

The Clean Slate Campaign

A programme of study
for Key Stage 1 & Key Stage 2.

Developed by the staff of Edward Feild
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These ideas may be photocopied/ developed and adapted
in any way you see fit.

Suggested Activities

Messages:

Promoting self-respect and respect of others.

I have an effect on the people around me.

I have an effect on the world.

Key Stage 1

Circle time:

1) Magic box - present an interesting box to the children:
Teacher: "there is something very special in this box, would you like to discover it"
Pass box around. It contains a mirror. Children: "I am glad to be me because..." (e.g. I am kind, I share etc.)

Discussion:

- 1) How do you feel when somebody smiles at you/ shares a toy / helps you if you have fallen over? (A warm feeling, happy, relieved, not alone, like I'm special).
- 2) How do you think someone else feels when you smile at them?
- 3) How do you feel when someone isn't nice to you?
- 4) How does someone feel if you aren't nice to them?

Activity:

We affect the people around us and we can change someone's response by our actions.
Draw a picture. "If I (do/say something) my friend/Mum is happy." On the back another picture: "If I my friend/Mum is sad."

Discussion:

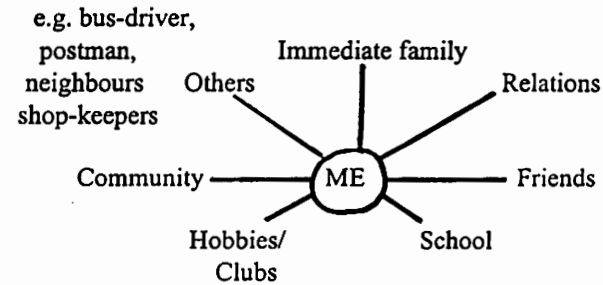
We don't only affect the people around us, but also people a long way away.
e.g. the environment - pollution from our power stations affects forests in Germany and Scandinavia.
e.g. other economies - our decisions to buy bananas from the Caribbean or the USA will affect the economies of those countries and the future of thousands of families there.
e.g. our culture - our decisions to keep or abandon the traditions of stories, songs and games that are our heritage will affect future generations.

Question: Where does my banana come from? Who is happy that I bought it?

Key Stage 2

Discussion: What do I like about myself? What qualities do I have that I like? How do these qualities affect other people? e.g. if I smile at someone, how does that person feel and react?

Follow-up: personal relationship spider



Each child produces their own personal spider, listing the people they come into contact with in the space of a week. Describe the ways our behaviour can effect these people.

Discussion:

1) How our daily activities can effect the livelihoods of people we don't meet. e.g. the environment - pollution from our power stations affects forests in Germany and Scandinavia. e.g. other economies - our decisions to buy bananas from the Caribbean or the USA will affect the economies of those countries and the future of thousands of families there. e.g. our culture - our decisions to keep or abandon the traditions of stories, songs and games that are our heritage will affect future generations.

2) "A day in my life." List things like getting dressed, meals, travelling to school in car or bus, books, pencils, toys we use.

Activity: Take one of the things listed in (2) and discuss the chain of events which led to its happening. e.g. I have a cotton T-shirt. This means that someone must have grown and picked the cotton, then it was woven, packaged, sold etc. Collaborative work in pairs.

Suggested Activities

Messages:

Key Stage 1

:Circle time: We all need friends

Children:

1) "..... is a good friend because"

2) "My friend likes me because....."

As this happens, the teacher could jot down words/phrases on the white-board. At the end you will have a description of the qualities of friendship as the children see it.

Discussion: we need more than our friends - we need lots of people.

Teacher gives examples: shop-keepers, bakers, factory workers, bus-drivers, builders, plumbers, garage-mechanics. Discuss why we need each person mentioned.

Activity: Children draw one of the examples of types of people we need and write why we need this person.

We all need friends.

Friendship depends on how we choose to behave.

We also need many other people who are not necessarily our friends.

We rely on other communities and countries as they rely on us.

Key Stage 2

Discussion: We all need friends Why do we need friends (to support us, entertain us, like us, help us, feel not alone) Using spider from week 1, look at other relationships. Do we need them also?

Activity: collaboratively (2s or 3s) make a list of the qualities of a friend. As a class, draw up a joint code of friendship.

Discussion: Who else do we need? Use the list of a day's activities (week 1) as a basis for discussion.

Activity: Split into groups of 4-5 and brainstorm: all the people we need to: (a) produce our food (b) produce our clothes (c) transport us (d) house us (e) keep us safe...

One group takes one category. You may be able to think of other categories.

Finally, put together in a visual form.

Discussion: Just as we need all these people they need us to buy products, to ride on buses etc. We all have a responsibility to each other.

Examples: - environmental: pollution of the North Sea and over-fishing affects the fish-stocks shared by many countries.

- economic: the tea and coffee we drink is the livelihood for people in developing countries.

- culture held in trust, our parents telling us stories and games from their childhood, museums of the recent past, National Heritage Trust, preservation of the coastline and countryside.

Suggested Activities

Messages:

Key Stage 1

Key Stage 2

In a friendship trust must be maintained: dishonesty, selfishness, not listening, not being loyal, not caring etc. all threaten that trust

In our society we all need each other and, like a team, we need to be able to trust each other. The rules exist to make sure that people can trust each other otherwise things would go terribly wrong.

Rules are written down in many different places and in different ways. They are also written on our hearts.

Circle time: Introduce the idea of being able to rely upon your friends. Ask "What makes you sad sometimes within a friendship?"

"I feel sad when my friends....."
 "My friends feel sad when I"

Discussion: Think of a football team. Each player knows what is expected of them. The game has rules which make the game playable and safe. Everybody knows what they can and cannot do.

We are like a big team. We all need each other, and just like in football we need rules to work together and keep us safe. Take examples from week 2 of people we need. What do we expect from this person? :- honesty, politeness and respect, playing by the rules we all understand.

Think of a scenario where one person we need doesn't play by the rules. For example a crooked baker? How many people are effected?

Follow-up: look at different sets of rules - class rules, school rules, home rules, the law, 10 commandments, club rules. What do they have in common?

Discuss: Some things are quite simply wrong. Our rules tell us this, but we know in our hearts too by how we feel inside when we do something wrong.

Discussion: Remind children of joint code of friendship from week 2. What sort of things can happen between friends that are upsetting? (If specific incidents come up, perhaps maintain a distance by allowing e.g. occurrences back in time/last year etc. this protects the children)

Follow up: Group in 3s. Give a situation card to each group. On the front is a situation that happens to you. Discuss in your group how it makes you feel. On the back you are the perpetrator in the same situation. How do you feel? (scared, guilty, wish it hadn't happened?) Do you feel good about yourself?

example situation card: (Front) Your best ruler is stolen
 (Back) You steal someone's best ruler

Discussion: Think of a football team. Each player knows what is expected of them. The game has rules which make the game playable and safe. Everybody knows what they can and cannot do.

We are like a big team. We all need each other, and just like in football we need rules to work together and keep us safe. Take examples from week 2 of people we need. What do we expect from this person? : honesty, politeness and respect, playing by the rules we all understand.

Activity: In pairs create a scenario where one person we need doesn't play by the rules. How many people are effected?

Follow-up: look at different sets of rules - class rules, school rules, home rules, the law, 10 commandments, club rules. What do they have in common? Look at international organisations such as the European Court of Human Rights, the W.W.F., Greenpeace, the World Health Organisation, the World Bank, the International War Crimes Tribunal. What laws or moral codes do they embody

Discuss: Some things are quite simply wrong. Our rules tell us this, but we know in our hearts too by how we feel inside when we do something wrong.

Suggested Activities

Messages:

Key Stage 1

Key Stage 2

Activity/ Assembly idea: Introduce two bags - one old and tatty, one brand new. The old one is to hold what we want to leave behind in this millennium, the new one is to hold whatever we want to see in the new millennium. Personal decisions of things we want to leave behind can go into the tatty bag - perhaps for a symbolic burning later. A final assembly could be fashioned around an exploration of the contents of the bags when each class has had a chance to contribute to them.

It feels really good when there's nothing niggling in your mind or weighing on your conscience.

Demonstration: On chalk/white board to show what wiping a slate clean means.

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Discussion: When people break the rules or do things which are wrong it makes a mess. Refer to previous week and problems with friendships. How can we put things right again and wipe the slate clean? Saying sorry, giving back, asking forgiveness, forgiving. What kinds of things might we want to wipe off our slates? Ideally at this point the teacher will lead by example and share something they'd like to put right (or a story such as the one on the Clean Slate pamphlet) Then ask the children to write about or draw something they'd like to wipe off their slates. They must then decide whether they want to share it with the class or just teacher or parents, or bin it. Suggestion: as many as possible to go into the tatty bag (see above).

Discussion: When people break the rules or do things which are wrong it makes a mess. How can we put things right again and wipe the slate clean? Saying sorry, giving back, asking forgiveness, forgiving. What kinds of things might we want to wipe off our slates? e.g. harassment, bullying, feuding, telling lies, stealing, breaking the social conventions. Ideally at this point the teacher will lead by example and share something they'd like to put right (or a story such as the one on the Clean-Slate pamphlet) Then ask the children to write about something they'd like to wipe off their slates. They must then decide whether they want to share it with the class or just teacher or parents, or bin it. Suggestion: as many as possible to go into the tatty bag (see above).

There is a way we can stop this niggling feeling when it comes? Saying sorry, giving back what we have wrongfully taken. We can wipe our slates clean and make a fresh start.

Discussion: How can we wipe our slates clean on a larger scale?

- Kindness towards and justice for other nations - discuss Kosovo, Jubilee 2000 (see below), things our country may have done wrong in Ireland.
 - Recycling - putting the world's resources to better use How can we as a class do this? As a school? In our families? Where are our recycling points? (Key-stage 2 may like to explore this more - looking at how recycling could become part of the daily routine - e.g. separating rubbish into different bins, composting peelings etc.)
- (Jubilee 2000 info: In the 1960s the world's banks had surplus currency which they irresponsibly lent to developing countries, often for inappropriate "prestige" projects. Much of the money disappeared due to corruption. Since then these developing countries have been paying just the interest on these loans and therefore can't develop their infrastructure/ health-care etc. For every £1 sent by Comic Relief £9 comes back in interest payments. Jubilee 2000 is a movement appealing to Western governments to write off this debt and allow these nations to develop their potential.)

As human beings we each have a responsibility as a member of our world to build a new millennium with a clean slate.