

Lesson 2 Richard's Story



To build pupils' emotional and critical capacity, empathy and wellbeing



Develop active listening skills
Develop self-reflection skills
Develop empathy
Explore qualities



Lesson Support Resource 3
Richard Moore - The Context Story Board

Lesson Support Resource 4 - Film Clip
Richard's Story available at <https://www.youtube.com/playlist?list=PLrO9HaPwTTp-X3cqldlHujOYFJBY8XABH>

Lesson Support Resource 5
Debrief Template



Activity 1: 30 - 40 minutes
Activity 2: 30 - 40 minutes

Activity 1

- Explain to pupils that they are going to watch a film clip about a young boy called Richard Moore who was shot and blinded in 1972 during violent conflict in Northern Ireland
- Explain to pupils they will first be shown some images of Richard and where he lived (see *Support Resource 3 - The Context Storyboard*). You should give pupils time to look through the storyboard and ask questions
- Show pupils the film clip of Richard's Story (see *Support Resource 4*). Explain that the film is only from one person's point of view, and tells of how Richard reacted to this traumatic event. Explain that someone else in the same situation might react differently. However, we want to focus on Richard's reaction to his experience in our discussions
- Ask the pupils to make a note of any words or statements that they do not understand or would like to know more about. They can ask questions after the film
- After watching the film place pupils in groups of three or four and distribute the Debrief Template. (See *Support Resource 5*).
- Encourage pupils to record everything on the template, including their feelings and thoughts
- Once each group has completed their templates, invite each in turn to share with the class

Activity 2

Step forward with Noel

- Ask the pupils if they can recall Richard's description of when his brother Noel told him he was permanently blinded

Prompt Questions

- Can you remember where Richard was when Noel told him he was permanently blinded?
- Can you remember what Noel said to Richard?
- Can you remember Richard's immediate reaction?
- Once pupils have fully recalled the above, invite them to line up on one side of the room. Explain to them that you will call out a series of statements. If they agree with the statement, they can take one step forward. If they disagree, they can stand still. It is important for the teacher to allow the pupils an opportunity to explain why/why not they are taking a step forward or standing still. To assist with this, a debrief question is suggested against each statement

Step Forward Statements:

- Step forward if you think Noel was really worried about having to tell Richard he was permanently blinded

Debrief Suggestion: Why do you think he might have/have not been worried?

- Step forward if you think Noel walked Richard up and down the yard for a long time before telling him he was permanently blinded?

Debrief Suggestion: Why do/don't you think he walked up and down for a long time?

- Step forward if you think Richard's parents wanted it to be Noel to tell Richard he was permanently blinded?

Debrief Suggestion: Why do/don't you think Richard's parents wanted it to be Noel who told Richard?

- Step forward if you think Noel was relieved once he told Richard?

Debrief Suggestion: Why do/don't you think Noel was relieved?

- Step forward if you think Noel was really brave for telling Richard he was permanently blinded

Debrief Suggestion: Why do you/don't you think Noel was really brave?