

# Session 3

# Navigating Disagreement



## Key learning

Pupils reflect on disagreement, empathy, and assumptions. They learn that respectful relationships are possible even with differing views.

## Before the session

### You will need:

- Slides for this session, with sound
- A copy of the *Varmints* book
- Pens and pencils
- Paper or journals for drawing/writing
- Posters/placards from Session 2

## Story

### Be Curious (Community)

Review the gallery walk where pupils view and review the posters and placards created. Have them consider and discuss the potential impact of these posters on managing the outbreak of varmints.

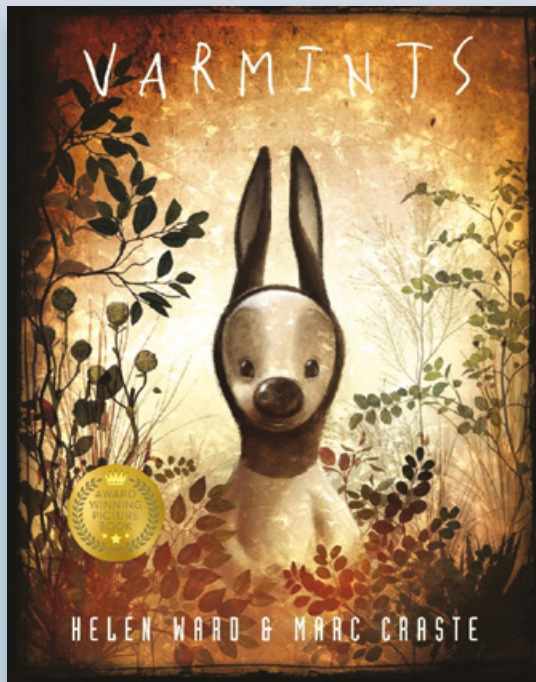
difference.

## Notes



## Children's literature

Show your class the front cover of *Varmints*, hiding the title.



### Ask:

- What do you see?
- What do you think?
- What do you know?
- What do you want to know?

Encourage the pupils to describe what they see. Compare this creature with the varmint that they drew previously. Invite pupils to draw out the contrasts.

 **Notes**



### Children's literature

Show the pupils the whole of the front cover.

Begin with a moment of silence for pupils to reflect on the image, before moving into asking questions.

#### **Ask:**

- What did you notice?
- What assumptions did you make?
- Does this remind you of any local, national, or global events, past or present?

#### **Discussion**

Move into a time of exploring agreeing and disagreeing.

#### **Ask:**

- Did you agree or disagree with the previous discussions about varmints?
- What can we do when we disagree with others?
- How should we respond if the person is older or in a position of power (for example, a teacher)?

Discuss how some communities have been or are treated differently.

Encourage pupils to reflect on and reframe their initial thoughts.

# Sanctuary

## Reimagine (Power)

### Notes



### Bible passage

**"Do to others as you would have them do to you."**

*Luke 6:31 (NIV)*

This verse encourages kindness and empathy, reminding us to consider how others feel and to treat them with understanding.

### Suggested questions for discussion:

- How can we be mindful of our assumptions?
- How can we develop empathy for those different from us?



### Film

**Play the audio of the first 2:50 of the *Varmints* animation.**

Make sure that the pupils can listen to the soundscape but not see any visuals.

### Ask:

- What did you hear?
- How would you describe it?
- What images came to mind?
- How did it make you feel?

difference.



## Optional activity

# Soundscape artwork

Invite pupils to create artwork reflecting the mood of the soundscape in the video. This can lighten emotions and shift perspectives.



## Reflection

**You may want to read this reflection aloud to your pupils.**

Sometimes, we make assumptions about others without really knowing them. It's important to remember that everyone has their own story and experiences. Just like we don't want others to assume things about us, we should try to understand and be kind to those who are different from us. By putting ourselves in someone else's shoes, we can learn to be more caring and respectful.

 **Notes**





## Prayer

Dear God,

Help us to see others through your eyes and not make assumptions. Teach us to be kind and understanding to everyone, no matter how different they may seem. Fill our hearts with empathy and love, so we can treat others with respect and make our world a better place.

Amen.

 **Notes**



## End of session 3

difference.