

Lesson Plan 6 The Letter O: 'O' is for Oops and Ouch

Resources

Safe Space: Looking at Oops & Ouch as an aspect of Safe Space

This lesson explores a key tool for use when having difficult conversations, or when bringing people together from different backgrounds and lived experiences. As we prepare to move onto the Identity chapter, your students will be able to practice more key skills involved in strengthening the level of respect in a dialogue; Oops teaches empathy, sensitivity, responsibility and self-reflection, while Ouch requires honesty and calls for an awareness of power imbalances. The Oops & Ouch tool comes in use during difficult moments, making space for learning opportunities.



Learning Objectives

- To understand how to be sensitive and respectful when speaking to other people
- To practice constructive ways of solving misunderstandings

KS3 Curriculum Mapping

- KS3 Citizenship: teaching students how to be responsible citizens
- KS3 RE: mental development and diversity
- PSHE: respectful relationships

Preparation

- Safe Space film downloaded (included)
- Flipchart paper or a board and coloured pens
- Script 1 printed × 15 copies
- Script 2 printed for each student

Running time

50 mins

Slide 1	The letter O from RADIO / 5 mins
Slide 2	Recap the class Safe Space agreement
Slide 3	Play Safe Space film, if required
Slide 4 Flipchart or Whiteboard	<p>Activity Oops and Ouch introduction / 10 mins</p> <p>Start with a group discussion to introduce the topic. Write ‘Oops’ & ‘Ouch’ on a board and ask the students what they think it means. You could write down and key words from the students’ suggestions on the board – perhaps in two different colours so the students can easily make the distinction.</p>
Slide 5	<p>The following questions may help:</p> <p>Oops</p> <ul style="list-style-type: none"> • When people are having a conversation and someone says (or thinks) ‘oops’ what do you think might have happened? • Who has ever accidentally said something offensive that they wished hadn’t come out that way? • What kind of thing can be hurtful to say?

Ouch

- When in a conversation someone says 'ouch' what do you think might have happened?
- Who has ever felt upset, offended or uncomfortable by something someone has said in a conversation? How did you feel?

Explain that you will be introducing a topic which follows on from the previous Safe Space lesson. Ask students to bear in mind from previous learning that the aim of a conversation should be to further understand, not to 'win'. We'll be exploring some difficult situations in conversation today and we should always have in mind the most positive outcome possible.

Play the 'Oops & Ouch' section of our Safe Space film if required.

Main activity Role Play / 15 mins

Script 1

Part 1 / 5 mins

Ask for two confident volunteers from the class. Give them each a script and nominate them person A and person B. While they read through the script, explain to the group that they will see a reenactment of a difficult conversation.

Slide 6

(See 'Script 1' handout)

Let the volunteers sit down and have a discussion with the whole group about what happened in this situation. You could ask the students the following questions if they are struggling to respond:

- What are the dynamics between these two people?
- What was the 'oops' and what was the 'ouch'?
- If you were person A, how would you feel? What would be a sensible way to deal with this situation?
- What do you think person B should do in this situation?

Encourage them to bring in examples from their own lives if they found the situation relatable.

Oops and Ouch Script 1

Person B

If you have some time when you finish your dinner I'd really appreciate some help with converting this Word document into a PDF.

Person A

I'm sorry, straight after dinner I'll have to call my friend from school. She's having a hard time this evening because of some horrible comments on her recent Insta post.

Person B

What horrible comments?

Person A

She tried posting a realistic photo of her acne to raise awareness and normalise it but people are being really mean. I feel quite sorry for her.

Person B

Oh, that's ridiculous. Your generation are such a bunch of narcissistic snowflakes, no offense. She should get a grip and you should get your priorities straight. You can help me first and worry about that kind of thing later.

Slide 6

Part 2 / 15 mins

Divide your students into pairs and hand them each a copy of the script. Tell them they will need to resolve the situation – they can use the words ‘oops’ and ‘ouch’ if they like, but in any case they need the two characters to reach a resolution. They can either prepare their own role play or write out the rest of the script.

You’ll want them to consider the questions on the board (also below):

- Who acknowledges first that it was hurtful?
- Does the ‘Ouch person’ manage to express how they feel, is it difficult or easy?
- Does the ‘Oops person’ take responsibility and try to reframe what they said?
- What’s the outcome of the situation?

After they have worked on their scenarios for ten minutes, bring all the pairs back to the group and ask for two volunteer pairs to share their role play. Once they’ve finished ask for some concluding statements. How could the situation have been handled? What should each person have done?

Explain that you'll now have a reflection session which will be an opportunity for them to consolidate learning and reflect on the 'Oops & Ouch' tool.

- How could the situation have been handled?
- What should each person have done?

Create some space for students to be able to walk around the classroom.

Activity Opinion Spectrum

Ask the group to stand in the middle of the room and explain that one side is 'True' and the other is 'False'. Read out the statements on the slide one at a time, students have to move to the part of the room which aligns with how they feel about the statement. After each statement you'll facilitate a debrief – perhaps by asking one or two students from different areas of the room to explain their choice and allowing others to respond, before giving your own insight.

If you're limited for space you could give students True False cards, or ask them to, for example, stay seated for False, stand for unsure and raise arms for True.

The statements are also included below with some guidance for discussion facilitation:

When having a conversation with people different to me, it's normal to say things which I then regret

You could suggest that yes it is normal – it's important to try to avoid saying anything which upsets people and we can take steps (e.g. using other safe space tools) to be as careful as possible but it does happen, and it doesn't mean we are bad people. The important thing is to acknowledge it and take responsibility for the situation – by apologising, empathising with the upset person's feelings and trying to reframe what was said.

If someone is upset by something I've said, they should let me know. I'm not a mind-reader

Usually if someone is very upset or offended by what we've said, we can tell. Because of how difficult it can be for someone to tell us they're upset; we should try to check-in with them. There's nothing to lose by doing that, and it invites a learning opportunity. Sometimes you might not have any idea that your words have had a negative impact, but the onus is always on you to be responsible for what you say and aware of the consequences.

If I say something that upsets someone, it's best to just ignore it and move on quickly

There's something to be said for not dramatising a situation. If a brief and sincere apology, or a nod to how offensive something could've been is appropriate, that works. Also, sometimes things are so hurtful that they need time and space before they can be addressed. If, however you're speaking to someone you might not see again and you have a limited amount of time to reach a positive solution it's best to give the situation the attention it needs at that time, and to unpack it properly. Brushing problems under the carpet doesn't usually help.

If someone offends me during a conversation, I should find a calm way to express what I'm feeling

It's always good to avoid further damage and escalation of conflict, but you are not responsible for other people's feelings. It's important that the other person understands how what they've said has been offensive – what's important is that you deliver the information and share your perspective. If you are too hurt to express what you are feeling, particularly in a conversation which makes you feel less than powerful, nobody can oblige you to share what you don't want to or teach someone what they need to learn.

Closing discussion

Discuss the key principles in the slide:

Oops

- Be aware of the impact of your words
- Treat people how you want to be treated
- Try to rectify the situation without having to be told to

Ouch

- Remember that it's ok to feel hurt sometimes
- Feel free to express that you'd like someone to reframe what they said
- You can simply say 'ouch' if you are struggling to find the words to express yourself
- Take any closing thoughts or conclude any conversations which have come up during the lesson

Extension Which key principle do you think is the most important?

Activity Written work or home learning / 5 mins

Explain to your students that they'll take the learning from this lesson and work independently on another Oops & Ouch dialogue:

Script 2

You're at the bus-stop on a hot day. An old man on the bench next to you strikes up a conversation with you.

Man You're right to be sitting in the shade! It's scorching today!

You I know. I suppose this is global warming in action!

Man You're right. But I can't stand this heat! You know, they say that by the year 2050 London will be as hot as Barcelona is now!

You Well don't worry, you'll probably be dead by then!

Man ... I suppose you're right...

Slide 10

The students will need to stick it in their books, annotate and answer the following questions:

- 1** What is the 'ouch' here? Why is it an 'ouch'?
- 2** Where is the 'oops'? Why is it an 'oops'?
- 3** Write out up to five more lines of dialogue showing how you think the situation could be resolved