

## Building understanding: lesson plans

### The Story of the Riverside Park Protests Part One

The activity has been developed by Richard Gore and is an adaptation and the further development of an activity in the book 'Radicalisation and Terrorism' by Alison Jamieson and Jane Flint. The activity was trialled by Leanne Ashton and Y6 pupils at Millbrook Primary, Stalybridge; Lorraine Charles and her Y6 class at Summerville Primary, Salford; Claire Bartlett, Mount St Joseph High School, Bolton, and her year 8 RE class; by Saima Alvi and her Y9 class at Lostock College, Trafford, and by Susannah Haygarth and Helen Stedman with Y7 pupils at Chorlton High School, Manchester.

### Preface to the activity

#### Main Themes

- Different forms of peaceful protest
- Ethics of protest and effectiveness
- Personal decisions re. taking part
- Responding to protest

### Things to consider before carrying out the activity

The events and the people in the story are not real. It is important to tell the children that this is a story Teachers can read the story and give the children a copy of the story if they wish to. Or they can use the PowerPoint.

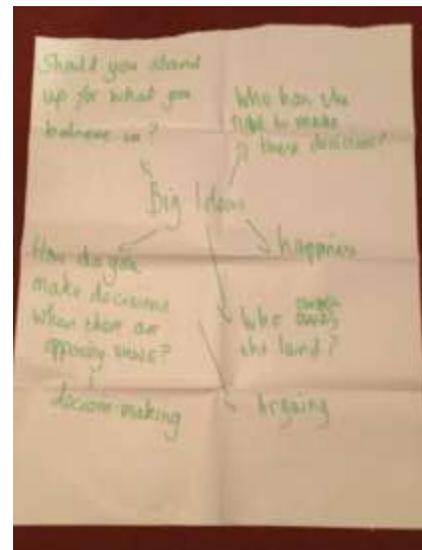
This activity should be followed by The Story of the Riverside Park Protests Part Two.

### Feedback from trialling at Summerville Primary by Lorraine Charles

*The continuum activity was also very successful. We had an excellent discussion as to the most effective method of protest e.g. one child had given the option of rioting. Through discussion we teased out that it might be the most extreme of the methods suggested and would cause a lot of damage, but it wouldn't necessarily work. The children related it to recent and past events in the world e.g. protests/marches in Spain, Civil Rights marches etc.*

<b>Most Effective</b>	Protest signs – Like Barcelona	Meeting with all concerned	Speak to the Government	A vote about the issue	A sit-in protest	Speak to someone 'high-up'	Raise money – give it to them to go somewhere else	Barricade ourselves to the gates	Start a riot – to teach the council a lesson	<b>Least Effective</b>
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### Big ideas and questions the children came up with



### **Learning Outcomes**

- Increased understanding of why people take part in protests, the different forms protest might take and an opportunity for children to consider their own views in relation to protests and whether they should or should not take part.

### **Resources needed and preparation**

The Story of the Riverside Park Protest Part One

The Park Protests 1.pptx

Playground grab protest.docx

### **Introduction/ Starter**

Tell the children that you have heard a rumour (but you are not sure if it is true!) that the Council want to take some of the playground away from the school and use it for offices for people who work for the council.

Ask them what they think about this news and what they could do to try and stop this from happening. Write up their ideas in large letters on A4 paper or WBs, one idea per sheet. Dependent on what they come up with you can also present the following ideas:

- Do a petition and get family and friends to sign it
- Make leaflets and posters
- Set up a Facebook page
- Write to the newspapers
- Organise a protest outside the school with banners/ posters

Then do a continuum activity with the children using the different ideas. They decide where to place the ideas on a continuum of:

Most effective \_\_\_\_\_ least effective

At the end of the activity you may wish to reassure the children that the plan to take away some of the playground is not actually true!

### **Carrying out the activity**

#### **Step One: understanding the story**

The story is shared with the class. The story could be simply read to the class, or the PowerPoint can be used to introduce the story. The PowerPoint contains visual support to the story and both factual recall questions and 'thinking questions' which can be used.

#### **Step Two: Moving to enquiry**

As an alternative to the 'thinking questions' on the PowerPoint ask the pupils to identify the big ideas and themes in the text. Write-up keywords on the interactive whiteboard or flipchart paper and get the children to develop philosophical questions around these keywords and themes and then continue to an enquiry in the usual way.

A small number of specific question stems may be helpful to give focus to the children's questions such as Why...? Were they right to...? Is it right...? What if...? How....?

#### **Last Words**

As a way of providing closure you might ask the pupils to agree or disagree with the following statement: 'It is important to take part in protests against things that you think are wrong'

You could invite certain children stand on the 'agree' or 'disagree' side of the line.