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| **Speakers:** | Margaret Atwood & Ash Sarkar | **Topic:** | Resistance and activism |
| **Key Stages:** | 3 – 5 | **Subject:** | PSHE |

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| [**PSHE Education Programme of Study**](https://www.pshe-association.org.uk/system/files/PSHE%20Association%20Programme%20of%20Study%20for%20PSHE%20Education%20%28Key%20stages%201%E2%80%935%29%2C%20Jan%202020_0.pdf) **(January, 2020) links** |
| **Key Stage Three** |
| Students learn…  R39: the impact of stereotyping, prejudice and discrimination on individuals and relationships  R40: the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism, and faith-based prejudice  R41: the need to promote inclusion and challenge discrimination, and how to do so safely, including online  L26: …to recognise the potential influence of extreme views on people’s attitudes and behaviours |
| **Key Stage Four** |
| Students learn…  R9: to recognise, clarify and if necessary, challenge their own values and understand how their values influence their decisions, goals, and behaviours  R34: strategies to challenge all forms of prejudice and discrimination  L28: to assess the causes and personal consequences of extremism and tolerance in all their forms  L29: to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern |
| **Key Stage Five** |
| Students learn…  R2: to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion  R19: to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online  R25: ways to celebrate cultural diversity, promote inclusion, and safely challenge prejudice and discrimination  L28: when and how to report or access help for themselves or others in relation to extremism and radicalisation |

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| **Learning Objective** | To understand resistance and resistance movements. |
| **Starter (10 minutes)** | |
| * Ask students what they already know about resistance and/or resistance movements. * Create a brainstorm of key words, examples, and anything else relevant. | |
| **Introducing the talk (5 minutes)** | |
| * Explain that award winning author, Margaret Atwood, and British journalist, Ash Sarkar, delivered a Penguin Talk to secondary students on the topic of resistance, activism, and the literary legacy of *The Handmaid's Tale* and *The Testaments*.   + - *The Handmaid's* Tale is a dystopian novel set in The Republic of Gilead, a patriarchal society with a military dictatorship. In the book, a Handmaid known as Offred, chronicles her life in the religious totalitarian state.     - In *The Testaments*, more than fifteen years after the events of The Handmaid’s Tale, the theocratic regime of the Republic of Gilead maintains its grip on power, but there are signs it is beginning to rot from within. At this crucial moment, the lives of three radically different women converge, with potentially explosive results. | |
| **Activity One: What do we mean by resistance? (20 minutes)** | |
| * Explain that Atwood is particularly interested in resistance to such regimes, which is what she talks about in the following clips. Watch Clip One (2mins 49 secs). * Using “Activity One Worksheet – Atwood”, ask students to discuss and create a definition of ‘resistance’ or ‘resistance movement’ using what they have seen in the clip and the word bank. * Take feedback from the students, encouraging them to explain their definitions and create a class definition together. * Show the challenge question and ask students to put their hands up to indicate if they think resistance is positive or negative, then discuss as a class.   *The Oxford Learners Dictionaries definitions of ‘resistance’ are:*   * *Dislike of or opposition to a plan, an idea etc.; refusal to obey* * *The act of using force to oppose someone or something* * *A secret organisation that resists the authorities, especially in a country that an enemy has control of*   *Challenge:*   |  |  | | --- | --- | | ***Positive*** | ***Negative*** | | * *Can be morally the right thing to do* * *Can challenge stereotypes, bigotry, extremism etc* * *Can assert/restore human rights* * *Can help other people – e.g. by stopping them from being harmed* * *Taking an active role in society*   *Being an active citizen* | * *Can require bravery* * *Can risk personal punishment* * *Can be physically risky* * *Can put your friends and family at risk by association.* | | |
| **Activity Two: How do people ‘resist’? (20 minutes)** | |
| * Explain that you will now be looking at resistance in more detail. Firstly, at some ‘real life’ examples of resistance. Secondly, at how people can create resistance and finally at why young people can be particularly good at ‘resisting’. * Watch Clip Two (51secs). * Give out “Activity Two Worksheet – Atwood” and ask students to sort the cards into the correct column. (The cards are not currently in the correct columns, so the sheet can be given out.) * Take feedback as a class and then discuss the challenge tasks. * Give students time to complete the challenge task, and then feedback as a class.   *See “Activity Two Worksheet Answers – Atwood”.*  *Challenge:*   * *Not having children means that young people may engage in riskier resistance behaviour because they are less concerned about the consequences.* * *Being idealistic may make them braver and more committed to the cause, so more likely to engage in resistance behaviours.* * *Being confident in taking physical risks may also mean they are more confident in taking part in resistance behaviours because they feel able to either escape the situation or are able to deal well with the consequences (e.g. going to prison).* * *Young people may find it easier to form larger groups than older people, especially using social media, which means they will be more likely to be listened to as there will be more of them.* * *Young people will soon be able to vote so politicians may feel like they need to listen to young people so that young people vote for the politicians in the future.* | |
| **Activity Three: Would you ‘resist’? (25 minutes)** | |
| * Ask students to share whether they would resist in a resistance movement and if they have any experience of doing so. * Watch Clip Three (4mins 33secs). * Explain to students that you are going to give them the scenario which is the setting for Atwood’s book. They need to imagine themselves in the scenario, think about what they would do, and be prepared to justify their answers. * Choose a student to read the scenario and then ask students to share their initial thoughts with their partner. * Ask them to complete “Activity Three Worksheet – Atwood” and the challenge question. * Discuss both answers as a class and create a class list of all the reasons that may influence their choice to resist. | |
| **Plenary (10 minutes)** | |
| * Re-visit starter number 1 – ask students to review their original definition of resistance (either their own definition or the class definition). Discuss if and how they would change their definition based on the activities they have completed and the discussions they have had in the lesson. * Ask students to identify one, two, or three actions that they are going to take as a result of the activities they have completed. | |