.

The activity pack is designed to enable students to develop their voice and discuss with adults some of the issues they have learnt about during a student organised event on Red Nose Day.

- **Lesson 1:** Students will learn about how money raised for Red Nose Day supports projects here in the UK and across the world. This will be linked to the Global Goals.
- **Lesson 2:** Students will spend time researching the Red Nose Day themes. They will learn about and research some of the young activists around the world raising awareness for these issues.
- **Lesson 3:** Students will spend time deciding which issue they would like to talk about. They will prepare what they are going to talk about and create a 5-minute discussion on a chosen Red Nose Day theme that they will present to adults during the Red Nose Day event.
- **Lesson 4:** Students will explore active listening, why it is important and how active listening can be a useful tool to help tackle important issues.
- **Lesson 5:** Red Nose Day Event.
Students will invite a chosen adult into school for a Red Nose Day celebration. They will discuss how they can work together with adults to tackle these issues moving forward.
This is with the aim of opening a constructive and positive dialogue between adults and students on how everyone can collaborate on working to tackle the key issues. Considering COVID-19 please only invite community members into your school if it is safe to do so.

Lesson 1: What is Red Nose Day and how does it link to the Global Goals?

30
mins

Ask students:

- *Has anyone heard of Comic Relief?*
- *Does anyone know what Red Nose Day is?*

Red Nose Day began is a day when people across the UK join forces to raise money for brilliant causes here in the UK and around the world. Students can learn explore what happens to the money raised here:

<https://www.comicrelief.com/what-your-money-does>

Ask students:

- *Do you know what the Sustainable Development Goals or the Global Goals are?*

If students are new to learning about the Global Goals, show them this great video introduced by Malala Yousafazi:

vimeo.com/138852758

You can also find a 30-minute introduction to the Global Goals lesson plan here:

cdn.worldslargestlesson.globalgoals.org/2017/07/1_Introducing_30_Lesson_Plan-copy.pdf

Explain to students that Red Nose Day helps tackle important issues including homelessness, hunger, domestic abuse and the mental health stigma, all of which have been impacted by the Covid-19 pandemic.

Show students the Global Goals grid in Appendix 1. In pairs, give students time to find comparisons between the issues Red Nose Day is trying to tackle and the Global Goals. If time, allow students to explore the targets within each of the Goals: <http://www.globalgoals.org>

Lesson 2: Researching and Invitations

30
mins

Explain to students that this is a research session. Students can spend the 30-minute session researching the themes Red Nose Day is tackling and some of the young activists around the world using their voice to help these issues. At the end of this session, students can **use the template in Appendix 2** to make an invitation to give to the adult they would like to invite to the Red Nose Day Event.

Comic Relief's Red Nose Day supports the following areas of need:

- A Safe Place to Be
- Children Survive and Thrive
- Global Mental Health
- No fear, Violence or Discrimination

Resources to explore:

<https://centrepoin.org.uk/get-involved/start-fundraising/teach-about-youth-homelessness/>

<https://www.comicrelief.com/>

<https://www.crisis.org.uk/get-involved/resources-for-young-people/>

<https://www.actionaid.org.uk/school-resources/resource/world-food-day-teaching-resources>

<http://www.earthskids.com/hunger.aspx>

<https://www.womensaid.org.uk/information-support/downloads-and-resources/children-young-people/>
<https://www.actionforchildren.org.uk/support-us/campaign-with-us/domestic-abuse/>
<https://www.youngminds.org.uk/professional/resources/>

Red Nose Day Films:

For Key Stage 2: https://www.youtube.com/watch?v=pRq2gCRY4_o&feature=youtu.be

For Secondary Schools: https://www.youtube.com/watch?v=kGNQhwyS_T0

They can also spend time researching young activists around the world using their voices to fight for issues they care about.

- <https://www.dosomething.org/us/articles/9-young-mental-health-activists-you-should-know>
- <https://www.refinery29.com/en-gb/dove-self-esteem-project-young-activists>

During this research phase ask students to think about:

- *How are these young people using their voices to engage their audiences?*
- *How do their stories make you feel?*

Lesson 3: Communicating with Adults

30
mins

In groups, **ask students to reflect** on the learning and research they have done so far.

What do they feel is something important they have learnt that they would like adults to know?

Explain to students that they will be inviting an adult of their choice into school on Red Nose Day to share what they have been learning. You will give a presentation of your learning and then lead a 5-minute discussion with the adults to decide on some actions. Using the **template in Appendix 3**, they will need to create a 5-minute discussion to share with adults.

1. Introduction:

Set the scene: what have you been learning about?

2. Problem:

What problem have you learnt about the problem from your research?

Can you share a real-life example of a story that will bring the problem to life?

How does this problem make you feel?

Is this a problem where you live?

What evidence do you have of this?

Can you link this local problem to the Global Goals?

Do you have any stories from around the world that show this?

3. Discussion:

Does anyone know anything that has been done to tackle the problem that we could learn from?

What ideas do we all have?

What has everyone learnt from listening to the students today and how would we all like to move forward?

30
mins

Lesson 4: Active Listening

Begin the lesson by prompting a few conversations about listening.

How does it make you feel to be listened to?

Can you think of a time when you weren't listened to? How did this make you feel?

What is one way you are a good listener? What is one way you could improve?

Next ask students:

Are there any specific jobs where being a good listener is important?

Draw out that **listening is an important skill for everyone** because it is about being empathetic and understanding other people.

Explain to students they are now going to watch a clip from the film Inside Out – the clip features three different characters, Bing Bong, Sadness & Joy, just as a truck comes along and destroys Bing Bong's toys.

Explain to students that the first time they are just going to watch the clip:

<https://www.youtube.com/watch?v=t685WM5R6aM>

Then play the clip again and ask students to focus on Joy – how would you rate her listening skills here?

Then play the clip again and ask students to focus on Sadness – what does Sadness do differently to Joy? What has the best results? Which character makes Bing Bong feel better in the end?

Introduce the concept of Active Listening – this is the type of listening that Sadness is doing. It's where someone listens with all their senses and fully concentrates on what is being said. She is showing kindness to Bing Bong by realising that he is really unhappy, and he has to deal with the emotion right not before he can do anything else.

As students have invited adults into school to talk to them about the issues they care about, the aim is to have constructive and positive conversations where students can openly discuss with adults how they can work together to find ways to tackle some of these issues.

Ask students:

Why might it be important to use Active Listening Skills when we are trying to communicate about these issues?

Lesson 5: Red Nose Day Event!

1
hour

The students welcome the adults, explain the format, and aim of the Red Nose Day event.

Depending on group size, students separate into smaller working groups with the adults in the room. Place chairs in a circle and students will guide the 5-minute discussion.

Now that adults have had the opportunity to listen to students' thoughts and feelings, what actions can both students and adults do together?

Students and adults come together as a whole. Ask a student from each group to summarise to the whole group what their group discussed and what actions they have decided on together.

Students to thank adults for attending the event. Bring everyone together to celebrate the event with a whole group photo!

After the students have said goodbye to the adults, provide time for them to **reflect** on how it went.

What did students learn?

How did it make them feel to be listened to by the adults in the room?

Using Appendix 4, Students can write a thank you note to the adult they invited.

Suggested Extension Lesson

30
mins

Give students time to create their own fundraising ideas to take part in Red Nose Day and fundraise to help make an impact on the work they have found out about.

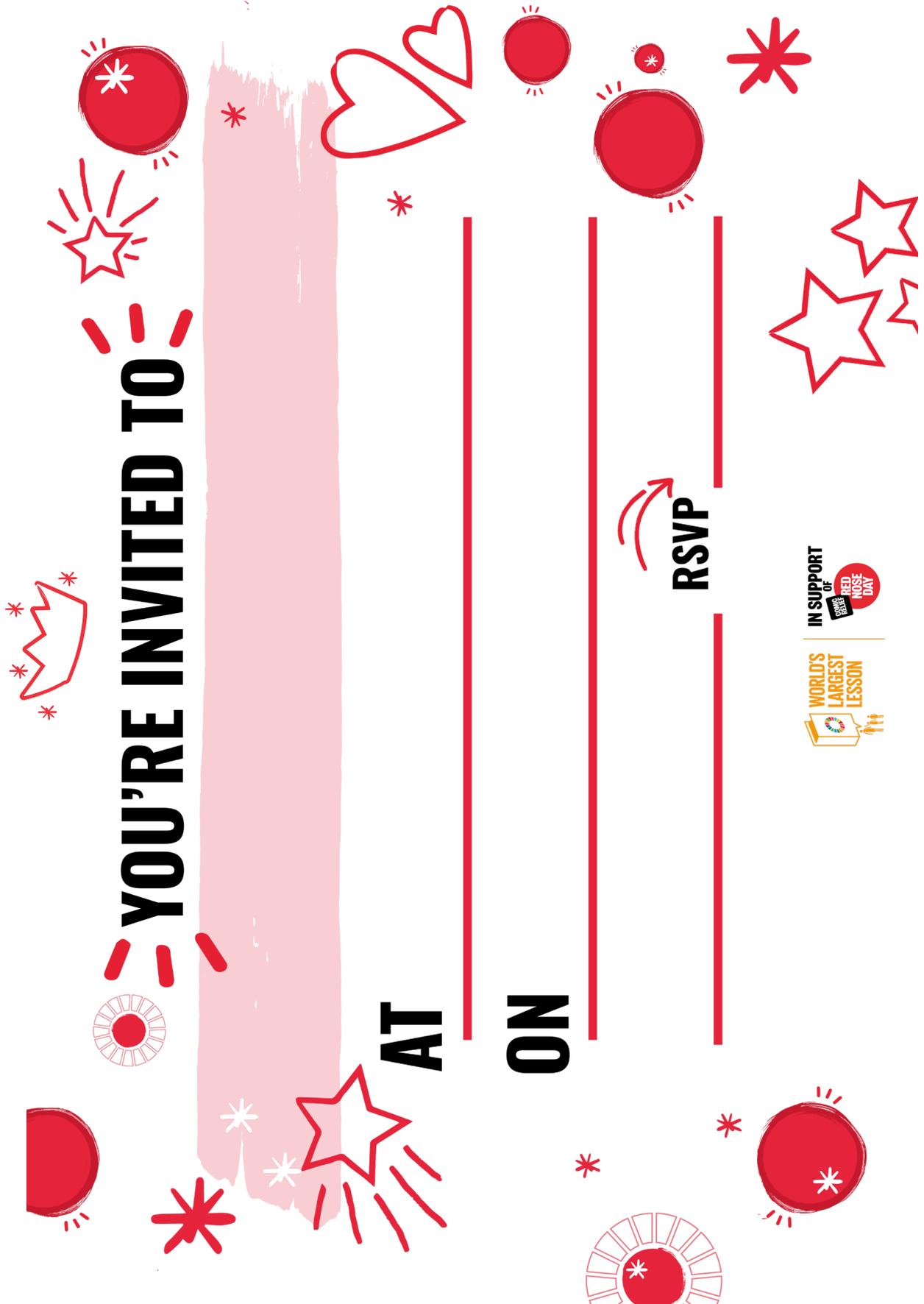
Tell us about the conversations your students had with adults as a celebration of Red Nose Day.

Share photos with us [@TheWorldsLesson](#) & [@ComicReliefSch](#) with [#RedNoseDay](#)

THE GLOBAL GOALS

For Sustainable Development





<p>1. Introduction – set the scene, what have you been learning about?</p>	
<p>2. Problem – What problem have you learnt about the problem from your research? Can you share a real-life example of a story that will bring the problem to life? How does this problem make you feel? Is this a problem where you live? What evidence do you have of this? Can you link this local problem to the Global Goals? Do you have any stories from around the world that show this?</p>	
<p>3. Discussion: Does anyone know anything that has been done to tackle the problem that we could learn from? What ideas do we all have? What has everyone learnt from listening to the students today and how would we all like to move forward?</p>	

