

RED NOSE DAY LEARNING ACTIVITIES

Why not use Red Nose Day as the starting point for some inspirational learning with your students?

Our Red Nose Day film for secondary schools this year focuses on the story of 17-year-old Courtney from Edinburgh. Courtney lives with her dad, Richie, a former addict who was homeless for much of his life. At one point, Courtney made the tough decision to cut him out of her life and they went almost 10 months without contact.



Today, Richie has turned his life around. Inspired to help others, he started his own charity supporting people experiencing homelessness. With funding from Comic Relief, Steps to Hope provides temporary accommodation for people in need, whilst working with them towards longer-term solutions. Proud of her dad and keen to help others in difficult circumstances, Courtney now volunteers for his charity five times a week.

How to use these activities

The activities in this guide are inspired by Courtney's story.

To get started, download the film at comicrelief.com/meet-courtney

This guide includes six activities that have been designed for use in:

- tutor time
- PSHE lessons
- intervention or small group work with students.

The activities can be linked to Relationships & Sex Education (RSE) learning, the Citizenship curriculum and the PSHE Association programme of study. Full details of learning links are given on page 8.

Select from the suggestions given depending on the time available, what you want to achieve with your students and whether they are working in school or at home. Some activities are best suited to delivery in the classroom, enabling you to discuss issues together. Others are ideal for independent learning. All have been designed to be flexible, open-ended and adaptable, so that you can use them easily and in the best way for you and your students.

Why not use the activities in the run-up to Red Nose Day, to help students understand why they are raising money, generate excitement about the event and prepare for fundraising?

ISSUES RAISED BY THESE ACTIVITIES

This year's Red Nose Day film and these activities focus on the story of Courtney, a 17-year-old whose life has been affected by her dad's homelessness and addiction. When using the materials, please be aware that students in your class may have experienced these issues within their family. If you would like further information or support, please visit comicrelief.com/support



ACTIVITY IDEAS

COURTNEY'S STORY

Give students an opportunity to watch the Red Nose Day film about Courtney. You can find this at comicrelief.com/meet-courtney

Use the following questions as a starting point for discussion or short written reflections.

- What difficult decision did Courtney make when she was around 10?
- Why do you think she made this decision?
- What happened that made Courtney reconnect with her dad?
- How does she feel about him today? Why?
- What does the Steps to Hope charity do? Who set it up?
- Why do you think Courtney and her dad volunteer for Steps to Hope?



TALKING ABOUT EMOTIONS

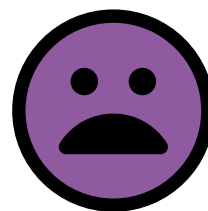
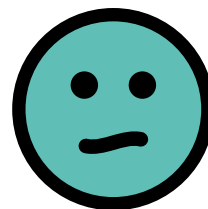
Give students a copy of the activity sheet 'Talking about emotions' (see page 5).

Remind them of Courtney's story – they could watch the film again, if appropriate. Ask them to complete the activity sheet, creating lists of adjectives to describe how they think Courtney felt when:

- her dad was homeless and had problems with addiction
- she decided to break off contact with her dad
- she was reunited with her dad
- she volunteers at Steps to Hope.

If you're completing the activity in class, encourage students to share the emotions they have identified.

Talk with them about how we sometimes have mixed emotions and why this is confusing (e.g. when Courtney broke off contact with her dad, she was likely to have felt sad and relieved). Can the students relate to this?



ACTIVITY IDEAS

POSITIVE RELATIONSHIPS

It's clear from the film that Courtney is happy about the positive relationship she has with her dad today and the connections she makes with the homeless people helped by Steps to Hope.

Talk with the students about different types of relationships, including those within families, friendships and romantic relationships. Explain that we also have relationships with acquaintances – people we know slightly but are not close friends with, like the people Courtney helps at Steps to Hope.

Give students a copy of the activity sheet 'What makes a good relationship?' (see page 6). For each of the four types of relationship highlighted on the mind map, ask the students to note down different characteristics, qualities and behaviours that help to create a positive relationship (e.g. trust, respect, equality, kindness).

If possible, share ideas as a class. Be ready to pick up on any issues that arise regarding difficult relationships, for example domestic abuse and consent. How much overlap is there between the positive characteristics for each type of relationship?



VOLUNTEERING AND ME

Introduce the phrase 'social action' to the students and explain that it is about people coming together to help improve their lives and solve problems that are important in their community. Volunteering – like the work Courtney does for Steps for Hope – is one type of social action. Other examples include giving money, responding to community issues and simple neighbourly acts.

Volunteering obviously has a positive impact on the lives of people who are helped. However, it also has positive benefits for the volunteers themselves. As Courtney says, she 'absolutely loves' volunteering at Steps for Hope.

Talk with the students about why volunteering is such a good thing to do. Have they volunteered? How did it make them feel? Can they think of examples of people working together to help others and improve their communities? What volunteering goes on in school?

Give students a copy of the activity sheet 'Volunteering and me!' (see page 7). Ask them to use the sheet to start thinking about what kind of volunteering would suit them best and possible opportunities in your local community and school. **The Prince's Trust** has useful information on its website.

If appropriate, you could ask students to make a volunteering pledge based on their findings. How are they going to put their ideas into practice and take action? Remind them that they will need to go through the appropriate channels to volunteer and ensure they safeguard themselves.

If volunteering is going to be difficult for the students, particularly if lockdowns are still occurring, encourage them to think about other types of social action they could take instead.

ACTIVITY IDEAS

FINDING OUT ABOUT HOMELESSNESS

Steps to Hope supports people experiencing homelessness by providing food and shelter while working with them towards long-term solutions.

According to the charity Crisis, more than 200,000 families and individuals in England alone are currently homeless. Ask the students to research more facts about homelessness and to use these to create a fact sheet. If appropriate, you could give them prompts for facts to find out, for example:

- How many people are homeless across the whole of the UK?
- What percentage of homeless people are children?
- What are the leading causes of homelessness?
- How have the figures for homelessness changed in the UK over the past 10 years?
- How many people are homeless worldwide?

Point out to students that it's often tricky to find precise figures in relation to homelessness, due to differences in the way statistics are gathered and factors such as hidden homelessness (people who are homeless but find temporary solutions, such as living in a squat or with friends).

Does finding out facts like these help the students understand why support is so badly needed to tackle homelessness? Does it make them more enthusiastic about raising money for Red Nose Day in order to make a difference?

FUNDRAISING SUPERPOWERS

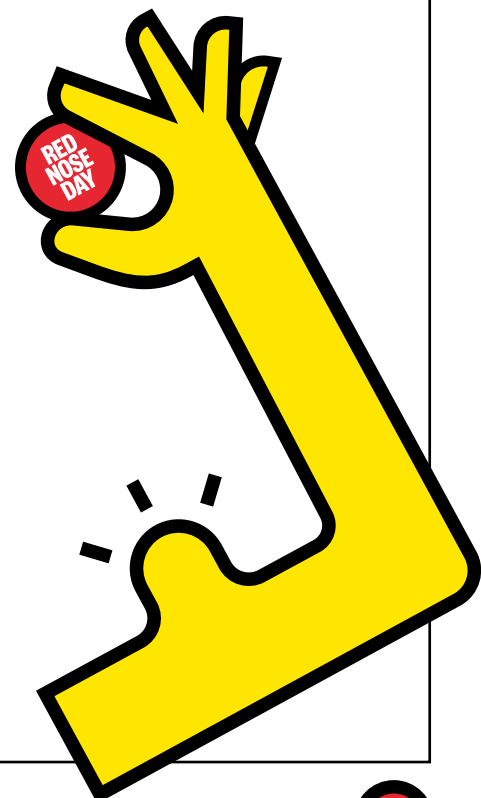
Now that the students have learnt about some of the projects funded by Comic Relief, talk with them about what they could do to raise money on Red Nose Day. Emphasise that whether at home or at school, they can still make a difference.

This year, secondary students across the UK are going to be using their secret superpowers to raise money. Ask the students:

- What is your special skill or superpower? It could be anything from running or dancing to gaming or baking.
- Could you raise money this Red Nose Day by getting sponsored for your superpower? What challenge could you set yourself?
- Could you raise money by selling things that you make? For example, if you're a fantastic baker, could you sell cakes? If you're an artist, could you make and sell greetings cards?

Download everything you need, from posters and recipes to sponsorship forms at comicrelief.com/secondary

If your school already has activities planned for Red Nose Day, why not spread the fundraising out? Encourage your students to put their fundraising superpowers to good use earlier in the week, or even the week before Red Nose Day.

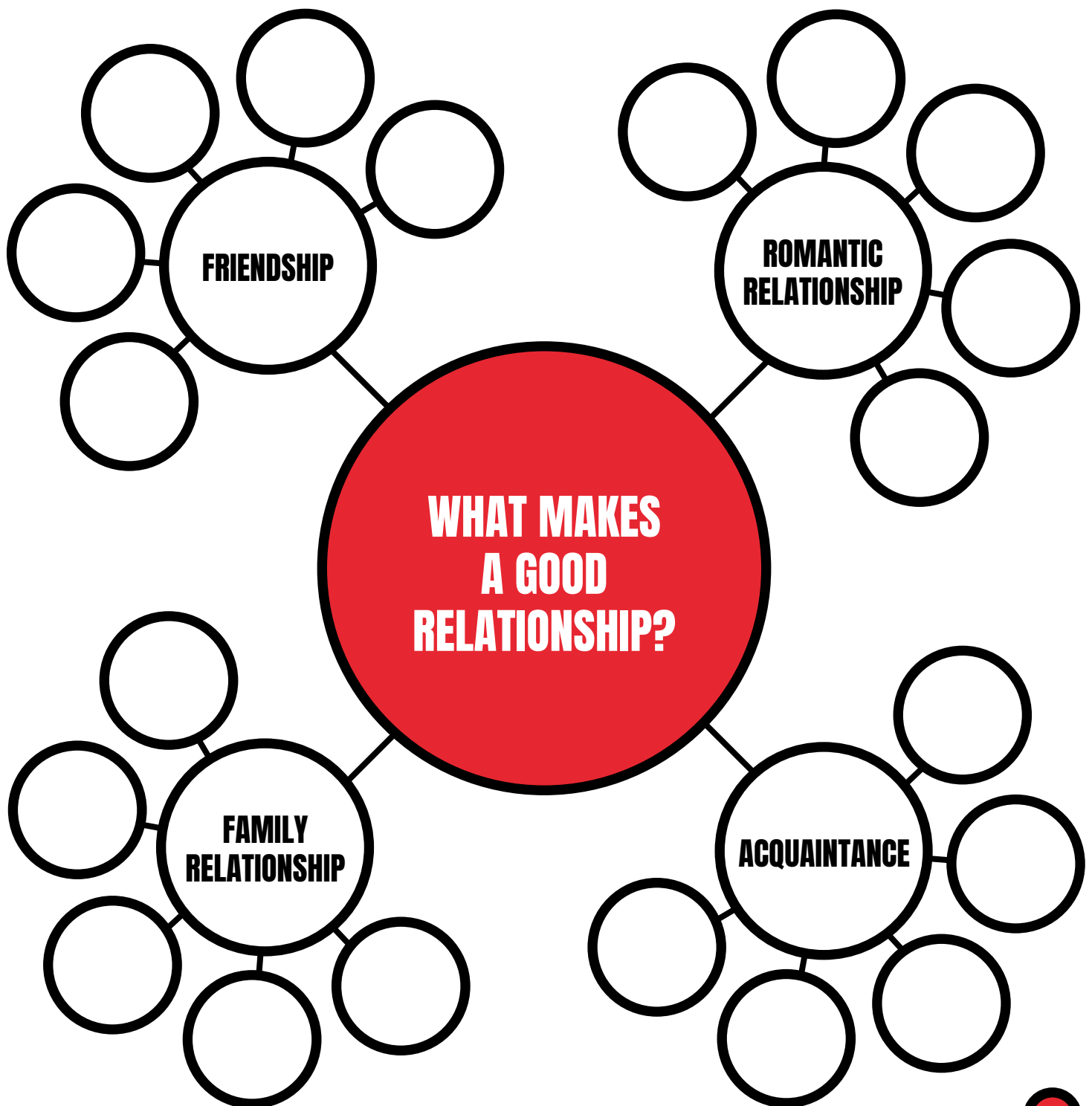


TALKING ABOUT EMOTIONS

	Adjectives expressing emotions
How do you think Courtney felt when her dad was homeless and had problems with addiction?	
How do you think Courtney felt when she decided to break off contact with her dad?	
How do you think Courtney felt when she was reunited with her dad?	
How do you think Courtney feels when she volunteers for Steps for Hope?	

WHAT MAKES A GOOD RELATIONSHIP?

Make notes on the qualities, characteristics and behaviours that you think help to make a good family relationship, friendship, romantic relationship and acquaintance (someone you don't know well, like people in the year below or a friend of a friend).



VOLUNTEERING AND ME!

<p>What do I want to gain from volunteering? Are there skills and experiences that would help me at school or in future life?</p>	
<p>What are my hobbies and interests? What careers am I interested in?</p>	
<p>How much time do I have for volunteering? How local does the volunteering opportunity need to be?</p>	
<p>What volunteering opportunities are there in the local community that might suit me? (e.g. charity shops, hospitals, sports clubs, libraries)</p>	
<p>What volunteering opportunities are there in school that might suit me? (e.g. extracurricular clubs, peer mentoring, helping younger students with learning)</p>	

LEARNING LINKS

Relationships & Sex Education (RSE)

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

Citizenship

Key Stage 3

- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Key Stage 4

- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

PSHE Association Programme of Study

Key Stage 3

- R1 About different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them
- R14 The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships)

Key Stage 4

- R1 The characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

