

# Tutor Time Planning Template

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This template is designed to ensure a structured, safe, and impactful delivery of tutor time or PSHE sessions, particularly when addressing sensitive or complex societal issues. By completing sections 1 through 10, educators can pre-emptively identify potential risks, script core messages, and plan interactive activities that promote critical thinking and respectful dialogue among students. The ultimate aim is to move beyond surface-level discussion and provide students with tangible takeaways, including where to seek further support or information.

### 1. Theme/Topic

*(Examples: online misinformation, respectful disagreement, misogyny, extremism, hate crime, identity and belonging, digital citizenship.)*

Examples of themes linked to specific controversial issues:

- **Responding to community rioting:** understanding fear, rumours, and group behaviour.
- **Processing an act of violence in the local community:** safety, solidarity, and support.
- **International war or conflict:** humanitarian issues, media bias, and emotional responses.
- **Political protests:** rights, responsibilities, and respectful debate.
- **Terrorist incidents:** how communities respond, avoiding stereotyping.
- **Sudden viral online narratives:** fact-checking and emotional regulation.  
*(Examples: online mis/disinformation, respectful disagreement, misogyny, extremism, hate crime, identity and belonging, digital citizenship.)*
- **Upcoming elections:** Understanding democratic processes, rights, results and outcomes

### 2. Learning Outcome (What students should take away)

Suggested outcomes:

- Students understand why the issue matters.
- Students can identify different perspectives.
- Students know how to question sources or claims.
- Students reflect on how to respond respectfully.
- **Students understand where to seek help or more information.**

### 3. Starter Activity (5 minutes)

Choose one:

- Quick poll: “Do you think everyone should always agree on important issues?” (Hands up, or digital poll.)
- Image prompt: Show an ambiguous image and ask, “What do you see? Why might others see something different?”
- Mini-scenario: “Jamie sees a shocking claim online. What should they do first?” Students discuss in pairs.
- Value line: Students stand along a spectrum (Agree / Unsure / Disagree) in response to a statement.

### 4. Core Message (1–2 clear ideas)

Examples:

- Complex issues rarely have simple answers.
- Disagreement is normal and can be respectful.
- Not everything online is reliable — checking sources matters.
- Everyone deserves to feel safe and heard.
- Harmful behaviours or comments online/offline have real impact.

### 5. Main Content (5–10 minutes)

Options:

- Short story or real-life case study (age appropriate, anonymised, local where possible).
- Two contrasting viewpoints on the same issue.
- Myth-busting segment: “Three common misconceptions and what the evidence says.”
- Data snapshot: Present a visual or statistic to prompt reflection.
- Facilitated question: “Why do good people sometimes get drawn into harmful narratives?”

### 6. Student Interaction/Reflection (5–10 minutes)

Choose one activity:

- Think–Pair–Share: Prompt such as “Why might people disagree about this?”
- Post-it wall: Students anonymously write key questions or confusions.
- Scenario choices: Provide three possible responses to a situation; students vote on the best one.
- Spectrum of reasons: Ask students to generate reasons for two opposing views.
- Silent discussion: Students write responses to questions on large paper sheets.

## 7. Safeguarding Notes

Include:

- Potential sensitivities (e.g., recent local incidents, trauma, SEND considerations).
- Scripted boundaries for staff: “We’re here to explore ideas safely; if anything is upsetting or worrying, speak to [DSL/teacher/Staff Ambassador].”
- Reminder of reporting lines for disclosures or concerns.

## 8. Follow-up Opportunities

Suggestions:

- Tutor-time discussion questions.
- Further activities for PSHE or citizenship lessons.
- Small-group follow-up for students who show strong interest or concern.
- Signposting to wellbeing or safeguarding support.

## 9. Resources Needed

Examples:

- Short video clip (1–2 minutes).
- Slide deck with prompts.
- Print-outs of viewpoints/scenarios.
- QR codes linking to reputable resources.

## 10. Suggested Closing Reflection (1 minute)

Options:

- “What is one thing you will think differently about now?”
- “What question are you still curious about?”
- “What would respectful disagreement look like for you this week?”