



ACCEPTANCE

INTRODUCTION

Shrek had accepted who and what he was. His problem was accepting the fact that others could accept him for what he was, and that those were the people worthy of his time, efforts and friendship—another invaluable lesson for teens. What is most important in life is to accept yourself for whom and what you are. Not that we don't, at times, have to take a look at that image and decide to perhaps make a few positive changes. Self discovery can be a tricky task, especially when all around you, others are pushing for you to be like them. Teens, however, need to be reminded that the crowd will often try to force others in the crowd into a mold because it makes them feel more secure. They are uncomfortable with their lack of courage to wave their own 'freak flag' and dare to be different.

I DON'T HAVE ANY FRIENDS

Students are often very intuitive when it comes to understanding if something is wrong. Sometimes, in fact, they are better than adults at helping their peers to feel better and to be able to share their problems. This is supported by the principles of 'peer mentoring'. An open ended investigation with your class can use these principles effectively to also explore many of the areas of PSHE. In small groups, ask students to consider any issues that they feel are prevalent amongst the student population at your school. What are students worried about? And how could these issues be solved or students with these problems be supported? Try appointing a peer mentor in your class, for anyone who is feeling anxious or concerned to go to, in a spirit of friendliness and support. Allocate a time when the peer mentor can come to speak to you as well, so that you can work through any issues together, on behalf of the rest of the group. If you can, organise official peer mentor training. The links in the resources section will help.

WE ARE DIFF'RENT AND UNITED

The end of **SHREK THE MUSICAL** sees all the Fairy Tale Creatures celebrating their differences! Ask your students to select the silliest thing that they can think of about themselves that nobody knows and that they don't mind sharing. It might be good if you can share something about yourself to start them off. This could be, for instance, that I always eat marshmallows in the bath! Next, ask your students to help to create a wall display, or if you have the facilities, computer wallpaper, that visually celebrates their 'difference'. A large collage of pink and white marshmallows, for instance, might be adorned with the slogan "I eat marshmallows in the bath". Ask students to reflect – whatever differences they've come up with and however silly they are, do they change anything about them as a person? Ask them to think about the lyrics from "Freak Flag" (see resource section) and whether they can think of times when they could have celebrated rather than mocked somebody because they were different.

RESOURCES

REPEATED ON PAGE 25

HUMPTY DUMPTY

We've got magic. We've got power.
Who are they to say we're wrong?
All the things that make us special...

EVERYONE

Yes, Egg!

HUMPTY DUMPTY

are the things that make us strong!
What makes us special...

PINOCCHIO

What makes us special...

EVERYONE

What makes us special...
Makes us strong!
Let your freak flag wave.
Let your freak flag fly.
Never take it down
Never take it down
Raise it way up high!
Yeah!
Let your freak flag fly...

PINOCCHIO

I'm wood! I'm good! Get used to it!
from "Freak Flag"
Music by Jeanine Tesori
Lyrics by David Lindsay-Abaire

PEER MENTORING RESOURCES

<http://www.learning-through-action.org.uk/pshe-subjects/peer-mentoring/>

<http://www.teachers.tv/series/peer-mentoring>