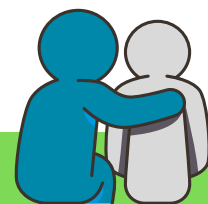


A special Help



Positive Ending

KEY CONCEPT/ DISADVANTAGE

Empathy

OBJECTIVES

- To develop empathy by recognising the challenges faced by classmates with learning difficulties.
- To demonstrate supportive behaviour by helping peers in a respectful and inclusive way.
- To practice collaboration and teamwork in group learning activities.
- To understand the importance of encouraging classmates with kind words and actions.

QUESTIONS FOR DISCUSSION FOR THE POSITIVE ENDING

1. How do you think Giovanni felt when he struggled to read in front of the class?
2. What could you do to help a classmate who is struggling to learn something new?
3. Have you ever had difficulty understanding something at school? How did it make you feel?
4. Why is it important to be patient and kind when helping a friend?
5. Imagine you are taking part in group work and notice that one of your classmates is having difficulties. What can you do to make him feel included?

SUGGESTIONS FOR ADDITIONAL RESOURCES

Pupils can take part in a co-operative learning activity where they work in small groups and ensure that each member has a role and supports each other in completing a task to strengthen teamwork and inclusion. They can also watch an educational video about famous people with learning disabilities such as Albert Einstein or Thomas Edison to understand that learning disabilities do not define a person's abilities, but rather provide an opportunity for growth and support from others.

- <https://www.youtube.com/watch?v=65psPXWzNic&t=5s>

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Negative Ending

KEY CONCEPT/ DISADVANTAGE

Empathy

OBJECTIVES

- To recognise the negative impact of exclusion and lack of support on classmates with learning difficulties.
- To find ways to be more inclusive and compassionate towards classmates with difficulties.
- To understand how actions and words can strengthen or weaken the self- confidence of classmates.
- To reflect on the importance of standing up to unkind behaviour and promoting a culture of respect.

QUESTIONS FOR DISCUSSION FOR THE NEGATIVE ENDING

1. How do you think Giovanni felt when no one helped him and he was ridiculed?
2. What could have been done differently to make Giovanni feel supported?
3. Have you ever felt alone or discouraged when you were struggling with something? How did that affect you?
4. What small steps can we take to make sure no one in our class feels excluded?
5. Why is it important to speak up when we see someone being treated unfairly?

SUGGESTIONS FOR ADDITIONAL RESOURCES

Pupils can take part in a reflective writing activity in which they describe a time when they felt excluded and how this affected them in order to make a personal connection to the lesson. They can also watch a short documentary film about pupils overcoming learning difficulties and then discuss how they can create a more inclusive and understanding environment in the classroom.

- <https://www.youtube.com/watch?v=DeEZx4K0Eic&t=73s>