



BUNNY NEW GIRL

BUNNY NEW GIRL: 5.50 minutes

On her first day at a new school, a self-conscious young girl learns that friendship can overcome difference.

Curriculum for Excellence Level: suitable for first to second level learners

Opportunities for Interdisciplinary Learning:

HWB Social Wellbeing

1-01a/2-01a, 1-02a/2-02a

1-05a/2-05a, 1-07a/2-07a

EXA: Expressive Arts

1-13a/2-13a

1-02a/2-02a, 1-06a/2-06a

Literacy

LIT 1-07a/2-07a

ENG 1-17a/2-17a, ENG 1-19a/2-17a

Global Citizenship Teaching and Learning Themes:

👤 Children's Rights

♥ Identity & Diversity

🌐 Prejudice and discrimination

Global Goal:



Click [here](#) to find out about the Global Goals for Sustainable Development.

UNCRC Articles:

Article 2 individual children and young people shouldn't be discriminated against

Article 3 Adults must do what's best for me

Article 29 I have the Right to an education which develops my personality

Click [here](#) to find out more about the UN Convention.

LEARNING ACTIVITIES



BEFORE THE FILM:

- Explain to pupils that they are about to watch a film about a new pupil meeting her new classmates and teacher for the first time.
- Pupils Think, Pair, Share: what feelings might a new pupil be experiencing before she joins a class where she knows nobody? What might the other pupils be feeling?

- Pupils and/or the teacher captures the words in a ‘word-bank’ for later reference either by getting the pupils to write their word on a piece of card and placing it on the wall or recording the word onto the smart board, perhaps using wordle or similar free online word cloud creators.

AFTER THE FILM

 **Pupils discuss carousel groups with appointed pupil scribes for each of the following questions:**

- Why did you think Annabelle was wearing the mask?
- What feelings did Annabelle have when other pupils were laughing at her?
- What feelings did you have for her when the bully was teasing her?
- Why do you think the other pupils decided to draw on their faces?
- What feelings did you have at the end of the film?

General Activities (first and second level)

 **IDENTITY: What we have in common (first and second level)**

In a clear space in the classroom, ask two pupils to stand back to back. The rest of the class takes turns to call out differences between the two pupils. Each time a difference is agreed, the pupils take a step away from each other:

- i.e. *“she is a girl, he is a boy”* - one step: *“She has blonde hair and his is black”*- one step: *“She has glasses, he is taller”* etc.

Once they have reached the end of the line – the pupils turn to face each other. The pupils then call out what they have in common:

- i.e. *“They are both in Primary 3”*; *“They both like Ed Shearin”* etc.

Each time they agree something in common, they take a step forward until they meet again in the middle. Some of the pupils might know the participants well enough to state what is not immediately obvious – i.e. *“they both have sisters, they both like drawing”* etc. **The teacher should encourage pupils to start thinking of positive characteristics which the participants have: “both are friendly...kind...welcoming... hard working”** etc.

♥ IDENTITY: Come into the Circle (first and second level)

Arrange the class in a circle. Call out: '*Come into the middle if you have brown hair*' (for example). All children with brown hair come into the middle. Repeat process with other statements: '*Come into the circle if you like football*', '*if you have a brother*', '*if you speak another language*', etc.

The children will find it is rarely, if ever just one person in the middle. End by calling all children into the middle, i.e. '*Come into the circle if you're in Primary 3*'. Finish, by explaining that these are some of things that make up our identities.

Reflect on the task using posters in each corner of the room, differentiate for ability – you may wish to use only agree, disagree and not sure for first level learners. Second level learners could work between strongly agree, slightly agree, slightly disagree, strongly disagree and on the fence. Ask pupils to arrange themselves at the appropriate poster in response to the following statements (add your own as appropriate):

- I enjoyed being in the middle of the circle
- I enjoyed being in the wider circle
- I didn't step into the middle because I was afraid I might be the only one

Where pupils feel comfortable sharing their reasons for their positions, encourage them to do so. Reflect with pupils the connection with the film and how we can only tackle prejudice and discrimination by celebrating diversity and our unique identities.

Second Level only

♥ Diamond 9: What influences our identity?

Pupils work in groups to diamond rank the following statements (these should be prepared on post-its or cards):

- adults at home
- friends
- other pupils at school
- wider family
- teachers
- the internet/social media
- politicians
- advertising companies
- blank card/post-it for own ideas

Rights and Discrimination

What does it mean to pre-judge? Introduce the pupils to the concept of discrimination. Make connections with any previous learning in this area, such as Nazi Germany, anti-racism lessons etc. What do pupils know about rights? Is there a right associated with discrimination? If needed, introduce children to **The Children & Young People's Commissioner Scotland's** website cypcs.org.uk which use cartoon representation to explain Children's Rights.

Either:

Using some of the Rights Cartoons, teachers can open discussion by showing the cartoon without the description and allow the pupils to interrogate the picture.

Or

In your pairs, pupils match the Rights cartoons with the following statements:

- "We should be kind to others."
- "I should feel safe in the classroom and in the playground."
- "I should be allowed to play with my friends."
- "I should be encouraged to express my opinion."
- "I should be allowed to participate in decisions about my learning."
- "My teacher should make sure that I can learn in the classroom."

TAKING THE LEARNING FURTHER

 Which of these rights were denied and which were being realised in the film? Are there any instances in our local or global community where the learners are aware that Article 2 is not being respected for children? Pupils could plan a campaign to raise awareness of discrimination and Article 2.



ENJOYED THIS?

Find hundreds more short films to watch on the Take One Action Global Change Film Directory!

www.takeoneaction.org.uk/film