



What's going on this week?

Boys' elite football academies for under-16s have been allowed to continue during England's four-week lockdown but girls' equivalent regional training centres have been stopped. An online petition, started by 9-year-old female footballer Ellie Duffy, asked the Football Association (FA) to allow under 9s to under 16s girls' football academies to continue during lockdown. Ellie's petition calls for the same opportunities for girls as boys during periods of lockdown.

Main question:

Should we always be treated the same?

Listen, think, share

- Look at this week's poster. Talk about what we can see.
- Read through the information found on the assembly resource about 9-year-old footballer Ellie Duffy's campaign. Do you agree that girls' football should be classed as elite football in the same way as the boys' has been? Do you think it's fair that the girls weren't allowed to continue with their training?
- Watch this week's useful video (link found overleaf), which shows different experiences of girls' football. Do any of the experiences in the video surprise you?
- Think about all the ways that we are different. Can you think of any times when you haven't been treated the same as others, but that you felt was fair in that instance? For example someone, who is younger, being given more chances in a game. Or when moving house, the mother, who is pregnant, isn't expected to carry any heavy boxes.
- Do you think it is always easy to know when we need to be treated the same and when it's ok to be treated differently? Talk about what we could do if we don't think that something is fair.

Reflection

There will be times when we are treated differently from others, this may be for a valid reason such as because we are younger or less experienced. However, there may be times when we don't feel we are being fairly treated or given the same opportunities. In these times, we can use our voices to speak out to let others know.



KS1 Focus

Question:

How are we similar to and different from each other?

Listen, think, share

- Write the words 'similar' and 'different' on the board. What does each mean? Can you say them in a sentence?
- Record a list of things that are similar about the people in your class e.g. the uniform you are wearing, everyone's age. Repeat using the word 'different'.
- Explain that it can be tricky to list similarities or differences if you don't know somebody very well. You might not know what somebody enjoys doing, or their favourite meal. It might be the same as yours!
- Look at resource 1, which gives some information about two children. What is similar about them and what is different? Which similarities or differences can you see and which would you need to find out. Does any of the information surprise you?
- Think about something that not everybody in your class knows about you. It might be a hobby you do, something that is a favourite of yours or something about your family. Share them with each other. Can you find any similarities and differences between you and somebody else in your class?

Reflection

What we look like, the things we enjoy and the way we behave are some of the things that make us who we are. We may find there are similarities to others and differences too!



KS2 Focus

Question:

Should we always speak out if we think things aren't fair?

Listen, think, share

- What do we mean by the word 'fair'? Explain that to make something fair, it means it is right or reasonable. If someone is treated fairly, they may be treated equally without favouritism or discrimination.
- Can you think of a time when you felt you were treated unfairly? How did it make you feel? What did you do about it?
- Look at resource 2, where some children share their experience of being treated unfairly. Do you think they have all been treated unfairly? Why?
- Look at what happened when Endora spoke out about how she felt. Her mum explained why she had been throwing the ball differently to her and she understood and no longer felt it was unfair.
- Focus on Jasmine's comment. What could she do about her situation? Should Jasmine speak out? Who should she speak to? Jasmine's friend, Dominic, doesn't like football and isn't bothered about being able to use the ball. Should he still speak out, even though the situation doesn't affect him?
- Do you think speaking out always solves unfairness?

Reflection

If something seems unfair, we can speak out. It is important to have the confidence to use our voices to help ourselves and others.

KS2 Follow-up Ideas

Option 1: Write the words 'fair' and 'unfair' on the board. Ask the children to share how they would feel in an unfair situation and a fair situation. Record some of their thoughts. Use this idea to inspire some art. Split a piece of paper in half. One side will represent fair and the other side unfair. Think about:

- Which colours will you use for each?
- What lines or shapes might represent fairness?
- How might you capture how each makes you feel?
- Will you include texture in your work?

Once the children have finished, encourage them to talk about their work, why they included certain features and any experiences they may have used to help them create it.

Option 2: Explain that you would like to find out who can do the most star jumps in the class.

- How would you do this?
- What equipment would you need?

Ask for a willing volunteer to see how many they can get. Give them 20 seconds. Repeat with another volunteer but only give them 10 seconds.

- Was this fair?

Explain that when we are carrying out tests or experiments we need to ensure there is a fair test.

- How would you make sure it was fair? Think about time, space, footwear.

If possible, the children could find out how many star jumps they can do in 20 seconds and see who can do the most!

KS1 Follow-up Ideas

Option 1: Ask the children to describe themselves to someone else in the class. Think about:

- What do you look like?
- What is your favourite colour?
- Do you have any hobbies?
- Is there anything you don't like doing?
- Who is in your family?
- What food do you enjoy?
- Is there anything that scares you?

Ask the children to record some of their responses from above to share with the class. They could write sentences, create a fact file or draw a picture. Use them to find out more about each other and share similarities and differences!

Option 2: Explain that you have 10 sweets you are going to hand out (use pictures, multilink or counters). Start by counting them out loud to check that there are 10. Give 2 sweets to someone in your class.

- How many sweets are left?

Explain that the remaining 8 are for you.

- Is that fair?
- How could we share them equally?

Model sharing them between 2 people.

- How many sweets does each person get?

Count out loud. Model again with 12 sweets then ask the children to explore further.

- Can we share these sweets equally between 3 people?
- Are there any left over?
- Will I be able to share 9 sweets equally between 2 people? How do you know?

This Week's Useful Websites

This week's news story

<https://bbc.in/32weJJZ>

This Week's Useful Videos

Girls' Football

www.bbc.co.uk/newsround/50250882

This week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Campaign – an organised course of action or planned set of activities carried out to achieve a goal such as social or political change.

Elite – a select group that is considered to be the best of their kind in terms of ability or qualities.

Equivalent – having the same/equal qualities, value and purpose.

Opportunities – situations which make it possible for you to do something.

Petition – a formal written request, often signed by many people, to ask the government or other authority to do something.

Valid – reasonable or supported by logic or fact.