




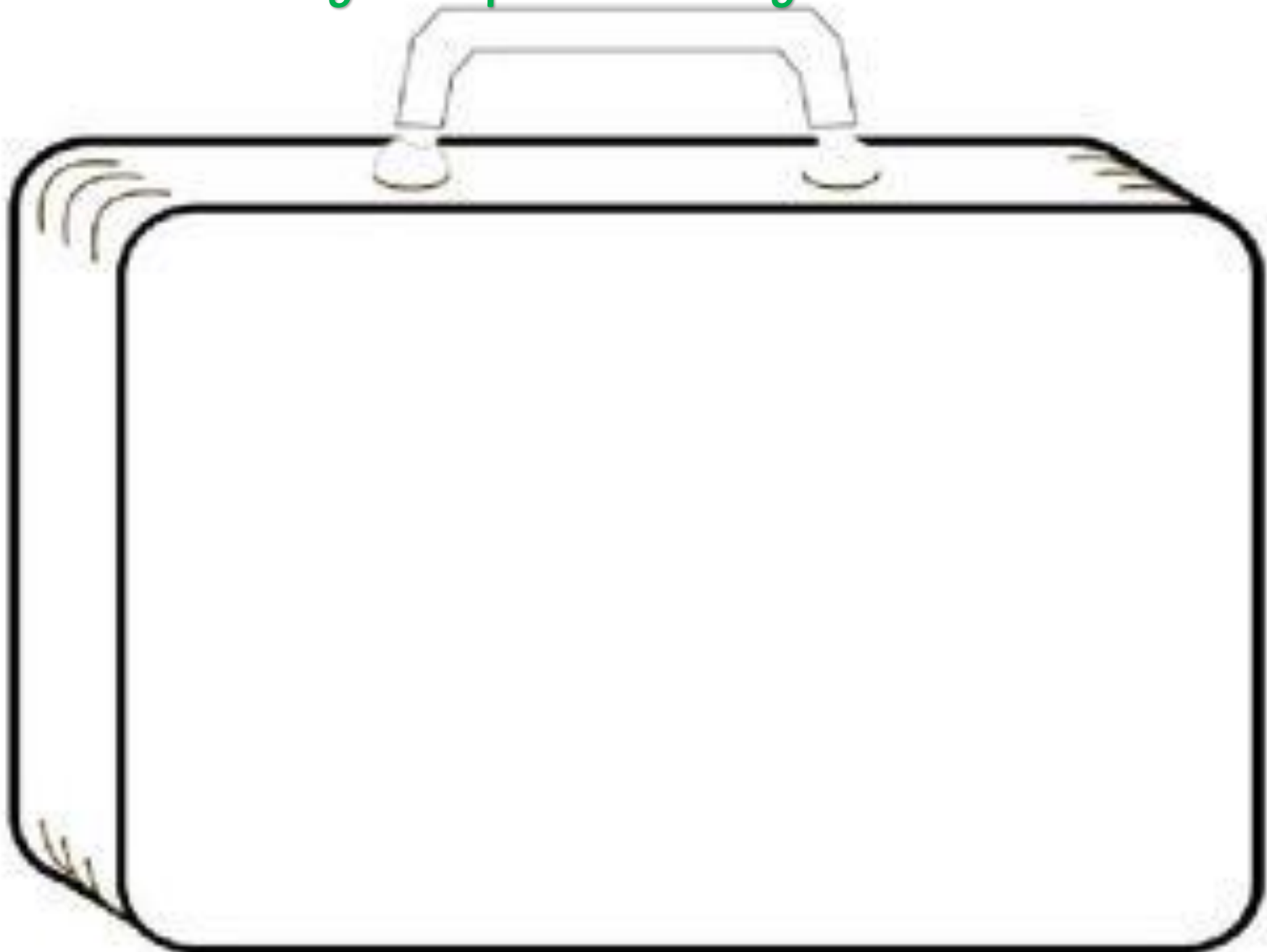


We Are Team Bowland: Responsibility

| | Monday <i>Personal responsibility</i> | Tuesday <i>Independence</i> | Wednesday <i>Current affairs</i> | Thursday <i>Global responsibility</i> | Friday <i>Making a pledge</i> | | | | |
|---|--|---|---|--|---|--|---|--|--|
| Challenge level 1 | <p>Definition: Being responsible means you do the things you are expected to do and accept the consequences of your actions.</p> <p>Responsibility toolkit</p> <p>What do we need to do in order to be a responsible person? Create your own toolkit using the template below.</p>  | <p>What responsibilities do you have within your classroom?</p> <p>Create a poster to show your thinking.</p>  | <p>Take a look at the picture below. What does it mean to you?</p> <p>Discuss this with someone in your family or write an explanation about what it means to you.</p>  | <p>Watch the Sir David Attenborough video. www.youtube.com/watch?v=IW3jEIYBFz</p> <p>How do you help our planet? What can you do in the future?</p> <p>Make a short video showing what you do to protect our planet. Upload to Class Dojo or Tapestry.</p>  | <p>Responsibility Outcome</p> <p>Write a pledge for something you are going to take responsibility for – at home or in school.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What will you need to do? • Why have you chosen this as your pledge? • Why is it important to you? • How will you know you've been successful? • Are there small steps to take? • Do you have more than one pledge? • How will this impact on you in the future? | | | | |
| Challenge level 2 | <p>We all have rights and responsibilities.</p> <p>Create a chart showing what these might be.</p> <table border="1" data-bbox="165 815 560 954"> <thead> <tr> <th>My Rights</th> <th>My Responsibilities</th> </tr> </thead> <tbody> <tr> <td>I have the right to a safe place to live.</td> <td>I have a responsibility not to hurt others.</td> </tr> </tbody> </table> <p>How do you ensure you fulfil these responsibilities?</p> | My Rights | My Responsibilities | I have the right to a safe place to live. | I have a responsibility not to hurt others. | <p>What responsibilities do you have within your classroom and at home?</p> <p>Create a poster to show your thinking.</p>  | <p>Read the article below about the impact of racism on the author's daily life. Discuss with an adult and answer the question at the top of the article.</p> <p>You may like to create a mind map of your thoughts, write some questions which spring to mind when you are reading and discussing the article and/or think about the future for this person. What hopes/wishes do you have for them?</p> | <p>Have a look at the UN Sustainable Development Goals below. Which ones do you feel are the most important and why?</p> <p>Create a mini booklet detailing your thoughts about these goals.</p> <p>Here is a link to show you how to make a booklet. https://www.laurenstringer.com/uploads/2/5/6/4/25641572/make_a_six-page_book_out_of_one_sheet_of_paper.pdf</p> | |
| My Rights | My Responsibilities | | | | | | | | |
| I have the right to a safe place to live. | I have a responsibility not to hurt others. | | | | | | | | |
| Year 6 Transition | <p>How do you think your responsibilities will change when you go from year 6 to year 7?</p> <p>You can present this how you wish.</p> <p>For example: two contrasting labelled diagrams, a two-column table, a mind map, a video or a PowerPoint presentation.</p> | <p>Create a job advert for a responsible citizen.</p> <p>What does this look like? What skills and attributes will they need? How will this be reflected in their everyday life?</p> <p>https://www.teachitprimary.co.uk/attachments/thumbnails/big/x12223.php.pagespeed.ic.j-GWQsNmt-.jpg has some models for you to magpie.</p> | <p>Rewrite the article below from the girl's perspective. How will this be the same or different to her Dad's?</p> <p>or</p> <p>Design a replacement statue for Bristol's city centre. Explain why you have chosen your particular idea. You could create this using paper mâché or junk modelling materials such as cardboard and plastic bottles.</p> | <p>Your legacy...</p> <p>Sir David Attenborough is known and respected across the world for his dedication and passion to wildlife and the preservation of the planet. He has made many people think about their impact on the planet and how they can make changes to their lifestyle in the future.</p> <p>What will you be remembered for when you leave Bowland? Think about responsibility and how you have shown this.</p> <p>Write this as a leaver's speech for a virtual leavers' assembly.</p> | <p>You could use the template to write your pledge on or you could record a video of you sharing your pledge and the reasons why.</p> <p>Upload your video to Class Dojo or Tapestry.</p> | | | | |

My Responsibility Toolkit



Wider Curriculum: Whole School Projects Term 6



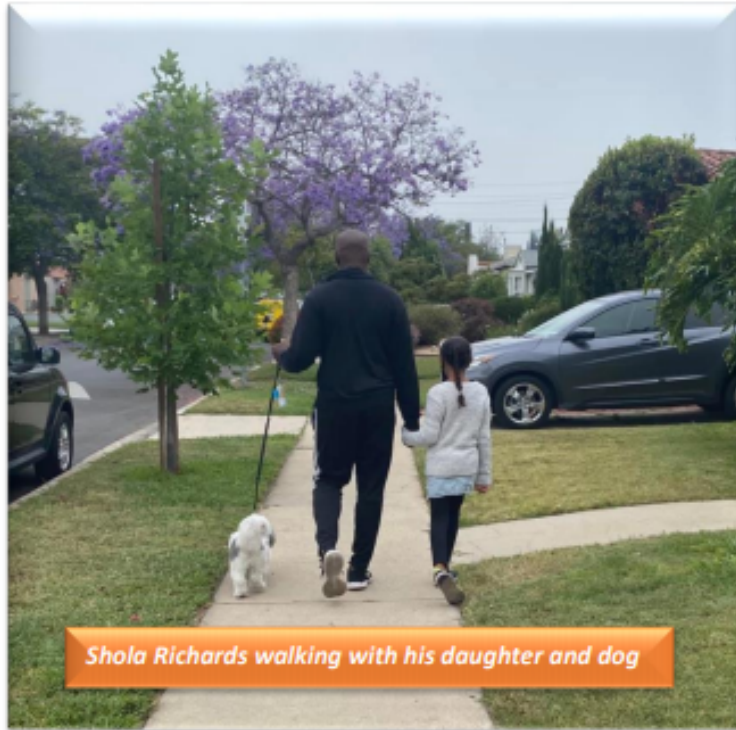
What does Black Lives Matter mean?





Resource

Read through the experience of American author Shola Richards. What can it teach us about the effects of racism on his daily life?



Shola Richards walking with his daughter and dog

Twice a day, I walk my dog Ace around my neighbourhood with one, or both, of my girls. I know that doesn't seem noteworthy, but here's something that I must admit, I would be scared to take these walks without my girls and my dog. In fact, in the four years living in my house, I have never taken a walk around my neighbourhood alone (and probably never will).

Some of you may read that and think that I'm being melodramatic, but this is my reality.

When I'm walking down the street holding my young daughter's hand and walking my sweet fluffy dog, I'm just a loving dad and pet owner taking a break from the joylessness of crisis home schooling. But without them by my side, almost instantly, I change into a threat in the eyes of some. Instead of being a loving dad to two little girls, unfortunately, all that some people can see is a 6'2" athletically-built black man in a cloth mask who is walking around in a place where he doesn't belong (even though, I'm still the same guy who just wants to take a walk through his neighbourhood). It's equal parts exhausting and depressing to feel like I can't walk around outside alone, for fear of being targeted.

If you're surprised by this, don't be. We live in a world where there is a sizable amount of people who actually believe that racism isn't a thing.

So, let me share some points:

1) Having white privilege doesn't mean that your life isn't difficult, it simply means that your skin colour isn't one of the things contributing to your life difficulties. Case in point, if it never crossed your mind that you could have the police called on you for simply bird watching then know that is a privilege that many black people (myself included) don't currently enjoy.

2) Responding to "Black Lives Matter" by saying "All Lives Matter" is insensitive. All lives can't matter until black lives matter.

3) Racism is very real; it isn't just limited to the extremes.

4) In order for racism to get better, it's important we all use our voices and speak up when we see racism.

As for me, I'll continue to walk these streets holding my 8-year-old daughter's hand, in hopes that she'll continue to keep her daddy safe from harm. I know that sounds backward, but that's the world that we're living in these days.



SUSTAINABLE DEVELOPMENT GOALS

| | | | | | |
|---|---|--|---|---|---|
| 1 NO POVERTY  | 2 ZERO HUNGER  | 3 GOOD HEALTH AND WELL-BEING  | 4 QUALITY EDUCATION  | 5 GENDER EQUALITY  | 6 CLEAN WATER AND SANITATION  |
| 7 AFFORDABLE AND CLEAN ENERGY  | 8 DECENT WORK AND ECONOMIC GROWTH  | 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE  | 10 REDUCED INEQUALITIES  | 11 SUSTAINABLE CITIES AND COMMUNITIES  | 12 RESPONSIBLE CONSUMPTION AND PRODUCTION  |
| 13 CLIMATE ACTION  | 14 LIFE BELOW WATER  | 15 LIFE ON LAND  | 16 PEACE, JUSTICE AND STRONG INSTITUTIONS  | 17 PARTNERSHIPS FOR THE GOALS  |  |