



SINCE 9/11  
ANSWERING THE  
QUESTIONS



# THE SINCE 9/11 EDUCATION PROGRAMME: PROMOTING FUNDAMENTAL BRITISH VALUES AT KEY STAGE 2

RESOURCES OVERVIEW AND GUIDANCE

## About SINCE 9/11

SINCE 9/11 is a UK educational charity established on the 10th anniversary of September 11th 2001 to build a legacy of hope from the tragedy of the most devastating terror attacks in history.

Our goal is to support the education sector to teach about sensitive and controversial issues with confidence, as we believe that dialogue and discussion is essential to a cohesive society, free of hatred and violence.

## About these materials

These materials were produced by SINCE 9/11 in partnership with the UCL Institute of Education (IOE) to support Primary Schools to meet their duty to promote the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Different Faiths and Beliefs in the curriculum.

The entire Key Stage 2 programme of resources can be downloaded for free from [www.since911.com](http://www.since911.com)

Each lesson is designed to take approximately one hour, though most contain activities which can be shortened or extended.

The lessons could be taught as part of Citizenship, RE or PSHE education and are designed to promote literacy and, occasionally, numeracy skills as well as Spiritual, Moral, Social and Cultural (SMSC) development.

Each lesson consists of two PowerPoints. One designed for using in the classroom and one containing the activities that can be printed and used in groups. Each lesson is also accompanied by an overview/plan that guides the teacher through the activities and principle ideas/concepts.

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## Why teach Fundamental British Values (FBV)?



The requirement to promote FBV became prominent as part of the Prevent Strategy which itself was part of the broader counter-terrorism Contest Strategy, originally developed in 2003.

However, calls for schools to teach liberal values has a long tradition. A diverse and liberal society, where people are free to live according to their own ideas, can only exist if enough citizens hold on to the key liberal values which in turn enable such freedom to exist.

Without these values, societies can become intolerant, discriminatory, and some may seek to impose a view or certain way of life on others. These values are important for us all and need protecting - in part through the education system.



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As the American academic James Banks writes:

***'Multicultural societies are faced with the problem of creating nation-states that recognise and incorporate the diversity of their citizens and embrace an overarching set of values, ideals and goals to which all citizens are committed.... Citizens who understand this unity-diversity tension and act accordingly do not materialise from thin air; they are educated for it.'***<sup>1</sup>

Although Britain is a very diverse and in many ways, tolerant society, there is emerging evidence that some are rejecting the important liberal values that underpin this. Individuals from across the country and from a variety of backgrounds have been drawn to extremist ideologies which reject these shared values, and at times these individuals have gone on to commit acts of violence to advance their worldview. In some cases, the individuals drawn to extremist groups or exposed to extremist ideology and propaganda have been very young children.<sup>2</sup>

Schools always have played a key role in helping communities to peacefully co-exist and the new requirement for schools to promote FBV can be seen as a formalisation of this role.

Schools can make a difference. Research suggests that identifying and resisting dehumanising language may have a positive impact on reducing polarisation and stereotyping.<sup>3</sup> However, to do this teachers need to be prepared to teach about these issues through facilitating topical, interesting, important, and sometimes difficult discussions.

Importantly, the intention of promoting FBV is not to foster patriotism or a superficial identification with Britain or Britishness. The intention is to ensure that children and young people are fully prepared for life in modern, diverse, British society and have access to and understanding of their rights and responsibilities so that they can make the most of their opportunities and contribute to a peaceful, cohesive society.

<sup>1</sup> Banks J et al. (2005) *Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age* Seattle: University of Washington

<sup>2</sup> <https://www.thetimes.co.uk/article/children-report-parents-after-being-forced-to-watch-beheading-video-rcltn9w6j>

<sup>3</sup> Roberts, C et al (2013) *Understanding who commits hate crime and why they do it CYMRU* (Welsh Government) Social research number: 38/2013 <https://orca.cf.ac.uk/58880/1/understanding-who-commits-hate-crime-and-why-they-do-it-en.pdf>

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## What are Fundamental British Values?



Teachers are required to promote 'fundamental British values' (FBV). From 2014, schools had to provide a clear strategy for embedding British values in the curriculum as well as improving the standards on spiritual, moral, social and cultural development of pupils.

Fundamental British values are defined as: *democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.*<sup>4</sup> Of course, these values are not unique to Britain and are encompassed in the UN Declaration of Human Rights. Some schools have, as a result, favoured referring to them as 'universal rights' or simply 'human rights'. These are important values in most liberal democracies and enable people to peacefully co-exist.

**Democracy** is understood to be one of the foundations of British society. Ideally, it entails equal representation in voting and equal opportunity in applying to take part in government.

In a perfect democracy, citizens can freely voice their opinions, so long as doing so does not violate the rights of others, and can protest peacefully when they disagree with government actions. A democracy is a style of government that, when properly instituted, respects the rights of all citizens. To be an effective democracy, societies also need to have other democratic practices in place, such as a free press, freedom of speech and association and of protest, as well as an education system that empowers people to understand the issues of the day.

<sup>4</sup> <https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

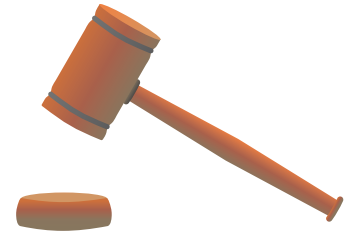


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Although democracy is not unique to Britain, the first Parliamentary Democracy in history was pioneered in Britain, and the number of functioning democracies are in the minority globally, according to Freedom House.<sup>5</sup>

**The rule of law** refers to the importance of laws in society but also to the importance of justice. All citizens are accountable under the law, including members of government and the monarchy. The laws should be fair and designed to protect the fundamental rights of citizens. These laws must be applied evenly and justice must be delivered in a timely way, by competent, ethical and unbiased representatives who should reflect the communities they serve. All citizens should have a legal defence. The processes by which laws are made and enforced must be transparent and fair.

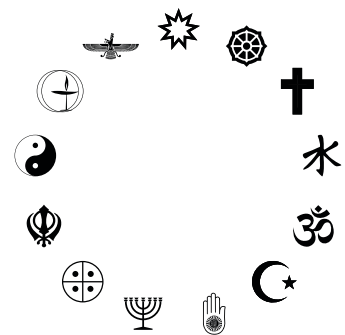


The fair and consistent application of the just laws is an ideal that main countries strive for – and for which no country fully attains. The World Justice Project produces an annual index of how well established the rule of law is in various countries based on 44 indicators in the following eight dimensions: absence of corruption, order and security, fundamental right, open government, regulatory enforcement, civil justice and criminal justice. The UK ranks highly in the most recent index (11th out of 113 countries measured in 2017).<sup>6</sup>



**Individual liberty** refers to the rights of citizens to be autonomous in making choices about the things that affect them and expressing their opinion. It refers to freedom of choice, movement, religion and opinion. With individual liberty comes a responsibility to not say or do things that put others at risk or that violate their rights.

**Mutual respect and tolerance of those with different faiths and beliefs** refers to the inviolable right of each citizen to practise their religion freely and express their ideas, so long as doing so does not violate the rights of others. In a democracy, people must be encouraged to peacefully debate differences of opinion and citizens are free to criticise individuals and institutions and to peacefully protest. Thus, one does not need



<sup>5</sup> <https://freedomhouse.org/>

<sup>6</sup> <https://worldjusticeproject.org/>



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to tolerate that which is intolerant as long as they do not harm others. One must also respect the rights of each citizen to believe what they wish and to express their ideas.

Britain has a long and proud history of protecting minorities, dissidents and exiles from around the world who faced persecution or oppression elsewhere. There are many nations in the world where alternative viewpoints are suppressed and where practising certain faiths is prohibited or heavily regulated.

## Discussion about teaching and learning



This section covers several different areas relevant to the teaching and learning of FBV. Of course, most primary school teachers will be familiar with teaching a range of different subjects, including areas related to values education and also potentially sensitive issues.

These guidance notes do not represent some sort of final truth on the teaching of these issues, but are part of an on-going discussion aimed at giving teachers confidence in teaching about FBV.

The requirement to promote FBV presents schools with the opportunity to engage pupils in a range of interesting and relevant topics that may sometimes touch on controversial issues. We would urge schools to embrace these opportunities. Far from shying away from such discussions, we would encourage teachers to tackle controversial and sensitive issues in schools through open discussion.



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## Values education

An education in values (or morality) involves at least two different types of teaching activity.<sup>7</sup> One activity is encouraging young people to behave in ways consistent with positive values. Teachers (and parents) do this all the time, by pointing out behaviour that is unkind, hurtful (and so on) and rewarding behaviour that shows positive values, such as being kind, working hard or helping others. The second activity involves engaging young people in critical discussions, such that they might cognitively agree (or not) to these values through reason and deliberation. To fully adopt a value is to try to abide by the value in your behaviour, and to understand the valid reasons why that value is important.

This two-stage process naturally happens without teachers necessarily being conscious of it. When children are very young there tends to be more emphasis on encouraging the right behaviour (although often accompanied with a chat). As children get older the role of discussion relating to values and morality plays a stronger role.

In relation to FBV, we recommend schools take both these approaches, i.e. encourage value-led behaviours and encourage pupils to cognitively adopt these values by understanding their important role in enabling communities to peacefully live together.

These approaches can be achieved through the school's **culture, community** and **curriculum**.

Whilst these lessons explicitly focus on the contribution of the curriculum, the values can be promoted in all lessons and in the way that schools are organised. After all, if schools are to promote values such as respect and democracy, it is important that schools live by these values where possible. Otherwise there will be a clear tension between the formal curriculum and the hidden curriculum - between what is taught and what is 'caught'.

### School culture

A classroom and school culture helps young people to adopt important behaviours that reflect positive values. For example:

- Young people can experience democratic practices (school councils, surveys, referenda). These can become habit forming in a positive way, especially if the contribution of pupils is meaningful and valued.

<sup>7</sup> Adapted from Hand, M. (2018) *A Theory of Moral Education* London: Routledge



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- Classrooms and schools can allow, where possible, freedom of expression on a range of issues. With freedom of expression young people can learn how to express their views respectfully and to learn to live alongside people with different opinions.
- Teachers can encourage thoughtful behaviour towards others and to respect that other people will have different faiths, beliefs and cultural practices.
- Schools can be positive about difference and make sure young people experience differences (such as differences of culture and belief) in a range of ways: through displays, assemblies, monthly themes, reflecting diversity in teaching materials and so on.

## Community

The school and local community can be a great resource to develop key values, including FBV. For example:

- Visiting religious centres such as churches, mosques and temples is a great way of making different practices come to life.
- Asking members of the school or wider community to speak about an aspect of their life can be a powerful experience. For example, a parent living with a disability talking about their experiences can be transformative for some pupils.
- Bringing in outside agencies such as charities can also widen the range of voices pupils are exposed to and can provide interesting experiences. However, it is important to conduct due diligence on any individuals or organisations invited into the school to ensure that their views or practices do not contravene the school values.
- Organising world food or culture days that encourage the local community to come to the school and share music and food can be an excellent way of bringing the community together.

## Curriculum

These resources are primarily focussed on the curriculum. If the school culture aims to encourage value-based behaviours, then the curriculum can explore why these values are important and worth having. This can be achieved in many ways, but the approach adopted here is through knowledge-based discussions, explorations, narratives and case studies.



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You may be able to relate many of the themes in these lessons to recent books or texts studied in class. Issues of identity, diversity and morality are present (implicitly or explicitly) in many books. Literature and the use of narrative<sup>8</sup> have long been used to explore different ways of life, develop moral empathy and to discuss ways of living more generally. We recommend making these links to texts you have studied wherever possible.

## Teaching about identity and diversity



There are competing theories about the nature of personal identity and the pedagogy for teaching and learning in this area. One message that is often repeated relates to fixed/fluid identities and how it is important for young people to understand that their identity and sense of self changes over time and in different contexts.

It is recommended that teachers avoid conversations that lead to pupils trying to define a fixed essence of self. Such ideas can hold pupils back and they may sometimes attribute problems/failings to things they believe they cannot change (i.e. their fixed essence).<sup>9</sup> Seeing identity as fluid is important in encouraging growth mindsets and better reflects the changing nature of self/identity.

According to Piagetian theory, younger pupils tend to identify themselves with physical characteristics rather than ideas/beliefs - which are more abstract. The shift to a sense

<sup>8</sup> Nussbaum, M. (1997) "Narrative Imagination." in *Cultivating Humanity: a Classical Defense of Reform in Liberal Education*. Boston: Harvard University Press, pp. 85-112

<sup>9</sup> Black, P. and Wiliam, D. (1998) *Inside the Black Box*. London: King's College, page 7



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of self based around culture/beliefs/ideology/personality happens as pupils grow older. Conversations in this area can help pupils on this journey to seeing their self and others in broader and more nuanced ways than just physical characteristics.

The same principle about not fixing an identity holds for cultures in general. Speaking about a culture/ethnicity as if there is a fixed essence is problematic. This applies to trying to define or fix the idea of 'Britishness' as well as to other countries/cultures.

In the past, multicultural approaches to education involved briefly exploring different cultures; often ones that are represented in Britain. This method became labelled (negatively) as the '3 Ss approach' (the 3 Ss being the steel drum, sari and samosa).

The criticisms included the claims that issues of inequality and discrimination were overlooked. Also, that a superficial exploration of a culture often focused on exotic/different elements and did so in a way that tended to fix a culture in the past. It often failed to represent the diversity that exists within different countries and cultures. Although it can be good to explore different cultures, this is often best achieved through literature or narrative where a more individual and nuanced approach is taken.

The children in most classrooms will come from different cultures, classes and backgrounds. Learning about and from each other can be a useful approach. However, it is important that a pupil is not taken to represent a culture, nor should a pupil speak for a whole culture/ethnic group, or feel pressured to speak in this way. Each pupil will be different. Their background/practices at home may relate to a range of different cultures and subcultures and might be realised in ways that may be unique to the family.

## Difference

Part of our social identity is built around the groups we perceive ourselves to belong to. Tajfel<sup>10</sup> argued that we identify with a particular group in order to increase our own sense of self-esteem and identity. However, at times this can lead to us identifying anyone outside of the group as different and, by extension, worse.

In this way, social identity can lead to prejudice and discrimination as one group targets another or looks at them unfavourably in order to boost their own sense of self-esteem (often to the disadvantage of minorities).

<sup>10</sup> Tajfel, H. (1981) *Human Groups and Social Categories*. Cambridge: Cambridge University Press



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These dynamics also play out in the classroom and playground with pupils identifying with different groups and sometimes using this to alienate others. It is important to watch for this tendency when exploring issues of identity and diversity.

Firstly, it is worth re-enforcing the point to pupils that we are all different from other people in some ways, and we are all the same as others in other ways. We all belong to many of the same groups and have similar hopes and dreams. Difference is not something that should be pointed out to make others feel good. Difference should be recognised positively, and not as a deficit or a way to alienate others.

Different approaches for exploring diversity<sup>11</sup>, some of which are utilised in the materials, include:

#### **Knowledge and understanding approach**

Giving young people facts about diversity in the UK can help to challenge rumours/prejudice.

#### **Legal and human rights approach**

Looking at the importance of human rights and the importance of fairness and equality and how this works (or fails to work) in society.

#### **Public discourse approach**

Exploring some contemporary social debates about diversity.

#### **Empathy approach**

Considering the lived experiences of others can be a powerful experience in developing moral empathy. Literature, film and other forms of narrative are ideal resources to use. The diversity of the classroom can also be used, although it is important that pupils are not put in a position to speak for, or represent, a whole culture/minority.

#### **Experiential approach**

Exchanges, web linking, guest speakers, visiting the community are some activities which give an insight into the real lives of others.

<sup>11</sup> Adapted from Citizenship Foundation (2003) *Education for Citizenship, Diversity and Race Equality*. London: Citizenship Foundation [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk)

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## Teaching and learning approaches



### Directive teaching

Teaching often explores topics where there are clear answers (e.g. what is  $2+9$ ?). In these areas the teacher should be directive in their teaching, i.e. directing the pupils to the right answer. Even within the broad heading of 'being directive', a lot of different teaching techniques could be used - even the teacher pretending they do not know the answer!

Whatever the method, the aim, in part, is to direct pupils to the correct answer.

### Non-directive teaching

Sometimes teaching involves exploring areas that are open and where there is no clear answer:

***Should the voting age be lowered to 16? Is there life in the universe? What makes for a happy life?***

When an issue is open and there is no clear answer then teaching should be **non-directive**, i.e. it should not lead pupils towards a particular answer. (It can be argued that teaching towards a particular answer, when there is no agreed answer, is to indoctrinate.)



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Again, there are many different techniques that can be used whilst being non-directive: teacher presentation of different views, discussion, role play, debates, case studies, exploring a range of different materials and so on.

**When teaching areas that are clearly open to rational dispute, there is a legal requirement for schools to aim for balance.<sup>12</sup> Although in reality perfect balance is rarely achievable, efforts should be made to ensure that different viewpoints are considered.**

Sometimes this may involve the teacher challenging the consensus of the class, or introducing new ideas. It is perfectly acceptable for the teacher to give their opinion in the teaching of such issues, but only if the teacher is confident that balance can still be achieved. This is less likely to be the case for younger pupils as the authority of the teacher may make it difficult for pupils (psychologically and cognitively) to disagree with the teacher.

Of course, there are some issues where teachers should not remain neutral. The need for balance only applies to areas where people can rationally and reasonably disagree. Teachers should feel free to be directive when encountering discriminatory talk – for example, racism and homophobia.

On occasion, pupils may say things that could cause offence or be discriminatory and we advise a nuanced approach on these occasions (based on the teacher's knowledge of the class). Closing down discussion is not always the best approach (unless the pupil has shown a pattern of this behaviour). If a pupil says something, without malice, that seems extreme, the class may well be able to challenge that view through discussion. In this way, allowing pupils to discuss controversial issues openly so that contentious views can be addressed, can be an effective way of reducing extreme attitudes.

On other occasions the teacher could explain why the view might cause offence and model critical thinking by showing how other positions are more reasonable and rational. This takes us to the third possible teaching-stance.

<sup>12</sup> <https://www.legislation.gov.uk/ukpga/1996/56/section/406> and <https://www.legislation.gov.uk/ukpga/1996/56/section/407>



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## Soft Directive teaching<sup>13</sup>

For areas where the evidence points towards a clear conclusion, but the truth is not guaranteed, or for areas of shared values that stem from the liberal democratic values of the state (such as FBV), teachers should feel confident in using a soft directive approach. Soft direction involves leading pupils to see why these values are important, but to acknowledge that society is evolving all the time and that other people/countries may be different. In other words, not to present the values as absolute truths, but as the rational and reasonable way forward in a society that has always been diverse and seeks peaceful co-existence.

Consider the value of *democracy*. There can be problems with democratic systems and they are not perfect. However, given there are differences of opinion in society, how can rules/laws/institutions change? To allow people to discuss and to vote (even for representatives who then decide) is the rational and reasonable approach and one that is grounded in human rights and a belief in autonomy/self-determination. It is part of what makes our society a liberal democracy, and has become a part of the core values of this country.

A teacher simply standing in front of the class and announcing that democracy is the moral truth, is unlikely to be effective (particularly as schools are often highly undemocratic!). Pupils need to cognitively assent to such values. Looking at how democracy works (including democratic institutions such as free speech and freedom of press) and contrasting this with other forms of government can help to show why democracy is important and worth valuing.



<sup>13</sup> Warnick, B. R. and Spencer Smith, D. (2014) 'The Controversy Over Controversies: A Plea for Flexibility and for "Soft-Directive"' in *Teaching Educational Theory* 64 (3): 227-244

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## Safe discussions



Peaceful debate is vital in democratic societies since everyone must be free to express their opinion and be open to having that view criticised in respectful ways. Further, research suggests that the more people engage in face-to-face discussions with people they disagree with, the more tolerant they become.<sup>14</sup>

So, being able to have discussions on controversial/social topics in classrooms both *embodies* the values of a liberal state, as well as encourages those values.

Discussion can take place in a wide variety of formats: paired, small table, formal debates, circle time whole class<sup>15</sup> and for a range of different purposes: sharing information, persuasion, debate, inquiry, negotiation. Whatever the format and whatever the goal, it is important that the culture of the classroom enables pupils to freely share their thoughts. To achieve this, the pupils need to feel psychologically safe in the classroom.

<sup>14</sup> Hess, D. and Gatti, L. (2010) 'Putting Politics Where It Belongs: In the Classroom' in *New Directions for Higher Education*, (152), pp. 19-26

<sup>15</sup> Mike Gershon's free discussion toolkit on his resources website has a wide range of ideas for different ways of encouraging discussion. <https://mikegershon.com/resources/>



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A safe classroom can be defined as one which:

*'allows pupils to feel secure enough to take risks, honestly express their views, and explore their knowledge, attitudes, and behaviours' and where there is 'protection from psychological or emotional harm'<sup>16</sup>*

Part of creating a safe place for discussion is creating a set of ground rules for discussion. Ideally these ground rules should be negotiated with the pupils. A good place to start is to consider with the class what it means to be **respectful** in a discussion. There is no right answer to this and the pupils may come up with some excellent suggestions. We would suggest that being respectful in discussion means some/all of the following:

- Being sensitive to the fact that we all have **feelings**. So being careful how you express yourself and how you speak to others.
- Being aware that everyone has the right to develop their own beliefs (**autonomy**). This means that it is ok for people to disagree with you and for you to disagree with others.
- Being aware that people come from different **cultural backgrounds**. It is especially important not to be rude or dismissive about other people's cultures.

Having a list of ground rules on the wall, is an excellent way of encouraging FBV in practice. These can be added to and amended over time as discussions progress.



<sup>16</sup> Holley, L.C. and Steiner, S. (2005) 'Safe space: Pupil perspectives on classroom environment.' *Journal of Social Work Education*, 41(1), pp.49-64. Page 50

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## Emotions and discussions



For many adults, discussing political/controversial issues can invoke emotional responses. Things can become heated. Our experience suggests this is very rare in the classroom.

The appraisal theory of emotions<sup>17</sup> proposes that we are likely to become emotional when things are: a) relevant to us, b) go against our goals, and c) involve the ego. We become more emotional as things move from a) to c).

Often when adults discuss political/controversial issues the discussion may touch on beliefs that have been held for a long time. Sometimes to the extent that they become defining beliefs. In these cases, the appraisal theory would suggest that the level of ego involvement may make any discussion more emotional.

For example, if someone dismisses the idea of vegetarianism, it can be hard for a vegetarian in the discussion to distinguish the criticism of the concept from a criticism of their moral being. They are likely to become more emotional as their sense of self seems to be under question.

<sup>17</sup> The appraisal theory of emotions has been developed in various forms by a range of different writers. We are drawing on a model applied to teaching in Sutton, R. and Wheatley, K. (2003) 'Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research', *Educational Psychology Review*, 15(4), pp. 327-358



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Most pupils in schools will not have held political/moral beliefs for long enough to be defining, however matters of religion and cultural identity are different. These may play a large part in a pupil's sense of self. This is why we suggest that one of the ground rules for discussion should be that all pupils should be aware that their classmates come from different **cultural backgrounds** and that it is especially important not to be rude or dismissive about other people's cultures.

## Self-reflection, autonomy and intellectual virtue



Pupils are more likely to have an emotional response when their opinion is challenged per se (regardless of any identity-related beliefs). Putting forward an answer which is questioned by others can be difficult for some pupils to deal with – their ego may be bruised.

However, learning to express ideas, to have these ideas questioned, and also to question them yourself are important educational goals. Philosophers often conclude that one of the aims of education is to help pupils to become autonomous<sup>18</sup>; able to think for themselves and make informed decisions. Accounts of the exact nature of autonomy differ, but a useful one is provided by Lucas Swaine who suggests autonomy is:

<sup>18</sup> For example, Brighouse, H. (2006) *On Education* London: Routledge



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*'a condition in which one engages in unforced and considered choosing, complemented by a self-reflective disposition and an attitude of revisability with respect to one's interests, beliefs, aims, and attachments'<sup>19</sup>*

It is in all pupils' interest to be someone that can rationally reflect on their own beliefs and aims and be able to choose their own goals. Teachers can help pupils achieve this by developing intellectual virtues in pupils; listening well, arguing respectfully, backing up opinions with evidence and, importantly, being willing to change one's mind.

There is a cognitive bias known as **bolstering**<sup>20</sup>, whereby pupils or adults, once they have stated an opinion, feel increased pressure to justify and defend that opinion (regardless of its merits or evidence to the contrary).

It is important that when helping to develop pupils' understanding and reasoning about values, that pupils are not in a position where they feel the pressure to bolster. Being open minded and able to change your mind is a sign of mental strength not weakness, and should be encouraged in pupils as a positive intellectual virtue.



<sup>19</sup> Swaine, L. (2010) 'Heteronomous Citizenship: Civic virtue and the chains of autonomy' in *Educational Philosophy and Theory*, 42(1), 73-93. Page 74

<sup>20</sup> Mercier, H. and Sperber, D. (2011) 'Why do humans reason? Arguments for an argumentative theory' in *Behavioural and Brain Sciences* 34, 57-111. Page 67

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## Conclusion

Teaching about sensitive and controversial issues can be interesting and beneficial for both teachers and pupils.

Having clear class rules for discussion is important for developing a culture of respect and creating a safe classroom.

Pupils are unlikely to be 'heated' in discussions but care needs to be taken in discussing areas that are 'defining beliefs' for pupils.

Disagreement can be a powerful learning experience, as learning to live with difference is one of the key aims of Fundamental British Values. Some areas are open and should be taught in a non-directive fashion, and not with the aim of reaching consensus. In other areas we recommend 'soft-direction' with an emphasis on the reasons why FBV are important. There is of course, no requirement to be explicit about the fact that you are teaching Fundamental British Values while teaching them.

Overall, we believe that these lessons provide a good opportunity to develop intellectual virtues, such as the ability to take part in reasoned debate, a skill which is essential to adult life as well.

These intellectual virtues are important for developing autonomy, and it is human autonomy that is at the heart of a functioning liberal society.

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## LESSONS

### Lesson 1: What is my identity?

This lesson gets pupils to think about their own identity.

#### Guidance

Talking about identity can be a sensitive issue for some pupils. It is important to ensure there is a supportive and safe atmosphere in the classroom. For more on this see the general guidance notes. Some other aspects worth bearing in mind are:

- How each person sees themselves will be different.
- It is important to present identity as something fluid (changeable) not fixed (this can encourage growth mindsets).
- The way a person sees themselves will change over time. For example, a person may not feel very British, or may not think this is important to their identity. However, if they lived abroad for a while (where there are few British people), their Britishness may start to play a larger part in their identity.
- People also change all the time and this affects their self-identity.
- How a person sees their own identity is not the same as how others may see them.

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#### OBJECTIVES

**ALL:** Explain some features of my own identity, such as things I enjoy.

**MOST:** Explain features of my identity which I share with others, as well as why I am unique.

**SOME:** Use examples to explain why people's ideas about their identity can change over time.



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## SMSC & BRITISH VALUES:

Considering tolerance for others and features of our identity such as culture that affect our development.

### KEY WORDS:

Identity, ethnicity, gender, culture

### Starter (5-10 minutes): *Who is the odd-one-out?*

This activity is designed to get pupils to think about what the different features are that are used as the basis of identity.

According to Piagetian theory young people tend to identify themselves with physical characteristics rather than ideas (abstract). It is important, when considering identity, that differences are not ignored but celebrated, and that similarities between individuals are also noted and celebrated. Pupils can discuss possible answers in pairs and as a class. Encourage pupils to go beyond physical features and think about what else might be important to each of the celebrities. Pupils could think about where each celebrity is from, what they do, what family they have and what else might be important to them. Ask pupils what 'identity' means and what some of the different features of identity are. These pictures can be customised to better suit pupils. There is no right answer since there are many commonalities and differences to consider, from job, gender, ethnicity etc. When pupils give answers, it can be useful to write down the category they give e.g. *Beyoncé is the odd one out because she is a woman/American*. Then you could write nationality or gender on the board. This helps to build the categories that are often used to think about identity and diversity.

### Explain (5-10 minutes): *Same and different*

Explain to pupils that our identities are the things that make us who we are. Features such as how we look or our interests help to identify us to others. Other people may notice how we look, but actually there are much more important features of identity. Even though we often like to apply simple labels, people are really made up of a mixture of different characteristics and features, some of which they may see as more important than others; we are each a 'hybrid identity.'



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Whilst the combination of features that form our identities is unique, we share many similarities with others.

The next slides introduce the 'similar/different' dynamic. In some ways we may share a feature whilst in other ways we are different. Some of these differences are visible, whilst others are not. Sometimes, external pressures or changes can lead to simplistic stereotyping and bullying over one aspect of a person's identity. For example, in the case of Mo Farah, racism in society may make him more aware of his ethnic background and religion, whereas winning an award may make him more aware of being British. Similarly, a person may not feel very British, or may not think this is important to their identity. However, if they lived abroad for a while (where there are few British people), their Britishness may start to play a larger part in their identity. People also change all the time and this affects their self-identity. How a person sees their own identity is also not the same as how others may see them.

**Possible longer activity.** If you have recently been studying a story/narrative in class, you can use this to explore the characters' identities. Narratives are an excellent way of understanding the world and developing empathetic and moral thinking. In small groups pupils could complete an identity wheel for a character in the narrative, thinking about how the character would view their own identity. The groups could then compare their identity wheels with other groups and discuss why their versions are similar/different.

### Main activity (25-30 minutes): *Identity wheels*

Ask pupils to create their own identity wheel. They should identify features of themselves that they see as important. The activity has been differentiated to suit the different needs of pupils. Use the examples on the slides to show how the unique combination of features we consider important makes up our identity and that this can be expressed on a wheel with different parts. Pupils can use the suggested categories or develop their own. They should consider features of their identity such as their interests and hobbies, people who are important to them and places that are meaningful to them. They should label each segment with a different feature and then colour in the segment, using a different colour for each. For more able pupils, they can use the concentric circle lines to show how important each feature is by colouring more or less of each segment.



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### Plenary discussion (10 minutes):

Pupils should share their work with their peers and consider which features they have in common. Explain that whilst we all share many common features, the combination of these features is what makes us unique.

The features of our identity that we deem important will depend on a multitude of factors, such as where we live, what we enjoy and our experiences. It is good to remind pupils that their identity is not fixed forever; how you see yourself will change over time. It is also important to emphasise that whilst we like to define ourselves using categories we must not assume that everyone in a category is the same as this can lead to stereotyping, where we judge a group because of one feature of their identity. Pupils can put holes through the sides of their circles so that these can be attached together to form a display.

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## Lesson 2: Diversity in the UK

This lesson explores diversity in the UK. It looks at how this has come about and provides opportunities for discussion in issues relating to diversity. The lesson contains a range of activities which you can choose from.



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### OBJECTIVES

**ALL:** Explain the meaning of 'being British' and of 'diversity'.

**MOST:** Use examples to explain why Britain is such a diverse place to live in.

**SOME:** Explain how being diverse can make a place better using examples.

### SMSC & BRITISH VALUES:

Considering tolerance for others as well as cultural development.

### KEY WORDS:

Identity, British, diversity, immigration

### Starter (10 minutes): **BINGO**

Ask pupils to look at the different examples given on the sheets. They must move around the class to find someone who fits in each category, such as someone who enjoys football or who was born in a different country. This game is designed to help pupils celebrate difference. They cannot write the same person down twice and should write the name of each person in the square e.g. 'Likes football - Jack.' At the end, pupils should be encouraged to share some of the interesting facts they have learnt about their classmates. This activity can help teachers introduce the meaning of 'diversity' and



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pupils should be questioned about why diversity makes for a more interesting class room. The ideas on the BINGO sheet can be adapted to suit the class.

### **Discussion and quiz x 2 (25 minutes): Diversity**

Explain that 'diversity' means having a mix of different things. Britain is diverse in many different ways, from its ethnic mix to its religious mix. There are many people living in Britain with unique identities just like the unique identities of the class. People describe themselves as British if they are a British citizen. They may have been born here or decided to become British after having lived here for many years. This diversity makes for a more interesting place to live because people can benefit from the many skills and interests of citizens.

#### **Quiz 1: Diversity and the world**

In groups, pupils guess some aspects of global diversity. Pupils' perceptions on this may vary wildly. There are many good YouTube videos on this subject which you could play afterwards. Search for If the world were a village of 100 (and check for suitability first!)

#### **Quiz 2: Ethnicity and diversity in the UK**

Ask pupils to read the different timeline cards. These have been differentiated so they are suitable for different levels. Pupils should put the cards in chronological order. Difficulties may arise over the CE / BCE distinction, particularly if they have also seen these written as AD / BC. Pupils may also get confused over how centuries are numbered e.g. 1800s = 19th century. These should be clarified before beginning. After placing them in order, give each group a sheet of photos and ask them to match the image with the right timeline card. The answers are:

- A = Kinder transport 1938-39
- B = Romans living/invading Britain
- C = Windrush (1948)
- D = Modern workers (today)
- E = African Asians arriving from Uganda in 1972.

### **Feedback (10 minutes): Questioning**

Britain has always had a lot of immigration and debates over immigration are not new. Many people have arrived to claim asylum, which is a human right. Pupils can



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be questioned about what this means and why people might be scared of being in their own country e.g. war, political persecution. Teachers can explain that whilst some immigrants have been welcomed at times, such as during some conflicts and after in order to rebuild Britain, the same, and other, immigrants have often been treated badly later. Teachers can ask pupils how it would have made the immigrants who came after the two world wars to help rebuild the country feel when they were discriminated against. Pupils can also be questioned about some of the new ideas, foods, festivals and types of music that have come to Britain as a result of immigration.

### **Plenary (5 minutes): Summary of learning**

Ask pupils, if there is still time, to summarise their learning by writing out the most interesting thing they have learnt and a brief summary of why Britain is diverse. It is important that pupils understand that being 'British' is a broad term that encompasses a wide range of unique identities. This is something that is generally celebrated but, at other times, some people are targeted.

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## Lesson 3: What is bullying?

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### OBJECTIVES

**ALL:** Explain the meaning of 'bullying' with some examples.

**MOST:** Explain the effect that bullying can have on people's identities and how others can help.

**SOME:** Use specific key terms, such as 'racism', to explain how features of identity can be used to target groups.

### SMSC & BRITISH VALUES:

Considering tolerance for others and features of our identity such as culture that affect our development.

### KEY WORDS:

Identity, human rights, hate crime, harassment, sexism, racism, homophobia, transphobia, xenophobia

### Starter (10 minutes): *Speech bubbles*

Pupils should write down ideas in each speech bubble to show the effect that bullying can have and why onlookers may not help. The term 'bystander' refers to anyone who witnesses bullying but does not help. Whilst some witnesses may be helpful, through reporting bullying or offering help, other bystanders encourage bullying, sometimes actively and, at other times, by not doing anything. There are different types of bullying that pupils can consider, including physical bullying as well as emotional bullying, such as name calling or excluding from a group.



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### **Explain and read (10 minutes): *Bullying***

Explain that some people say that they do not appreciate diversity and want everyone to be the same. This is not limited to young people but the desire to be 'the same' as everyone else may feel particularly strong at school. This feeling can lead to difference being targeted rather than celebrated and respected.

Pupils should read about the different celebrities' experiences of bullying. The celebrities used can be changed to suit the class. There are countless stories of celebrities speaking out about bullying online. Explain to pupils that many of these celebrities were targeted because they were becoming successful or doing well, and ask them what this tells us about bullying behaviour. Pupils should then be asked to consider why these differences that were targeted helped each celebrity to become so successful. Explain that bullies tend to have problems at home and/or at school and lack confidence in their own identity; those who are happy do not tend to bully and bullying may be a way of deflecting attention. This can make it difficult to tackle bullying behaviour. Bystanders, however, can change their behaviour easily and must do in order to prevent bullying.

### **Reading (5 minutes): *The Good Samaritan***

Pupils can, as a class, in pairs or individually, read the modern version of the Good Samaritan. This can be done first as a 'speedy reading' activity where pupils have 30 seconds to scan the story and highlight people and 30 seconds to scan the story and highlight the effects of bullying behavior. This can help them to get a quick overview of the text before looking at it in more detail. They should consider as they read who the bully and the victim are but, more importantly, who the bystanders were and why their inaction is also devastating for the victim. Pupils should be introduced, if they do not already know it, to the meaning of the phrase, 'Good Samaritan': someone who goes out of their way to help others. In the original biblical story, the Samaritan goes above and beyond what one might expect, showing love for someone who came from a different ethnic group, one in conflict with the Samaritans.

### **Feedback (5-10 minutes): *How can we be helpful witnesses?***

It may be very difficult to tackle bullying behavior as, in many cases, the child already knows it is wrong. This lesson focuses, instead, on the bystander who can easily change how bullying is experienced by victims. Bystanders can be part of the problem and



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young people must be empowered to stand up against bullying. If everyone did this apart from the bully, the bully would lose their power over the victim. There are many different ways of being helpful rather than being a bystander, which are alluded to on the 'think, pair, share' slide. Pupils should use the speech bubbles to develop different ideas about how they can help people who are being bullied. Emphasise that it may not always be safe to get involved at the time, but this does not mean they should ignore what is happening. They could report the issue, show kindness to the victim, offer them a chance to play or even just walk away to avoid giving the bully an audience. In psychology, the 'bystander effect' refers to the tendency of bystanders to not get involved, either because they assume they are powerless, or that it doesn't concern them or that someone else will take responsibility for acting. This can lead to poor outcomes for the victims.

### **Main activity (15-20 minutes): *The Good Samaritan re-written***

Pupils should now use the key phrase and word box to help them re-write this story. Again, there are differentiated versions of all sheets to ensure the activity is suitable for each pupil. Pupils should re-write the story so that each bystander plays a new, helpful role in tackling the bullying. They could report the issue, offer kind words to the victim or directly challenge the bully.

### **Discussion (5 minutes): *First they came...***

If there is time, ask pupils to consider what the famous poem, written in Nazi Germany by Martin Niemöller, a theologian who campaigned against the Nazi Reich Church, means. Ask pupils why it is important not to be a bystander but to help in some way.

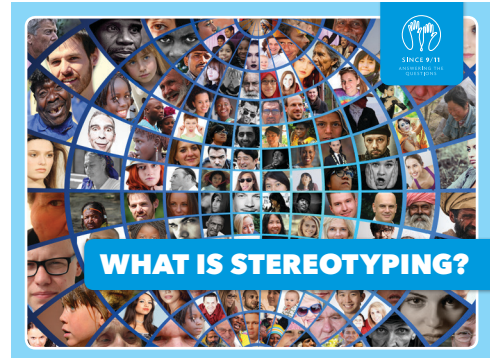
### **Feedback and plenary (10 minutes): *Self-assessment***

Pupils should share some of their stories and, if there is time, assess their use of adjectives and explanations of how to be helpful bystanders. Ask pupils, in each case, what the bystanders did that was helpful. Did they rally support? Did they report the bullying? Did they express kind words to the victims or offer friendship?



## Lesson 4: What is stereotyping?

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### OBJECTIVES

**ALL:** Explain the meaning of 'stereotyping'.

**MOST:** Give different examples of stereotyping and consider how stereotyping affects different groups.

**SOME:** Use examples to explain ways in which difference is celebrated in the UK.

### SMSC & BRITISH VALUES:

Considering how we interact with others and the value of different cultures and groups in society.

### KEY WORDS:

Identity, ethnicity, gender, culture, stereotyping, celebrate, LGBT+

### Starter (10 minutes): *If Britain were a village...*

The diversity of Britain can be represented as numbers out of 100. Ask pupils to imagine that Britain was a village of 100. The answers can be revealed straight away or after questioning. For instance, the teacher could ask how many people they think would be atheists, how many people would be mixed race and how many people would be rich. The answers are given on the slide and, depending on the level of difficulty chosen, can be represented on the number squares. For instance, to show religion, pupils should colour in 60 numbers for Christians, 4 for Muslims, 25 for atheism and the remainder for other religions. This activity is designed to challenge assumptions, such as the belief that there may be more or less of a particular race or religion, as well as give an accurate representation of the diversity of Britain.



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### **Explain (5-10 minutes): Stereotyping**

Explain that some groups are in the majority in the UK and this can give them more power. Sometimes power is abused and used to target minorities. People may also stereotype a particular individual or group based on one feature of their identity, such as their religion or their race.

Explain that whilst belonging to a group can make us feel happy and supported, it can lead to discrimination. This idea is based on Social Identity Theory. For instance, Tajfel argued that we identify with a particular group in order to increase our own sense of self-esteem and identity. However, this can lead to us identifying anyone outside of the group as different and, by extension, worse. In this way, social identity can lead to prejudice and discrimination as one group targets another or looks at them unfavourably in order to boost their own sense of self-esteem. Stereotyping is often based on false or exaggerated information. Ask pupils to discuss which groups are stereotyped in the UK and the effect that this might have on them. Examples that they may consider are ethnic minorities, women, immigrants and Muslims, amongst others.

### **Main activity (10-15 minutes): Celebrating difference card sort**

Ask pupils to read the cards that give examples of where difference is celebrated and examples of when it is targeted. Explain that stereotyping, such as assuming that all girls are less intelligent, can lead to discrimination, such as not giving girls a job. In the card sort, they can cut and stick, or use two different colours, to identify the two categories. Questioning during and after can revolve around the key words listed on the slide: Vandalism, extremism, hate crime, Islamophobia, Anti-Semitism, diversity, showcase, discrimination, Asperger's Syndrome, ethnic minority, 'BBC English', and immigrant. Pupils can also be asked to relay some examples of discrimination, where people are targeted, and examples of where difference is celebrated. Ask pupils if they can think of any examples from their own community.

### **Plenary (15-20 minutes): Design a celebration**

Ask pupils to design a celebration, in the lesson or as part of homework, to celebrate the unique identities of everyone in the school, local community or country. Ask them to write down what their celebration would be, who they would invite, some of the activities that would take place, and, at a higher level, how this might help to reduce stereotyping. Some of these activities may even form the basis for work that could be done in the school.

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## Lesson 5: Tolerance

This lesson gets pupils to think about the concept of tolerance.

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### OBJECTIVES

**ALL:** Give an example of disrespectful behaviour

**MOST:** Will be able to explain whether a particular behaviour is respectful or not.

**SOME:** Will be able to apply the concept of respect to a controversial social issue

### SMSC & BRITISH VALUES:

Tolerance

### KEY WORDS:

Tolerance, understanding, harmful

### Starter

This is an opportunity for pupils to explore their own intuitive understanding of tolerance. The concept of tolerance is not a straight forward one. It is a word with good and bad connotations.

### Explanation and discussion: *The concept of tolerance*

The concept of tolerance needs some explanation. There are two distinct elements. A disapproval of something and also a willingness to not stop the thing you disapprove of. This is a fine balance. A) Sometimes it is good to be tolerant. Other times it is wrong. This could be because B) you have no good reason to disapprove of something in the first place, or C) you should not put up with things that are harmful/hurtful. These three positions are explored in the main activity.



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## Main activity: Tolerate or not?

In groups, give pupils a set of dilemma cards and a master sheet (always a good idea to get the pupils to cut the cards out!). Pupils need to decide whether the person in each example should be tolerant or not, and why. After gaining feedback, discuss the open question of whether tolerance is a virtue. On the one hand being tolerant can be considered a good thing, but saying that you 'tolerate people of different faiths' can sound quite negative – as it implies that you think there is something wrong with people of different faiths.

## Plenary

### *Extension discussion - the paradox of tolerance*

We can all agree that we should not tolerate people who cause harm to others – murderers, thieves and so on. We should disapprove of such people and try to prevent their actions. We should not tolerate harmful behaviours, even when stemming from cultural practice – such as FGM. (The question of what counts as harmful can be a tricky one though.) However, when people are just enjoying their lives in their own (non-harmful) way, then we should be tolerant. More than that, we should be accepting (in other words we should not be disapproving).

However, some people are intolerant of others for little or no good reason. Racists, for example, disapprove of people that are different from them, with no good reason. Likewise with homophobia. Some disapprove of gay people and further try to stop gay people from living their lives as they want. Such people are intolerant.

A challenging question is whether we should tolerate such people, who, in turn, are not tolerant of others. Most people disapprove of such racists/homophobes, but believers in freedom of speech sometimes say that we should allow such people to speak. In other words, we should tolerate the intolerant. Others say that the value of tolerance means that we should not tolerate the intolerant. This issue is sometimes called the paradox of tolerance. There is no easy answer to this! In fact, the dilemma itself is quite hard to understand.

The issue of 'no platforming' is a good way of exploring this issue. It raises questions about free speech (which is an important liberal value) and how much we should tolerate those, who in turn, do not tolerate others (and tolerance is another important liberal value).

This is a genuinely open question and the class should not be encouraged to form a consensus, but rather to explore the issue with the spirit of open enquiry.

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## Lesson 6: What is democracy?

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### OBJECTIVES

**ALL:** Explain why it is important for people to have a say in how the government is run.

**MOST:** Explain why people did not get as much of a say in how the government was run in the past.

**SOME:** Give examples of social issues that governments might spend money on and why they are important.

### SMSC & BRITISH VALUES:

Considering the development of democracy and why it is important.

### KEY WORDS:

Democracy, taxes, absolute control, Parliament, MP, chartists, vote

### Starter (10 minutes): *Diamond 9*

Pupils should start to understand that different people and governments may have different priorities, and that some may be more focused on lowering or raising taxes. The start of this lesson should be focused on what the government actually does and which issues fall under government control.

Ask pupils to use the pictures and words at the bottom of the Diamond 9 sheet and to place them in the diagram. They could cut and stick these as a team, for a longer version of the activity which would be far more discussion-based as team members would have to agree on where each item goes. Ask pupils to reflect on why they have chosen this order and to discuss it with their partner. Partners could be asked to give feedback on what the other person said. Explain that they could also choose to spend less money on all of these in return for lower taxes and discuss briefly the benefits on either side of this debate.



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### **Explain (5 minutes): Democracy**

Explain that in a democracy, nearly all people over a certain age have a say in how the government is run, apart from prisoners and children. Ask pupils at this point, if there is time, why they think these exceptions exist and what they think of them, as well as why it might be important for people to have a say in how the government is run. Pupils can also be introduced to the idea that each area, or constituency, has a different representative, to prevent everyone trying to speak or get involved at the same time. This person acts on their behalf and is voted in.

### **Main activity (30-45 minutes): Role play**

The role play is designed to help pupils think about what being 'represented' in government means and why it is important to have a say in how the country is run.

**Before the lesson**, to prepare for the role play, a crown can be cut out from the attached accompanying documents and the tokens can also be cut out. Equally, any strips of paper can be used, tokens from a game or an equivalent that will ensure there are around 63 tokens per pupil (this is the equivalent of one of the attached token sheets per pupil). The sheets can also be adapted so that each question is worth fewer tokens, or pupils can be given a sheet of paper each to tally up their scores to avoid having to cut out tokens.

There are three information sheets with questions on and these should be printed in advance. To make it clear in the lesson, it is recommended that the stretch and core be printed front-to-back and that the sheets for each stage (1, 2 and 3) are printed on three different colours. In addition, the three manifesto cards should be printed and cut out.

**To prepare for the role play in the lesson**, pupils should be divided into teams. Explain to the pupils that the game may not always be fair and it is important for them to reflect on this throughout. A team leader should be picked for each group (this can be done by the teacher). One pupil should be chosen as king.

**During the role play**, the pupils should begin by answering the questions on the STAGE 1 information sheet. This can be done individually or the team leader, who should be a strong reader, should read the information to the team. The team leader will also need to be able to work out the correct answers. Pupils are then given 3 tokens for every correct answer. As previously stated, these could be physical tokens or they can simply tally up their scores and write these onto the chart. The king is then publicly asked whether he would like more money for himself. If he says 'yes' then the class



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should be told that he will get more money as only the king is in charge. Ask the workers at this point to hand over  $\frac{1}{2}$  of their tokens to the team leader and the team leaders to hand over  $\frac{1}{2}$  of their tokens to the king. Explain briefly to the class that this was how British society used to be organised as the king had absolute control. Pupils should reflect on whether or not they thought this was fair and add notes to their charts.

In the second stage, there is now a 'Parliament'. The team leaders, however, should pick three people to represent them. Make it clear they are allowed to pick their friends and, if you would like to create an additional layer of controversy, make sure that your team leaders are male and tell them they can only pick boys to represent them. This represents the fact that Parliament was limited to men for many years. Again, pupils should complete the questions on the STAGE 2 information sheet, team leaders should correct these and they should then add reflections to their sheets. Explain that with a Parliament, more money is likely to be spent on the people as there are some representatives. However, given the limited group who represent all of Britain, they are likely to still keep more money for themselves. As such, pupils should hand over  $\frac{1}{3}$  of their tokens to Parliament who can decide how much they would like to put to the side to spend on the people.

In the final stage of the role play, everyone is allowed to decide. Ask for three volunteers to run for government. Explain that they must please the people in order to be voted in. Pupils can either come up with their own manifestos on the spot or use the three provided. This part of the activity is designed to encourage pupils to think about how taxes might be spent and why people might want to share or keep more of their money. Pupils should be asked if it is more fair when they are involved representing a leader and why. The lesson could end here following a discussion of what happened during the activity, instead of completing the plenary sentences.

### **Plenary (5-10 minutes): Summary of learning**

Pupils can be asked to complete the sentences on the final slide to help them reflect on what they have learnt. Alternatively, these sentences can form the basis of a class or paired discussion. Pupils should be asked again what life was like when only one person was in charge (such as whether that person represented their views or shared money with the people). They should then be asked why many saw the early forms of Parliament as unfair because they only represented the views of a few, notably rich men. Finally, they should be asked again why it is important for everyone to be represented in government and what they would like their MP to try to change. Explain that whilst young people cannot vote, they can sign petitions and write to their MP (ideas which will be looked at further in later lessons on social change).

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## Lesson 7: Why do people campaign for democracy?

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### OBJECTIVES

**ALL:** Describe some features of a democracy, such as the right to vote.

**MOST:** Give some examples of people who have fought for democracy.

**SOME:** Explain a range of ways that people have fought for democracy and why they campaigned.

### SMSC & BRITISH VALUES:

Considering the importance of democracy, individual liberty, respect for others and the rule of law.

### KEY WORDS:

Democracy, representation, fair trial, campaign, suffrage, freedom of belief, freedom of expression

### Starter (10 minutes): *Image enquiry*

These pictures may be unfamiliar to pupils and they will need to start by describing the pictures or asking questions. This can be done individually first and then as a class. For example, they might identify the long queue or ask about why the police are arresting the lady in the second picture. These questions and comments can be written on a white-board to be answered at the end of the lesson, or added to books during discussions.

### Discussion (5 minutes): *Think / Pair / Share*

Ask pupils why anybody would put their lives at risk for a vote. For instance, they may consider why children might find it unfair they cannot vote, or why it would



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be unfair to say that only men could vote. Ask pupils why some people choose not to vote and recap on the previous lesson by asking about representation.

### **Explain (5 minutes): Democracy**

Explain that in a democracy, people have a say in how the government is run. In the UK, every citizen over the age of 18, apart from prisoners, can vote for a Member of Parliament to represent them in the House of Commons [of Houses of Parliament]. Explain the meaning of free speech and how democracy links to human rights. Outline that one of the human rights is to be free to vote and that people must also be given other human rights, such as the right to free belief and expression, under the government.

### **Main activity (10-15 minutes): Figures of democracy**

Pupils should read the examples of people who fought for democracy (stretch and core versions are available). They should underline or highlight the reason for their campaign, such as education. Pupils who finish early can be asked to start writing down ideas for the next activity, particularly for the arguments against young people getting the vote as they are likely to find these harder.

### **Discussion (5-10 minutes): Questions**

Pupils should be asked to reflect on their learning, and asked what human rights were being fought for. Democracy encompasses human rights such as the right to autonomy and for fair treatment under the law. The World Justice Project measures rule of law using four principles: accountability under the law, including members of the government; just laws that protect fundamental human rights; open government and fair means of voting; and the fair distribution of justice. Pupils should also be asked about why it is important that everyone be given equal representation and that human rights are protected by the law.

### **Plenary (10-15 minutes): Debate**

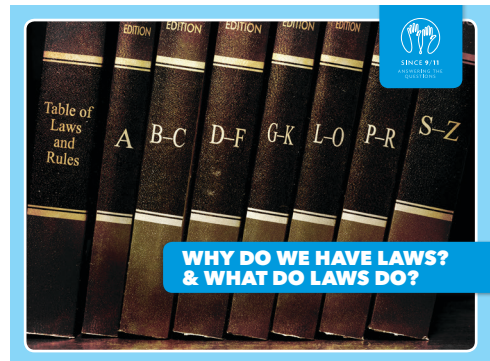
Pupils should be asked to summarise their ideas on the pictures of hands. Pupils should, individually or in pairs, write down arguments on either side of the debate on whether children should be given the vote. Ideas should then be shared as a class. Pupils should practise the necessary skills for successful debate such as attempting to contribute, trying not to dominate discussion and taking notes to help them listen to the ideas of others. Teachers can also use this as an opportunity to teach sentence starters, which could be placed on the board.

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## Lesson 8: Why do we have laws? What do laws do?

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### OBJECTIVES

**ALL:** Give reasons why we have laws.

**MOST:** Explain how some laws protect rights.

**SOME:** Discuss what should happen when rights clash.

### SMSC & BRITISH VALUES:

Considering the importance of the rule of law. Understanding that the UK is a liberal country with freedoms such as the right to free speech.

### KEY WORDS:

Law, rights, liberty/freedom, free speech, privacy

### Starter (5 minutes): *Rules and laws*

The starter activity provides the opportunity for pupils to think about the role the rules play in their lives. It can be a useful opportunity to think about school rules and classroom rules.

### Activity 1 (10 minutes): *There are no laws*

This is a thought experiment around the idea of a lawless world. The purpose of this activity, in part, is to try to show how laws protect people. In particular, their right to life and to live safely. Ask the pupils to think about the scenario by themselves first, without discussing with the others. Then move to small groups/whole class discussion. There are often very different responses to this scenario and it can provoke some interesting discussions. Some may think that everything will carry on normally, others that chaos will



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ensue. Note: Some pupils can get fixated on getting weapons in this scenario (perhaps based on films and video games) so the reality of this might need pointing out to them.

### **Activity 2 (15 minutes): Laws and rights**

This section links the laws in the UK to human rights. Pupils need to match the four laws on the PPT to the relevant human right that the law protects/relates to. To do this the pupils, in groups, will need a sheet containing the 30 human rights. Different versions of this are available, however Amnesty provide an excellent sheet in simple English. [https://www.amnesty.org.uk/files/udhr\\_simplified\\_0.pdf](https://www.amnesty.org.uk/files/udhr_simplified_0.pdf)

*(Note1: There is a separate UN Declaration of the Rights of the Child, however this lesson works best with the original UN declaration of the Human Rights. An extension activity might be for pupils to think whether they have all of these rights as children - which ones do not apply to them, why not and whether this is fair.)*

*(Note2: On a technical point, much of the legislation in this country relates to human rights as articulated by the European Convention of Human Rights, rather than the UN declaration, but the principle of laws protecting/enabling rights remains the same.)*

### **Activity 3 (20 minutes): When Rights clash**

This section introduces the idea that the UK is a liberal country and we are free to do lots of things. We are also free to speak our minds (within limits) and to write and publish what we like (again within limits - which are explored). The activity centres around a court case involving the Harry Potter author, JK Rowling. It involves a clash between her child's right for privacy and the newspaper/photographer's right to freedom of expression. This activity works best in small groups, and each group should try to reach a majority to the question: **should the papers be able to print the photos or not?** An alternative way would be to give each group a side to argue for (each group role-playing human rights lawyers) and have one group at the front role-playing the judges (or jury) that must decide on the matter after listening to the arguments.

### **Plenary (5 minutes) and extension discussion (10 minutes)**

If pupils enjoyed activity 3, then there is an interesting discussion about right to privacy vs right live in safety on the final slide. Again, this would work well in small groups before moving to some form of whole class discussion.

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## Lesson 9: Why do we need a fair system of justice?

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### OBJECTIVES

**ALL:** Explain what it means to say a trial and a law is 'fair'.

**MOST:** Use examples to explain what would make a law or a trial unfair and why fair trials and laws are important in a democracy.

**SOME:** Explain how laws are made in the UK and the features of a fair legal system.

### SMSC & BRITISH VALUES:

Considering the rule of law and how laws ought to be made in a democratic society.

### KEY WORDS:

Justice, law, democracy, fair trial, judge, lawyer, jury, bill

### Starter (10 minutes):

#### *What makes a country a good one to live in*

This activity works well if pupils think alone for a few minutes before discussing the ideas in small groups - eventually leading to a whole class discussion. You can also give the pupils the option of adding their own factor/criteria as to what makes a country a good one to live in. The idea of this activity is to lead into the idea that the rule of law is an important feature of any country, although it might not be one they choose! If this lesson follows on from lesson 8, the 'there are no laws' activity might be fresh in their minds and you could link the two activities.



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## Explaining and Discussing Rule of law and how laws are made (10 minutes)

These slides talk through the ideas of the rule of law and how laws are made. It may be worth noting that some of the countries towards the bottom of the Rule of Law Index have suffered from internal conflicts recently. This will have impacted on their ratings.

### How laws are made

You can ask pupils to come up with a possible law e.g. A speed limit of 20 mph in all towns, then talk this idea through the process of becoming a law e.g. what possible amendments/exceptions should there be? Whose job is it to enforce the law? What should happen if the law is broken? There also several short films on YouTube aimed (at primary schools) on how laws are made.

The key for this lesson is that laws must be made fairly (through discussion and democratic processes) and must be applied fairly to everyone. This is what it means to have rule of law in a democracy and part of what makes a country move up the Rule of Law index.

### Activity 1 (10 minutes): Laws and Fairness - Lady Justice

To introduce the idea of fairness in the law, ask pupils to look at the picture of Lady Justice and answer the four questions. The questions on the following *think, pair, share slide* can be used instead of this activity or after this activity to re-enforce and extend the learning.

### Activity 2 (20 minutes): Laws and Fairness - Lady Justice

Pupils in groups should read Sammy's case and answer the questions at each stage. As an extension activity you could ask the pupils to identify which human rights have been ignored in the case study (using the human rights sheets from lesson 8 [https://www.amnesty.org.uk/files/udhr\\_simplified\\_0.pdf](https://www.amnesty.org.uk/files/udhr_simplified_0.pdf)).

### Plenary (10 minutes)

This plenary consolidates the key points from the lesson and brings together ideas about what makes a fair justice system.

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## Lesson 10: How can we challenge injustice?

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### OBJECTIVES

**ALL:** Explain the difference between peaceful and violent protest.

**MOST:** Use examples to explain how people can peacefully challenge laws they feel are unfair.

**SOME:** Explain why protest and free speech are important democratic rights.

### SMSC & BRITISH VALUES:

Considering the rule of law and individual liberty and why protest and free speech are important in democratic societies.

### KEY WORDS:

Justice, law, campaign, extremism, peaceful protest, free speech

### Starter (5-10 minutes): *Fair / unfair*

Pupils should read the statements and decide whether they think the statement is fair or not (there are core and stretch versions available). Pupils should recap why it is important to allow peaceful protest and freedom of expression in democratic societies, as well as other human rights. Pupils should discuss what the features of a fair and democratic society are and recap some of the ideas from the previous lesson.

### Explain (5 minutes): *Protest*

Explain that in a democracy, citizens are able to vote for their government and also have the right to protest and to freedom of speech. In a democracy that is fairly run, people are able to say what they think when they disagree with the government. If the



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government does something which is seen to go against human rights, people are likely to protest against them. Whilst violent protest, where people are hurt or property is damaged, is against the law, peaceful protest is legal.

### **Main activity (15-20 minutes): Famous examples of protest**

Pupils should read about the examples of protest on the main information sheet. This can be done as a class, individually or in pairs. Pupils should be questioned on what the campaign entailed and why it was important e.g. in one campaign Twitter was used to raise awareness of Boko Haram's kidnapping of girls. Once they have read the information, pupils should summarise some of the campaigns on the activity sheet (stretch, core, or lower) by explaining some different ways of protesting. This can also form the basis of a homework where pupils run their own campaign, although limits would have to be placed on the use of social media.

### **Discussion (5-10 minutes): Malala Yousafzai**

Pupils should be asked what they think is meant by the quote, 'one child, one teacher, one book, one pen can change the world' from Malala Yousafzai. They should think about why it is important for citizens to campaign for human rights.

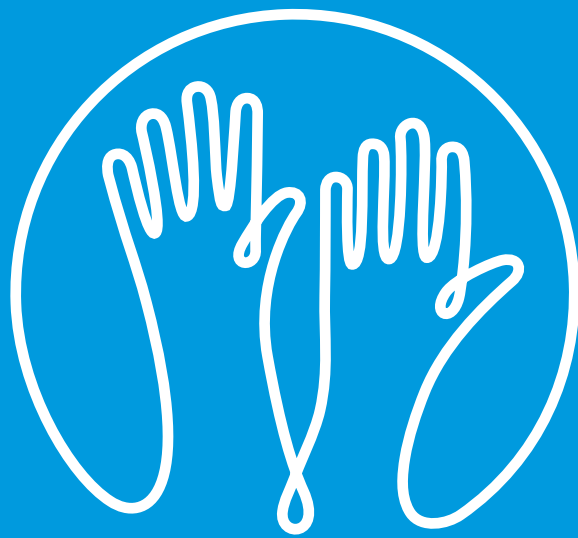
### **Plenary (10-15 minutes): Campaign design**

Pupils should be asked to design their own campaign. They should begin by thinking about an issue that really affects them or that they are very passionate about. Examples could be given such as animal rights, the environment, war, bullying or equality. Pupils should write down what the issue is and why they have chosen it as well as what their campaign would entail. This can be done as a homework or in a follow-up lesson.

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