Love God. Love your neighbour as yourself:
Be the Good Samaritan. Luke 10. 25-37

Mixed-age pupil led discussion
30 minutes
Theme: Challenging "Roasting" in the Playground

Resources: Groups,Stickers, Group letter, Script, Puppets, Role play 1 script, Role Play 2 Script, Scenario cards, Blank commitment card, a whiteboard, a record sheet

Role play (modelling an interaction between two puppets)
5 minutes
You will each need a copy of the role play script 1 and two soft animals as props. Read the role play script using the puppets to act out.

End the role play and display the following word: **roasting.** Ask the children if they have heard the word before? Explain that the word can have two meanings:
-One meaning is related to a form of cooking e.g. roasting potatoes for a meal."
-The other meaning and the one we are going to discuss today is when people make jokes or criticise, mock others to get laughs, often at someone else's expense.. It is often used for humiliating.

Read roleplay script 1 using the puppets

Ask the children if they agree/disagree with the following statement:
The roasting between Puppet A and Puppet B was OK because each said OK before the game.

Let's hear now how Puppet A and Puppet B actually feel.Read out role play script 2 using the puppets.

State the following: Roasting, even with permission, can be problematic for many reasons and is not OK in our playgrounds even if permission is given.

<u>Scenarios 10 minutes</u>

Give each pair or group three children a roasting scenario:

Instructions for pair:

- Read the scenario aloud.
- Discuss as a group: How do you think the person being roasted feels? How might this affect their day or how they see themselves?
- Write down feelings (e.g., sad, angry, embarrassed) on the board
- Link to body shaming

5 minutes: Connecting feelings to values:

- Ask the children: "How does roasting go against St. Luke's Way of being ready, respectful, safe, and loving?"
- Write key points next to each word on a flipchart or whiteboard:
    - *Ready:* "We focus on kindness and positive words."
    - *Respectful:* "We treat others how we want to be treated."
    - *Safe:* "We create a place where everyone feels happy and included."
    - *Loving:* "We show care and compassion for others."

5 minutes Empathy activities:

1. **Reflection circle:**
    - Sit in a circle and ask: "What will you do if you hear roasting on the playground?"
    - Encourage answers like: "Tell them to stop," "Support the person being roasted," or "Report it to a teacher."
2. **Commitment cards:**
    - Each pair or group is to write one action they will take to help make the playground more respectful, safe, and loving. Use the blank cards
    - Examples: "I will not roast others," or "I will stand up for someone if I hear roasting."
3. **Thankfulness and perseverance:**
    - Thank the group for their honesty and effort in tackling a tough topic.
    - Encourage them to persevere in creating a playground that reflects St. Luke’s values, even when it’s hard

5 minutes

Explain that these groups represent our new school council mechanism. Explain that we will also be identifying representatives who help Mr O'Donnell identify the types of things we should be discussing every fortnight on a Friday.

Move the conversation to a place where children have a voice in the use of the pitch on a Monday. Explain to the children that Monday is a day where a class has not been allocated the pitch. We also don't have a coach. Ask the children what ideas they have:

How could we use the pitch on a Monday?

How else could we improve our playgrounds?

Adults make a record on the sheets which will be collected by our Head boy and Head Girl..