

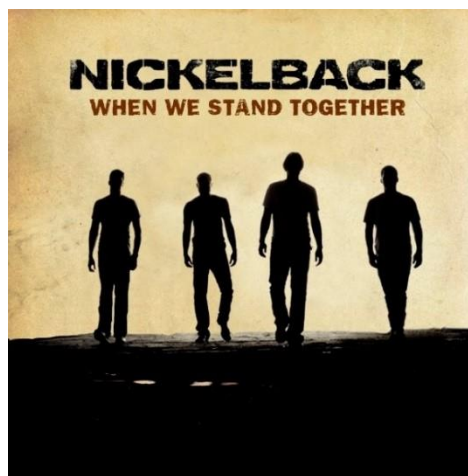
Standing Together RE Unit of Work

This is an optional scheme of work, linked to the Year 6 leavers' service 2020.

There is a wide range of suggested activities here; maybe choose one idea from each section to help your class engage with this year's theme.

Communicate and Apply What do we mean by standing together? Play the Paul McCartney "Frog Chorus" (We all stand together) and look at the lyrics together. Ask the children to highlight the key words and phrases, then draw up a list of concepts (E.g. Friendship, Togetherness, Support, Perseverance, Courage etc.) Remind them of the difference between open and closed questions and ask them to generate some open questions based on these concepts. E.g. Are we stronger when we stand together? Is it always best to work together with other people?

As a class, vote on the question they would like to debate.



OR, use the Nickelback song "When we stand together." E.g. What do they mean by "We must stand together ... that's when we all win"? Maybe try one of the discussion techniques at the end of these resources to open up the debate.

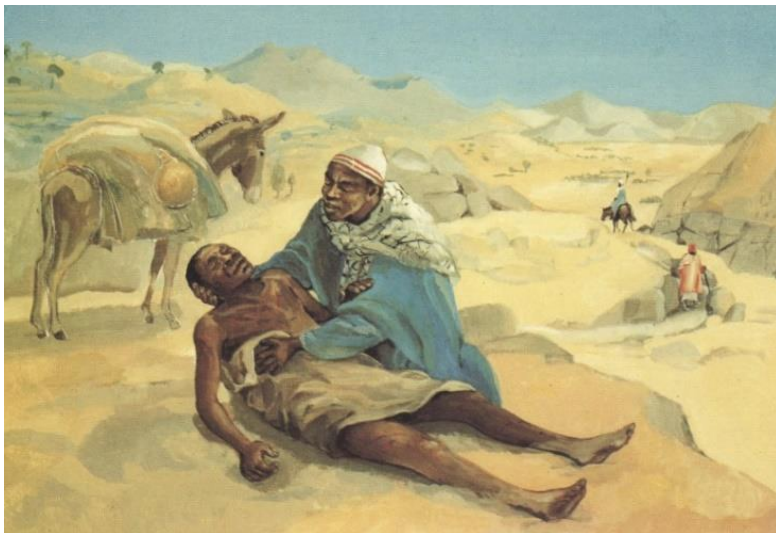
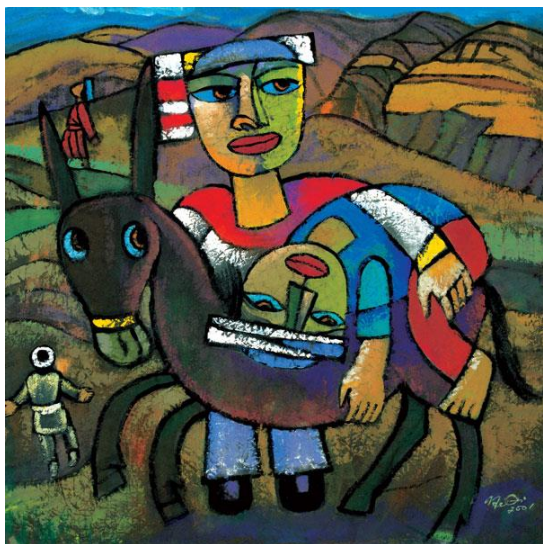
OR, use a film clip from the Literacy Shed such as "For the Birds" or "Wing" to explore how we relate to people who are different from us. You could discuss the quote at the end of "Wing," 'We are each of us angels with only one wing, and we only fly by embracing one another.' 'The Bridge' is also useful for exploring what we can achieve when we work together, rather than confronting others.

Further questions to draw out the discussion: Do we all understand 'Standing together' in the same way? Can we think of further examples from our own lives / books / films of people standing together? What would the world be like if people didn't stand together? Can you think of situations where it would be difficult?

Enquire Can we define what we mean by standing together? Do we have any further questions about this concept? How might a religious person understand the concept of standing together?

Many religions have a version of the Golden Rule (Love your neighbour as yourself / treat others as you would like to be treated.) The [Humanist UK website](#) has a series of lesson plans on where our ideas of right and wrong come from, including the Golden Rule, called "Do humanists have rules to follow?" This includes a Golden Rule activity sheet, with examples of the rule from around the world.

An obvious starting point for Christians is the story of the Good Samaritan in Luke 10. Jesus told this story in answer to the question "Who is my neighbour?" The Samaritans were treated as outsiders in first century Palestine and he wanted to make the point that your neighbours include those you might think of as enemies.



You could explore the story through art (Try to use something with a global feel such as He Qi, Jesus Mafa, or Dinah Roe Kendall) or drama, e.g. use freeze frames or hot seating to explore different characters' thought and feelings, or conscience alley to help the Samaritan decide whether or not to stop and help the injured man.

What would modern parallels be? Ask the class to suggest political or sporting equivalents; what about the good storm trooper or other film examples? There are further ideas for using this story in the **Understanding Christianity LKS2 Gospel** resources (Digging Deeper).

Your class may already be very familiar with the Good Samaritan story, in which case you might prefer to unpack Jesus' teaching in the Sermon on the Mount, Matthew 5: 43 – 48, on loving your enemies. "You have heard it said, Love your neighbour and hate your enemy, but I say to you, love your enemy and pray for those who hate you." For example, you could form a continuum line – give the pupils a series of statements and ask them to place themselves along a line to show the extent to which they agree or disagree with each one.

E.g.: If someone is mean to you, it's OK to be mean back

You should always forgive people, no matter what they've done

God loves good people and bad people equally

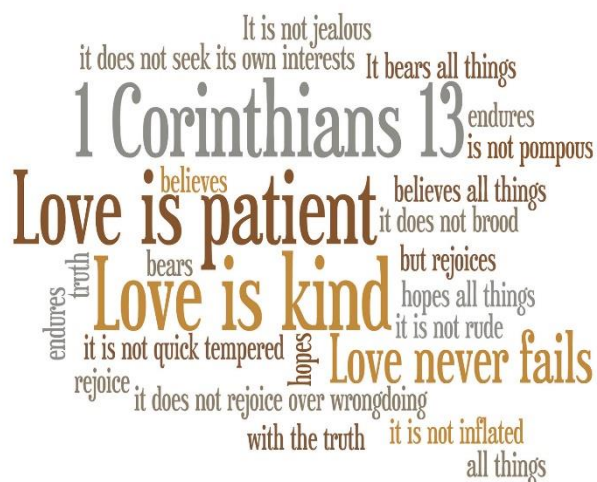
It might be interesting to do this first, then look at the Bible passage. They could use different colours to highlight what they agree with, disagree with and any puzzles or surprises. You could try the Plus, Minus, Interesting strategy at the end of these resources.

What would this look like in real life? Ask the children to come up with scenarios where people apply or don't apply this teaching. What would the world be like if everyone behaved like this? What would it be like if no-one did? How does it link to our concept of standing together?

There is further work on this in the **Understanding Christianity UKS2 Gospel** resources. (15 sentences that changed the world)



Another passage that explores the theme of Standing Together, is Paul's description of love in 1 Corinthians 13, especially verses 4 – 7. Try reading it in different versions such as The Message. (Look at the [Bible Gateway](#) website to find a range of translations.)



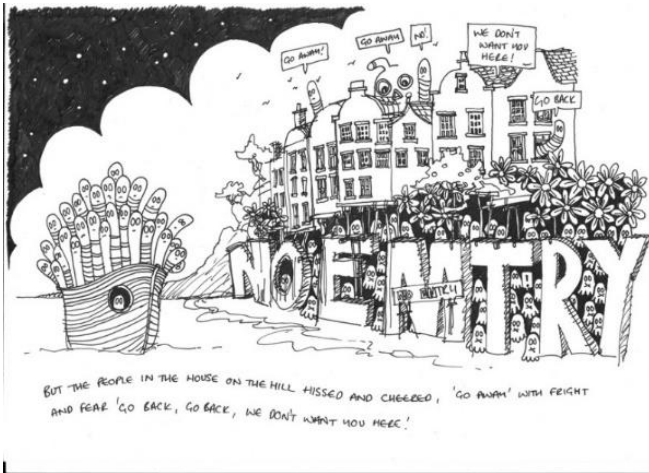
What would the world look like if everyone behaved like this? What if nobody did? How could the passage inspire Christians to want to make the world a better place? Groups could role play different scenarios where they either live out these characteristics or show the opposite attitudes. Perhaps they could do a survey to find out what people think 'love' is and produce a Wordle to show their results.

Contextualise You could take the ‘standing together’ concept in many different directions. For example:

Stand Together is the theme for [Holocaust Memorial Day 2020](#).

This looks at how repressive governments have tried to isolate and marginalise groups of people, such as the Jews in Nazi Germany, using propaganda to create an 'us and them' mentality. In our world today people are increasingly treated this way because of their identity; the children will probably be able to come up with their own examples from the news, or from films and books. The HMD website has lots of positive stories of people who had the courage to stand up to the authorities, for example families in Albania who hid Jewish families from the Nazis and saved their lives.

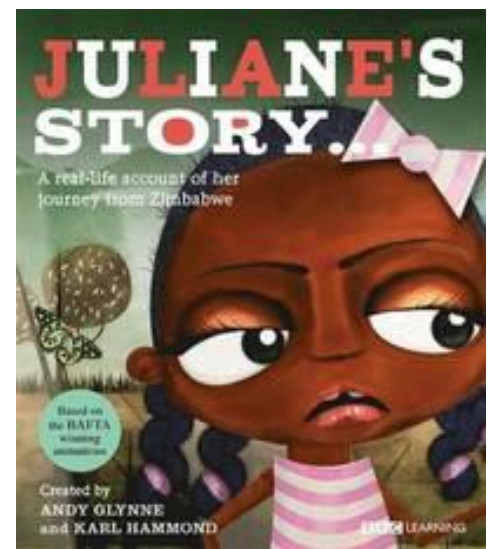




“The Boat” by Andrew Melrose is a thought provoking picture book about a group who set sail from their own land in search of a better life, only to be met by “Keep out” signs. There is an animated version [here](#): Challenge the children to write or draw their own ending to the story. There are teaching resources based on this resource, from the [University of Winchester](#)

As part of Refugee Week 2018, the BBC screened a series of animated short films, [Seeking Refuge](#), about young refugees who have started a new life in the UK. E.g. “Juliane’s Story,” about a girl forced to leave Zimbabwe. (Also in the Literacy Shed).

These have also been turned into a series of picture books published by Hachette.



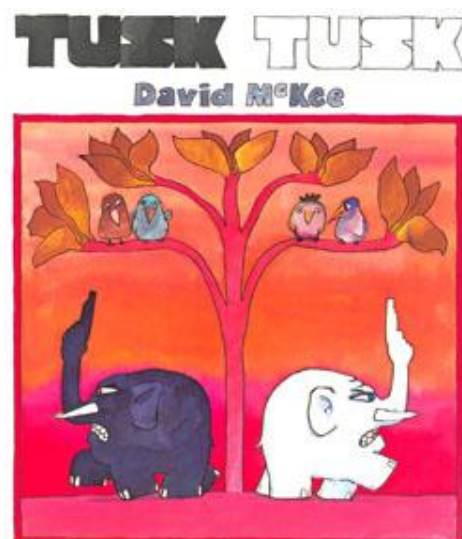
The Christian Aid game “[Safe Place Ludo](#)” is a good resource for exploring issues raised by the refugee crisis and there are related resources on their website, such as a video, “Theodor, the refugee who never forgot,” which links a WW2 refugee to the work of Christian Aid today.

Christian Aid also have a number of [Prayer Space resources](#), exploring themes such as peace making and children alone.

You might like to consider linking your learning to [Refugee Week](#), 15 – 21 June 2020.

There are some excellent books to challenge us about how we treat those who are different, such as “The boy at the back of the class” by Onjali Q Rauf, “The Colour of Home” by Mary Hoffman, “The Island” by Armin Greder or “Wonder” by RJ Palacio.

Or use children’s picture books such as “When the Dragons came” by Naomi Kefford and Lynne Moore, “Frog and the Stranger” by Max Velthuijs or “Tusk Tusk” by David McKee to explore prejudice and stereotyping.



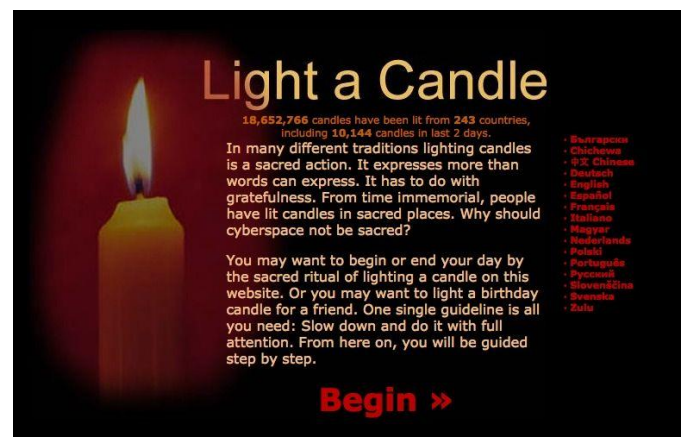
You could find out about Christian (or other!) organisations who stand together with others around the world. For example, Amnesty International campaign around the world to protect human rights; Open Doors work to protect persecuted Christians; Christian Aid is leading a campaign for displaced people “Uprooted and Overlooked.” Find out about local inter-faith initiatives, or invite in a speaker from your local food bank, homeless shelter or other charity to find out how Christians are working practically to love their neighbours. The Quakers have a long tradition of working for peace and social justice and have a good range of schools resources [here](#) on topics such as the Christmas Truce and ‘[Fly kites, not drones.](#)’



Evaluate

What would Christians take away from this? What have I learned about Standing Together? Have my ideas changed at all? What (if anything) might I do differently now?

[Gratefulness.org](https://www.gratefulness.org) allows you to light a virtual candle with a message; this could be used as part of a reflective activity – or the class could design their own reflection to stand together with others around the world.



Peace poles

This initiative was founded in Japan and is now is a global phenomenon, often a response to hate crime in a particular area. The poles bear the words “May peace prevail on Earth.” We are encouraging our church schools to make their own peace poles for the 2020 leavers’ services.

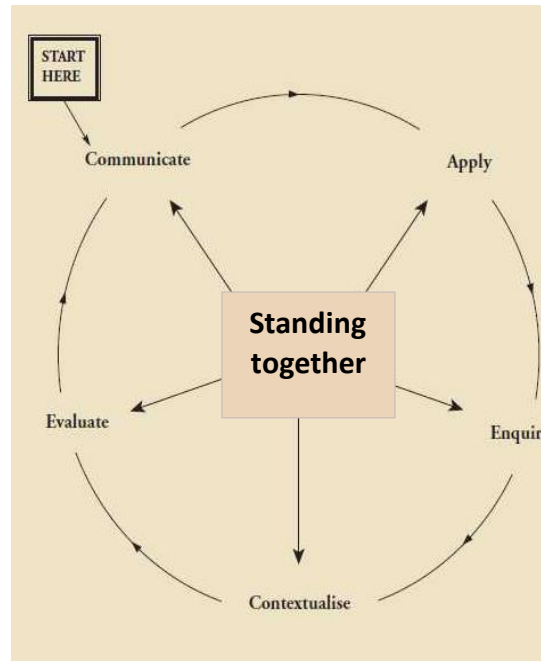
Communicate and Apply

What do we mean by standing together? Use a song or film clip stimulus to discuss the concept. Do we all understand standing together in the same way? What would the world look like if we didn't stand together? When might it be difficult?

Evaluate

Why are these issues important for Christians? Are they important to me? Has my thinking changed at all?

Hold a reflection time to respond, or create a peace pole or produce some peace-related artwork.



Enquire

What does 'standing together' mean to us? What might it mean in a religious context? Unpack the Golden Rule, found in most religions, or explore Jesus' teaching on loving your neighbour, for example in the Good Samaritan or the Sermon on the Mount.

Contextualise

Focus on a particular issue to explore how Christians (and others) have tried to show solidarity with others around the world.

For example, look at the Holocaust Memorial Trust's "Stand Together" resources about those who had the courage to stand up to the authorities in Nazi Europe and other conflicts.

Or use one of the many resources that has been written as a response to the refugee crisis, to explore how we can make others feel welcome, even when they are different from us.

Some strategies to encourage discussions in class.

Many of these techniques will be familiar to you already, but it can be all too easy to fall back on the same strategies, rather than trying something new! These are some tried and tested ideas, for active learning in RE.

Goldfish bowl activity

(aka speed dating)

Place the children in two concentric circles facing each other. Give them a question to discuss and after a minute ask them to move one place to the right and share their ideas with a new person.



Agree



Disagree



Continuum

Continuum Line

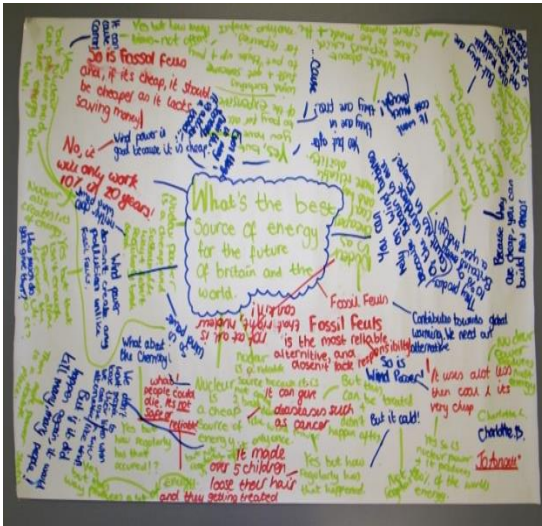
Mark a line on the classroom floor with masking tape, rope or similar. Label one end 'agree' and the other 'disagree'. Ask the children to stand on the line to show how far they agree or disagree with a series of statements. Some children can explain their thinking, or can discuss with the person standing next to them.

OR Four Corners: Label the corners of your room Agree, Agree strongly, Disagree, Disagree strongly. Ask pupils to justify where they are standing.

Human bar chart

Ask the children to vote on a controversial statement by standing in 'bars.'

To make it more interesting, ask them to vote on slips of paper (numbers 1 – 5), collect these in, then redistribute them randomly, so the children have to form a bar chart and explain someone else's point of view.



Silent debate

Ask the children to move around the classroom and respond to a stimulus, which could be a photo, cartoon, statement, poem etc. They write their ideas and questions on large sheets of paper, responding to other people's thoughts and opinions. This encourages them to read and consider what other children have written and gives thinking space for quieter pupils.

Snowball discussion

Pupils start discussing a question in pairs, then when they've both shared their ideas they join up with another pair to talk in 4s, then 8s and so on until the whole class is involved in one big debate.

To make it more challenging, they have to reach a consensus before they can join up with another group.



Pose, Pause, Pounce, Bounce

1. Pose



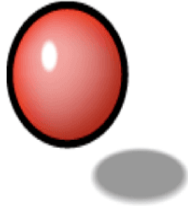
2. Pause



3. Pounce



4. Bounce



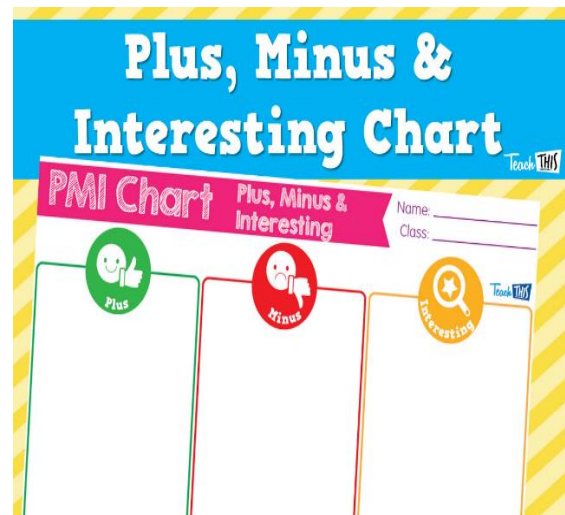
A useful formula that gives everyone a chance to join in a debate and stops it being dominated by one or two more vocal pupils.

Pose a question, give the class a minute's thinking time (don't be tempted to skip this stage!), pounce on a suitable pupil to give their opinion, then they bounce the question on to another child. It's useful to use a set phrase, such as "I wonder what Scarlett thinks." Encourage the children to link their views to what's been said already, e.g. "I agree / disagree with Harry because...."

PMI (Plus, minus, interesting)

You could use this for any stimulus, such as a photo, an artefact, or a short piece of text. Ask the children to think of some positive comments, some negative ideas and then something interesting to say. This is useful for helping them consider different points of view.

They could also generate some interesting, open ended questions to discuss. You might talk through which of their questions would open up the best discussions and then ask them to vote for the question they would like to explore further.



Traffic Light Cards



Ask the children to hold up a red, yellow or green card to show whether they agree, disagree or are undecided about a statement. This gives instant, visual feedback on their thoughts and feelings and enables you to choose children with a range of opinions to get the discussion started. It also gives the quieter pupils a chance to take part in the conversation.

ABC, Agree with, Build on, Challenge

This helps the children develop their discussion skills, by inviting them to agree with what others have said, build on a previous statement, or challenge another student. Again you can bounce the question round the class, inviting the children to respond in different ways. It also encourages them to listen to each other!

This can be developed by putting the children into 'talking trios' using ABC to structure their discussion.

