



Hello there Year 3 legends!

We hope you've been keeping well. This week we want you to keep an eye-out to the new addition to your home learning grid called '[Rights Respecting](#)'.

Please remember to balance your online home learning with activities that encourage your well-being too! As you would at school, make sure you often take breaks so that you are not sitting down for long periods. We hope you and your families are all well. We are all missing seeing your cheerful, upbeat smiles every day and look forward to seeing you all soon.

Thank all of you who have sent pictures of your learning to the school website. To see some fantastic learning that has been emailed into the school click [here](#). There is always space for more, so please keep sending your pictures in so we can all see your marvellous home learning. We are impressed with the quality of work you have been doing, and please continue to send in your work.

Lastly, congratulations to all of you who continually access [online learning](#) via our subscriptions. Please continue to do this, as teachers are regularly checking throughout the week. If you need help with access to your login and passwords, please [email us](#).

Year 3

## Reading

### Theseus and the Minotaur

This week we are heading over to Ancient Greece to read about a monster named Minotaur!



## Writing



Very soon you will be in Year 4. You'll blink and then be in Year 5 and 6! Now is the perfect time to write a letter to your new class teacher.

Daily –  
[English Doodle](#)

## Maths

Maths: Time – AM PM.

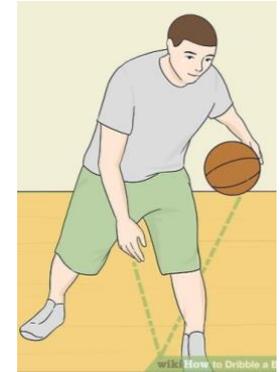
Task:- [AM PM](https://www.education.com/game/am-and-pm-quiz/)  
<https://www.education.com/game/am-and-pm-quiz/> Game



Please ensure you are accessing **all** the online Maths from Alexandra Primary website.

[Doodle Maths](#)  
[MyMaths](#)  
[Mathletics](#)  
[Times table Rockstars](#)

## PE



[Joe Wicks PE sessions online – Monday-Friday 9am](#)

This week's challenge is to learn a new skill: How many times can you pass a ball through both legs?



## Science



### Shadows

Task:- Investigate how moving a light source affects the size of an object's shadow. You have to predict and then measure the width of the shadow cast when the light source is at a range of distances. Then transfer your results from the table you have filled in into a bar chart. Finally, try and attempt to explain the relationship between light source distance and shadow size.

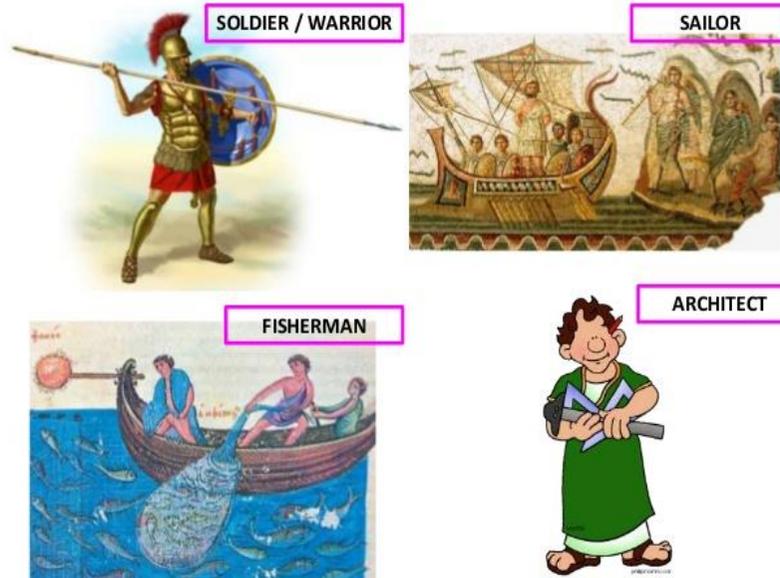
## History

For the next few weeks, you will become Historians and research different aspects of Ancient Greeks and way of life. By the end you will have lots of fabulous information to create your very own project!

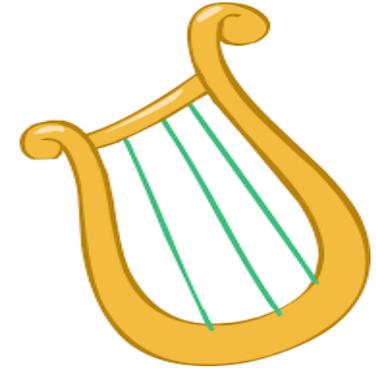
This week your research task is: [Ancient Greek Jobs](#)

You can decide how to present your research findings (poster, PowerPoint, fact file, paragraph, speech, drama performance, a poem or perhaps a Lego stop motion video)

### JOBS IN ANCIENT GREECE



## Music



This week we want you to roll up your sleeves and make a musical instrument. You're in control, it could be; [Ancient Greek Lyre](#), [Greek Pan Pipes](#) or even a [Greek Drum!](#)



## Rights Respecting

**unicef**  
UNITED KINGDOM



**RIGHTS  
RESPECTING  
SCHOOLS**

As you know we are currently a Silver Rights Respecting school. We would like you to know your rights even more than you do so already.

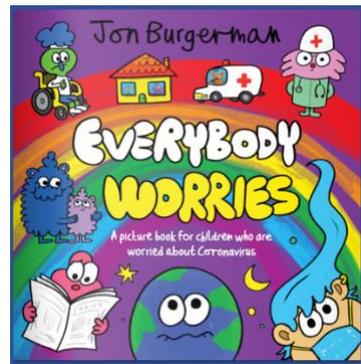
Each week there will be an Article of the Week with your Home Learning Grid, where you can choose some activities to do to show your understanding of the United Nations Convention on the Rights of the Child.

Here you will find all of the Articles for you to remind yourselves again: [Rights of the Child](#)

You do not have to do all of the activities but we would like you to select one or more to complete and show us your fabulous work on APS Allstars so it can be put in pride of place in the gallery!

## PSHE

Task: We had a fantastic response with you reading 'Coronavirus - A book for Children.' This week we have another awesome book for you to read. Why not create your own version of the book?



## Spanish

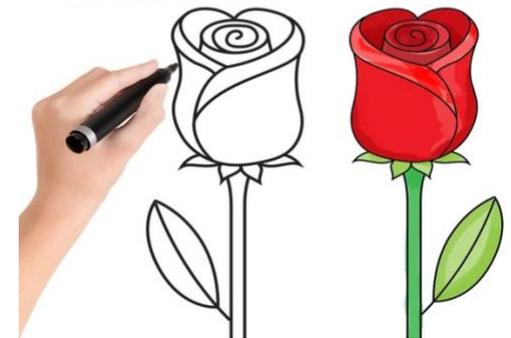


Keep up the excellent work with [Language Angels!](#) We can see that you are working hard. Remember, if you have any questions regarding the website, please email us.

## Art/DT

This week we want you to draw something a little special for that person in your household that has been looking after you during time. [A beautiful flower](#). Perhaps you can place it in a card with a sweet message? We want you to take photos of what you make and [email us](#).

### HOW TO DRAW A ROSE



**RE**

A special place for Muslims to visit is a Mosque. This week we want you to build/draw and label key features within the mosque. You can use the Explanations Activity Sheet or [BBC](#) to help you.



*Have you seen the Mosque in Hounslow before?*

**Spelling****Task:**

Using the bank of words provided, complete the 5 sentences. You will need to unjumble them.

**Grammar**

**happily** **carefully** **very**  
**sadly** **loudly** **joyfully**  
**angrily** **quietly** **carelessly**  
**energetically** **nervously**

An **adverb** is a word that modifies a verb, adjective, or other adverb. To put it another way, an adverb describes actions, and it describes other descriptive words.

This week, you'll be using Adverbs to Express Time!

**Wellbeing**

Why not try making someone you care about a friendship bracelet?

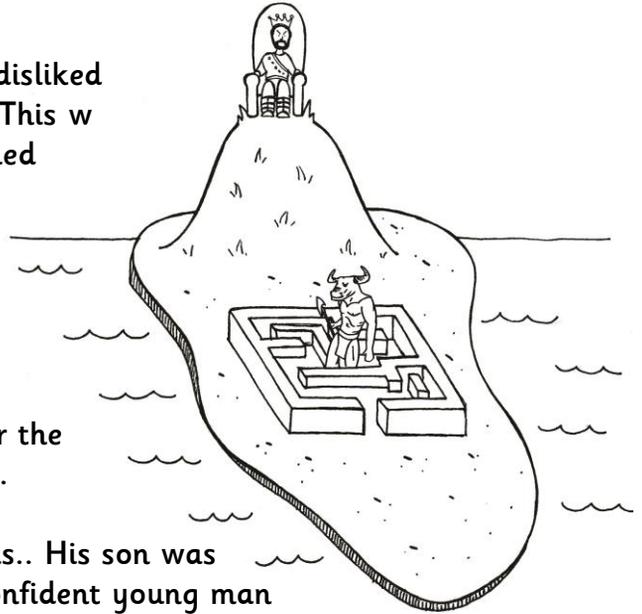
You can use string, ribbons, shoe laces etc.



## Theseus and the Minotaur

Many years ago, on the island of Crete was a terrifying monster who lived in a maze. He was called the Minotaur.

The island was ruled by a king called Minos. He disliked the people of Athens which was a city in Greece. This was because many years ago the Athenians had killed Minos' son. The prince had won lots of prizes at the Athenian Games. This made Minos furious. He ordered that every nine years, fourteen young Athenians would enter the maze and be killed by the Minotaur.



Another nine years had passed and it was time for the Athenians to send another fourteen boys and girls.

Now in Athens, they also had a king called Aegeus. His son was called Theseus. Theseus was a brave and confident young man who loved adventure. He really wanted to kill the Minotaur because he was angry with what King Minos was doing to the young Athenians.

“No son! I do not want you to go. You will be killed. Do not set foot on that boat to Crete!”

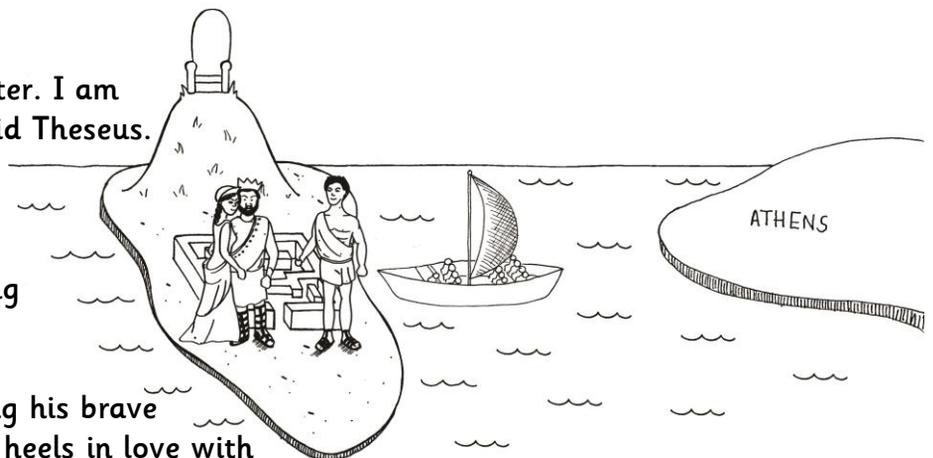
“But father, I know I can kill this monster,” Theseus said firmly. “Do not worry. I shall be victorious! When I return, I shall make sure the sail of the boat is white. This will show I have won and have returned home.”

So, the next day, Theseus set sail with thirteen other young Athenians. The journey was difficult.

Eventually they arrived in Crete where the crew were met by both King Minos as well as his beautiful daughter Ariadne.

“I have come to kill the monster. I am not frightened of it at all!” said Theseus.

“HOW DARE YOU SAY THIS AFTER WHAT YOUR PEOPLE DID TO MY SON!” roared King Minos.



On seeing Theseus and hearing his brave words, Ariadne fell head over heels in love with the young Athenian. She promised she would help him to kill the monster. In return for her help Theseus said he would marry her.

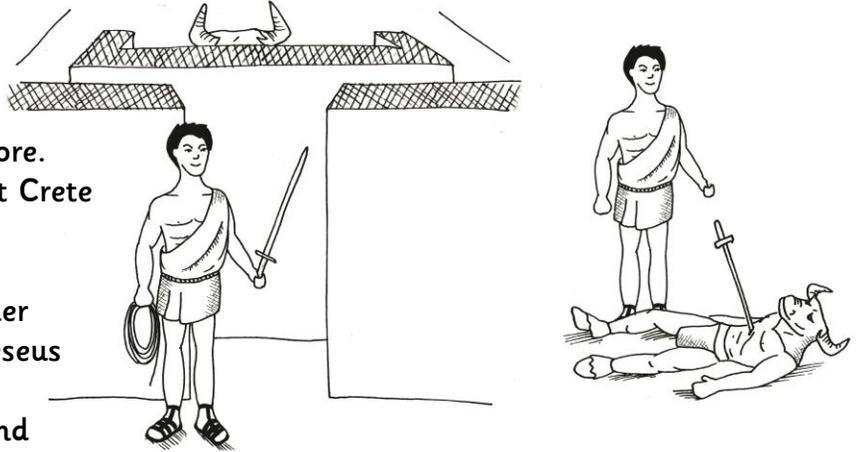
Ariadne gave Theseus a sword and a ball of golden thread. "Tie the thread to the maze's entrance. Unwind the string as you travel through the maze. Kill the Minotaur with this sword and then follow the thread to get back out!"

The very next day, Theseus, took the sword and thread and went to the maze. He entered it with the other young Athenians who were very frightened.

Theseus travelled through the dark, complicated maze. Eventually he came face to face with the terrifying monster. The monster was strong and frightening. He roared and charged at Theseus. It was a difficult battle but Theseus finally managed to kill the Minotaur!

Theseus ran quickly through the maze, using the thread to escape. With the other Athenians and Ariadne, he went to the island's shore. They all boarded their boat and left Crete for another island.

Ariadne was delighted to be with her love but this did not last long. Theseus thought he did not truly love her. He decided to leave her on the island and return home to Athens.



The final journey was full of excitement and happiness. The Athenians had defeated the Minotaur.

However, Theseus forgot one thing as the ship made its way towards Athens – to change the sail to white! As the ship came into view, King Aegeus saw the black sail. He thought his son had been killed by the Minotaur.

"Theseus! My son!" cried Aegeus. So upset was Aegeus, he threw himself off the rocks into the sea and to his death.

On landing, Theseus was told of the tragedy. He cried with grief, realising the huge mistake he had made.

And so, with sadness in his heart, Theseus became the next King of Athens.

Jenny Turner

## Theseus and the Minotaur

1. What is the monster called and where does he live? (AF2)
2. Why does King Minos not like the people of Athens? (AF2)
3. Describe what you think Theseus is like from what you have read. (AF3)
4. Who do you think says, “No son! I do not want you to go. You will be killed. Do not set foot on that boat to Crete!”? (AF3)
5. What do you think the weather was like when Theseus and the other Athenians sailed to Crete? (AF3)
6. Why has the author put some words in capital letters? (AF5)
7. Ariadne falls “head over heels” in love with Theseus. What do you think this means? (AF4)
8. How is the monster described when Theseus finally meets him? (AF2)
9. Why is the final journey “full of excitement and happiness”? (AF3)
10. What huge mistake does Theseus make? How do you think he feels at the end of the story? (AF2/AF6)

## Theseus and the Minotaur

1. What is the monster called and where does he live? (AF2) **The Minotaur. In a labyrinth – a very complicated maze, on the island of Crete.**
2. Why does King Minos not like the people of Athens? (AF2) **They had killed his son because the prince had won lots of prizes at the Athenian Games and they were jealous.**
3. Describe what you think Theseus is like from what you have read. (AF3) **He is a brave and confident young man who enjoys adventures. He is not scared of the Minotaur or King Minos and is determined to kill the monster.**
4. Who do you think says, “No son! I do not want you to go. You will be killed. Do not set foot on that boat to Crete!”? (AF3) **King Aegeus of Athens.**
5. What do you think the weather was like when Theseus and the other Athenians sailed to Crete? (AF3) **It was probably stormy as it says in the passage the journey was difficult.**
6. Why has the author put some words in capital letters? (AF5) **To make it clear that King Minos is shouting the words very loudly in anger.**
7. Ariadne falls “head over heels” in love with Theseus. What do you think this means? (AF4) **Very excited and completely in love with.**
8. How is the monster described when Theseus finally meets him? (AF2) **The monster is terrifying, fearsome and strong.**
9. Why is the final journey “full of excitement and happiness”? (AF3) **The Athenians are pleased to have escaped death and can’t wait to see their family and friends again.**
10. What huge mistake does Theseus make? How do you think he feels at the end of the story? (AF2/AF6) **He forgets to change the sail from black to white and so his father thinks he has been killed by the Minotaur and so jumps off the rocks because he is so upset. Theseus would have been deeply upset and felt guilty that he is the cause of his father’s death, despite his great victory in Crete.**

## All about me

Writing a letter to your new class teacher.

Your task is to write a letter so your new teacher can find out all about you.

To help you plan your ideas for the letter use these topics to help you.

What is your name and age?

Who is in your family? Any pets?

What hobbies or interests do you have?

What are you looking forward to in year \_\_\_?

Any other interesting facts?

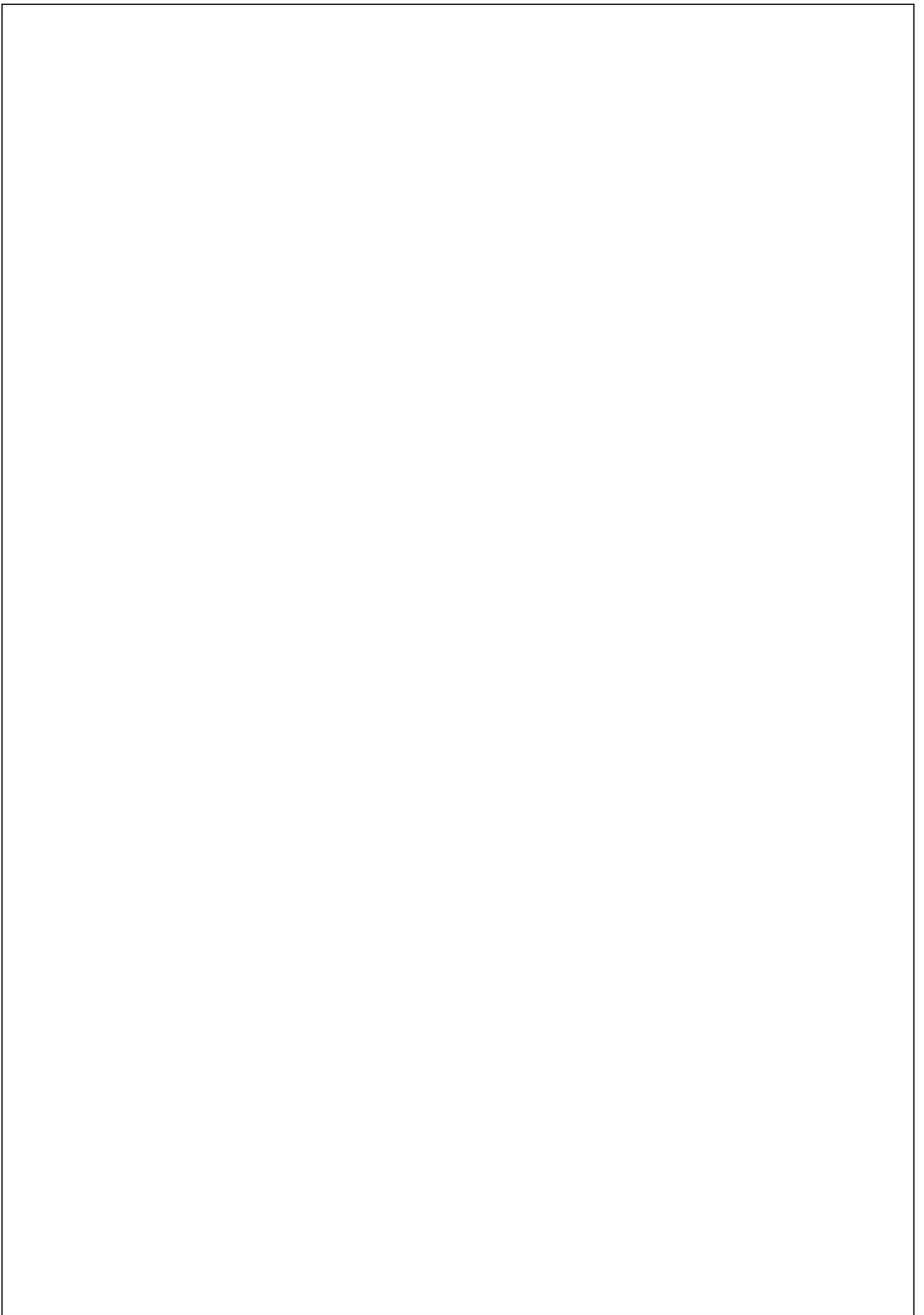
Tell your teacher 3 more things about you.

Are you worried about anything in year \_\_\_?

Now you are ready to write your letter!

Check list

|  |  |
|--|--|
| Does your informal letter include...?                                |  |
| Date and Address?  |  |
| Greeting? (Dear/To...)   |  |
| Small introductory paragraph?  |  |
| At least two paragraphs of information?                              |  |
| A closing paragraph?   |  |
| Ending? (Take care...)   |  |
| Show, Don't Tell?  |  |
| The correct information in chronological order?                      |  |
| KS2, Literary devices? (similes, alliteration, noun phrases, etc...) |  |
| Words from your year group spelling list?                            |  |
| A variety of punctuation? (. , ? ! - ; :)                            |  |
| A friendly writing style?  |  |
| Is your letter in first person?                                      |  |
|  |  |



## Using a.m. and p.m.

## Notes and Guidance

Children use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.

Children continue using analogue clocks and will be introduced to digital time for the first time.

## Mathematical Talk

What time of the day does \_\_\_\_ happen?  
Is \_\_\_\_ earlier or later than \_\_\_\_?

How do you know whether a time is in the morning or afternoon?

What times could be a.m.?

What times could be p.m.?

What is the difference between analogue and digital?

What would the time look like on an analogue clock?

How can we change analogue to digital?

## Varied Fluency

- Using a visual timetable, sort the events into morning and afternoon.  
Create sentences to describe when events take place.  
For example: Maths is in the morning. Guided Reading is in the afternoon.

- Sort the times from latest to earliest.

5:30 p.m.      9:45 a.m.      9:45 p.m.      10:25 a.m.

7:31 a.m.      10:15 p.m.      8:30 a.m.      6:52 a.m.

12:24 a.m.      8:55 p.m.      2:11 a.m.      7:40 a.m.

- Show the times on both analogue and digital clocks.

- Guided reading at 10:00 a.m.
- Home time at 5:30 p.m.
- Lunchtime at 12:00 p.m.



## Using a.m. and p.m.

## Reasoning and Problem Solving

The board shows the times of trains arriving and leaving the train station.

|            | Arrives   | Leaves    |
|------------|-----------|-----------|
| London     | 5:50 a.m. | 6:00 a.m. |
| Edinburgh  | 8:00 a.m. | 8:20 a.m. |
| Manchester | 2:33 p.m. | 2:45 p.m. |
| Leeds      | 7:31 p.m. | 7:35 p.m. |

Ron's watch shows the time he arrives at the station.



Which train could he be catching?  
Explain how you know.

Ron could be catching the train to Edinburgh or Leeds.

Children should explain that analogue clocks give no indication to a.m. or p.m. and since it is 20 past 7, Ron could be catching the 8:20 a.m. train or the 7:35 p.m. train.



Dora

I slept from 8 p.m. to 8 a.m.



Teddy

I slept from 8 a.m. to 8 p.m.

Who is more likely to be correct?  
Explain how you know.

Dora is more likely to be correct, because if she sleeps 8 p.m. to 8 a.m., she would be sleeping through the night, and wake up in the morning. Teddy is likely to be incorrect, because he would be sleeping all day and waking up at 8 p.m. (in the evening).

# 60 Second Challenge

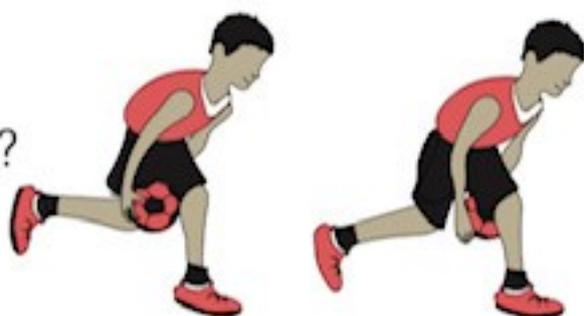
## Figure of 8

Do you believe in yourself and keep trying if you drop the ball?

### The Physical Challenge

How many times can you pass a ball through both of your legs in 60 seconds?

If you drop the ball you need to pick it up quickly and carry on.



### #StayHomeStayActive

### Equipment

A ball

If you do not have a ball use a toilet roll or a cuddly toy.

#### Achieve Gold

35 times through your legs



#### Achieve Silver

25 times through your legs



#### Achieve Bronze

15 times through your legs



# Investigating shadow size

Outstanding Science Year 3 - Light - OS3D007

National Curriculum Statutory Requirements

3D5 - find patterns in the way that the size of shadows change; LKS2W3 - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; LKS2W5 - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; LKS2W7 - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions;

## Learning Objective



I can investigate how moving a light source changes the size of an object's shadow.

Me:

Teacher:

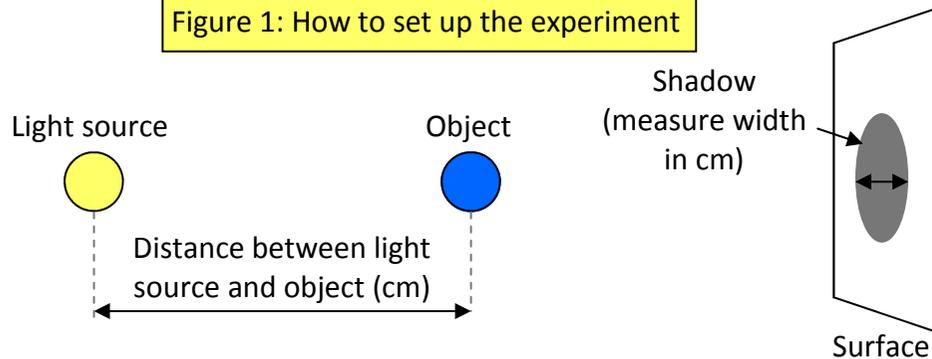
## Scientific question

What happens to the shadow as you move an object away from the light source?

## You will need:

- A light source (such as an OHP projector)
- An opaque object
- A flat surface to project the shadow on
- A ruler or tape measure

Figure 1: How to set up the experiment



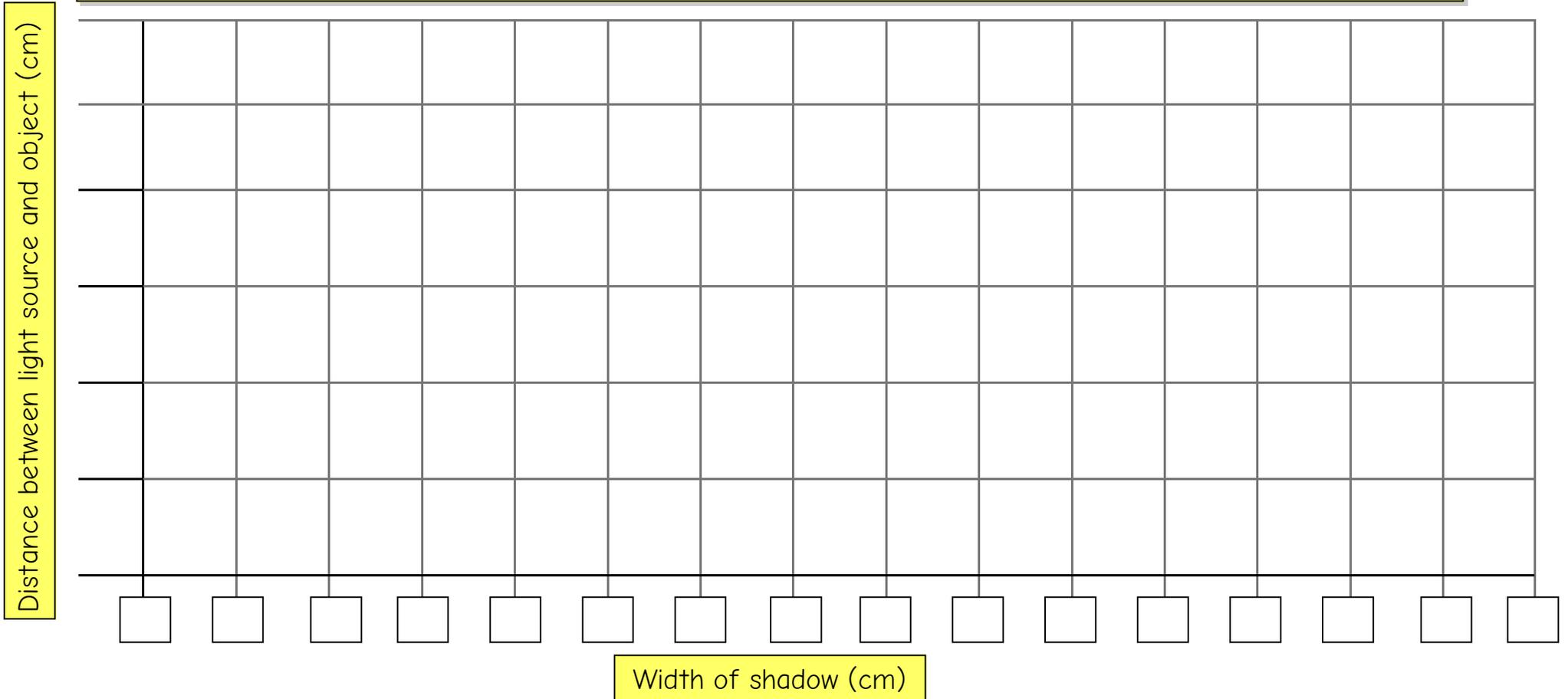
## Method

Set up the investigation as shown in the diagram. Measure how far the light source is from the object. Measure the width of the shadow at its widest point. Record this information in the table. Move the light source further away from the object. Record this new distance. Predict and measure the width of the shadow. Repeat until you have 6 measurements. Use your measurements to complete the bar chart on the following page. Think of a suitable scale for your graph.

Table showing the width of shadow cast by an object

| Distance between light source and object (cm) | Width of shadow at its widest point (cm) |             |
|---|--|-------------|
|   | Prediction                               | Measurement |
|   |  |             |
|   |  |             |
|   |  |             |
|   |  |             |
|   |  |             |
|   |  |             |

Bar chart showing how shadow size changes when a light source is moved away from an object



What happens to the size of the shadow if you move the light source away from the object?

What happens to the size of the shadow if you move the light source towards the object?

Can you explain why this happens?



# Special Places



# Week beginning 29<sup>th</sup> June 2020

LI: I can explain the key features in a Muslim's place of worship.

## Success Criteria

- I can make a model of a mosque.
- I can label the key features in a mosque.
- I can explain the key parts within a mosque.

# Worship

**Look at these buildings.**

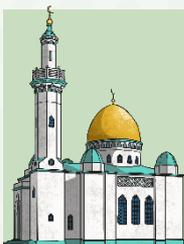
Do any of you know what they are and what might happen there?



The building used for worship by Muslims is called a mosque. The Arabic word for mosque is masjid (m-uh-s-z-ih-d).

Photo courtesy of umair434, Photographing Travis, Da\_Shroom66, blondinrikard and Miguel Silva Rodrigues (@flickr.com) - granted under creative commons licence - attribution

# Key Features



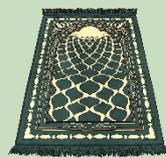
**Domed Roof:** Mosques often have a domed roof.



**Minaret (min-uh-ret):** This is a tall tower. A man called a muezzin will come here to call Muslims to pray (this is not allowed in Britain, so instead Muslims are often called to prayer through radio stations).



**Patterns:** In Islam, images of special people and animals are not allowed. Therefore, mosques are often decorated with patterns and words from the Qur'an.



**Prayer Mats:** There is little furniture inside a mosque, as Muslims pray on the floor using a prayer mat.



**Shoes:** Muslims take off their shoes before entering the mosque to pray. They do this to keep it clean for prayer.



**Fountain:** Muslims use the fountain to wash before they pray, to symbolise spiritual cleansing and purity ready to pray before Allah.



**Quibla (kib-luh) Wall:** The wall of the mosque which faces Mecca is called the Quibla wall. It has an empty arch to show the direction.

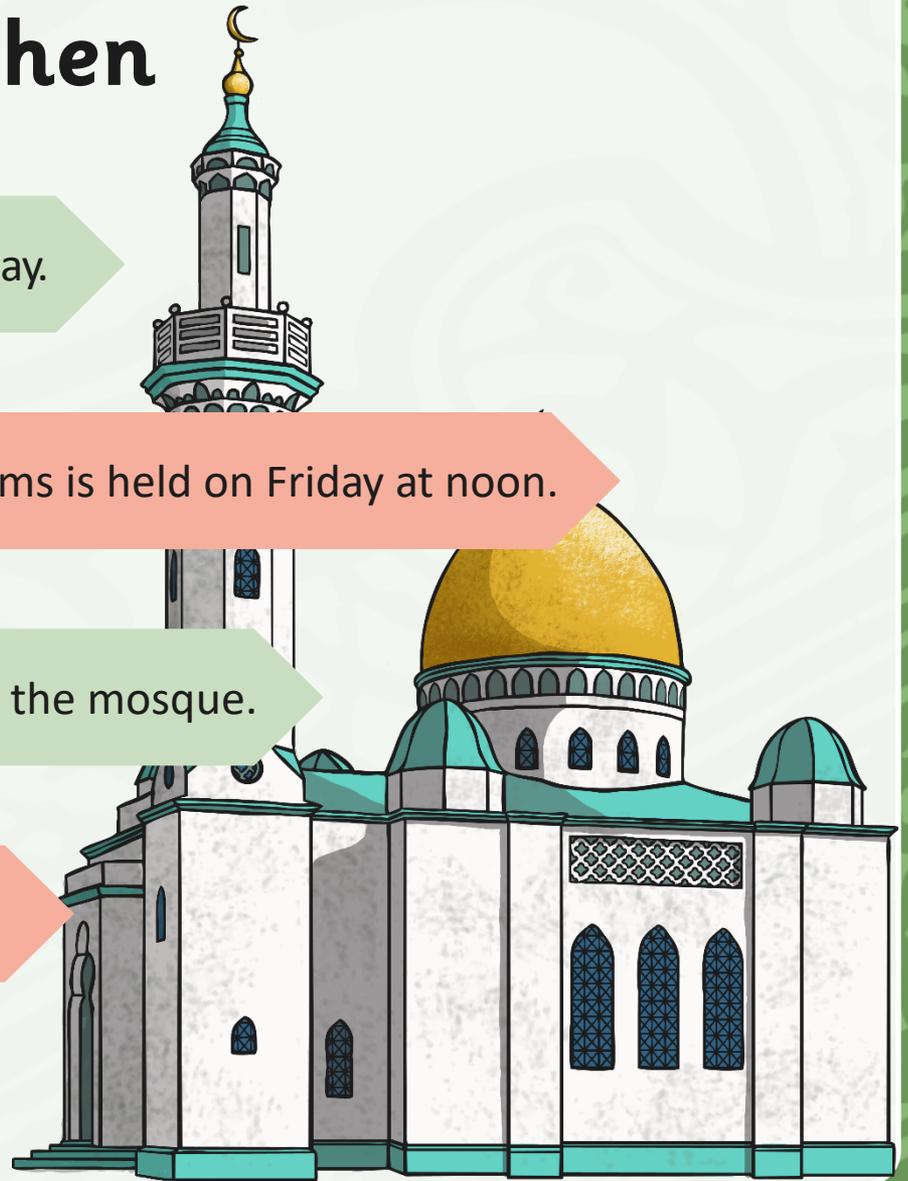
# When

Services in mosques are held every day.

The most important service for Muslims is held on Friday at noon.

Friday is the day that Muslims attend the mosque.

Friday is an important day for prayer.



## Statutory Spellings in Sentences Year 3/4 3

Use this bank of words to complete the next 5 sentences. You will need to unjumble them.

rheoetfer    urift    eretcn    alerancd    tihgeh

February is the shortest month on the \_\_\_\_\_.

Prince Samuel was \_\_\_\_\_ in line to the throne.

The \_\_\_\_\_ bowl is filled with apples, bananas and pears.

The snowfall was \_\_\_\_\_ as it was flat, crisp and untouched.

Alice was ill \_\_\_\_\_ she could not make it to work.

Use this bank of words to complete the next 6 sentences. You will need to unjumble them.

osesiblp    trgstaih    lopaupr    ipopstoe    memreerb    piseadrpa

It is \_\_\_\_\_ the dinosaur bones could have been moved before they were discovered.

Mint chocolate ice cream is a \_\_\_\_\_ choice among the tourists.

Tall is the \_\_\_\_\_ of short.

The cat looked \_\_\_\_\_ ahead and saw the car come zooming past.

The magician made the rabbit \_\_\_\_\_ from inside the hat.

The old lady could not \_\_\_\_\_ where she had put her glasses.

## Statutory Spellings in Sentences Year 3/4 3

Use this bank of words to complete the next 5 sentences. You will need to unjumble them.

rheoetfer    urift    eretcn    alerancd    tihgeh

February is the shortest month on the **calendar**.

Prince Samuel was **eighth** in line to the throne.

The **fruit** bowl is filled with apples, bananas and pears.

The snowfall was **recent** as it was flat, crisp and untouched.

Alice was ill **therefore** she could not make it to work.

Use this bank of words to complete the next 6 sentences. You will need to unjumble them.

osesiblp    trgstaih    lopaupr    ipopstoe    memreerb    piseadrpa

It is **possible** the dinosaur bones could have been moved before they were discovered.

Mint chocolate ice cream is a **popular** choice among the tourists.

Tall is the **opposite** of short.

The cat looked **straight** ahead and saw the car come zooming past.

The magician made the rabbit **disappear** from inside the hat.

The old lady could not **remember** where she had put her glasses.

## Using Adverbs to Express Time

1. Choose an adverb of time from the word bank below to complete the sentences.

A. We washed our hands \_\_\_\_\_ having lunch.

B. We went to bed \_\_\_\_\_ we had our supper.

|      |        |       |
|------|--------|-------|
| next | before | after |
| soon | during | then  |



VF  
HW/Ext

2. Swap the underlined word in each sentence below with an adverb of time from the word bank. Ensure the sentence still makes sense.

A. Quickly, they ran outside.

B. Natalie read her book in the lesson.

C. Jayden will go home later.

|      |      |        |
|------|------|--------|
| soon | next | during |
|------|------|--------|



VF  
HW/Ext

3. Rewrite the sentences below using a different adverb of time from the word bank to change the meaning.

A. Send me a message after you leave.

B. Josh tied his shoelaces before the football match.

Explain how the meaning of each sentence has changed.

|        |        |      |
|--------|--------|------|
| during | before | then |
|--------|--------|------|



AR  
HW/Ext

## Using Adverbs to Express Time

4. Choose an adverb of time from the word bank below to complete the sentences.

A. We had playtime \_\_\_\_\_ our special assembly.

B. It took a long time but Kieran \_\_\_\_\_ finished peeling the potatoes.

|            |        |         |
|------------|--------|---------|
| yesterday  | during | after   |
| eventually | next   | already |



VF  
HW/Ext

5. Swap the underlined word in each sentence below with an adverb of time from the word bank. Ensure the sentence still makes sense.

A. Sarah has been eating more fruit today.

B. Jim fixed his favourite bicycle and he went outside to play.

C. The hungry children had greedily eaten their dinner.

|         |        |        |
|---------|--------|--------|
| already | before | lately |
|---------|--------|--------|



VF  
HW/Ext

6. Rewrite the sentences below using a different adverb of time to change the meaning.

A. Jenny completes her homework before supper.

B. Recently, Zehan learnt how to swim and he is very proud of himself.

Explain how the meaning of each sentence has changed.



AR  
HW/Ext

## Using Adverbs to Express Time

7. Choose an adverb of time from the word bank below to complete the sentences.

A. Kayleigh arrived at the theatre \_\_\_\_\_ because she was excited to watch her favourite play.

B. The match was finally over and \_\_\_\_\_ everybody cheered loudly for the winning team.

|            |        |            |
|------------|--------|------------|
| punctually | during | afterwards |
| beforehand | so far | yet        |



VF  
HW/Ext

8. Swap the underlined word in each sentence below with an adverb of time from the word bank. Ensure the sentence still makes sense.

A. It was a cold, dark morning but the children were excitedly waiting to play in the crisp snow.

B. Luckily, everybody has helped to tidy the classroom.

C. Corey was given notice earlier that the time of his match had changed.

|        |     |            |
|--------|-----|------------|
| so far | yet | beforehand |
|--------|-----|------------|



VF  
HW/Ext

9. Rewrite the sentences below using a different adverb of time to change the meaning.

A. Although he was worried that some of it might be incorrect, Abdullah handed in his homework punctually.

B. So far, I have read the first two chapters of my book and it is extremely interesting.

Explain how the meaning of each sentence has changed.



AR  
HW/Ext

## Homework/Extension

### Using Adverbs to Express Time

#### Developing

1. **before; after**
2. **A. next; B. during; C. soon**
3. **A. Send me a message before you leave. The new adverb of time shows that the order of events has changed.**  
**B. Josh tied his shoelaces during the football match. The new adverb of time shows that Josh tied his shoelaces while the football match was in progress, rather than before it.**

#### Expected

4. **after; eventually**
5. **A. lately; B. before; C. already**
6. **Various answers which use an appropriate adverb of time, for example:**  
**A. Jenny completes her homework after supper. The new adverb of time shows that the order of events has changed.**  
**B. Eventually, Zehan learnt how to swim and he is very proud of himself. The new adverb of time shows how long it has taken Zehan to learn to swim, rather than when he learnt.**

#### Greater Depth

7. **punctually; afterwards**
8. **A. yet; B. so far; C. beforehand**
9. **Various answers which use an appropriate adverb of time, for example:**  
**A. Although he was that worried some of it might be incorrect, Abdullah handed in his homework eventually. The new adverb of time shows that Abdullah has taken a long time to hand in his homework, rather than handing it in on time.**  
**B. Recently, I have read the first two chapters of my book and it is extremely interesting. The new adverb of time shows that the action was completed not long ago.**



RIGHTS  
RESPECTING  
SCHOOLS



UNITED KINGDOM

ARTICLE OF THE WEEK

# GUESS THE ARTICLE

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These pictures provide a clue to this week's article.

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

Write down your thoughts or discuss with someone in your home.



# INTRODUCING... ARTICLE 2



Danny introduces Article 2

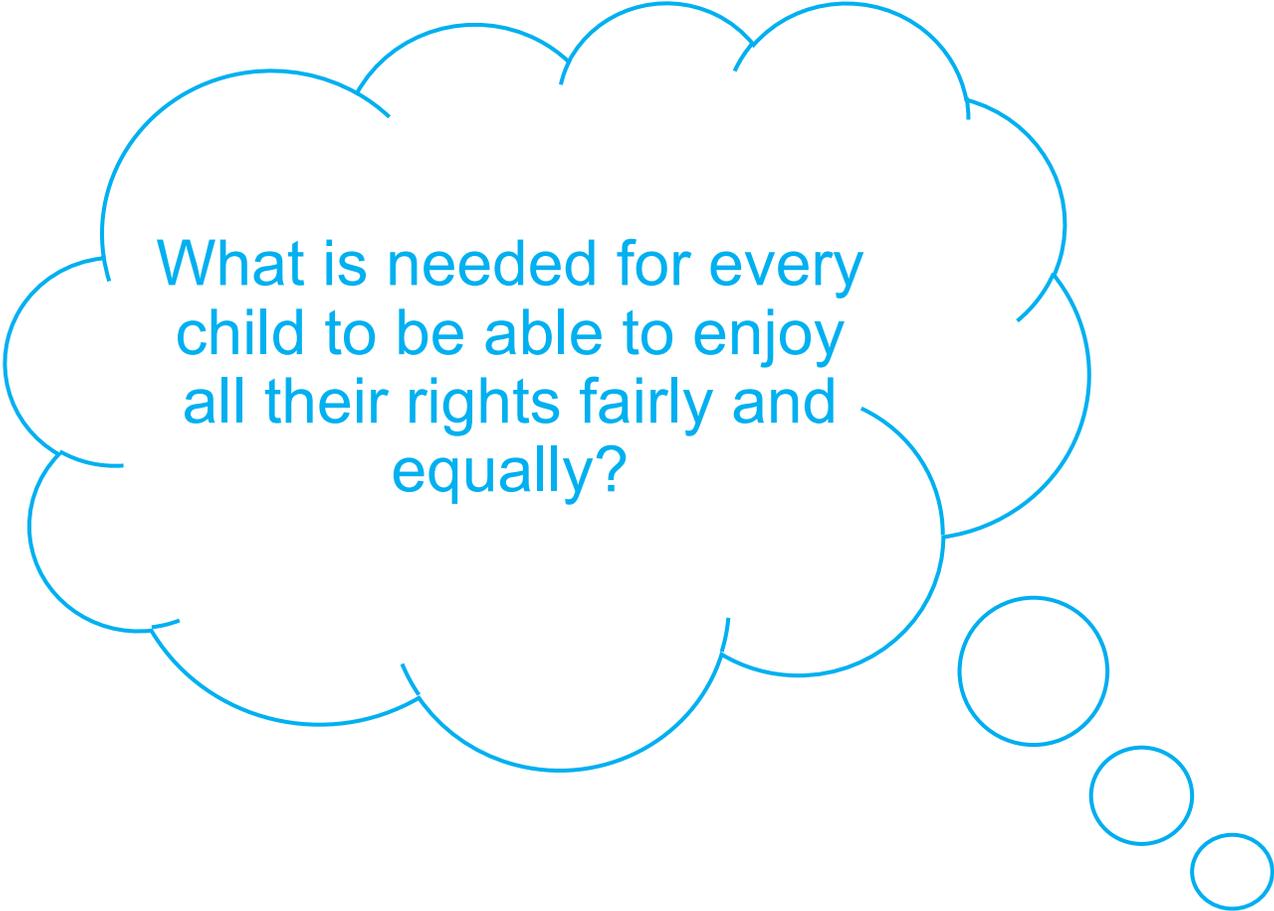


**Article 2 - (non-discrimination)**  
The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

[Watch Danny on YouTube](#)

# EXPLORING ARTICLE 2

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What is needed for every child to be able to enjoy all their rights fairly and equally?

Note down your thoughts and compare with the next slide.

# HOW MANY OF THESE DID YOU GET?

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- Every young person and child should know that their race, gender, ability, nationality (or other characteristic or identities) should not stop them enjoying all their rights.
- Nobody should feel that they are treated differently because of who they are.
- All people should accept, respect and value others for who they are.
- All schools should teach and practise and actively celebrate respect for all.
- Learning should include opportunities to empathise with those who are discriminated against.
- Government decisions and the law should show the way against all forms of discrimination.
- Everyone should be open to the fact that we all have prejudices and be ready to challenge them.
- People challenge and speak up about any discrimination they experience or see.
- Newspapers and other information sources should promote and celebrate diversity and inclusion.

What else did you think of? Are there any other characteristics or identities that might cause a person to be discriminated against?

# ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

Article 2 uses some words you might not know very well. Look up *discrimination*, *ethnicity*, *race* and *gender* to find out what they mean. Try to explain Article 2 to somebody at home now that you know the meaning of these words.

Imagine that you are treated differently and not allowed to go to school, have friends and play because of the colour of your hair. ... How would this feel? What would you say and do? Discuss this with the grown ups at home.

Being happy and proud about who we are as people is important. Have you read 'The Flamingo Who Didn't Want To Be Pink'? Watch [the story](#) made by children at William Tyndale School. Try to get all your family and friends to tell you the best things they like about being themselves and the best things about you.

Think of somewhere that you know well. It might be a library, a park or a swimming pool. Does it welcome everyone? Can all children take part there equally? Talk to your friends or family about what could make this place better for everyone.



# ACTIVITY TIME



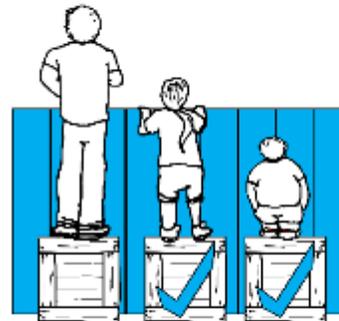
Discrimination is against rights – in the UK it's also against the law. [Watch this video](#) to learn more.

The video says 'set a good example' – how can you do this in school? Discuss this with your friends safely online or send a message to your teachers.

Think about people through history who have campaigned against unfair discrimination  
Martin Luther King Jnr;  
Dame Tanni Grey Thompson, Malala Yousufzai. Find out more about what they campaigned for and share what you find with a friend.

Look at these images illustrating *Equality*, *Diversity* and *Inclusion*. Create a poster showing these images with a written caption explaining what each word means and why Article 2: Non-Discrimination is important.

The charity Childline has an informative page about discrimination, hate crime and equality. Have [a look here](#) and share with your friends something new that you found out about these issues.



EQUALITY



DIVERSITY



INCLUSION

# REFLECTION

**Try to find somewhere peaceful and spend a few minutes being quiet and still ... then think about these questions...**

- What makes you different from everyone else? What makes you proud to be you?
- What could you do or say to other people to help them feel positive about who they are as people?
- When you see or hear racism and other forms of discrimination what do you do to challenge what you are witnessing?

**Write down your thoughts and if you want share this back with your teacher, friends or family.**



# EXTENSION

- History is full of examples of unfair discrimination often leading to terrible consequences. Have a look at the Convention and think about which other children's rights might help to challenge prejudice and bring an end to discrimination.
- Create a charter of rights that you think are particularly important to keep in mind when thinking about challenging prejudice and bringing an end to discrimination.

You can find a summary of the whole Convention [here](#)



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**THANK YOU**

