



The Linking Network

**Primary lessons that develop an understanding of
British values and universal values**

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British values in action in Primary education

This pack provides lesson resources across the Primary age range to support children to develop age appropriate, meaningful understanding of the themes of democracy, individual liberty, rule of law and mutual respect. All the lessons have been written by The Linking Network advisors and a group of experienced Primary teachers. The pack is grouped into lessons aimed at Upper Key Stage Two, Lower Key Stage Two, Reception and Key Stage 1 children and is downloadable from The Linking Network website at www.schoolslinking.org.uk/resources-area. Materials to support the lessons are also available on the website.

The context

In September 2015 Ofsted stated in the school inspection handbook that for an outstanding school ‘Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work’.

The ‘fundamental British values’ that the DfE and Ofsted are asking schools to promote are:

- **democracy**
- **rule of law**
- **individual liberty**
- **mutual respect and tolerance of those with different faiths and beliefs**

Along with other countries around the world, Britain is signed up to these values, and in addition to these, there are many other values that we promote in school life, for example: friendliness, courage, care, respect, aspiration, selflessness, forgiveness, kindness, equality, freedom and generosity. The British values form part of a schools’ work to promote the spiritual, moral, social and cultural development of children.

Work in Primary schools that connects to these values can help all children have a sense of belonging in Britain and develop understanding that while they can make choices in their lives they also have a sense of responsibility for supporting the freedoms of others. This work can help children develop an understanding that the law is there to protect all and we all have to abide by the law. It will include a steady focus on helping children make connections to others, explore and understand diversity, similarities and difference, and promote and champion equality for all. It is integral to developing school culture and ethos. Work with Primary children on values and understanding citizenship continues to form part of meaningful, engaging, age appropriate, outstanding Primary education.

There will be many ways that children are already being supported to live these values through the ethos of the classroom, relationships and the content of the Primary curriculum. There will also be much that happens across school through assembly, school council, visits, visitors, and most importantly through the culture and ethos that the school creates.

As stated by Ofsted, social development of pupils is shown when they accept and engage with these values and develop and demonstrate skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain. This is all part of equipping children to be thoughtful, caring and active citizens in school and in wider society. As part of this work, teachers need to be quick to challenge stereotypes and to use resources and teaching strategies that reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Schools ‘create opportunities for pupils to use social skills within the classroom or on educational visits to work and socialise with other pupils from different religious, ethnic and socio-economic backgrounds. The work that schools do to ‘promote spiritual, moral, social and cultural development of pupils and,

within this, fundamental British values’ is all part of curriculum approaches to building pupils’ resilience and includes work that ‘provides a safe environment for debating controversial issues and helping children to understand how they can influence and participate in decision making. As part of an outstanding Ofsted description ‘the school’s thoughtful and wide ranging promotion of pupils’ spiritual, moral, social and cultural development enables pupils to thrive’.

The overview below gives classroom ideas for each of the four British values followed by detailed lesson plans by age. Suggestions that are included in a lesson plan in the pack are marked with a *. This is a first draft edition and feedback and any examples of pupil work will be most welcome.

British Value	Teaching and Learning Ideas
British value of Democracy	<p>Key vocabulary: democracy, vote, voting, secret ballot, government, one person one vote, laws, rules, parliament, council, representative, campaign, democratic change, society</p> <ul style="list-style-type: none"> ❖ UKS2, LKS2 Democracy: Democracy for all. The Linking Network lesson plan ❖ LKS2 Democracy: Campaign for the Crayons – using the book The Day the Crayons Quit. The Linking Network lesson plan ❖ KS1/R Democracy: Having a voice – We all have a voice, Making it fair. The Linking Network lesson plan <ul style="list-style-type: none"> • Half the room*: stand up sit down activity (in assembly and then in class) e.g. stay standing if you like... and count number standing to vote. This can be a great activity to use the vocabulary including let’s vote, 50%, half of us, the majority (most), minority (fewer), democracy, law. • School Council process: Taking time over school council election process- listening, speaking, voting, choosing, government forming. Making links between school council and the words democracy, democratic- people having a chance to say what they think should happen and vote about what happens. Helping children make links between school council and what parliament looks like in London and what the city council looks like in your area. • Voting on everyday classroom matters: any activity where all children are asked to say what they think should happen about an issue and others listen and then a secret ballot is held. For example, voting about something as a class (e.g. what game you are playing in circle time) then making a human bar chart and then once you have decided everyone has to follow the result of the vote. • ‘If I was Prime Minister...’*or leader of the council etc. Activities that support children to think about laws they would make if you had the choice in school, in the community, in Britain. Write a list of three things you would do, ask children to write a mini speech and present it to share their ideas; this teaches children about the democratic process. • Year 6 Parliament explained video- http://www.parliament.uk/education/about-your-parliament/mps-lords-monarch/mps-in-the-house-of-commons/ • Year 5/6 and maybe Year 4: Understanding the idea of democracy* http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/ What is parliament? 7 minute video. • UKS2 Debate pack from parliament UK education service has excellent suggestions on debating. http://www.parliament.uk/education/teaching-resources-lesson-plans/Primary-school-debating-pack/ • Voicing opinions as part of everyday classroom practice. For example circle time sharing views and listening to the views of others. Work in literacy or RE lessons on Big Questions. For example, Does getting what you want always make you happier? What does it mean to be

	<p>a good neighbour? What rules do we want in our classroom?</p> <ul style="list-style-type: none"> • Learning sentence starters for sharing and debating opinions in an age appropriate way - I think that... That's interesting because I think.. I wonder if...On the other hand... (Sentence starters for discussions from The Linking Network*) • Debating* Use a spectrum lines technique to discuss and debate an issue. For example using the book 'We are all born free' from Amnesty look at the images of the Human Right to healthcare and to education. Tell the children that Bill and Melinda Gates have made a great deal of money from the Microsoft business and have decided to spend 99% of their money on one of the Human Rights. Ask the question 'If you wanted to give money away would you choose the Human Right to health care or the Human Right to education?' Ask children to stand at either end of an imaginary line depending on their opinion. Explain that both opinions are a great choice and that people would have individual liberty to take either action. • Create a democracy scenario*: in the classroom where teachers have pre chosen school councillors for a silly reason. Is this ok? Why not? Should everyone be allowed to vote? Should you pick your best friend? Why do we vote? Why do we vote using a secret ballot? • Explore desirable attributes of a school councillor*: explain why a school councillor needs these characteristics or attributes. Connect to wider context - government, Prime Minister, MPs. • Y5/6 maybe Y4: History of voting*: telling the story of how democracy developed in Britain- just the rich could vote, then all men who owned land, then all men, then women over 30, all women, age lowered to 18. Brilliant interactive timeline with interactive animation about parliament in Britain and who could vote with dates http://assets.parliament.uk/education/houses-of-history/main.html?theme=votes_for_all# • Reception/KS1 Talking about people who help us in our country – The Linking Network resource about people who help us: http://www.schoolslinkingnetwork.org.uk/resources-area/teaching-resources/how-do-we-all-live-together/helping-hands/#sthash.RnKmevtK.dpbs • Reception/KS1: Books to develop early understanding of democratic ideas. This is our House by Michael Rosen, The Hungry Giant by Joy Cowley, The day the Crayons Quit by Drew Dewart & Oliver Jeffers, Farmer Duck by Martin Waddell.
British Value of rule of law	<p>Key Vocabulary: law, rules, everyone, rights and responsibilities, police, courts, proper order, safety, wellbeing.</p> <ul style="list-style-type: none"> ❖ UKS2/LKS2 Rule of law: Games Without Rules – exploring rules and laws and their purpose. The Linking Network Lesson Plans ❖ LKS2 Rule of law: Plan to be good – uses the image of a dinosaur who has damaged a town from We are all born free. The Linking Network Lesson Plans ❖ KS1/R Rule of law: Living Together/Getting Along – exploring right and wrong, co-operation, individual and shared responsibility using the story of the Little Red Hen. The Linking Network Lesson Plans • All: make links to your school rules. Everyone in school has to follow the rules, including the headteacher, the caretaker, reception, Year 6, School Council. Because we have the rule of law in our country this means everyone including the Queen, Members of Parliament, the police, have to follow the law as well as being there to make sure we keep the laws. • All class rules: Why do we need rules? Consequences and rewards. Make links to wider context - laws, police, fire safety etc • That the laws in our country fit in with the school rules: Allerton Primary school in Bradford has a motto SCARF (Safe, Caring, Achieving,

	<p>Respectful, Friendly). There are laws about keeping everyone safe (speed limits), laws about caring about and respecting others (the Equality Act), caring about the environment (e.g. not dropping litter) and laws about achieving, because it is the law that every child from 5 to 16 has to go to school in the UK.</p> <ul style="list-style-type: none"> ● KS1/R:Books to explore the rule of law: <ul style="list-style-type: none"> ○ Little Red Hen – all having responsibility to help with the work to gain the right to share in the reward ○ The Giving Tree – Shel Silverstein (a sad story, when responsibility is not shared or equal, about a tree that gives everything) ○ When I Care About Others – Cornelia Spelman (a simple discussion book for young children, looking at people who help us and how what comes around goes around) ○ How to Heal a Broken Wing – Bob Graham (a story of a boy who takes on the responsibility of caring for an injured bird) ○ Goldilocks – someone who definitely did not keep the rule of law! The familiarity of this story is likely to help children to be much clearer about their own opinions. ● KS2 Work on right and wrong in RE curriculum ● Y5/6/ Play a team game outside with careful rules. Then play it again where you say the rules don't matter. What happens? Talk about what happens. Talk about how pointless games feel without rules.* ● Y5/6, 3/4 We are all born free book: page with picture of sunflowers standing over a range of people including a baby, toddler, child, adult and elderly person of different ethnicities. The law is for us all. It makes a great discussion starter if photocopied or on whiteboard.* ● Y5/6 Tell the story of how the United Nations Human Rights were written. https://www.youtube.com/watch?v=x9_lvXFEyJo See if you can write your class rules as rights and responsibilities following the pattern: Rule: Bullying is not allowed in this school Right: It is every child's right not to be bullied at school Responsibility: It is every person's responsibility not to bully or to allow bullying ● Y5/6 We are all born free book: page with scales of justice where the person holding the scales is blindfolded representing that the law is the same for everyone, doesn't have favourites, doesn't look at the person.*
British Value of individual liberty	<p>Key Vocabulary: choice, own beliefs, freedoms, liberty, individual, each person, protect.</p> <ul style="list-style-type: none"> ❖ UKS2 Individual liberty: Freedom, Human Rights, Peer Pressure, My Identity. The Linking Network Lesson Plans* ❖ LKS2 Individual liberty and respect for diversity: Encouraging Difference (Giraffes can't Dance, Happy Feet video), Free to be me (Art Series), Express Yourself (using the Hueys by Oliver Jeffreys). The Linking Network Lesson Plans* ❖ KS1/R Individual liberty: Only One You (How do I feel?, Only one You, My Many Coloured Day). The Linking Network Lesson Plans* ● Reception/KS1 books: Happy – Mies Van Hout; What I Like – Catherine and Laurence Anholt; the Elmer books – David McKee (old favourites in R/KS1 classrooms, celebrating individualism/ respecting difference); You Choose – Nick Sharratt and Pippa Goodhart; The Great Big Book of Feelings – Mary Hoffman and Ros Asquith; The Dot – Peter H Reynolds. ● Reception/KS1 - Circle time: I can say one good thing about myself, my favourite colour, I can say one thing that I like doing.

	<ul style="list-style-type: none"> • Y1/2/3: Only One you by Linda Kranz. • Y3 Dogs Don't Do Ballet by Anna Kemp. Great picture book about diversity and giving freedom to others to be themselves and follow their own choices. • Y3/4 Game Change Places: stand in circle and change places if you like....reading, sunshine, the colour red, favourite colours, hobbies, different teams... Talk as you go along about freedom to choose to be different, to have different things we enjoy. • Y3/4/5/6 The Linking Network Identity Pack Lesson http://www.schoolslinking.org.uk/resources-area/resources-for-linking/the-sln-identity-pack/ Lesson 1 – Identity Circles, Visible Invisible activities. • Y3/4/5/6 You can't judge a book by its cover http://www.schoolslinking.org.uk/resources-area/resources-for-linking/the-sln-identity-pack/ Lesson 5 - we are free to believe what we want to, choose our own hobbies, our own career, our beliefs, have our own favourite colour, food, music, being a vegetarian. Mind maps about yourself. Identity cards. • Y4/5/6 The Linking Network I am poems based on the old Orange advert http://www.schoolslinking.org.uk/resources-area/resources-for-linking/the-sln-identity-pack/lesson-4-i-am-who-i-am-because-of-everyone/ • Y4 School Linking Game: invisible similarities and differences – valuing difference and commonality. • Y4 School linking: values identity cards sorting activity. What matters most to me. • Y3/4/5/6 We are all born free book image – Freedom park.* Discussion about child stood on a soap box in the park. What do you care enough about to campaign about and see if you can say what should change in our democracy, in our school? • Y5/6 We are all born free video* https://www.youtube.com/watch?v=x9_lvXFEyJo • People Equal The Linking Network literacy work*: freedom to be ourselves, be respected and respect others.
British value of mutual respect and tolerance for diversity	<p>Key vocabulary: respect, mutual (two way), diversity (gender, disability, faith, belief, ethnicity), care, friendship, everyone has beliefs and some people have religious beliefs.</p> <ul style="list-style-type: none"> ❖ UKS2 Respect for diversity: People Equal. The Linking Network Lesson Plans ❖ LKS2 Respect for diversity and individual liberty: Encouraging Difference (Giraffes can't dance, Happy Feet video); Free to be me (Art Series), Express Yourself (using the Hueys by Oliver Jeffreys), The Linking Network Lesson Plans ❖ LKS2 Respect for diversity: We are Britain (using the book We are Britain by Benjamin Zephaniah). The Linking Network Lesson Plans ❖ LKS2 Respect for diversity: Welcoming Newcomers (using the book Something Else). The Linking Network Lesson Plans ❖ KS1/R Respect for diversity: Everyone is special, Welcome to our class. The Linking Network Lesson Plans • School Linking with another local school • Talk about friendship and how we treat one another in class and what it looks like when we wear our SCARF (Safe, Caring, Achieving, Respectful, Friendly – Allerton Primary motto). Talk about how this is something that is part of the law of the UK that everyone is expected to follow, including the Queen. • All lessons and especially where we teach children to listen to one another, be respectful to one another, the skills of taking turns. • Many RE lessons create opportunities to learn about mutual respect and tolerance of those with different faiths and beliefs and those

with no faith.

- Many PSHCE lessons will teach the building blocks of these values: relationships, living in the wider world, work on identity, equality, diversity, rights, fairness, justice, responsibilities, empathy, team work, self-organisation, negotiating. PSHCE association.
- **Sense of belonging:** activity about yourself and sharing who you are and listening to who others are. Favourite foods, favourite hobbies, favourite clothes... share with class. Photo of class.
- **Play a mime game where children mime good feelings and values:** courage, respect, friendliness
- **Who is the World for?** Tom Pow, Walker Books. Picture book. Various young animals ask their parents who the world is for and the parents explain the aspects of their environment that meet their needs. A boy asks his father who the world is for and the father explains that it is for all the animals and the people in it.
- **Reception/Y1 books:** The Rainbow Fish – Marcus Pfischer. Rainbow fish chooses to be kind and share, respecting others; But Martin! – June Counsel (a story about differences, friendship and getting along at school- with an alien); Willy and Hugh - Anthony Browne (a story about diversity and friendship. Willy is lonely . . . until the day he bumps into Hugh Jape in the park. Willy and Hugh are very different but they make a great team); The Best Part of Me – Wendy Ewald (covering body image / self esteem and diversity, a discussion book of photos and accompanying text written with older children in mind, but still relevant. Each child chooses the favourite thing about themselves); The Boy Who Grew Flowers – Jen Wojtowicz (respect, tolerance and diversity- a boy who is different finds a friend); The Family Book – Todd Parr (a small discussion book, celebrates all the different kinds of families); Something Else – Kathryn Cave and Chris Riddell (a simple story about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong. Then Something turns up); Cleversticks – Bernard Ashley (everyone has different skills. Ling Sung doesn't like school. The other children can do things that he can't. But Ling Sung soon finds out that there is something very special that only he can do...); The Day the Crayons Quit – Drew Daywalt and Oliver Jeffers (poor Duncan just wants to colour. But when he opens his box of crayons, he finds only letters, all saying the same thing: We quit! The crayons are tired of not being used equally. How can Duncan make sure he gives them all chance to shine on the paper?); Friends – Mies Van Hout (a beautifully illustrated discussion book about diversity and friendship); The Great Big Book of Families - Mary Hoffman and Ros Asquith (a discussion book about different kinds of families); It's OK to be Different – Todd Parr (a discussion book delivering the message of acceptance, understanding and confidence in a fun way); 64 Zoo Lane: Zed the Zebra - An Vrombaut Hodder Children's Books (Zed boasts that he is faster than all the other animals. They challenge him to an obstacle race. Each animal's talent helps overcome an obstacle. They finish because they have worked together. Zed's vanity prevents him from winning. <https://www.youtube.com/watch?v=c5HNLVWNxLg>)
- **Y1/2/3 The Cloud.** Brilliant book about a class who respectfully collaborate to support a new member of the class who has a cloud over their head.
- **Y2 Read the Ugly Duckling.** Sing the song. Talk about how everyone should have respected the duckling and how sad it was that they were unkind.
- **Y2/3/4 The Linking Network resource: Something Else** lesson plans on being welcoming.
- **Y3/4/5/6 I am I** book by Mairie Hetherwick about 2 children who fall out because they are self centred – the land dries out as they are unhappy – when they apologise and say sorry the land begins to grow again. Key Question for page where children have fallen out before you read the ending: What would you advise the children to do now?

- **Y4/5/6 The Linking Network resource: People Equal** poetry lesson plans - respect for diversity of personality.
- **Y4 The Linking Network Names activity.** Do you like your name? Do you know what your names mean? Do you get called any other friendly names that you are happy to share?
- **Y5/6 Story of Luz Long and Jesse Owens** at the 1936 Berlin Olympics (The Linking Network ppt).
- **Y4/5/6 Read Martin Luther King's speech I have a Dream** that one day my four little children will be judged by the content of their character not the colour of their skin. What is your dream? Homework to interview two other people about their dreams.
- **Y5/6 The Linking Network social skills questionnaire** asking children about their social skills and the way they relate to others.
- **KS2 Elephant story** *showing how we need to listen to one another as everyone has a point of view - six blind men were asked to determine what an elephant looked like by feeling different parts of the elephant's body. The blind man who feels a leg says the elephant is like a pillar; the one who feels the tail says the elephant is like a rope; the one who feels the trunk says the elephant is like a tree branch; the one who feels the ear says the elephant is like a hand fan; the one who feels the belly says the elephant is like a wall; and the one who feels the tusk says the elephant is like a solid pipe. A king explains to them: All of you are right. The reason every one of you is telling it differently is because each one of you touched the different part of the elephant. So, actually the elephant has all the features you mentioned.*
- **Year 5 Tuku Tuku**, Collins English pupil book. This story is set in the Caribbean about bullying. Distances issues and enables discussion of bullying.
- **Y5/6 We are all born free book – freedom park image.** Discussion and then list in pairs. What messages are the illustrator trying to give us through the drawings?
- **Y4/5/6 Oxfam My world Your world Resource** – children round the world and their names and meanings, their friendships, how they help around the house...
http://www.oxfam.org.uk/~media/Files/Education/Resources/Your%20world%20my%20world/lesson2_looking_at_our_names.ashx
- **Y6 Skin Again poems** - The Linking Network resource with examples of poems written by children about the things you cannot know about them by looking at their skin.

Reception and Key Stage 1 Lesson Plans: Democracy

BRITISH VALUE: DEMOCRACY		Lesson 1: We all have a voice
Learning Objective	Input and Activity	Plenary
<ul style="list-style-type: none"> I can express and justify my opinion I know mine and others' views count I can understand the importance of teamwork. I can make choices and begin to understand and respect the democratic process 	<p>To develop an understanding of what democracy means, the children will need to be given opportunities in class to feel their views are heard and valued and that they can make choices/ are involved in decisions; with younger children this might be the choice of book/ game.</p> <p>Intro: pass a smile round the circle</p> <p>Introduce the 2 puppets/ soft toys to the children. One puppet has toys/ pens and paper (anything handy) in front of it, the other has none. (Explain that the puppet has school things not its own)</p> <p><i>Is this is fair? How do you think each puppet feels? What would you do? What might happen next?</i> (children to talk to partner before sharing with the group)</p> <p>Ask the puppets how they feel. Use the children's ideas (involving them if appropriate) to develop the story. <i>Does puppet 1 have to share? What would you do?</i> (talk about living together and ask what will happen if there is no discussion)</p> <p><i>Why would it be kinder to share? What can Puppet 2 say to her? How might the puppets feel now? What might happen next? How could they come to an agreement on what to do?</i></p> <p>Explain to the children the importance of being able to work together and talk about problems and how we try to make things fair by allowing everyone the right to have a voice, so that we can agree on what is ok. <i>What could we agree on as a set of rules for us in class so that we treat each other fairly?</i></p> <p>Split into small groups/pairs/focus group with the teacher to draw up a list of 5 agreed rules, support children in expressing and justifying their opinions that will help us all have a voice in class- come back together to vote on what to include in a final list to make it democratic.</p>	<p>Look at school rules and compare them with the rules the children thought of.</p> <p>Are there any changes that the children feel should be made to the school rules that can be passed to the School Council?</p> <p><i>Whose responsibility is it to make things fair?</i></p>
Resources		
<ul style="list-style-type: none"> Two puppets/toys paper to record rules 		
Age		
Lesson written for KS1/Reception age group		
The Linking Network question		
This lesson helps answer one of The Linking Network questions – How do we all live together?		
British Value		
Democracy		

BRITISH VALUE: DEMOCRACY		Lesson 2: Making it Fair	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can express and justify my opinion I know mine and others' views count I can understand the importance of team work. I can make choices and begin to understand and respect the democratic process 	<p>Circle intro: pass round an egg very carefully/ keys game</p> <p>Introduce story- Read 'Farmer Duck' by Martin Waddell (hard-working, loyal duck and a very lazy farmer). The cow, sheep and hen, are all friends with the duck they can see that it's not fair. They make a plan together. Although the animals do not speak, it is easy to imagine what they might be saying. Which makes it great for passing the onus on to the children- what did the duck mean..? Also lots of repetition for younger ones to join in with. In the end the animals all set to work <u>together</u> on their farm. Combined, agreed action makes it fair).</p> <p><i>How do you think the duck feels having to do all the work? Do you think the farmer is being fair to the duck? Why did the duck's friends get involved? What does the duck mean when it says "Quack"? Why doesn't the farmer help? Why don't the other animals help? What would you do if something was unfair?</i></p> <p>Return to the story and stop at key points (hot seat), hold the relevant animal to speak for it; <i>what could each of the animals have said?</i></p> <p>R- given pictures or drawing their own, explain what the animals could have said to make things fairer for the duck.</p> <p>Y1/Y2- using story pictures (below), write in a speech bubble/ draw what you think the animals could have said at key points, including how to share the work at the end.</p>		<p>Walking debate:</p> <p>Read out statements about the Farmer Duck characters/ story and the children have to walk to one side of the space/ the opposite side or somewhere in the middle to show if they agree.</p> <p>E.g.</p> <p>Friends are important</p> <p>Being a friend means doing what my friend wants to do</p> <p>The duck didn't need the other animals</p> <p>Things were ok in the end because the animals listened to each other and worked together</p>
Resources			
<p>Farmer Duck – Martin Waddell book</p> <p>YouTube; story presentation (ppt) on Communication4all</p> <p>Animal characters puppets/ toys if possible (duck, cow, sheep, hen)</p> <p>Pictures from the book</p>			
Age			
Lesson written for KS1/Reception age group			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – How do we all live together?			
British Value			
Democracy and rule of law			

BRITISH VALUE: DEMOCRACY		Lesson 3: Making it Fair	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can express and justify my opinion I know mine and others' views count I can understand the importance of team work. I can make choices and begin to understand and respect the democratic process 	<p>Circle intro: pass a clap around the circle, 2 claps to change the direction</p> <p>You will need a large box and the book <i>This is Our House</i> – Michael Rosen (George has a house made from a big cardboard box and he says that no one else can come in—but the other children disagree: the story demonstrates power of the individual in combined action for a fairer outcome).</p> <p>Before reading the story to the children:</p> <ul style="list-style-type: none"> Set up a large box like the one in the book or create a play area. <i>Who should be allowed to play here? Why?</i> <p>During reading:</p> <ul style="list-style-type: none"> After each exclusion, ask: <i>Is George being fair? How do you think the child who couldn't play felt? What should the children do? Why doesn't George want the children to come in?</i> <p>After reading:</p> <ul style="list-style-type: none"> How did the children teach George to be fair? What else could they have done? What could you do if this happened to you? Do you think George will play fairly next time? Is it fair to tell someone they can't play? What rules should we have for our box? <p>Role play: only I can play in this house</p> <p>Working in groups of 4, support the children in thinking about how to decide fairly who will be the character in the box. Role play what could happen with our box if someone didn't want to share it. <i>How could we work together to help make it fair? Watch each other's performance and praise clear expression of opinions and good listening.</i></p> <p>Extension: play circle games e.g. Hula Hoop</p> <p>Everyone stands in a circle holding hands. Two people break hands and put their hands through a hula hoop and rejoin hands again. The hoop must be passed the whole way around the circle without breaking hands. Sometimes it goes over and sometimes under...doesn't matter. It is also fun to time the first try without telling the children. Tell them at the end after discussing what helped and what made it difficult. Then try to improve on their time.</p> <p>Explain that we want to make sure we all co-operate in our class, our school and in our country- doesn't it feel great when we all work together?</p>		<p><i>How can we use the ideas from this story in our play?</i></p>
Resources	A large box, <i>This is Our House</i> - Michael Rosen (YouTube, Vimeo)		
Age	Lesson written for KS1/Reception age group		
The Linking Network question	This lesson helps answer one of The Linking Network questions – How do we all live together?		
British Value	Democracy and rule of law		

Other suggestions of story books that could be used to discuss democracy in EYFS KS1

The Hungry Giant – Joy Cowley. A simple, repetitive story involving an unkind giant who bullies the villagers to give him what he wants. In the end they are so fed up with him, they take action together to get rid of him. A very simple introduction into what children will recognise as an unfair situation that is solved by group action.

The Day the Crayons Quit – Drew Daywalt and Oliver Jeffers. Poor Duncan just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: We quit! The crayons are tired of not being used equally. How can Duncan make sure he gives them all chance to shine on the paper?

Reception and Key Stage 1 Lesson Plans: Rule of Law

BRITISH VALUE: RULE OF LAW		Lesson 1: Living Together and Getting Along (The Little Red Hen)
Learning Objective	Input and Activity	Plenary
<ul style="list-style-type: none"> I know what is right/ wrong and can apply this in my life I understand the need for rules 	<p>Tell the story of The Little Red Hen, use props and stuffed toys if possible to enable the children to get more involved (PowerPoint/ retell it- see YouTube Pie Corbett/ Tesiboard)</p> <p><i>What kind of character is the hen? What kind of characters are the other animals? Why didn't the animals want to help? What could they achieve if they work together? Is this true in real life?</i></p> <p>Explain to the children that you have brought something to share/ if in EYFS use snack. Make it very obvious that you are not going to share it equally - e.g. girls can have a big piece, if you have blue socks you can have 2 pieces, etc.- gauge the children's reaction- ensure everyone is clear why it is not fair and what they can do about it.</p> <p>Discuss in pairs – and then feed back to the group</p> <p><i>How do we usually make sure that everyone gets a fair share? Do we need to write all rules down? Are there some rules that everyone uses when they are being kind to each other? What rules do we have in class? In school? At home? What happens when we break these rules?</i></p> <p>Extensions:</p> <p>Maximise opportunities to demonstrate responsibility as they arise.</p> <p>Read Mr Wolf's Pancake, stop before the ending and ask the children to explain characters' motivations and what choices they could have made. What were the rules?</p> <p>Work together on a shared project, with some agreed rules. E.g. Make bread to share with another class/ buns for a bake sale.</p>	<p>In what way do rules help us?</p>
Resources		
<p>Snack, knife, paper towels/ plates</p> <p>The Little Red Hen story plus props if required (hen, cat, rat, duck)</p>		
Age		
<p>Lesson written for KS1/Reception age group</p>		
The Linking Network question		
<p>This lesson helps answer one of The Linking Network questions – How do we all live together?</p>		
British Value		
<p>Rule of law and democracy</p>		

BRITISH VALUE: RULE OF LAW		Lesson 2: Living Together and Getting Along (My role and the role of others in society)	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> Everyone in a community has rights and responsibilities I am a member of my community I know who helps me in school and in the wider community 	<p>Explain responsibilities are things we take charge of or look after.</p> <p>Ask the children what they are responsible for-talk in pairs - write up a class list</p> <p>These might include: Making my bed; getting dressed; tidying my room; making my breakfast; cleaning my teeth; feeding my pet; reading/changing my reading book; hanging my things up; washing my hands; fastening my shoes/ coat.</p>		Who is part of our community?
Resources	<p><i>Do they like having responsibilities? What would happen if they didn't do these things? How does having responsibilities help us?</i></p>		
<p>People who help us pictures (ppt)</p> <p>Visits/ visitors. In role play- a surgery, or similar, plus items relating to people who help us.</p>	<p>Sit in a circle. These are photos of people doing jobs that help us: place the photos face down on the floor. Choose children to come and look at a photo, they can mine the job or describe the work. The rest of the class have to guess what the job is.</p>		
Age	<p><i>What would happen if they didn't do these things? How does having responsibilities help us?</i></p>		
Lesson written for R/ KS1.	<p><i>How does what they do connect to us in the classroom? How can we make their job easier?</i></p>		
The Linking Network question	<p>Depending on the experience of the children- arrange a visit and/or invite a member of the community in to talk about their responsibilities.</p>		
This lesson helps answer one of The Linking Network questions – How do we all live together?	<p>A visit could be to a local place of worship, a community hall, a museum, an allotment, a park/garden, a shop, doctors surgery, police station, an old people's home, a sports hall, a library, travel agent, etc.</p>		
British Value	<p>Make an interactive display of people who help in the local community and invite them in so that the children get to know more about what they do.</p>		
Rule of law and democracy			

BRITISH VALUE: RULE OF LAW		Lesson 3: Living Together and Getting Along (What are the Rules?)
Learning Objective	Input and Activity	
Resources	Plenary	
<ul style="list-style-type: none"> I know what is right/ wrong and can apply this in my life I can understand the importance of team work I understand the need for rules 	Establishing the rules for a game in PE/ outdoor play Warm up: Hula Hoops (hold hands in a circle, pass a hoop round the circle without breaking the link). Play: opposites. The rules are you do the opposite of what I say (suitable for R and KS1) The children have to listen carefully for this one! <ul style="list-style-type: none"> On GO – Children must stop still On STOP – Children must move around the space either walking/running On UP – Children must sit/lay down On DOWN – Children must stand and stretch up to the ceiling 	
Hall or playground, bean bags 1 per child and/or large balls- one between 4, chalk	Which game worked best? Why? Which team worked together best, why?	
Age	<i>How do rules help us? What would happen if you broke the rules?</i>	
Lesson written for R/ KS1	R- Teach the children a simple game e.g. split into four groups, one at each corner of the room.	
The Linking Network question	Each group has 4 bean bags to take to the bucket in the middle of the room. The winners are the team with all their bean bags in the bucket; they sit down to show they've done it. Then alter the game and say now the winners are the ones who fetch back the most bean bags (no specification, so some children may bring more than one bean bag back at a time- if they don't, you can tell them!) <i>is that fair? Did we all enjoy that game? Why not? What do we need?</i>	
This lesson helps answer one of The Linking Network questions – How do we all live together?	R/ Y1- Explain they have to think of a game where you pass the bean bag to each other	
British Value	Y1/ Y2- either use bean bags or, given a ball, in a group of 4 make a game with rules. Depending on ability, teach this game to another group.	
Rule of law and democracy	<i>How easy is it agreeing on what to do? What could make it easier?</i> Explain that we want to make sure we all co-operate in our class, our school and in our country- doesn't it feel great when we all work together?	

Some suggestions of books that could be used to discuss rule of law:

The Giving Tree: Shel Silverstein (a sad story, when responsibility is not shared or equal, about a tree that gives everything)

When I Care About Others: Cornelia Spelman (a simple discussion book for young children, looking at people who help us and how what comes around goes around)

How to Heal a Broken Wing: Bob Graham (a story of a boy who takes on the responsibility of caring for an injured bird)

Old favourites like Goldilocks: if the children know a story really well they are more likely to be able to be much clearer about their own opinions.

Reception and Key Stage 1 Lesson Plans: Individual Liberty

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 1: How do I feel?
Learning Objective	Input and Activity	
Plenary		
<ul style="list-style-type: none"> I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others 	<p>Play calming music as the children enter the space.</p> <p>Circle game warm up: sing hello to everyone; 'Hello (name)-, hello (name), How are you? How are you?' (tune of Frère Jacques), finish by passing a smile round.</p> <p>Explain that today we're going to talk about how we feel. <i>What words do we know to describe feelings?</i> Write down all the ones that the children can think of- support them to extend this by showing the photos from the PowerPoint How do I feel? Encourage paired talk to ensure all are participating. R- could start with just happy, sad, afraid, angry.</p> <p>Pass a safety mirror round and look e.g. angry/ turn to face your partner and take turns to express an emotion, <i>can they mirror it/ name it?</i></p> <p>Notice how your face changes when you show a different emotion- eyes wider/ eye brows raise, etc. <i>Do you notice any other changes in your body when you feel different emotions?</i></p> <p><i>When do we feel these or other emotions?</i> - share your experiences too.</p> <p>Pin up each of the photos- and sheets for any extras that have come up- in visible spaces around the room.</p> <p>Ask the children to go to the picture that best describes how they feel now; how they feel in the dark; how they feel when it's time to go to school; at a party, etc.</p> <p>Using only a light coloured chalk/ pastel and a dark one, ask children to draw themselves (use mirrors) – light pastel first- they can say/ write how they feel in the picture and explain why. Encourage children to share what they are doing and also to show an interest in each others work.</p> <p>Y2- could create a class treasure book with their own portrait, including drawings of the things that make them happy, with an explanation</p> <p>You could also use The Great Big Book of Feelings – Mary Hoffman and Ros Asquith (a sharing/ discussion book. The book opens with the question: "How are you feeling today?" And this leads on to a spread by spread presentation of a wide range of feelings, including: Happy; Sad; Excited; Bored; Interested; Angry; Upset; Calm; Silly; Lonely; Scared; Safe; Embarrassed; Shy; Confident; Worried; Jealous; Satisfied. The final spread is about Feeling Better because sharing and talking about feelings helps us to feel better.)</p>	
Resources		
Safety mirrors Feelings pictures (print out How do I Feel? ppt slides) www.communication4all.co.uk/PowerPoint%20Presentations/How%20d Chalks/pastels/paper		
Age		
Lesson written for KS1/Reception age group		
The Linking Network question		
This lesson helps answer one of The Linking Network questions – Who am I? Who are we?		
British Value		
Individual liberty		

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 2: Only One You	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others I can make decisions 	<p>Circle intro/ parachute game: play I know your name- take turns to call someone's name and swap seats, continue until everyone's name has been called.</p> <p>Do we all feel comfortable sitting here? Everyone has an equal say, everyone can see and hear, no one is standing out. <i>What does it mean – to stand out? What makes someone stand out from other people? How can people stand out in a good way in the classroom? In the playground? At home? How might that feel?</i> Elicit ideas for positive behavior, e.g. taking turns, listening carefully when someone is speaking, helping someone, smiling and being friendly. Who chooses what you do?</p> <p>Explain that we find it easier to do these things when we feel happy. Make a list. <i>What can affect how you feel? When have you done something special to stand out from the crowd?</i></p> <p>Read - Only One You book. Adri's parents said that you don't have to follow the crowd. What does it mean to follow the crowd? When might it not be a good idea to follow the crowd? (When the crowd is making bad choices or misbehaving, etc.) Choose some of the following to discuss in small groups as the children are working on their pictures and writing – Mama and papa fish said these things below- what did they mean? Look for beauty wherever you are; Find your own way; Know when to speak; No matter how you look at it there is so much to discover; If you make a wrong turn, circle back; If something gets in your way, move around it; Set aside some quiet time; Appreciate art.</p> <p>You could line up and play follow my leader to enact the book's ideas- circle back, move around something in the way, find you own way separate one child to go in a different direction.</p> <p>Listen to a cheesy song! Only One You- TG Shepherd.</p> <p>Independent work: decorate a fish (an oval shape) and in a speech bubble give Adri/ a friend some advice for how to be happy in life</p> <p><i>Extension:</i> Papa and Mama said: Make wishes. Read The Tin Forest – by Helen Ward and Wayne Anderson (beautiful book about an old man with a dream) or Amazing Grace- Mary Hoffman and Caroline Binch (a girl who won't allow discrimination to stand in the way of her and her dream). <i>What would your dream be?</i></p> <p>Cross curricular opportunities to develop self esteem, e.g. involve the children in planning elements of PE/ outdoor play if Reception- allowing them to talk about and take sensible risks on an obstacle course; set challenges, try something new, take on a new responsibility.</p>		<p>Play true/ false: read out a series of statements and children say true if Adri would agree, false if she wouldn't</p> <p><u>Suggestions for Only One You true/ false statements:</u></p> <p><i>Be gentle; make sure you always come first; think of others; its important to be the winner; make sure people do what you want to do; talk about your feelings; listen to others when they talk about their feelings; tell people what to do.</i></p> <p>Could vary this for Y2 each child having a card/ post-it with a statement on and they decide if it true or false and blutac up in the appropriate place. R/ Y1 thumbs up/ down on the carpet, etc.</p>
Resources	<p>Only One You – Linda Kranz book (on youtube)</p> <p>Plain paper in oval shape (like the fish in the book), pencils/paints etc. to decorate</p> <p>Only one you song by TG Shepherd</p>		
Age	Lesson written for KS1/Reception age group		
The Linking Network question	This lesson helps answer two of The Linking Network questions – Who am I? Who are we?		
British Value	Individual Liberty		

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 3: My Many Coloured Day	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I am developing an awareness of my own needs, views and feelings I can talk about how I feel I can be sensitive to and respect the feelings of others I can make decisions 	<p>This lesson could follow on from Session 1.</p> <p>Calming music as the children enter: Colours - Kira Willey</p> <p>Circle intro: mix up- personal attributes/ family members/ pets/ socks/ likes</p> <p>Re-cap on the feelings list we produced in Session 1. Today we are going to think about colours and how they sometimes link to feelings. Hold up a colour e.g. red- what feeling could this be? Repeat with a few others.</p>		<p><i>Why do everyone's pictures look different? Did any of us link the same colours/ feelings?</i></p> <p>I Can Sing a Rainbow – song</p>
Resources	<p>Introduce the book My Many Coloured Days – Dr Seuss) (Maybe on some days you feel sort of brown, like a bear; you feel slow and low, low down. But then comes a yellow day and wheeeeeeeeeee! you feel like a busy, buzzy bee.) This is available on YouTube, the sound quality isn't very good so you might want to mute it and read the screen. Share the book with the children, if possible read it a few times in the week before doing this lesson.</p>		
<p>Adult helpers, aprons, etc.</p> <p>Ready mixed or powder paint in primary colours, pallets, brushes, pieces of card or paper in a variety of colours, sugar paper, newspaper, pencils for each child</p> <p>My Many Coloured Days – Dr Seuss, Calming music to listen to e.g. Kira Willey- Colours (Song)</p>	<p>Listen to the Colours song again, ask them to think about what each colour means to them. Explain to the children that they are doing to do their own pictures showing themselves and their feelings today; using whatever colours they want. Paired talk: <i>how do you feel today? What colours will you use? Do your feelings stay the same all day or do they change?</i></p> <p>Painting activity- You might want to just have one group at a time working on this</p>		
Age	<p>Warm up: Talk about lines. What kinds of lines can we make? Straight, jagged, squiggly, zig-zag, etc. Ask the children to draw lines (using pencil on newspaper) based upon certain feelings. E.g. draw happy lines, draw angry lines, etc. Keep emphasizing that they will all have their own individual ideas. You could also link it to the music they are listening to.</p>		
Lesson written for KS1/Reception age group			
The Linking Network question	<p>Talk about colours you want to paint with to a partner. Give a quick demonstration of how paints are used properly (always clean brushes before dipping into a new fresh color ... treat the brushes well by stroking the paper, not letting them get dry etc. Also, review color mixing.)</p>		
This lesson helps answer two of The Linking Network questions – Who am I? Who are we?	<p>Begin working with the paint (each child needs a paintbrush, water and access to at least the three primary colors (red, yellow and blue). Everyone can then decide on an emotion or feeling which they will express using various paint colors, lines, textures and shapes. Think about a background which shows your changing emotions during the day, <i>can children explain how they got from one colour to the next? How could they get to a happy colour? The pictures could be finished off with a coloured figure showing how they feel now (see below for figure from the book to copy) Mixing</i></p>		
British Value			
Individual Liberty			

	colours - <i>which colour is angry? Can you mix calm? What colour are you today?</i> Extension ideas: <ul style="list-style-type: none"> • How does music make us feel- explore using different styles of music. Do the children have a favourite? This could be part of a half term on emotional literacy. • Poetry writing – see examples of colour poems and structures below 	
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Colour Poems What is yellow? The sun's butterfly rays, What is blue? The sky on summery days, What is purple? A soft ripe damson, What is red? Your face when you run, What is green? The grass in the meadow, What is multi-coloured? A fabulous rainbow. Anita Killick	Red is the color of anger, Pink, the color of love, Green is the color of envy, And yellow, the color of joy. Every color has an emotion, Like blue the color of sad, I am the color of loyalty, Now can you tell me what's yours. Marchelle Walter	- sounds like – - smells like – - tastes like – - looks like- - feels like – - makes me ----	Colour poem templates, you may know many more What is? A What is? What is? What is? What is?
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Further suggestions for books to use to explore individual liberty in Reception and Year 1 and 2

Happy – Mies Van Hout (A stunning book to share/ prompt discussion, a favourite in our house; rich chalk drawings of fish against a black background, each fish picture demonstrating a different emotion)

What I Like – Catherine and Laurence Anholt (A simple story of different children's likes and dislikes, everyone has different things they like)

The Elmer books – David McKee (Old favourites of most R/KS1 classrooms, celebrating individualism/ respecting difference)

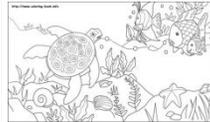
You Choose – Nick Sharratt and Pippa Goodhart (A sharing/discussion book. Imagine you could go anywhere, with anyone and do anything. Where would you live? Who would be your friends? What games would you play? Go on . . . *you* choose! Have confidence to make decisions and talk about what you want to do)

The Great Big Book of Feelings – Mary Hoffman and Ros Asquith (A sharing/discussion book. The book opens with the question: "How are you feeling today?" And this leads on to a spread by spread presentation of a wide range of feelings, including: Happy; Sad; Excited; Bored; Interested; Angry; Upset; Calm; Silly; Lonely; Scared; Safe; Embarrassed; Shy; Confident; Worried; Jealous; Satisfied. The final spread is about Feeling Better because sharing and talking about feelings helps us to feel better.)

The Dot – Peter H Reynolds (Confidence. Overcoming our fears about not being good enough. Vashti thinks she can't draw. But her teacher is sure that she can and encourages Vashti to sign the angry dot she makes in frustration on a piece of paper. This helps Vashti discover that sometimes we have to just take the first step...)

Reception and Key Stage 1 Lesson Plans: Mutual Respect, Tolerance and Diversity

BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE		Lesson 1: Everyone is special										
Learning Objective	Input and Activity		Plenary									
<ul style="list-style-type: none"> I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people. 	<p>Everyone walks round the room- say a number, form a group (make sure some children are left out each time– do this a few times- then sit in a circle. <i>How does it feel to be left out? Did you try and find a friend or accept the closest person? Why?</i></p> <p>We have the ability include each other or exclude – make people happy or unhappy</p> <p>Difference can cause people to be excluded</p> <p>Read or ideally remind the children of the story you read the week before – ‘Willy and Hugh’ by Anthony Browne</p> <p><i>What was the same about Willy and Hugh, what was different?</i> (draw up 2 lists)</p> <p>We don’t have to be the same to be friends and that our differences may complement each other; we are all special and unique and bring different qualities to friendship. Sit with a partner, <i>what is the same about you? What is different?</i></p> <p>Readers could play a differences bingo game (walk round the space, cross in the box when you find someone who applies)</p> <table border="1"> <tr> <td>Has a sister or brother</td> <td>Is good at drawing</td> <td>Wears glasses</td> </tr> <tr> <td>Is smiling</td> <td>Has brown hair</td> <td>Is funny</td> </tr> <tr> <td>Is tall</td> <td>Has a pet</td> <td>Is good at singing</td> </tr> </table>		Has a sister or brother	Is good at drawing	Wears glasses	Is smiling	Has brown hair	Is funny	Is tall	Has a pet	Is good at singing	<p>What do you think these characters will be like?</p> <p>(show front covers of picture books/ pictures of different characters)</p> <p><i>How do you know? Can we tell what someone will be like, just by looking at them? Why are first impressions not always right?</i></p>
Has a sister or brother	Is good at drawing	Wears glasses										
Is smiling	Has brown hair	Is funny										
Is tall	Has a pet	Is good at singing										
Resources	<p>Read Willy and Hugh a few times in advance of the lesson (on YouTube and Slideshare)</p> <p>A selection of picture books with clear illustrations of characters</p> <p>Books/ paper to record own ideas</p>											
Age	Lesson written for KS1/Reception age group											
The Linking Network question	Ask the children to draw/write how my friend is similar to/different from me											
This lesson helps answer one of The Linking Network questions – How do we all live together?	Y2 will be able to think a bit more about what it is that they value about their friends differences; it might be something that their friend is good at, that they’d like to be good at too.											
British Value	Mutual respect and tolerance											

BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE		Lesson 2: Everyone is special
Learning Objective	Input and Activity	Plenary
<ul style="list-style-type: none"> I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people. 	<p>Using the book, <i>The Rainbow Fish</i> – Marcus Pfister (A story with lots to discuss: covers tolerance, diversity and acceptance; a beautiful fish finds friendship and happiness when he learns to share- at what cost?).</p> <p>Possible questions before reading: <i>How many of you have ever felt left out? Or owned an item that you didn't want to share? If you were made to share, did it make you happier or sadder? Is being unique more important than being liked?</i></p> <p>Questions during reading: <i>Was Rainbow Fish wrong to refuse to share? Why did the blue fish want something so dear to Rainbow Fish's heart? Was he asking too much of Rainbow Fish? When the Octopus tells Rainbow Fish to give away his scales: What advice does the octopus give the Rainbow Fish? Why do the other fish treat the Rainbow Fish differently? After the blue fish receives a scale, why do the other fish ask for all of Rainbow Fish's scales? The book says that Rainbow Fish grew more and more delighted as he gave away his scales. How would you feel? At the end: Was Rainbow Fish's decision to share worth it? Would you rather be unique or liked? Why? Was the Rainbow Fish's decision to share worth it? Do you think the Rainbow Fish made the right decision? What could the Rainbow Fish have said?</i></p> <p>The children may have differing views on what happens in the story. Allow them relate their own experiences about feeling left out/ sharing items they did not want to, as well as what happened when they wanted something but did not get it. <i>How did they know what was the right choice to make, to give or not to give? Did they understand why a person may or may not want to share something? Did they treat the person fairly if they did not want to share their possessions? Do you share with your friends? Do you share <u>everything</u> with them?</i></p> <p>Create a very simple conscience alley- if you think he should share stand on the left, if you think he shouldn't, stand on the other side. Walk down with rainbow fish 'puppet' – children have to tell the puppet what they think (practice telling a partner first).</p> <p>R-children could colour a fish and say/ write what they think he should have done.</p>	<p>How does this story help us to get along with each other?</p> <p>What might you do next time someone is being left out?</p> <p>Next time you want something someone else has?</p>  
Resources		
<p>The Rainbow Fish – Marcus Pfister</p> <p>Fish shape to colour</p> <p>Rainbow fish puppet (or drawing)</p>		
Age		
Lesson written for FS2/ KS1		
The Linking Network question		
This lesson helps answer one of The Linking Network questions – How do we all live together?		
British Value		
Mutual respect, tolerance and diversity		

BRITISH VALUE: MUTUAL RESPECT AND TOLERANCE		Lesson 3: Welcome to our Class	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I know that there are similarities and differences between people: likes, gender, appearance, abilities, families, cultural backgrounds, etc. I know that people have things in common but everyone is unique. I can identify and respect the similarities and differences between people. 	<p>First hand experience. Welcoming others into our class- and going on visits- anywhere- possibly the most effective learning experience for young children. Widening the learning community allows children to develop respect for others and to develop positive relationships in all areas of their lives. Take children on visits and invite visitors into the classroom.</p> <p>Arrange for a range of visitors to visit the classroom over time. If it is possible to arrange for a group of adults representing different faiths and no faith to visit together that is an amazing experience for young children to watch and listen to adults modelling respect for different faith and no faith.</p> <p>First ask the visitors to share something about themselves as a person for 5 minutes maximum (and not mention faith). Ideally they would bring an object or photo. Let the children ask questions. In Reception asking the visitor to stay so children can talk informally, show the visitor things their favourite objects in the classroom.</p> <p>Then return to the carpet and ask the visitor to share for 5 minutes and show an object that is connected to their faith (may be a Holy book or an item connected to prayer). Give the children chance to ask questions. Then again allow the children to talk informally with the visitor during continuous provision/in Y2 an art lesson drawing objects connected to faith and belief is ideal as the visitor/s can model respect and interest.</p> <p>Collect resources which portray cultures and religions, including good quality information books, posters, postcards, stamps and pictures, e.g. pictures from calendars. Use these to talk about people in this country and in other countries, about similarities and differences in the way they live. If you have any visitors take photos of their objects to add to your collection. A world map forms an important part of this display.</p> <p>Ask any visitors to school who you feel would be engaging to call into your classroom for 5/10 minutes to talk about places they have been in the world/people they have met.</p>		<p>The Born in Bradford NHS project website has wonderful professional photographs of children and their families which are very engaging to look at with young children and can be a way to start talking about diversity. The twins gallery fascinates young children and is a great way to talk about similarity and difference.</p> <p>http://www.borninbradford.nhs.uk/the-bib-film-photography-and-poetry-gallery/photo-gallery/twins-gallery/</p> <p>http://www.borninbradford.nhs.uk/the-bib-film-photography-and-poetry-gallery/photo-gallery/meet-the-bib-families/</p>
Resources	Visitors from a range of faith communities- with an object that matters to them and an object connected to their faith or belief		
Age	Lesson written for KS1/Reception age group		
The Linking Network question	This lesson helps answer one of The Linking Network questions – How do we all live together?		
British Value	Mutual respect, tolerance and diversity		

Some suggestions of books that could be used to discuss mutual respect, tolerance and diversity in Reception and KS1

But Martin! – June Counsel (a story about differences, friendship and getting along at school- with an alien)

Willy and Hugh – Anthony Browne (a story about diversity and friendship. Willy is lonely . . . until the day he bumps into Hugh Jape in the park. Willy and Hugh are very different but they make a great team)

The Best Part of Me – Wendy Ewald (covering body image/ self esteem and diversity, a discussion book of photos and accompanying text written with older children in mind, but still relevant. Each child chooses the favourite thing about themselves)

The Boy Who Grew Flowers – Jen Wojtowicz (respect, tolerance and diversity-a boy who is different finds a friend)

The Family Book – Todd Parr (a small discussion book, celebrates all the different kinds of families)

Something Else – Kathryn Cave and Chris Riddell (A simple story, about a small creature who does his best to join in with the others. But he's different. No matter how he tries, he just doesn't belong. Then Something turns up.)

Cleversticks – Bernard Ashley (Everyone has different skills. Ling Sung doesn't like school. The other children can do things that he can't. But Ling Sung soon finds out that there is something very special that only he can do...)

The Day the Crayons Quit – Drew Daywalt and Oliver Jeffers (Poor Duncan just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: We quit! The crayons are tired of not being used equally. How can Duncan make sure he gives them all chance to shine on the paper?)

Friends – Mies Van Hout (a beautifully illustrated discussion book about diversity and friendship)

The Great Big Book of Families - Mary Hoffman and Ros Asquith (a discussion book about different kinds of families)

Its OK to be Different – Todd Parr (a discussion book delivering the message of acceptance, understanding and confidence in a fun way)

Lower Key Stage 2 Lesson Plans: Democracy

BRITISH VALUE: DEMOCRACY AND RULE OF LAW		Lesson 1: Democracy for all	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can start to understand the terms democracy and rule of law and why they are important. 	<p>Show the image to the children of different people stood under some sunflowers. (Image from We Are All Born Free book, Amnesty.) Tell the children that this image means something. Without any discussion, put some music on. Whilst the music plays, the children need to write down what they think the picture means using the post it notes on the tables. They stick them on the large image that is stuck somewhere in the classroom. During the music, they can post as many ideas as they like.</p> <p>Come together and read a few of their ideas. Without further discussion, watch the video about ‘The Universal Declaration of Human Rights.’ Reflect and feedback any thoughts that the children have about what they have just watched. Show the sunflower image again. TTYP: if this image is linked to what we just watched, what do you think the meaning could be now? Talk about the different groups of people we can see (gender, age, disability, ethnicity, faith). Everyone is different; but the sunflowers are virtually the same.</p> <p>Now show the text underneath: ‘EVERYONE has the right to be protected by the law.’ Repeat the music and post it note activity now that we have a wider knowledge of the illustrations context. Draw out that everyone has to follow laws (including all of us, the Queen, Government, police).</p> <p>TTYP – examples of laws? Can children explain why they are important and what would happen if we all broke the law?</p> <p>Draw links between laws & school rules devised by children e.g. safety/speed limits or achievement/every child 5-16 has to go to school.</p> <p>TTYP - who makes laws? Show first minute of Introduction to Parliament video http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/ to clarify. With these laws in mind, I have taken it upon myself to choose the school councillors that will enforce and choose the laws for our class. I have chosen ...to be school councillors because... (give spurious reason e.g. have their hair tied back, have shoes with laces). Is everyone happy with this? Invite feedback. Encourage children to explain reasoning. Teacher draw out the word democracy</p> <p>Ask previous school councillors/class representatives/an adult in school who has served as a governor to explain the role & teacher collect keywords e.g. listen/decide/choose. If these are the things school councillors do. TTYP– what do you think your school councillor/class representative should be like? What attributes do they need to have? Use children’s ideas to create word bank of desirable attributes for use in the next session.</p>		<p>Explain that in the next session, we will be thinking more about the attributes of a school councillor. This is an opportunity to reflect on whether you might like to be a school councillor.</p> <p>Wider context – share the whole Introduction to Parliament video http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/</p>
Resources	<p>Sunflower picture- handout. http://www.schoolslinking.org.uk/resources-area/british-values/democracy/</p> <p>Post it notes/ felt pens</p> <p>Video clips</p> <p>Lesson slides http://www.schoolslinking.org.uk/resources-area/british-values/democracy/</p>		
Age	Lesson written for LKS2 but suitable across KS2		
The Linking Network question	This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?		
British Value	Rule of Law, Democracy		

BRITISH VALUE: DEMOCRACY AND RULE OF LAW		Lesson 2: Democracy for all	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can write a short speech about my attributes to lead a democracy. I can take part in a fair vote. 	Recap on the previous session by showing the words that the children thought would make for a good councillor/class representative. Today, children will have the opportunity to make a short speech to the class explaining why they would like to be on the school council.		A selection of speeches can be read aloud*, followed by a vote.
Resources	Show the 'Attributes of a school councillor/class representative' writing prompt for the session, discussing each point with the children. Why do they think it will be important? Can they think of anything to add to the list?		Q – TTYP – should we let everyone in the class vote or only the boys? Refer to historical context.
Writing prompt sheets- ' <i>Attributes of a school councillor/class representative</i> ' http://www.schoolslinking.org.uk/resources-area/british-values/democracy/ Video clips Lesson slides http://www.schoolslinking.org.uk/resources-area/british-values/democracy/	Writing task <ul style="list-style-type: none"> Using emotive language, use a selection of attributes that you consider yourself to possess, to write a short speech about why you should be chosen to represent the rest of the class in the School Council. Think very carefully about what makes for a good democracy, and how you will be fair for all. Make your sentences powerful, so that when you read your speech aloud, it inspires people and fills them with confidence about your abilities to represent them justly. 		The vote will be in secret. Q – TTYP – why might it be a good idea to vote in secret? Wider context – share interactive timeline with children showing reforms in the voting process http://assets.parliament.uk/education/houses-of-history/main.html?theme=votes_for_all#
Age	Lesson written for KS2 but adaptable for other age ranges		*If you are using this lesson at the time you need to elect councillors then the children standing can read their speeches.
The Linking Network question	Success Criteria <ol style="list-style-type: none"> A short powerful written speech Emotive language that inspires and fills with confidence Content about being democratic and fair to all Speech confidently presented to your partner 		
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Rule of Law Democracy			

BRITISH VALUE: DEMOCRACY		Lesson 1: Campaign to support the crayons	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can explore ways we can express our opinions and campaign for democratic change 	<p>Show your class a box of crayons – some broken, some stubby, some whole, and some with the wrappers taken off. Ask the children to talk in pairs or groups about why the crayons look like this: What has happened to the crayons to make them this way? Why are some crayons much shorter than others?</p> <p>Look at the front and back covers of ‘The Day the Crayons Quit.’ What do the children think the story might be about? How can they tell this from the pictures? What information does the title of the story give them? It is a really good story for showing opinions being expressed, decisions being made and arguments being portrayed. Even crayons deserve a vote!</p> <p>Read the story out loud, possibly with each letter in an envelope, addressed to Duncan. After each letter, think about how that crayon is feeling, compiling a list of colours and their feelings for all the class to see.</p> <p>We are going to hold a campaign to support the crayons. Discuss what a campaign is and how it is a way for groups of people with the same beliefs to try and drive an opinion for what they think should happen. Get the children into small groups, giving each one a different colour to further explore the letter of, considering: how the crayon has been used, how it feels and how it’s persuading Duncan. Be detectives of persuasion, making notes of key words and use of formatting in the letter (i.e. capitals, underlining). Each group needs to make a sign and prepare a speech and a catchy slogan to explain what needs to change about their particular colours treatment. It is their chance to get their opinion heard; their chance to gain momentum in their campaign for the crayons’ rights.</p> <ol style="list-style-type: none"> 1. Think of a catchy slogan/ chant/ rhyme. (Say it out loud together a few times to check its easy to say, hear and repeat) 2. Use bold, legible colours on the sign so that it can be seen at a distance. 3. Write then practice a very short speech that lasts no more than one minute. 		<p>For homework, children need to fill an A5 piece of paper with illustrations using ‘untraditional’ colours; I.e. the sun could be blue and the fire engine could be yellow. When the pictures are in, we will discuss the choice of colours for creativity, before combining them to make a class collage named, ‘We support the Crayons!’</p>
Resources			
<p>‘The Day the Crayons Quit’ Large collage paper Paints and felt tips and wax crayons Individual letters from the crayons in envelopes.</p>			
Age			
Lesson written for Primary age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answers two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Democracy			

BRITISH VALUE: DEMOCRACY		Lesson 2: Campaign to support the crayons	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can take part in a Q&A and a debate, representing a different character and delivering their desires powerfully through argument, persuasion, fact and opinion. 	<p>Today we are carrying on our campaign to support the crayons. Get back into the colour groups that we were in during the previous session. The children are going to read the letters aloud, in role (it would be good if your children could all have bought in items of that colour to wear during the presentation). They need to read the letter emotively and clearly, working as a team so that every sentence is as powerful as the next. After the letter has been read, there will be a Q and A session for a few minutes where the audience needs to ask the ‘colours’ questions about what they have read. This is their chance to further their campaign in getting their opinions heard and their desires granted. Make sure all children/ crayons have a voice and are heard- this is a democracy, after all.</p> <p>With their letters in mind, open up the floor to a debate. Members are chosen from each colours ‘camp’ to come against each other in a debate;</p> <p>I.e. Call an orange and a yellow member to the floor and ask the question ‘Yellow is the true colour of the sun: Discuss.’ The two teams go head to head in their discussion, which at the same time is persuading the audience about the crayons desires. We need to listen fairly to each others opinion, impartially deciding as a group which team ‘wins’ each time. Discuss how to make this vote a fair one (maybe eyes closed, hands up for time constraints).</p> <p>Possible debate questions:</p> <ul style="list-style-type: none"> I feel most sorry for the Blue crayon. Discuss. I would most like to cheer the Beige crayon up. Do you agree? Duncan is right; pink is just for girls. The green crayon seems to be the angriest. This must mean he is the most important. 		<p>Sum up the sessions of work. It may have been fun, and we are all too aware that crayons do not really have a voice or an opinion. In these last sessions, the children (albeit in role), stood up for what they believed in and made their voices heard, using many mediums for this to happen. Let’s just hope the wider community listened and these poor crayons can return to work under fair conditions.</p> <p>But wasn’t it very true in real life as well? Just because you don’t have a voice, doesn’t mean you aren’t entitled to being treated fairly. Everyone and everything in the world deserves their feelings to be adhered to, however trivial. That is what living in a democracy is all about- the right to have an opinion and for it to be heard.</p> <p>You could read the sequel, ‘The Day the Crayons Came Home’ in a few weeks, pretending that their actions had an impact on society.</p>
Resources			
‘The Day the Crayons Quit’ book Lots of wax crayons ‘The Day the Crayons Came Home’ book			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answers two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Democracy			

Lower Key Stage 2 Lesson Plans: Rule of Law

BRITISH VALUE: RULE OF LAW		Lesson 1: Games without rules	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can follow and value rules 	<p>Show the children a game board of snakes and ladders. (Chosen because most, if not all children have hopefully had experience of this game at some point.) Get the children to discuss the rules of the game. Show your own rules for this game. Take whole class feedback- do we all agree or do some children play the game differently with their families/ friends? E.g. Some may get another turn if they roll a 6, some may have the youngest person in the game start first, etc. Explain it is really important to make sure we are aware of and agree the rules before we start, and that we follow them, no matter who we are.</p> <p>Get into small groups and play the game. Any time there is a dispute, get them to look at the rules and see if each player has been playing fairly- if necessary take the dispute to the whole class.</p> <ol style="list-style-type: none"> Get a game board and a dice. Choose a different colour counter per player. All players roll the dice- the player with the highest number, plays first. Move as many spaces as you roll. If you land at the bottom of a ladder, go up. If you land at the top of a snake, go down. The player who lands exactly on the number 35 is the winner. <p>(Change any of these steps according to the rules devised in your class discussion)</p>		<p>If you didn't know how to play this game, would you have been successful?</p> <p>Homework: Give each child a game board they have not used in class without explaining the rules. Children are to play this game with their families/ friends however they think it should be played.</p>
Resources			
Snakes and ladders game boards* Dice Different coloured counters Game board to send as homework *Downloadable from the internet			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – How do we all live together?			
British Value			
Rule of law			

BRITISH VALUE: RULE OF LAW		Lessons 2 and 3: Games without rules	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can explore and make rules, learning their value and purpose 	<p>Before any discussion, put the children into small groups and set them the task of playing the game that they had for homework. After 10 minutes of playing, bring the children back together. What did we find when we played this game? Hopefully the children will have thought of different ways to play the game, so there would have been a lot of disputes and unhappiness during what could have been a potentially fun way of spending 10 minutes playing a game. What would have made it more enjoyable? Rules have their purpose, and in order for society, and indeed the classroom, to be harmonious, we all need to follow the same rules.</p> <p>Give children blank grids in small groups. The children need to work together to come up with a game for their friends to play, based on any theme they like. They need to think carefully about the rules, so that other children can play the game easily and enjoy it, without worrying that someone is not being fair. Write these down in the form of instructions.</p> <p>Ask yourself these questions when planning your game:</p> <ol style="list-style-type: none"> 1. What is going to be the theme of my game (e.g. maths, favourite TV programme, favourite book)? 2. How will the players move around the board? 3. Should there be extra tasks to complete such as activities on cards? 4. What do the players need to complete the game? 5. What do the players need to know in order to play the game successfully? 6. Do my rules make sense? <p>Children then join another group, explaining their game to the other children so that they can play it. Assist and amend rules accordingly, realising that rules can be changed, as long as everyone still follows those same rules. Swap.</p> <p>You could laminate and put the games in the wet playtime cupboard for future use.</p>		<p>Imagine your home town with no rules. No traffic lights, no crossings, no police, no jail, no speed limits. What would happen?</p> <p>Ask children to notice the rules in action around them over the next few days. They could look in school, on the street, in shops.</p>
Resources			
<p>Homework game boards</p> <p>Dice</p> <p>Counters</p> <p>Pre-cut card of two different colours</p> <p>Colours</p> <p>Different grid layouts</p>			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – How do we all live together?			
British Value			
Rule of law			

BRITISH VALUE: RULE OF LAW		Lesson 4: Games without rules	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can think thoughtfully about why rules are needed, explaining this to someone else 	<p>Tell the children ‘On my way to work this morning, as I was waiting at the red traffic lights, I was observing what I could see. There was a mother with a child in a pram and a toddler walking beside her starting to cross the road at the crossing. On the other side of the road there was a cyclist. As well as this, the roads were extremely busy with the usual traffic of children being driven to school and adults on their way to work. A car suddenly appeared behind me and was driving very fast. It started to overtake me! What rules have been broken? What could happen as a result?’</p> <p>Give bonfire night safety as another example. Look at all the different rules. You could show a poster of rules. If we didn’t follow these rules, what terrible things might happen? Where else are rules important? Children to discuss in pairs and think of terrible repercussions that could happen as a result of rule breaking. Mexican wave these ideas, picking out some good examples that were heard.</p> <p>Show the sentence starter, ‘We need rules because....’ The children are to reflect on the last few sessions and think about how best to explain the importance of rules to their younger friends in school. They need to write 3 or more reasons why we need rules, before we find a partner in that lower year group to share their thoughts with.</p> <ol style="list-style-type: none"> 1. Think carefully about what rules do. Why do we need them? 2. Finish of the sentence ‘We all need to follow the same rules because ...’ with at least three reasons. 3. Read the sentence and check it makes sense. 4. Speaking in a clear voice, read the sentence out loud to a younger child. 		<p>Sit in a circle. Pass an object, each child says why rules are important.</p>
Resources			
Fireworks poster			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – How do we all live together?			
British Value			
Rule of Law			

Lower Key Stage 2 Lesson Plans: Individual Liberty

BRITISH VALUES: INDIVIDUAL LIBERTY AND RESPECT FOR DIVERSITY		Lesson 1: Plan to be good	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can write a letter in role as the dinosaur, promising proper order and character reformation 	<p>Have a look at the image of the dinosaur. TTYP: What has happened? What rules has the dinosaur potentially broken and how? What kind of character would do this on purpose?</p> <p>Discuss that while everyone has a right to be who they are (individual liberty), they need to take into account the affect that this will have on other people and things around them while doing so; while we have the right to be who we want, celebrating our differences, we also need to make sure that we all follow the same rules so that we can all live in harmony together. By that, it means this dinosaur may have been hungry, and he might have wanted to get across town quickly, but in doing so, he needed to obey the proper rules of the town so that everyone remained safe and happy.</p> <p>You could read the book <i>Evil Weasel</i>. He lives in a castle, drives a sports car and thinks that he is better than everyone else. The kind of character that thinks laws are above him. He has a party and sends out unfriendly invites, and whilst he prepares for a party, it still has elements to humiliate his guests (exploding cakes and cabbage flavoured sweets). But nobody comes. Sad and alone, Weasel sets out to question his guests who in turn, point out that Weasel has been mean to them in the past. Showing regret, he sets about his 'Plan to be good' and does a good deed to the other animals, before throwing another friendly party for everyone to enjoy. Whilst the book is not explicitly about laws and individual liberty, it does show a bad character making up his own rules in life and behaving however he likes. We then see him realising the affect this has had on his 'friends', so he works hard to become a reformed character- making himself and everyone else happy.</p> <p>Looking back at the dinosaur, we can see that he regrets not following the rules. 'Oops' is the sign. Display various people from the town that have been affected by the dinosaur not following proper order, with a thought bubble explaining how they are feeling and why. In role as the dinosaur, children are to choose one of these townspeople to make amends with. He will write a letter to them, explaining his bad trait that caused this to happen, what he will do in future to avoid this happening again, and how he will make the chosen person feel happy again.</p> <ol style="list-style-type: none"> 1. Choose a townspeople. 2. Start the letter with an apology and your reasoning as to how it happened. 3. Sympathise with the person and explain how you will make them happy again. 4. How will you prevent this from happening again- how are you reforming as a character. 5. Read the letter to check it makes sense & shows remorse for not following proper order & keeping rules. 		<p>Hotspot some children to be townspeople . Other children read their apologies to them. The children decide whether or not proper order and the rule of law has been promised, as well as spotting the positive character traits of the reformed dinosaur.</p>
Resources	<p>Dinosaur image from <i>We are all born free</i> book Amnesty or from http://www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty#img-12</p> <p><i>Evil Weasel</i> book by Hannah Shaw</p> <p>Thought bubble townspeople resource</p> <p>Paper or book to write letters</p>		
Age	<p>Lesson written for LKS2 age group but adaptable for other age ranges.</p>		
The Linking Network question	<p>This lesson helps answer two of The Linking Network questions – Who am I and How do we live together?</p>		
British Value	<p>Individual Liberty</p> <p>Rule of Law</p>		

BRITISH VALUES: INDIVIDUAL LIBERTY AND RESPECT FOR DIVERSITY		Lesson 2: Encouraging Difference (Giraffes Can't Dance)	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can use encouragement when respecting everyone's differences I can use alliteration to contribute to a class book 	<p>Explain to the class that they are going to listen to a story about a giraffe named Gerald, who gets teased because he is clumsy and unable to dance like the other animals. However, Gerald meets a special friend who helps him. Ask the children if someone has ever helped them learn how to do something new. How did they feel when they could not do what everyone else was doing? How did they feel once they learned how to do it?</p>		<p>Show a jazzed up jar. Place it somewhere in the classroom. This is to become our 'Encourage Others' jar. When I hear someone encouraging someone else, I am going to write their name and what was said, and place it in the jar. When it's full, we'll have a positive praise party and read/ reminisce on all the positive encouragement we shared together. Remember that everyone has different levels of ability, so someone's best may not be someone else's best, but as long as that person has tried their best, then that's brilliant.</p>
Resources	<p>After reading 'Giraffes Can't Dance', encourage the children to discover the meaning of the story. What did Gerald have to do in order to become a dancer? Is it important that everyone is able to do the same thing well? Ask the class why they think the author wrote this story. What did he want children to learn from Gerald's experience?</p>		
<p>Book Giraffes Can't Dance by Giles Andreae . It can be found on Youtube.</p> <p>Music</p> <p>'Encourage Others' jar.</p> <p>A5 paper</p> <p>Colouring materials</p>	<p>Put on some gentle music and ENCOURAGE your students to listen to the sounds and move with the music. Use some of the movement words from the text and ask kids to <i>sway, shuffle, skip, prance</i>, etc. During the dancing, be sure to extend kind words of ENCOURAGEMENT to each and every child, recognising their unique differences and acceptance. Describe the smiles and positive attitudes you see on student faces when they are being encouraged. Hopefully some children will start saying positive things to each other too. At the end, have children describe how they felt – dancing in their own way and hearing kind words. Remind them that kind, encouraging words feel good – when you receive them AND when you give them to someone else.</p>		
Age	<p>In the book, 'Warthogs' and 'waltzing' are examples of alliteration. We are going to use alliteration to write a class book about unsuspecting actions that animals may do that we don't know about. Can you think of other alliterative phrases that feature an animal doing something unusual, e.g. koalas doing karate, hopping hedgehogs.</p>		
<p>Lesson written for LKS2 age group but adaptable for other age ranges</p>	<ol style="list-style-type: none"> Think of an animal. (Share as a class before starting the activity, so that we don't have any repeats) Using the same initial sound, think of an action word that that animal might do. Make an illustration for the animal and its action. Add the sentence across the page in the same style as in 'Giraffes Can't Dance.' Put these together in a class book, 'Encouraging Difference.' 		
The Linking Network question	<p>1. Think of an animal. (Share as a class before starting the activity, so that we don't have any repeats)</p> <p>2. Using the same initial sound, think of an action word that that animal might do.</p> <p>3. Make an illustration for the animal and its action.</p> <p>4. Add the sentence across the page in the same style as in 'Giraffes Can't Dance.'</p> <p>5. Put these together in a class book, 'Encouraging Difference.'</p>		
British Value	<p>Play the circle game I like... (if you have a second adult play in two groups) There are several rounds. Each person starting with an adult says something they like doing and shows an action to represent e.g. I like playing football and kicks an imaginary ball, I like climbing mountains and makes a triangle shape.</p>		
<p>Respect for diversity.</p> <p>Individual liberty.</p>			

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| | <ol style="list-style-type: none">1. Go round the circle but this time no-one says their own so we say the name and the action.
Zara likes painting. Time yourselves.2. Repeat and time again.3. Can anyone go right round the circle on their own.4. If still enjoying all repeat for the last time. | |
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This is an excellent game for engaging with everyone's name and individual difference.

BRITISH VALUES: INDIVIDUAL LIBERTY AND RESPECT FOR DIVERSITY		Lesson 3: Encouraging Difference (Happy Feet)	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can celebrate the uniqueness of each individual and the power of being different I can contribute to a class belonging quilt, celebrating our differences 	<p>Emperor penguins are born to sing. All except young Mumble - no matter how hard he tries, he can't sing a single note. In a world where every penguin attracts their soul mate through their special heart-song, he cannot ever truly belong. The teacher even laughs at him, writing him off, saying "a penguin without a heart song is hardly a penguin at all." Watch this clip from Happy Feet with the children. How have the penguins all reacted, and why? How do you think Mumble will feel? If you were there, what would you have done/ said?</p> <p>Tell the children that, sadly, the fish start to disappear, and due to his unpenguinlike behaviour, the Emperor penguin casts him away from the group. To cut a long story short, he ends up in a zoo, where he shows the humans his happy, tappy, dancing feet. Show this clip. How does Mumble change from the beginning to the end of the clip? Why? How do you think Mumble is feeling?</p> <p>Show the final scene from the film, where Mumble saves the whole family of penguins by showing them all how to dance. The humans are so amazed, that they enforce LAWS meaning that no human can fish. In the clip we see all the different processes that happened before the law could be passed. This will mean that the penguins will survive- all thanks to Mumble being himself and making a difference.</p> <p>HAPPY FEET provides the opportunity to explore how preconceived ideas relating to individual or group identity and acceptable behaviour can lead to prejudice based bullying within school and the wider community. Mumble's story provides a chance to consider some of the factors that can contribute to social exclusion and non-acceptance as a consequence of prejudicial thinking and stereotyping. The film also offers the possibility to celebrate the uniqueness of each individual and the power of being different. Thinking about how Mumble was treated by the Elder penguin, was this fair? Why was he treated badly? Should his mother, father and friends have stuck up for him? Why didn't they? How would you stop people from being unkind to each other?</p>		<p>Each child shows and explains their part of the patchwork, using thread/ wool to tie it up next to another person's when they've read it. It should end with a patchwork quilt of how we all belong, despite all being different. We encourage these differences in our classroom, and it's what makes us make a difference together.</p>
Resources			
<p>'Encourage others' jar.</p> <p>Different clips from Happy Feet</p> <p>Squares of thick card – hole punch at the edges</p> <p>Wool/ thread</p> <p>Art materials</p> <p>Hole punch</p>			
Age			
Lesson written for LKS2 children but adaptable for other age ranges			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – Who am I?			
British Value			
<p>Respect for diversity</p> <p>Individual liberty</p>	<p>We are going to create a belonging patchwork quilt in the classroom, celebrating and encouraging the differences of its members. Give each child a square of thick card with holes pre punched. They are going to draw a portrait of themselves, decorating around it with words that show how they belong and what makes them special.</p> <ol style="list-style-type: none"> 1. Draw a portrait of yourself. 2. Write some adjectives around it to describe your personality: what makes you special? How do you belong? 		

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 1: Free to be me	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can explore ways I am free to be me I understand ways to help others to be free to be themselves 	<p><i>This lesson series has an art focus. The class that trialled this project listed it as their favourite activity of the year and it did take 4 art lessons to complete.</i></p>		<p>Children explain to group/class why they have chosen the fabric they did.</p> <p>Homework:</p> <p>Can you find out about your name –give out the homework flyer with http://www.quickbabynames.com</p>
Resources	<p>Introduce the idea of being –FREE TO BE ME- what does this mean?</p>		
Premade mini book about yourself as the teacher Card board covers Fabric or colourful paper PVA glue Glue spreader Glue stick Sellotape Homework flyer	<p>Talk about how we are all different, have individual personalities, things that we prefer and that this is important. Explain that laws in many countries including Britain protect our rights to be individuals and that it is also important that we practice supporting each other to be who we are.</p> <p>We are going to make our own mini-books which inside have things about ourselves that people couldn't know from just looking at us; things that make me who I am. Show children your mini book- talk through the three different sections.</p> <p>The first thing you need to do is make the front and back covers by covering cardboard with fabric.</p>		
Age	<p>Taking time over choosing the fabric or paper is at the heart of this lesson as it reminds children that they will have different preferences and that this is something to enjoy and not fall into the trap of thinking everyone will like the same things.</p>		
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question	<ol style="list-style-type: none"> Choose the fabric or paper you want for each cover Use the glue stick glue on the white side of the cardboard. Use PVA glue to stick the long sides of the fabric Fold of the corners into a triangle Glue the sort edges with PVA glue. Choose two pieces of ribbon. Sellotape the ribbon in the middle of the back 		
This lesson helps answer one of The Linking Network questions – Who am I? Who are we?			
British Value			
Individual liberty			

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 2: Free to be me	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can value and respect everyone's individual name Art objective- to learn the skills of painting with acrylic paint 	<p>Children to share what they found out about their name to their group. (If they haven't been able to allow the children to go on the website http://www.quickbabynames.com to find out the meaning of their name).</p> <p>No-one would know this information from looking at us they wouldn't even know our name. So this is the first thing we are going to include in our mini books. Show them your own mini-books page about your name. Explain they will use acrylic paint, a kind of paint, to paint your name and that they can choose the design and colours.</p> <p>Ask the children to write down their name and a sentence they want to say about it onto a strip of paper so that you can check spelling. This may be just the meaning or just that they like their name.</p> <p>Demonstrate how to fold and cut the paper to make the pages for the mini book.</p> <ol style="list-style-type: none"> 1. Fold and cut the coloured paper to make the pages of the mini book. 2. In pencil sketch your name- think about how you want it to look. 3. Go around the outside of your name in black handwriting pen. 4. Rub out the pencil. 5. Paint your name and the background in a light colour. 6. Carefully paint the letters of your name 7. While it is drying write the sentence about your name in your book or leave this till next lesson if time has not been available to check spellings. 		<p>Children find someone from another group to share what they found out about their name.</p>
Resources			
Coloured Paper Acrylic paint Pallets Thin brushes Water pots Cartridge Paper Handwriting Pens			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – Who am I?			
British Value			
Individual liberty			

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 3: Free to be me	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can choose words to describe my individual personality 	<p>Show children your mini-book– the pages with your personality on. Look carefully at the photographs on the example. How have they been designed to look like the meaning of the word? Look at colours and shapes chosen.</p> <p>Talk about how we are all unique and we all have different fingerprints - even identical twins. Show a picture of fingerprints.</p> <p>We are all unique in our personalities –today we are going to think about what makes us us!</p> <p>Give out the sheet of personality words to each group –let them spread them out, read them and discuss what they mean.</p> <p>Any we are not sure of? Children to discuss the meaning of any tricky words.</p> <p>How have I made the words I chose reflect their meaning?</p> <ol style="list-style-type: none"> Choose 3 to 4 words that BEST describe you –be honest! Think about how you will reflect its meaning when you draw it. Have a go on ordinary paper until you are happy Draw the word in pencil then colour using felt tips on the thicker paper. Fold the cardboard strip into a concertina. 		<p>Sit in a circle. As you pass an object around each child says one of the words that describes their personality.</p> <p>Did everyone choose the same words?</p> <p>If doing the hopes and dreams task hand out the homework sheet to interview two people about their hopes and dreams for themselves and for the world.</p>
Resources			
Personality words Felt tip pens Cartridge paper Strips card board Homework sheet about hopes and dreams			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – Who am I?			
British Value			
Individual liberty			

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 4: Free to be me	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can consider the hopes and dreams we all have Art objective: To use pointillism 	<p>Give out the children’s homework handed in this week. Allow children to share with their group their homework (their own hopes and dreams, who they interviewed, what they said).</p> <p>Explain this is the last section of our mini-book- we will include our hopes and dreams. Show your own book again. How have I created the illustrations?</p> <p>Show children other examples of pointillism.</p> <ol style="list-style-type: none"> Write your hopes and dreams for yourself and the worlds on the pages in your mini-book. Sketch your picture (keep it simple) on the white paper Put the tracing paper on top of your sketch. Use the felt tips to fill out the picture with dots. <p>Talk through the lesson about our precious people’s hopes and dreams are to them.</p>		<p>Children glue all the pieces of their book together.</p> <p>Allow children to walk around the tables so they can view each others work.</p> <p>Did you find out anything about anyone that was surprising/interesting</p>
Resources			
Hopes and dreams homework sheets Felt tips Plain paper Tracing paper Examples of pointillism			
Age			
Lesson written for LKS2 age group but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? Who are we? How do we all live together?			
British Value			
Individual liberty			

BRITISH VALUE: INDIVIDUAL LIBERTY AND RESPECT FOR DIVERSITY		Lesson 5: Express Yourself	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can freeze-frame as a character, thinking and speaking in role 	<p>Imagine a world where everyone is the same. We speak the same, look the same, dress the same, have the same interests, the same jobs and the same dislikes... nothing is different.</p>		<p>For homework, children are given a template of a Huey. They need to use this as a blank canvas for making a new Huey- a Huey of themselves. Design clothes and other items to add on to represent you. Do you play an instrument? What sport do you play? What's your favourite colour? The Huey should tell the story of the child. It should be expressing exactly what that child likes and their own personal sense of identity. When they are bought back in, give each child chance to explain their choices before making a display of these in the classroom. 'Express yourself!'</p>
Resources	<p>That is the world that Rupert, a Huey, lives in. They don't know any different, so don't question it, until one day, Rupert does. He decides to express himself differently to the others, making himself unique by knitting a jumper. At first, the Huey's react badly to this change, not accepting him. But as more and more people accept it, "being different was catching on". They want to join him in his mission to be different- sadly, by copying him, thus them all being the same again. Rupert doesn't give in, and thinks of a new way to make himself stand out from the crowd. His desire to be different inspires the others to express their own individuality too, so at the end, they are all different to each other, yet all still happy together. Read the story. Have a look at the inside front cover and inside back covers- how have the Huey's changed? Is it for good or for worse? What do you think the message from Oliver Jeffers is? Do you think it's important for everyone to be unique? Why?</p>		
<p>The Hueys</p> <p>Different freezes for annotating, or props and a camera if doing as a drama activity.</p> <p>Thought/ speech bubbles</p> <p>Glue</p> <p>Quick printing of the photos.</p> <p>Space for a display</p>	<p>Show the story at different points, explaining that today we are going to be acting and thinking in role as the Hueys. What was the reaction to Rupert's individuality at different stages in the story, and how do you think that made him feel? The author doesn't show us what the Huey's say or think, so you will add annotations to the freezes (either photographs of the groups freezing the story, or using the story images).</p>		
Age	<p>Lesson written for Primary age group but adaptable for other age ranges.</p>		
The Linking Network question	<p>This lesson helps answer one of The Linking Network questions – Who am I?</p>		
British Value	<p>Individual Liberty</p> <p>Respect for diversity</p>		
	<ol style="list-style-type: none"> Get in the position of the role you are taking on. Think carefully about your stance and facial expressions. (Someone takes a photo). As this is getting printed, think about what your character was thinking at that time. Write it on a thought bubble using expressive language and appropriate punctuation for effect. What would your character have said? Write this sentence using different types/ sizes of fonts dependent on the way in which it would have been said. Stick it all together onto the photo. 		

Lower Key Stage 2 Lesson Plans: Mutual Respect, Tolerance and Diversity

BRITISH VALUE: MUTUAL RESPECT, TOLERANCE AND DIVERSITY		Lesson 1: Welcoming new people (Something Else)	
Learning Objective	Input and Activity		Plenary
<ul style="list-style-type: none"> I can describe how to welcome people and practice being welcoming 	<p>Read the first part of Something Else – stopping at key parts to discuss what is happening/ characters feelings / children’s reactions. E.g. stop after ‘he tried to do everything they did’, when they told him ‘he was something else’, Ask children to talk to a partner about how they felt when they have met a group of people they didn’t know for the first time.</p> <p>Show children the picture from the book of all the animals staring at Something Else.</p> <p>Explain they will work in a group/in pairs to write on the Thought Bubble sheet what the characters are thinking.</p> <p>Ask them to first to write Something Else’s thoughts in the bubbles at the bottom of the sheet about meeting the whole group.</p> <p>After five minutes stop the class and read them a sheet of quotes from children who were new to a school describing how they felt when they were new.</p> <p>Children then continue to think of ideas to add to the Thought Bubble sheet but add how they felt if they have ever been new to a situation. Children feedback ideas.</p> <p>Then ask them to write in the thought bubbles at the top of the sheet what they think the large group’s thoughts are about meeting Something Else.</p> <p>After five minutes stop the class and read the sheet of interview quotes from children who were new to school about what helped them feel welcome.</p> <p>How do we welcome people? In threes discuss/role play how we can make someone new feel welcome. Thinking about the different words/phrases we say. For example when we smile there can be silly smiles/ kind smiles - even if we sometimes feel shy – we don’t have to be friends with everyone but we can always be friendly.</p>		<p>Something to think about:</p> <p>We don’t have to be friends with everyone but we can be friendly whether we are similar or different.</p> <p>Ask children to think about and be friendliness detectives over the next few days</p>
Resources			
<p>Something Else book and PowerPoint slide with the image of Something Else meeting large group to display</p> <p>A3 Thought Bubble sheet --What are they all thinking?</p> <p>‘How it feels to be new’ interview quotes sheet</p> <p>‘What helped them feel welcome’ interview quotes sheet</p>			
Age			
<p>Lesson written for lower KS2 but adaptable for other age ranges.</p>			
The Linking Network question			
<p>This lesson helps answers two of The Linking Network questions – Who am I? How do we live together?</p>			
British Value			
<p>Mutual tolerance and respect for diversity</p>			

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT FOR DIVERSITY		Lesson 2: Welcoming new people (Something Else)
Learning Objective	Input and Activity	Plenary
I can describe how to welcome people and practice being welcoming	<p>Reread the book Something Else</p> <p>Discussion: The group said -Something else was different – Was he different? – Did the creatures all look the same? - Why do you think they said he was different?</p> <p>Similarities and differences game – this game can be played in 10 minutes or can be adapted for a longer lesson. In pairs children find 3 similarities they have with each other just by looking at one another. They then have to find invisible similarities and differences by asking each other questions e.g. What is your favourite colour/food?</p> <p>Then the students can either just talk about their similarities and differences or record their answers on a Venn diagram, placing their similarities in the shared section. Or you could give each pair of students a folded A4 sheet to write invisible differences on the inside and create an image of each other to represent visible differences and similarities on the outside. Remind them of the phrase ‘We don’t have to be friends with everyone but we can be friendly whether we are similar or different.’</p> <p>Read together the advice below from City of Sanctuary to children in schools (Put onto a sheet for pupils to read and give themselves two ticks for activities they can easily do and one tick for ones they could do if they try hard).</p> <p>What can pupils do?</p> <ul style="list-style-type: none"> • Say hello! A friendly face can make all the difference. • Ask someone new to sit next to you. Show them around the school. • Ask about where a new-comer has come from, but remember they might not want to talk about bad things that happened there. • Learn about their country, what it’s like and what food they like to eat • Play games together. Even if someone doesn’t speak English, they can still play with you. • Tell a teacher if someone is being bullied or if you’re worried that they’re having trouble getting used to things 	<p>So what will we do to welcome new children and visitors to our school? Write down on post it notes how we can make people feel welcome at our school and display. This could be developed as a book for new arrivals or a display.</p>
Resources		
<p>Something Else book and PowerPoint slide with the image of Something Else trying to fit in to display</p> <p>Similarities and Differences Venn diagram on A3 paper and felt tips or pre-folded sugar paper if doing the art activity</p> <p>Sheets for pairs to share with City of Sanctuary advice printed</p> <p>Post it notes</p>		
Age		
Lesson written for lower KS2 but adaptable for other age ranges.		
The Linking Network question		
This lesson helps answers one of The Linking Network questions – How do we live together?		
British Value		
Mutual tolerance and respect for diversity		

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT		Lesson 3: We are Britain	
Learning Objective	Input and Activity		Plenary
I can think about what different people in Britain are like.	<p>Show the children the book <i>We are Britain</i> by Benjamin Zephaniah. Explain that over the next 5 lessons they as a class will be making a book called <i>We are Britain</i> about themselves.</p>		<p>Read another poem from the book.</p>
Resources	<p>1. Explain that the book is about the identity of thirteen British children. Give out different parts of a page to different groups of learners, so that some groups receive just the photographs, other groups the information, and others the poem.</p> <p><i>Possible pages to focus on for photographs, information and poems: Sevda, Jordan and Michael but any pages that seem appropriate to the class will work equally well. Use the smart board to model how these pages can be used to collate information.</i></p>		<p>Consider reading the poems at other times of the day and reflect on favourite phrases.</p>
<p>Book- <i>We are Britain</i> by Benjamin Zephaniah</p> <p>One of photograph/ Information/Poem poem about one child in the book for each pair in class,</p> <p>Selection of photocopied pages about Sevda, Jordan and Michael from the book.</p>	<p>2. Ask each group to see what they can find out about the child from what they have been given, and then present back to the class. Teacher to record on a Venn diagram on the board, showing the things that each group learned, and the things that were present in all groups.</p>		
Age	<p>3. When just one child has been thought about as a class, groups or individuals can do the same activity based on the pages about a different child and asking questions like What is this person enthusiastic about? (Enthusiasm is intense enjoyment, interest, or approval) What is this person's favourite food? etc. <i>Use a note taking sheet to focus on information retrieval developing the ideas of the key questions.</i></p>		
Lesson written for LKS2 but adaptable for other age ranges.	<p>Then feed back to the class. Hopefully this will create an image of diversity, and it will be interesting to see what commonalities appear, such as 'everyone in the book is enthusiastic about something' or 'most people in the book have a favourite food' leading us to a discussion on the key idea: I can think about what different people in Britain are like.</p>		
The Linking Network question	<p>4. Draw out the different features of each text type – for example how the poem compares to the information, and what all the photographs have in common. This allows the class to explore identity and diversity at the same time as reinforcing literacy skills. Allow plenty of opportunities to TTYP.</p>		
<p>This lesson helps answer two of The Linking Network questions – Who am I? Who are we?</p>			
British Value			
Mutual tolerance and Respect for diversity			

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT		Lesson 4: We are Britain	
Learning Objective	Input and Activity		Plenary
I can write about myself	<p>Following the discussion and information retrieval from the different poem examples we will begin by writing a biographical page about ourselves similar in content to the pages matched with the poems in the book.</p> <p>Areas for information:</p> <ul style="list-style-type: none"> • Your favourite food • Brothers, sisters and cousins too • What are you enthusiastic about? • The places you like to visit. • Pets • Where you live <p>Model how this will be written in the first person rather than the third person as in the book. Allow children time to collect ideas onto the 'personal proforma.'</p> <p>Then use the ideas and put them into sentences in books or on a We are Britain - poetry planning sheet.</p> <p>You could introduce literacy based challenges for the structure of the sentences. E.g. Capital letters and full stops, adjectives and conjunctions to extend their sentences. <i>when, if, because, although, but</i> - Remind about consistent use of pronouns.</p>		<p>Play the Circle game 'Change places if you like.' Children cross the circle when a food they like is named, something they are enthusiastic about is named. Draw out the concepts as you play that even though we are all in the same class we are all different, that we are all living in Britain and that being British is about valuing diversity.</p>
Resources			
Book- We are Britain by Benjamin Zephaniah We are Britain Personal proforma for first ideas We are Britain – poetry planning sheet.			
Age			
Lesson written for LKS2 but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? Who are we?			
British Value			
Mutual tolerance and respect for diversity			

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT		Lesson 5: We are Britain	
Learning Objective	Input and Activity		Plenary
I can experiment with words to write a poem about myself and who I am.	Model how the information collected for the paragraph can be used to create phrases for a poem.		Ask a selection of children to share part of their poem and draw out the fact that we all live in Britain and we are all different in different ways. Homework task If you want to add a photograph of each child with an object that reflects who they are send a note home asking if they can bring an object in the next lesson that will be returned home the same day.
Resources	Include possibilities for including rhyme but emphasis this is not necessary.		
Book- We are Britain by Benjamin Zephaniah Examples of poems from the book on slides/enlarged to share with the class Note to go home to request objects if required for photographs in next lesson	Introduce the idea of using the format of phrases from poems they have especially enjoyed from the We are Britain book. Show a selection of poems from the book. Give children the opportunity to model a particular phrase with the addition of their own name. e.g. I love to play in the spring When the flowers begin to bloom In the park and playground In the kitchen and the room		
Age			
Lesson written for LKS2 but adaptable for other age ranges.			
The Linking Network question	I am happy when I am doing magic		
This lesson helps answer two of The Linking Network questions – Who am I? Who are we?	I always have a trick up my sleeve Even when I am in bed I have a trick inside my head.		
British Value			
Mutual tolerance and respect for diversity.	I am hard working and happy to do my share I am brave and bold and do not fear the cold I do eat greens and know that they are good But I eat chips and rotis and fruit as I should		

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT		Lessons 6 and 7: We are Britain	
Learning Objective	Input and Activity		Plenary
I can edit, illustrate and write up my work about my identity for others to share	<p>Session 4</p> <p>Using either an example of a child's work or a 'made up' example model how to use the green pen to edit their work.</p> <p>Allow time for children to read their work to their learning partner and possibly to the class.</p> <p>Children can then begin to plan their illustration for their book page about themselves and their identity.</p> <p>Session 5</p> <p>Focus on creating a piece of work they are proud of and is their best work to add to the class book</p> <p>You could put on music and have a quiet section of time to concentrate on creating a neatly joined piece of writing copied from their draft work about themselves and an illustration for their page.</p> <p>You could consider the possibility of taking a photograph of each child that reflects who they are to be added to this work. They could bring in an object that means something to them or choose from a selection in the classroom which could be a favourite book from the reading area.</p> <p>Take a photo of each child holding the object in a pose they choose.</p> <p>Practice performing the pages:</p> <ul style="list-style-type: none"> • Arrange children to work in a group of 2 or 3 to read aloud their page. • Ask a few children to read aloud their information about themselves to the class. • Allow time for children to move around the room to look at each other's pages. 		<p>Finish by presenting your book to a 'visitor' to the classroom- this could be the school caretaker, a couple of children from another class, a class assembly...</p> <p>Prepare a child to explain the book to the visitor then finish by saying in unison: Together We are Britain.</p>
Resources			
Book- We are Britain by Benjamin Zephaniah Camera			
Age			
Lesson written for LKS2 but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? Who are we?			
British Value			
Mutual tolerance and respect for diversity.			

Upper Key Stage 2 Lesson Plans: Democracy

BRITISH VALUE: DEMOCRACY		Lesson 1: Democracy for all	
Learning Objective	Input and Activity		Plenary
I can start to understand the term democracy and why it matters	<p>Write the word DEMOCRACY on the board. What does it mean? TTYP. Take ideas from partners.</p> <p>Without further discussion, watch the video about http://www.parliament.uk/education/teaching-resources-lesson-plans/introduction-to-parliament-ks2-video/. Pause at several points to discuss and answer questions about each section. Reflect and feedback any thoughts that the children have about what they have just watched. Explain that we live in a democracy but not all countries are democracies.</p> <p>Draw out that everyone over 18 years old who is a British citizen has a vote and the overall winner from the votes becomes the elected government to make decisions and laws for the country and everyone has to follow laws (including all of us, the Queen, Government, Police). TTYP – examples of laws? Can children explain why they are important and what our country would be like and what would happen if we all broke the law? Draw links between laws & school rules e.g. safety/speed limits on roads and not running in school/every child 5-17 has to go to school and school rules about attendance. Draw out links between democracy and voting for a government/local council and democracy in voting for school council. Manifesto written/speech; Campaign; Vote; Responsibility for carrying out promises.</p> <p>Voting Activity- Half the Room – stand up/ sit down to vote. Talk about democracy and how we need to know people’s opinions in order to provide what is wanted – and voting is a way of collecting people’s opinions. We are going to have a vote in public; you stand up or sit down to share your opinion. Ask all the children to stand e.g.</p> <ul style="list-style-type: none"> Stay standing if your favourite sport is cricket. Stay standing if you would like an extra hour of art each week in school Stay standing if you would like fruit in KS2 like they have in KS1 Stay standing if you are left handed and use left handed scissors. <p>Count ‘votes’ Do a simple tick or cross on the board which is the majority each time. We often provide for the majority. Then read the list of results off to the class- no cricket, extra art for all, fruit in KS2 and no left handed scissors needed.</p> <p>Explain that there are different ways of voting- and the one we have just followed is majority/minority with no debate. Talk about majority and minority. How does it feel if you don't get your choice? What if you are left handed and no-one provides left handed scissors? Ask a child who is left handed to explain how hard that is. Talk about how important it is to ask the right question. Before we asked who used left handed scissors. What should we vote on? Vote again about scissors with a re-worded question- Stay standing if you think we should have left handed scissors in school.</p>		<p>Give each child a post-it note and ask them to write on it what they now understand by democracy.</p> <p>Democracy is....</p>
Resources	<p>Video clip</p> <p>Post it notes</p> <p>Paper</p> <p>Web access to parliament UK video</p>		
Age	<p>Lesson written for UKS2 but adaptable for other age ranges.</p>		
The Linking Network question	<p>This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?</p>		
British Value	<p>Democracy</p>		

<p>What about secret ballots? Why might they matter? Discuss. How did it feel to have a different opinion to your friend? Would it have been easier if the vote was in secret? Has anyone been to a vote? How does this work? Explain about polling booths so no-one can look, folding the paper and posting it into a sealed box. Explain every person has the right to individual liberty to have their own opinion and vote however they want to following their own conscience. We could stand up or sit down and we didn't have to follow our friends' opinion. And that once we have democratically voted and decided on rules and laws we all have to follow the rule of law. So if we decide democratically and a law has been passed that cigarettes can only be sold to over 18's then a supermarket can't suddenly sell to 16 year olds. And because we have respect for diversity we create laws that care for different people's needs just as we did with the left handed scissors- we don't just think about ourselves.</p>	
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BRITISH VALUE: DEMOCRACY		Lesson 2: Democracy for all	
Learning Objective	Input and Activity		Plenary
<p>I can write a short speech about ideas to improve life</p> <p>I can take part in a fair vote</p>	<p>Recap on the previous session by showing the post-its that the children thought explained democracy. Today, children will have the opportunity to write and present a short speech to the class which we will then democratically vote on.</p> <p>Watch first 4:15 minutes of http://www.parliament.uk/education/teaching-resources-lesson-plans/democracy-parliament-and-government-video/ to recap democracy.</p>		<p>Show how we have developed over time in the UK by looking at this time line of democracy in the UK from 1265 to now.</p> <p>http://assets.parliament.uk/education/houses-of-history/main.html?theme=votes_for_all#</p> <p>The timeline shows for example the introduction of secret ballots in 1872, votes for all women over 21 in 1928, lowering age of voting for men and women to 18 in 1969.</p> <p>Extra: This website timeline could be a useful research activity; particularly more able children to look at the interactive time line in pairs and make notes of interesting facts about how democracy has developed over time.</p>
Resources	Activity – “If I was Prime Minister...”		
<p>Writing prompt sheets.</p> <p>Video clips</p>	<p>In small groups (or individually), write a list of 3 things you would do to make Britain or your home town a better place. Prepare a mini speech to present to share ideas with rest of class.</p> <p>Allow plenty of time to discuss ideas and rehearse speeches.</p>		
Age	<p>Success Criteria</p> <ol style="list-style-type: none"> 1. A short powerful written speech 2. Emotive language that inspires and fills with confidence 3. Content about being democratic and fair to all 4. Speech confidently presented to your partner 		
<p>Lesson written for UKS2 but adaptable for other age ranges.</p>	<p>Children present speeches- the rest of the class is in role as the audience/press journalists taking notes. If possible create a podium for the speech maker to stand on (with a stage block) and a stand to hold their notes. Journalists raise their hands to ask a question. Take 1 question per speech.</p>		
The Linking Network question	<p>Teacher to say who they think gave the best speech for a really silly reason and then just announce that this person is the winner. Ask the children if they think it is right for you to just decide on your own? Ask the children how this could be a more democratic decision? Discuss.</p> <p>Then vote as a class democracy to see which group/individual would be elected to power.</p>		
British Value	<p>How would they feel if all decisions were made for them, as they are in some countries where there is a dictatorship?</p>		
Democracy			

Upper Key Stage 2 Lesson Plans: Rule of Law

BRITISH VALUE: RULE OF LAW		Lesson 1: Rules and laws	
Learning Objective	Input and Activity		Plenary
I can think about why we have the 'rule of law'	<p><u>Why do we have rules?</u></p> <p>Take children into the hall or playground to have an egg and spoon relay race or a game that requires rules in the classroom (e.g. Heads down thumbs up). Be very clear about the rules, maybe put up a poster listing them: each team member only goes once, no touching the egg, no foot over the line to start, cross the line with both feet before passing on the egg to your next team member, if you drop the egg return to where you dropped it, team to sit down at end when last person has crossed line etc.</p> <p>Play it once and be a strong referee with teams disqualified or sent back making sure all groups keep the rules.</p> <p>Then sit them all down and quietly say that they need to listen very carefully before we repeat the game. Make it clear we are going to play again and explain that this time you will not be enforcing the rules and that in fact there are NO rules. Stand the teams ready as before. Say ready steady go. <i>When we tried this activity out one team played by the rules, one child in another team understood straight away and got their team to hold the egg and run and in a third team one child just told her team to sit down and fold their arms.</i></p> <p>Discussion afterwards- What happened? What did it feel like when no one cared about the rules? Was there any point to the game without the rules? Who should have made sure we had rules and kept the rules?</p> <p>Post its or written thought bubbles for a display on the rules of law- sentence starters:</p> <p style="padding-left: 20px;">I think rules matter because....</p> <p style="padding-left: 20px;">Without rules it feels....</p> <p style="padding-left: 20px;">If only some people keep the rules it....</p> <p style="padding-left: 20px;">It is important that everyone and every organisation keep the rules because...</p> <p><u>Share the definition of the Rule of Law:</u> <i>The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</i></p> <p>You could use the sunflower picture activity ideas from the 'LKS2 Democracy for all' in this pack to explore the idea that EVERYONE is protected by the law, just as the sunflowers are providing shelter from the sun to all the different people. This picture is an excellent image to explore this important idea.</p>		<p>Rules and laws are there to keep us safe.</p> <p>What would school be like if we didn't have rules? Imagine what would school be like if no-one had decided about how we do things? E.g. which teacher teaches which class, what time the school day starts and finishes, what lessons we do each day.</p> <p>In pairs list at least 5 rules or arrangements you are glad school has decided to agree.</p>
Resources			
Eggs and spoons Post its Sunflower picture- Resources from Democracy for all LKS2 lesson pack			
Age			
Lesson written for UKS2 but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer one of The Linking Network questions – How do we all live together?			
British Value			
Rule of law			

BRITISH VALUE: RULE OF LAW		Lesson 2: Rules and laws
Learning Objective	Input and Activity	
Resources	Plenary	
I can explore rules, learning their value and purpose	Recap game you played without rule from last week and discussions it sparked.	
Resources	DISCUSSION: So what is the rule of law? Why do we need it? What rules do we all value?	
We Are All Born Free book- Image of person with a blindfold holding the weighing scales (Article 7, 6 th page in the book)	Imagine your area/home town/country with no rules. No traffic lights, no crossings, no police, no jail, no speed limits, no left and right hand side of the road for driving. What would happen? (<i>You could choose to use the LKS2 Rule of law picture activity using the dinosaur who has trampled over the town from the We Are All Born Free book</i>)	
Bill proforma	Look again together at the definition of the Rule of Law: <i>The principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced; the principle of government by law.</i>	
Link to video parliament UK	Last lesson we saw that everyone has the right to be protected by the law, this time we are going to investigate how the law is the same for everyone and how it must treat us all fairly.	
Large paper	PICTURE ACTIVITY – Look at ‘We Are All Born Free’ book picture of person with a blindfold holding the weighing scales with people on each side of the scale. Brainstorm ideas about how this picture represents the law. Why is the person blindfolded? Why are the scales balanced? Why are there girls on one side and boys on the other? What do you notice about the 6 children?	
Coloured pencils/felt tips	Explain that the person holding the scales represents the law and that they are shown blindfolded because the law is the same for everyone, it doesn’t have favourites, doesn’t look at the person etc. That the role of a judge in a court is to be completely fair.	
Age	ACTIVITY - every year parliament makes new laws and also gets rid of old laws no longer needed – For example you used not be allowed to eat mince pies on Christmas day! That law has gone- parliament voted to repeal that law. If you could make one new law what would it be? A few years ago parliament had a competition about this. Watch the Primary school winners. https://www.makewav.es/story/485967/title/lightscameraparliament2013winners	
Lesson written for UKS2 but adaptable for other age ranges	This winning group decided: Our new law is - You must wear a helmet when on a bike. Rights – It is everyone’s right to wear a helmet when on a bike.	
The Linking Network question	Responsibility – it is every person’s responsibility to wear a bike helmet.	
This lesson helps answer one of The Linking Network questions – How do we all live together?	What law would you choose in your group? Work as a group and decide on one new law. Design a poster and a proposed bill to present your suggested law to the rest of the class and for display. Be ready to explain what rights and responsibilities this law gives people.	
British Value		
Rule of law		

Look at one another’s posters about the one new law you would make.

You could have a democratic vote about which law you will pass.

Extra activity: You could look back at class rules you drew up at the beginning of the year and review how they are going. Any rules not needed? Any new rules needed?

Upper Key Stage 2 Lesson Plans: Individual Liberty

BRITISH VALUE: INDIVIDUAL LIBERTY	Lesson 1: Individual liberty	
Learning Objective	Input and Activity	Plenary
I can explore the right to live in freedom and individual liberty	Watch the We Are All Born Free video https://www.youtube.com/watch?v=x9_lvXFEyJo . Discuss from the video – Why was the declaration of human rights written and when? Who wrote it? Can you remember and name some of the articles/rules? Did you know about these freedoms? Which of these freedoms matter to you?	<p>Each group to share the image in the picture they think is most important and what they have learned from it.</p> <p>Do we see individual liberty everywhere in the world?</p>
Resources	<p>We Are All Born Free book-photocopy per group of the 2nd page ‘Freedom Park’</p> <p>Video link</p> <p>Large sheets of paper</p> <p>Felt tips</p>	
Age	<p>Look briefly together at the picture of Freedom park in ‘We Are All Born Free’. What has the illustrator drawn? What message does the illustrator want us to understand?</p> <p>TTYP Describe something you can see and what messages this picture gives us. E.g. I can see a nurse putting a plaster on a child’s knee. The message is that we all need help to get better if we get hurt or ill. Sentence starters I can see... The message is .../This tells us that...</p> <p>Take a few ideas from the class to clarify they understand the task.</p> <p>Give small groups of about 4 children a large sheet of paper, felt tips and a colour copy of the ‘Freedom Park’ image and ask them to list what they can see and what it tells them about rights and freedoms.</p>	
The Linking Network question	<p>Gather ideas from across the class as a mini plenary. If the following haven't come up it is worth drawing out an understanding of the pictures and explaining some of the following (all these ideas have been raised by children doing this lesson):</p> <ul style="list-style-type: none"> • What is the child doing who is standing on a box? Symbolises freedom of speech. Tell the children that in Hyde Park Corner in London - all have a right to stand on a box and speak about something we believe in – and that this right to freedom of speech is an important part of living in a democracy. You could explain that there are limits to our freedoms because there are rules about not saying anything unkind or insulting to groups of people • Who is the statue of? Nelson Mandela. Why is he in Freedom Park? Explain how he worked all of his life for freedom for all people in South Africa) • What does the bush in the shape of a dove symbolise? Peace. What is the child with the watering can doing? • What do you think about the child outside the railings? What should happen for this child? Why is it not happening? Who should do something? 	
British Value		
Individual liberty		
Lesson written for UKS2 but adaptable for other age ranges.		
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?		

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 2: Individual liberty (Supporting other peoples' liberty)	
Learning Objective	Input and Activity		Plenary
I can explore ways I can support other people's right to live in freedom and individual liberty	<p>Look again at the pictures of Freedom Park from the previous lesson and rewatch the video clip.</p> <p>TTYP Can you see anything new? 2 different optional lesson ideas follow</p> <p>Ask children to focus on the child watering the bush shaped like a dove. Explain that a child in a school in Bradford noticed the dove shape and knew that a dove represents peace. She thought this picture was drawn to give us the idea that peace is something we have to water.</p> <p>TTYP What happens to plants if they don't get enough water.</p> <p>Explain this is an image of an idea. Discuss what watering peace so that it can grow could look like. E.g. Being kind to someone new, saying sorry for being unkind, giving money to a charity that helps people who are in need. Give children lined paper and ask them to list 5 ways they think they could water peace. They can keep looking at the picture for inspiration.</p> <p>Share ideas as a class then continue. Explain that they should feel free to magpie as this is often how peace grows – people sharing good ideas that will change things. Challenge them that one group of children thought of 30 different ideas as a class.</p> <p>Discuss what growing peace would look like in a park or school playground</p> <p>DRAW a picture of how you would like your school playground to look with everyone feeling safe and included. Think about the diverse nature of school/the world and include different people in your picture. You could use you use watercolours and shade positive actions golden and negative actions in blue. See a wonderful example of this idea expressed as following the golden rule from a competition on the REToday website http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2014/my-spirited-art/</p> <p>See image on www.schoolslinking.org.uk of a Primary child's example. You look at could develop this work to look at the 'golden rule' expressed in different faiths and beliefs about how we should treat one another.</p>		<p>Give everyone in the room a sticker and ask them to write a pledge of something they will personally commit to doing to increase peace. I pledge to to increase peace.</p>
Resources			
<p>Colour photocopies of freedom park</p> <p>Child's painting example of a park in gold and blue</p> <p>Web link</p> <p>Watercolour Painting resources</p> <p>Paper for listing ways to water peace</p>			
Age			
Lesson written for UKS2 but adaptable for other age ranges			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Individual liberty			

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 3: Individual liberty (Staying free and avoiding peer pressure)	
Learning Objective	Input and Activity		Plenary
<p>I can explore the idea that we need to allow other people to have liberty</p> <p>I understand that individual liberty has to be within the rules</p>	<p>Recap on the previous session watch the We Are All Born Free video again. https://www.youtube.com/watch?v=x9_lvXFEyJo</p> <p>Explain how we are all free to do what we want but this has to be within the law. Look back at the pictures of Freedom Park. List what it would be like in the park if everyone just did their own thing/ What would stop if no-one cared? E.g the nurse helping someone else, the child being invited into the park. Everyone in the park looks happy and relaxed about being different. What would change if someone arrived who criticised or laughed at the children?</p> <p>We all have the right to individual liberty but we can feel pressured by other people to be the same as others, to conform and fit in. Watch 'Techniques of propaganda' – Bandwagon clip from http://www.digitaldisruption.co.uk/free_tools</p> <p>DISCUSSION</p> <ul style="list-style-type: none"> • What happens to the pink blob over time in the clip? (He changes himself to be like everyone else). Why might he have done this? • Have you ever done something you wish you hadn't or gone along with the crowd because someone else wanted you to? • Do we set each other free to be different? <p>GAME</p> <p>Change Places if...form a circle including all adults in the room. Make statements in the positive- change places if you like pizza, like reading, support Man U... As you play the game mention our individual liberty to have different favourite foods; support different teams; prefer different hobbies</p>		<p>Watch the Digital Disruption bandwagon clip again. Ask children to reflect and think about the choices they make.</p> <p>Quietly commit to allowing other people around us to have liberty.</p>
Resources			
<p>Video clip We Are All Born Free (7 min)</p> <p>We Are All Born Free book Freedom Park image</p> <p>Video clip digital disruption. You have to login and get a user name in advance for this 2 min clip.</p>			
Age			
<p>Lesson written for UKS2 but adaptable for other age ranges</p>			
The Linking Network question			
<p>This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?</p>			
British Value			
<p>Individual liberty</p>			

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 4: Individual liberty (Exploring Human Rights)
Learning Objective	Input and Activity	
Resources	Plenary	
I can explore the UN Children's Rights	<p>Explain that this lesson we are going to look at the liberties we have as people. Tell the children that these liberties and freedoms are protected by the law. Look at images from the We are all born free book by Amnesty. You could provide a sheet of UN Children's Human rights and freedoms as written in the back of the We are all born free book for children to read in pairs.</p> <p>For example:</p> <ul style="list-style-type: none"> • We all have the right to believe in whatever we like, to have a religion and change it if we wish. • We all have the right to make up our own minds, to think what we like, to say what we think, and to share our thoughts with other people. • We all have the right to belong to a country. • We all have the right to rest from work and relax. • We all have the right to a good life • We all have the right to medical help when we are ill. Music, art, craft and sport are for everyone to enjoy. • We all have the right to education and to finish Primary school which should be free. • We all have the right to take part in the government of our country. Every grown up should be allowed to choose their own leaders. • There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world. 	
Set of Identity cards between 2 Copy of mind map between 2 Apple and peeler UN children's rights	<p>Hold a class debate about which Human right they think is especially important so that if they had a lot of money they would invest in this right. You could use a spectrum line to debate this. For example stand at one end of the room if you would invest in education. Stand at the other end if you would invest in Healthcare. Agree why as a group and share. Anyone want to change their mind? Emphasise it is OK to change our minds.</p> <p>Give each child has a list of a few of the UN Children's Human Rights from above. Ask children to cut them out and stick them onto paper/in their books in order of importance to them as an individual. Write underneath their reasons for choosing this order.</p> <p>On a plain piece of paper ask children to illustrate in mind map style Human Rights in action. E.g. a nurse helping a patient, a teacher teaching, a person resting, someone playing an instrument. Ask the children to label each one using their list. They could colour in their illustrations. The purpose of this is to give time for children to engage with the meaning of these incredible freedoms and how we need to support for one another.</p>	
Age	<p>Lesson written for UKS2 but adaptable for other age ranges</p>	
The Linking Network question	<p>This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?</p>	
British Value	<p>Individual liberty</p>	
	<p>Show the final picture in the book of 2 children carrying a box labelled fragile across a landscape to a far distant tower. Explain this represents the fact that making sure everyone is treated well in the world is a long journey that needs everyone to take care of their part. Quietly commit to growing as a person and enjoying the freedoms I am given as a person.</p>	

BRITISH VALUE: INDIVIDUAL LIBERTY		Lesson 5: Individual liberty (Exploring my individual liberties and my values)
Learning Objective	Input and Activity	
Plenary		
I can explore my own individual liberty to be who I want to be (within the rules!)	Give pairs of children a pack of 'Identity cards' from http://www.schoolslinking.org.uk/resources-area/resources-for-linking/the-sln-identity-pack/ lesson 5. Ask them to look at each card together and put them in order of importance as a pair. Explain they will probably have different opinions as they are both individuals. Give time for discussion.	
Resources	Take an apple and share the P4C activity 'When is an apple not an apple?' from 'Another Spanner in the works' developed by Eleanor Knowles. Show the apple. Ask the children when it is not an apple. Peel it. Is it an apple? Remove all the flesh leaving the stalk and pip. Is it still an apple? Remove everything but the pip. Is it still an apple?	
Set of Identity cards between 2 Copy of mind map between 2 Apple and peeler UN children's rights	Go back to the identity cards in pairs. When are you not you? What is at the heart of you? Is it family, faith, hairstyles, friends.... Writing quietly give children time to list 3 or more things from the identity cards they think are important or precious to them as a person.	
Age	Play the paired circle game visible and invisible differences. This game helps children identify aspects of their personality and identity that are unseen. It gives a great structure to getting to know someone and practicing making conversation. There are several rounds and each needs modelling:	
Lesson written for UKS2 but adaptable for other age ranges	<ol style="list-style-type: none"> 1. Find 3 visible similarities between you and your partner – 1 nose, black shoes, school jumper... 2. Find 3 invisible similarities. Have to ask questions. I once had a pair of boys find 17 so you could set that as a challenge! 3. Find 3 invisible differences. Round 3 helps with this. This should normalise difference as OK and to be enjoyed. 	
The Linking Network question	You could ask children to record their findings on a Venn Diagram or a sheet of paper pre folded to that the inside page is the invisible similarities	
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?	Show the children a mind map drawn by a Year 6 child of thing that mattered to them that can't be seen when you look- things her teacher might not know. TTYP What do you notice about this child? She likes cooking with her grandmothers – one is Jamaican and one is English. She wants her teacher she is a bit wild on the inside. Give children plain paper and time to draw a mind map about themselves – things you could not know unless you talk to them.	
British Value		
Individual liberty		

Quietly commit to growing as a person and enjoying the freedoms I am given as a person that are protected by law.

Upper Key Stage 2 Lesson Plans: Mutual Tolerance and Respect for Diversity

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT FOR DIVERSITY		Lesson 1: People Equal Poem/ Performing the poem	
Learning Objective	Input and Activity		Plenary
<p>To perform a poem in groups and as a class</p> <p>To understand how all people are equal and different</p>	<p>Read James Berry's People Equal poem together. (See People Equal PowerPoint). The poem is great for performance poetry but also gives a real understanding of equality of personality which is an interesting context to explore.</p> <p>Explain that they are going to perform this poem and that the way they say the words and the actions they add will all give meaning to the words. When they have had chance to plan and practice you will make a video of them. What makes a poem interesting to listen to?</p>		<p>Ask each group to perform their poem to the rest of the class and take improvement suggestions</p> <p>Give more time for rehearsal</p> <p>Watch/Film each group performing their verses of the poem.</p>
<p>Resources</p> <p>People Equal poem words for each group, CD of James Berry reading the poem if possible, camera for filming</p>	<p>First, model reading a verse together. You could explain that a high quality performance of a reading will have excellent expression, including changes in volume, and pace that reflect the meanings of the words. You could use the musical terms tempo (speed) and dynamics (changes in volume). You could model excellent, good and also poor expression of a verse yourself. Discuss the fact that the poems structure means that the first and second lines describe very different or opposite ideas so that their voice should show that and change in the way they read the two pairs of lines.</p>		
<p>Age</p> <p>Lesson written for KS2 but adaptable for other age ranges</p>	<p>Give each group of 4 children two verses to rehearse reading aloud. Steps: 1-read the verses; 2-discuss what each line means and how to say it.</p>		
<p>The Linking Network question</p> <p>This lesson helps answer two of The Linking Network questions – Who am I? Who are we? How do we live together?</p>	<p>Then to introduce the idea of adding meaningful actions to words you could play charades in 2 teams. In turn, give a child from each team a phrase from the poem to act out and see if the others can guess the word (e.g. hammer a wall, rush to the front, eat a sweet mango, hide in a shell, crawl, drink a cup of tea). Model choosing actions/movements to accompany the verses. E.g. Some people rush to the front, others people feel they can't, some people run around, others lay down on the ground etc.</p>		
<p>British Value</p> <p>Mutual tolerance and respect for diversity</p>	<p>Give the groups of about 4 children more time to add in actions to their lines.</p> <p>Steps: 1-read the verses; 2- discuss what each line means and how to say it; 3- decide on actions for each line.</p>		
<p>Additional notes for teachers: Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity</p>	<p>Success criteria</p> <p>Clear meaningful expression as you perform the poem together</p> <p>The actions you choose show you understand the poem</p>		

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT FOR DIVERSITY		Lesson 2: Exploring the meaning of equality using the People Equal Poem	
Learning Objective	Input and Activity		Plenary
To understand how people are equal but different through exploring a poem	<p>Show the children an = sign and talk about the word equal in maths, e.g. $2+6=8$ $3+5=8$. What does the word equal mean in maths? What does the word equal mean if when we say people are equal? Show a mango and the same weight of tomatoes. Different but equal in weight. Not better or worse, different but equal. Show some rice or pasta and tell the children they are different foods but you would be equally pleased to have either for tea!</p> <p>Vocabulary</p> <p>'If one thing equals another it means they are as good (or as remarkable) as each other.' Collins Dictionary</p> <p>Watch 5 mins video about human rights and about everyone being born free. http://www.youtube.com/watch?v=x9 IvXFEyJo&noredirect=1</p> <p>Main Activity: Listen again to James Berry's People Equal poem together. (see People Equal PowerPoint and possibly listen to poem read aloud by James Berry on CD)</p> <p>Clarify understanding of vocabulary (mango- sweet tasting, taste of tomato, nervous, hammer)</p> <p>Allow children 1 minute to reflect on the meaning of the text on their own.</p> <p>Read the example of a People Equal poem written by children together. (see PowerPoint)</p> <p>Vote Which is your favourite verse written by the children?</p> <p>TTYP What does it mean if people are equal?</p> <p>Arrange the children into 6 groups of 5. Give each group 2 verses of one of the class poems written by children (see attached handout for cutting up to give each pair 2 verses) and ask them to practice reading them together with expression that matches the words.</p> <p>Success criteria: Thoughtful actions chosen show the meaning; Clear expression as you perform poem together</p>		<p>All watch groups perform their 2 verses.</p> <p>Explain that in another lesson we will be thinking about writing our own verses about people who are equal but different so be thinking about equality</p>
Resources			
<p>Mango, cherry tomatoes</p> <p>People Equal ppt</p> <p>poem sheet per group</p> <p>We are all born free on you tube</p> <p>pencils</p> <p>scrap paper</p>			
Age			
Lesson written for KS2 but adaptable for other age ranges.			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Mutual tolerance and Respect for diversity			
Additional note for teachers: <i>Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity</i>			

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT FOR DIVERSITY		Lesson 3: People Equal Poem, Illustrating the Poem	
Learning Objective	Input and Activity		Plenary
To interpret the meaning of a poem showing understanding by drawing illustrations. To understand how all people are equal but different	<p>Optional lesson but it engages the children in the meaning of the words and terms about personality and equality.</p> <p>Reread James Berry’s People Equal poem together and the copies of the class poems (see People Equal PowerPoint)</p>		<p>Select a few examples to be shared with the whole class.</p> <p>Tell the children that in the next lesson they will be writing a class poem of their own and encourage them to think about it and to notice how much fun it is that people are individuals. How boring would it be if we were all the same?</p>
Resources	<p>Focus the children’s attention on the structure of the poem where the first 2 lines describe opposite personalities.</p> <p>Explain that they are going to create pairs of illustrations for this poem using the words of the poem as inspiration. E.g. for the lines some people sit on a star, others never get that far you could draw a person drinking a cup of tea by their house with a person sat on a star</p> <p>Using mini whiteboards in pairs children talk and sketch ideas.</p> <p>Share ideas. E.g. someone shy hiding and someone bold dancing</p>		
People Equal photo ppt, scanned example of pupil illustrations, people equal work, pencils, folded A4 paper/card for illustrations, coloured pencils	<p>You could show the examples of drawings on the PowerPoint (although in a trial lesson we found this both inspired the group and simultaneously limited their ideas!)</p>		
Age	<p>Give the children copies of the poems and plain paper with 6 sections on folded down the middle so they can draw 3 pairs of illustrations of the opposite personalities. Explain they are to ‘think on paper’ so they show they understand the meaning- it doesn’t have to be perfect drawing.</p> <p>It may take a while until children can think of ideas for themselves.</p>		
Lesson written for KS2 but adaptable for other age ranges	<p>Have a mini plenary where children share their ideas then continue to work. Remind them they can magpie and take other people’s ideas. Highlight</p> <p>Ask the children to choose their favourite pair of illustrations to explain to another pair.</p>		
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Mutual tolerance and respect for diversity			
Additional notes for teachers Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity			

BRITISH VALUE: MUTUAL TOLERANCE AND RESPECT FOR DIVERSITY		Lesson 4: Writing a class People Equal poem	
Learning Objective	Input and Activity		Plenary
To write a poem in groups and as a class To understand how all people are equal but different	<p>Warm up game: To introduce the idea of opposites that are of equal value ask the class to do the opposite of whatever you say; e.g. look sad (look happy); stand up (sit down); look bold (look shy).</p> <p>Main Activity: Reread James Berry’s People Equal poem together. Focus the children’s attention on the structure of the poem:</p> <ul style="list-style-type: none"> The first 2 lines describe opposite personalities, and that these words also roughly rhyme. (fall, wall; mango, tomato; star, far) The 3rd line is always the same ‘Yet people equal. Equal’. <p>Explain that they are going to use this poem as inspiration to write a similar poem in the same structure using their own ideas about difference to show how much they value all kinds of personalities and how you value and respect others.</p> <p>Discuss as a class, then in pairs then take children’s ideas and list on a flip chart different/ opposite personality traits. E.g. bold, shy; loud, quiet; active, relaxed.</p> <p>Model creating one verse together. (see scanned examples of pupil work). It can help to think of a meaningful phrase about a personality and then use a rhyming dictionary to seek another linked and meaningful word that has the same ending. (This is easier than it sounds!) Emphasise that rhyming is not essential.</p> <p>Arrange the children into groups of two or three to write 1 or 2 rhyming pairs describing people who are different but equal. It may help to create an informal feel using felt tips and large sheets of paper. Stress that you are aiming to write a class poem and to share ideas.</p>		Ask the learners to choose their favourite rhyming couplet to share with the whole group.
Resources			
People Equal ppt, scanned example of pupil work, pencils, large paper, felt tips, Rhyming Dictionary			
Age			
Lesson written for KS2 but adaptable for other age ranges			
The Linking Network question			
This lesson helps answer two of The Linking Network questions – Who am I? How do we live together?			
British Value			
Mutual tolerance and respect for diversity			
Additional notes for teachers: Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity.			

British Values and Universal Values in Primary Schools Lesson Pack

These lessons have been written by The Linking Network with invaluable contribution from teacher colleagues.

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The Linking Network supports schools and communities to develop a positive, cohesive ethos by helping children and young people and adults to explore their identity, celebrate diversity, champion equality and develop dialogue.



**The Linking
Network**

Identity Diversity Community Equality

**Pears
Foundation**