

FLY THE FLAG FOR  
HUMAN RIGHTS

FLY  
THE  
FLAG

## **FLY THE FLAG**

POETRY: ARTICLE 25  
TEACHER RESOURCES FOR FOR KS4  
AND N5 ENGLISH LITERATURE AND  
LANGUAGE

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# ABOUT THE FLY THE FLAG PROJECT:

*Fly The Flag* is a unique collaboration between arts organisations and human rights charities which celebrates and reminds us of the human rights we all share.

Launched in 2018 on the 70th anniversary of the ratification of the Universal Declaration of Human Rights (UDHR), *Fly The Flag* is an annual reminder of the human rights we are all entitled to, in particular raising awareness of the Universal Declaration of Human Rights amongst young people and shining a light where human rights are violated.



Ai Weiwei with the flag

In 2018 Ai Weiwei created a flag to celebrate universal human rights which has been used as symbol of the international and enduring importance of human rights.

Each year schools have come together to *Fly The Flag* by taking part in activities and displaying Ai Weiwei's flag in their schools as a powerful symbol of human rights. Partner schools from the Highlands of Scotland to the coast of Cornwall via cities, towns and villages across the UK have come together to celebrate and remember that human rights are for everyone, every day.

We run projects and events throughout the year and come together on 10th December for Human Rights Day.

We'd now like to invite you to bring the discussion of human rights into your classroom via our bespoke resources for GCSE and N5 English.



**Content note:** It is important to be conscious of the personal circumstances of your students and plan your activities accordingly. Some of your students' human rights may currently not be being met, for example, around housing, health or refugee status. Raising and discussing these issues is encouraged but will require sensitivity and support.



**Language note:** *Fly The Flag* is only cautiously using the term 'celebrate'. This is a conscious decision that recognises that the human rights of many people in the UK and around the world are not currently being met. It also recognises that human rights are not a privilege.

# FLY THE FLAG IN YOUR SCHOOL

## HOW DOES THIS CONNECT WITH TEACHING ENGLISH?

*Fly The Flag* commissioned 34 poets to write responses to Article 25 of the Universal Declaration of Human Rights. This articulates the basic rights we all have to food, shelter, healthcare, social services and security.

The poems they produced are fresh, contemporary and speak about a world that young people will recognise – a world they live in and inhabit. The poets speak directly to the passion that young people have for social justice, engage with their awareness about rights and reflect some of the challenges to those rights

that your pupils will have experienced. It's an anthology full of fire, thought and fun.

Furthermore, the anthology is brilliantly representative with poets from a variety of backgrounds with an equitable balance between male and female writers. They're also supported with filmed readings which are free and available on [YouTube](#).

The poems used in this resource are available to print in the appendix.

# FLY THE FLAG IN YOUR SCHOOL

## ENGLAND, NORTHERN IRELAND AND WALES - HOW THIS CONNECTS TO THE GCSE SYLLABUS

The anthology resources supports all GCSE and IGCSE specifications and can be used with GCSE classes to help them develop skills regardless of exam board.

For department planning purposes these resources cover the following areas of teaching and pupil skills:

- Unseen Poetry
- Poetry Analysis
- Learning and Analysing Writer's Methods/ Technical Devices
- Poetry Comparison
- Formal/Transactional Writing (In Language Extension Tasks)
- Relating Context to Text
- Developing Critical Writing
- Understanding and Relating Text and Context

## SCOTLAND – RELATING THIS PACK TO N5 ENGLISH

These resources can also be applied to N5 English teaching – please ignore references to GCSE in the text. The poems, lesson plans and classroom resource can be used for developing student skills in anticipation of Section 2 of the Critical Essay paper. Pupils can study the anthology as a way of developing skills and knowledge including:

- Developing a critical vocabulary, developing skill at noticing and explaining the author's techniques.
- Developing writing skills about poetry including selection and quotation of evidence, technical analysis, evaluation and assessment of features of poetry.
- Developing confidence with reading and assessing poetry that are also relevant to Section 1 of the Critical Essay paper (Scottish Authors).

# FLY THE FLAG IN YOUR SCHOOL

## HOW DO I USE THESE RESOURCES IN CLASS?

### Using Resources For English Literature

These resources are designed for stand-alone lessons which require no prep or set-up by the teacher, except to:

- Download Resources
- Print Copies Of Poems For Pupils
- Optional: Watch *Fly The Flag* Videos For Context

There are a mix of stand alone lessons with both resources and plans to encourage the reading and assessment of unseen poetry as a single text and as texts for comparison. Research tasks, suggested homework and extension tasks for English Language are all noted within teaching plans.

### Using Resources For English Language

In GCSE English Language the national curriculum requires pupils to be able to engage in non-fiction writing in set forms: a letter, an article, a speech. It is suggested that teachers use the poems as a stimulus material for this project. So, pupils read the poems and discuss them before going away to investigate the issues they raise. These investigations allow them to come back to class and engage in learning activities focused on formal writing.

Suggested lessons could include pupils producing:

- A letter
- An article
- A speech

Each of these can be tied to the key issues (food, shelter, healthcare, social services and security) raised both by the *Fly The Flag* campaign, and individually within the poems themselves.

**Please note that a classroom ready PowerPoint is available to download to accompany each lesson plan.**

# FLY THE FLAG IN YOUR SCHOOL

## SCOTLAND N5 SPECIFICATION RUBRIC FOR THE SECTION 2 CRITICAL ESSAY (20 MARKS)

[https://www.sqa.org.uk/files\\_ccc/EnglishCourseSpecN5.pdf](https://www.sqa.org.uk/files_ccc/EnglishCourseSpecN5.pdf)

Candidates apply their understanding, analysis and evaluation skills to previously-studied texts from the following genres: drama, prose, poetry, film and TV drama, and language, by writing a critical essay in response to one question from a choice of two. Candidates must choose a different genre from the one selected for section 1. Candidates will gain credit for their knowledge and understanding of the text, their skills in analysis and evaluation, and their construction of a line of thought. The essay should be relevant to the question throughout, and should achieve minimum requirements for technical accuracy, ie paragraphing, sentence construction and punctuation should be sufficiently accurate so that meaning is clear at first reading; writing may contain errors, but these will not be significant.

The following main command words are generally used in section 2 of this question paper:

- Describe and explain
- Show how
- Explain how
- Explain and evaluate of poetry.

All of the above command words invite candidates to demonstrate their skills of understanding, analysis, and evaluation.

Each question includes the instruction: 'by referring to appropriate techniques', which serves as a reminder for candidates of the need to demonstrate skills of analysis. In the language questions, candidates are asked to refer to 'specific examples' of language from their studies in this genre.

## SAMPLE WORDING FROM SECTION 2 OF CRITICAL ESSAY PAPER

The resources for literature lessons are specifically designed to help pupils develop critical skills and a technical vocabulary. Note that the N5 curriculum specifically calls for the development of these skills, as noted in the box below taken from the N5 paper.

# FLY THE FLAG IN YOUR SCHOOL

## HOW DOES THIS CONNECT TO THE NATIONAL CURRICULUM IN ENGLAND, NORTHERN IRELAND AND WALES?

For departmental planning matrix purposes these resources are designed to meet national curriculum standards for English Literature and English Language GCSE.

### English Literature

As unseen poetry resources, for use in GCSE English Literature teaching and assessment, they reflect the [Reading Comprehension and Reading Critically](#) criteria, as set out in the national curriculum framework documents:

#### *Reading Comprehension and Reading Critically*

- Literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed

personal response that derives from analysis and evaluation of the text

- Evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language (including figurative language), structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation (such as, but not restricted to, phrase, metaphor, meter, irony and persona, synecdoche, pathetic fallacy)
- Comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above."

# FLY THE FLAG IN YOUR SCHOOL

These resources also meet the English Language AO's for GCSE as noted opposite:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/254498/GCSE\\_English\\_literature.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/254498/GCSE_English_literature.pdf)

<b>AO1</b>	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none"><li>• Maintain a critical style and develop an informed personal response</li><li>• Use textual references, including quotations, to support and illustrate interpretations</li></ul>	<b>35–40%</b>
<b>AO2</b>	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	<b>40–45%</b>
<b>AO3</b>	Show understanding of the relationships between texts and the contexts in which they are written	<b>15–20%</b>
<b>AO4</b>	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	<b>5%</b>

*In each specification as a whole, 20–25% of the marks should require candidates to show the abilities described in AO1, AO2 and AO3 through tasks which require them to make comparisons across texts.*

# FLY THE FLAG IN YOUR SCHOOL

## English Language:

As unseen poetry resources, for use in GCSE English Literature teaching and assessment, they reflect the Critical Reading and Comprehension criteria set out in the national curriculum framework documents:

### *Critical Reading and Comprehension*

- Identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing; reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes; drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text; identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not; reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text.
- Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text.
- Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text.
- Comparing texts: comparing two or more texts critically with respect to the above."

# FLY THE FLAG IN YOUR SCHOOL

These resources also meet the English Language AO's for GCSE as noted opposite:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/254497/GCSE\\_English\\_language.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/254497/GCSE_English_language.pdf)

## Reading 50%

Read and understand a range of texts to:

<b>AO1</b>	<ul style="list-style-type: none"><li>• Identify and interpret explicit and implicit information and ideas</li><li>• Select and synthesise evidence from different texts</li></ul>
<b>AO2</b>	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
<b>AO3</b>	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
<b>AO4</b>	Evaluate texts critically and support this with appropriate textual references

# FLY THE FLAG IN YOUR SCHOOL

If students take on writing extension tasks on these poems for English Language then they will also cover some of the National Curriculum Writing criteria for English Language:

## *Writing*

- Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context; using language imaginatively and creatively; using information provided by others to write in different forms; maintaining a consistent point of view; maintaining coherence and consistency across a text.
- Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis).

# FLY THE FLAG IN YOUR SCHOOL

The relevant AO's for writing are listed opposite:

## Writing 50%

### A05

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

### A06

Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

# SHARE

We're really pleased that your school is joining in with this powerful UK-wide movement of hope, togetherness, reflection and creativity.

We'd love to promote your schools' *Fly The Flag* activity on our social media, we invite you to share with us.



[@we\\_flytheflag](https://twitter.com/we_flytheflag)



[@we\\_flytheflag](https://www.instagram.com/we_flytheflag)



[/Fly-The-Flag-122826161959107/](https://www.facebook.com/Fly-The-Flag-122826161959107/)

# LESSON PLAN 1: SOMETHING ISN'T RIGHT AND CARROT SOUP | ENGLISH LANGUAGE

## LEARNING INTENTION(S) OR OUTCOME(S)

Focus of this lesson is learning the skills and structure for writing articles for the English Language GCSE syllabus.

This task is framed by the topic of Human Rights, research about the rights to food, health and well-being and by the two poems *Something Isn't Right* and *Carrot Soup*. By the end of the lesson pupils will be able to draft an article on these topics.

N.B There's a lot of material here and this class could be taught over a double lesson or a series of lessons.

## SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

N.B - This lesson plan assumes that pupils have a prior knowledge of the poems *Something Isn't Right* and *Carrot Soup* from a prior literature lesson. If not, then the start of the lesson can include:

- A reading of the poem and discussion of its themes and ideas.
- Watching the poets read on YouTube – linked on the slides of the powerpoint.

**Task 1:** Set out the three learning objectives to the class:

This class has four main aims:

- To research the Universal Declaration of Human Rights. Particularly the way it protects our rights to health, food and well being.
- To think about how our lives are effected by having rights.
- To refresh and update our knowledge of conventions and form of ARTICLES.
- To learn how to write an article about food, health and the human right to both.

**Task 2:** Show the students the background information slides, explaining the concepts at stake. Ask them to complete the exercise where they try to tie the rights and what they protect directly to their everyday lives. With some prompting (particularly on the themes of the poems) some pupils may suggest concepts such as hunger, food poverty or food waste and insecurity.

**Task 3:** After leading a class discussion about links from the UDHR and particularly Article 25, guide the pupils through the slides about the contemporary situation in the UK re: food poverty and food waste.

# LESSON 1

## LESSON ACTIVITIES (CONTINUED)

**Task 4:** Research time (Independent, Paired or Group Work)

Students to try and find background information that will inform their letters. Suggested five pieces of key information

Some suggested resources:

<https://www.bigissue.com/latest/food-poverty-in-the-uk-the-causes-figures-and-solutions/>

<https://www.trusselltrust.org/what-we-do/real-stories/>

<https://www.bbc.co.uk/news/business-56654430>

<https://friendsoftheearth.uk/food-waste>

**Task 5:** Introduce the article writing exercise. Lead the discussion, mapping concepts and vocab on the board and in their books, giving them ideas of how writing an article might be impactful.

THEN - Discuss the possible approaches to the question:

To write an article for a national newspaper setting out your views on food poverty and food waste.

**Task 6:** Remind Pupils of Letter Writing Conventions.

Pupils often have little experience of writing articles and as such may need to be reminded of the structure and formality needed for writing for a broadsheet. A teacher made exemplar here may be useful. This should be teacher led according to the experience of their class. Two slides are provided to help them.

1. Structure checklist. This is aimed at ensuring the organisation and key structural features of their written are clear to them.
2. Checklist of formal and structural devices for their articles to consider before writing.

**Task 7:** Pupils write their articles. (Likely to be homework)

## HOMework

Depending on progress and ability of pupils this could be:

- A. Do further research on the arguments re: food, health and well-being.
- B. Making plans of the article structure.
- C. Writing some draft headlines.
- D. Drafting a paragraph, or the full article.
- E. If drafted in class writing an improved draft.

## RESOURCES

Classroom Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

Either printed material for research, OR access to IT to conduct research.

# LESSON PLAN 2:

## SOMETHING ISN'T RIGHT AND CARROT SOUP | ENGLISH LITERATURE

### LEARNING INTENTION(S) OR OUTCOME(S)

To develop skills of comparison for the unseen poetry element of the GCSE/IGCSE Literature paper. The focus is on two poems: *Something Isn't Right* by Casey Bailey and *Carrot Soup* by Vanessa Kisuule.

Pupils will learn skills including:

- How to approach and unseen poem.
- Making a comparison table.
- Developing unseen poetry analysis paragraphs.

There is enough material to split this lesson across two lessons or a double lesson.

N.B - This lesson can be used a stand-alone lesson to teach comparative skills for the poetry unseen element of the GCSE and IGCSE. However, it can also be used in as a preparation for English Language lesson 2 (an article about food banks).

### SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

#### Task 1: Starter

Look at the wording of the Universal Declaration of Human Rights. How much do pupils know about this document? Discussion/Predict: Using the title of the poems, think about how the poets might be writing about rights.

#### Task 2: Explain + 1st Reading

The first activity of the poem is to listen to both and if possible watch the performances. Pupils don't have to make any notes, but should try and be ready to talk about their first ideas and impressions.

#### Task 3: Second Reading

The second reading is for pupils to get to grips with the finer details of the poems. They should highlight and make notes of the key things they notice. Followed by: Class Discussion and Annotation. There's an optional mind map exercise to help pupils record ideas they can later use in their writing.

#### Task 4: Building A Comparison

Explain to pupils that a poetry comparison relies

of finding points of similarity and difference. The table is designed to help them organise their ideas into a manageable form for comparison. The focus is reflective of the unseen poetry comparison skills needed for GCSE/IGCSE; specifically:

- Ideas
- Structure
- Language
- Imagery

#### Task 5: Writing a comparative paragraph

After the introductory notes there are 4 main slides to help pupils get ready to write their own paragraph.

- A diagram on structuring their writing.
- An explanation on topic sentences and paragraph content.
- How to use the PEEL system.
- A sheet of useful essay phrases.

#### Task 6: Pupils Write Their Own Responses

## LESSON 2

### HOMework

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There are several possible options for the homework.

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A. To complete the comparison as a homework task.

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B. To complete a paragraph as a homework task.

---

C. To further research the issues concerning rights that the poets raise:

For example – How many people don't have a lifestyle that allows them to exercise their right to health? (Option C allows the teacher to lead into an integrated lesson on English Language – Lesson 2 in these resources.)

### RESOURCES

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Classroom Powerpoint

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Copies of the poem or Fly The Flag Anthology.

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Writing materials for pupils

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Either printed material for research, OR access to IT to conduct research.

# LESSON PLAN 3:

## COMPARISON: A SMALL NEEDFUL FACT & ROOF | ENGLISH LITERATURE

### LEARNING INTENTION(S) OR OUTCOME(S)

To develop skills of comparison for the unseen poetry element of the GCSE/IGCSE Literature paper. The focus is on two poems: *Roof* by Cecilia Knapp and *A Small Needful Fact* by Amina Jama.

Pupils will learn skills including:

- How to approach and unseen poem.
- Making a comparison table.
- Developing unseen poetry analysis paragraphs.

There is enough material to split this lesson across two lessons or a double lesson.

N.B - This lesson can be used a stand-alone lesson to teach comparative skills for the poetry unseen element of the GCSE and IGCSE. However, it can also be used in as a preparation for English Language lesson 2 (a speech about human rights).

### SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

#### Task 1: Starter

Look at the wording of the Universal Declaration of Human Rights. How much do pupils know about this document? Discussion/Predict: Using the title of the poems, think about how the poets might be writing about rights.

#### Task 2: Explain + 1st Reading

The first activity of the poem is to listen to both and if possible watch the performances. Pupils don't have to make any notes, but should try and be ready to talk about their first ideas and impressions.

#### Task 3: Second Reading

The second reading is for pupils to get to grips with the finer details of the poems. They should highlight and make notes of the key things they notice. Followed by: Class Discussion and Annotation. There's an optional mind map exercise to help pupils record ideas they can later use in their writing.

#### Task 4: Building A Comparison

Explain to pupils that a poetry comparison relies of finding points of similarity and difference. The table is designed to help them organise their ideas

into a manageable form for comparison. The focus is reflective of the unseen poetry comparison skills needed for GCSE/IGCSE; specifically:

- Ideas
- Structure
- Language
- Imagery

#### Task 5: Writing a comparative paragraph

After the introductory notes there are 4 main slides to help pupils get ready to write their own paragraph.

- A. A diagram on structuring their writing.
- B. An explanation on topic sentences and paragraph content.
- C. How to use the PEEL system.
- D. A sheet of useful essay phrases.

#### Task 6: Pupils Write Their Own Responses

Q. Compare and contrast how Cecelia Knapp and Amina Jama depict poverty in *Roof* and *A Small Needful Fact*.

## LESSON 3

### HOMEWORK

---

There are several possible options for the homework.

---

A. To complete the comparison as a homework task.

---

B. To complete a paragraph as a homework task.

---

C. To further research the issues concerning rights that the poets raise:

For example – How many people don't have a lifestyle that allows them to exercise their right to health or right to shelter? (Option C allows the teacher to lead into an integrated lesson on English Language.)

### RESOURCES

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Classroom Powerpoint

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Poetry Comparison Sheet

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Copies of the poem or Fly The Flag Anthology or of the two poems.

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Writing materials for pupils

# LESSON PLAN 4:

## ROOF AND A SMALL NEEDFUL FACT | ENGLISH LANGUAGE

### LEARNING INTENTION(S) OR OUTCOME(S)

Focus of this lesson is learning the skills and structure for writing articles for the English Language GCSE syllabus.

This task is framed by the topic of Human Rights, research about the rights to food, health, shelter and well-being and by the two poems *Roof* by Cecilia Knapp and *A Small Needful Fact* by Amina Jama. By the end of the lesson pupils will be able to draft an article on these topics.

N.B There's a lot of material here and this class could be taught over a double lesson or a series of lessons.

### SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

N.B - This lesson plan assumes that pupils have a prior knowledge of the poems *Roof* and *A Small Needful Fact* from a prior literature lesson. If not, then the start of the lesson can include:

- A reading of the poem and discussion of its themes and ideas.
- Watching the poets read on YouTube – linked on the slides of the powerpoint.

**Task 1:** Set out the three learning objectives to the class:

This class has four main aims:

- To research the Universal Declaration of Human Rights. Particularly the way it protects our rights to health, food and well being.
- To think about how our lives are effected by having rights.
- To refresh and update our knowledge of conventions and form of SPEECHES.
- To learn how to write a speech about human rights for an audience of classmates.

**Task 2:** Show the students the background information slides, explaining the concepts at stake. The first is of Marcus Rashford (the subject of Jama's poem) and the word 'Home' – the concept central to Knapp's poem.

**Task 3:** Show pupils the slides on Fly The Flag and the Universal Declaration of Human Rights. Explain the concepts enshrined in the legislation.

Ask them to complete the exercise where they try to tie the rights and what they protect directly to their everyday lives. With some prompting (particularly on the themes of the poems) some pupils may suggest concepts such as shelter, hunger, food poverty or food waste and insecurity.

**Task 4:** Play the students the two poems and discuss the way that the poets are foregrounding human rights as a theme.

**Task 5:** Guide the pupils through the slides about the contemporary situation in the UK re: homelessness, free school meals, food poverty and food waste.

## LESSON 4

### LESSON ACTIVITIES (CONTINUED)

**Task 6:** Research time (Independent, Paired or Group Work)

Students to try and find background information that will inform their letters. Suggested five pieces of key information

Some suggested resources:

<https://www.bigissue.com/latest/food-poverty-in-the-uk-the-causes-figures-and-solutions/>

<https://www.trusselltrust.org/what-we-do/real-stories/>

<https://www.bbc.co.uk/news/business-56654430>  
[www.crisis.org.uk](http://www.crisis.org.uk)

<https://friendsoftheearth.uk/food-waste>

**Task 7:** Introduce the speech writing exercise. Lead the discussion, mapping concepts and vocab on the board and in their books, giving them ideas of how writing a speech might be impactful.

THEN - Discuss the possible approaches to the question:

The task is as follows:

To write a speech for your classmates setting out the benefits of human rights.

**Task 8:** Remind Pupils of Speech Writing Conventions.

Pupils often have little experience of writing speeches and as such may need to be reminded of the structure and formality needed.

A teacher made exemplar here may be useful. This activity should be teacher led according to the experience of their class. Two slides are provided to help them.

1. Structure checklist. This is aimed at ensuring the organisation and key structural features of their speech writing are clear to them.
2. Checklist of formal and structural devices for their speeches to consider before writing.

**Task 9:** Pupils write their speeches. (Likely to be homework)

### HOMework

Depending on progress and ability of pupils this could be:

- A. Do further research on the arguments re: homelessness, free school meals, food, health and well-being.
- B. Making a plan about how to structure a speech.
- C. Writing some draft lines or an opening.
- D. Drafting a paragraph, or the full speech.
- E. If drafted in class writing an improved draft.

### RESOURCES

Classroom Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

Either printed material for research, OR access to IT to conduct research.

# LESSON PLAN 5: GREEN HOODED SWEATSHIRT | ENGLISH LITERATURE

## LEARNING INTENTION(S) OR OUTCOME(S)

Focus of this lesson is Wayne Holloway-Smith's Green Hooded Sweatshirt

- To introduce unseen poetry analysis
- To practice reading unseen poetry
- Analysis of writer's methods, literary devices

N.B - This unseen poetry lesson can be used as lesson in a sequence of two, with an linked English Language lesson also based on this poem.

## SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

**Task 1:** Starter Activity – Pupils to consider questions about the 'green sweatshirt' image. Discussion to follow? Some children may be aware of the issues surrounding child labour in garment manufacture and issues of children's rights.

**Task 2:** Listen to the poet reading the poem – YouTube link embedded in the powerpoint. Discussion about first impressions of the poem.

**Task 3:** Pupils read the poem again themselves/ paired/groups and record their impressions about: content, themes, mood.

**Task 4:** Teacher led activities on:

- Form and Structure
- Language
- Imagery

**Task 5:** Pupils take on a writing task – suggested titles on powerpoint.

**Task 6:** Plenary. Ask pupils to consider how this poem might have been different if we relocated it to another setting or country.

## HOMEWORK

Two potential homework tasks:

A. Pupils to take on a timed unseen question about Green Hooded Sweatshirt. Format determined by exam board/teacher but could be in the following format:  
Q. How does the poet explore the theme of family relationships in Green Hooded Sweatshirt?

B. An alternative homework would be for students to do some research about:

- Child poverty in the UK
- Child poverty in other countries
- Child labour conditions internationally

This research can be used to support the English Language lesson on the same poem as lesson 2/2.

## RESOURCES

Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

# LESSON PLAN 6: GREEN HOODED SWEATSHIRT | ENGLISH LANGUAGE

## LEARNING INTENTION(S) OR OUTCOME(S)

Focus of this lesson is Wayne Holloway-Smith's *Green Hooded Sweatshirt*

To produce a letter to a public figure, politician or newspaper based on the poem.

N.B There's a lot of material here and this class could be taught over a double lesson or a series of lessons.

## SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

N.B - This lesson plan assumes that pupils have a prior knowledge of the poem Green Hooded Sweatshirt from a prior literature lesson. If not, then the start of the lesson can include:

- A reading of the poem and discussion of its themes and ideas.
- Watching the poet read on YouTube: <https://www.youtube.com/watch?v=PLfq5wnSblg>
- A subsequent discussion about the rights of children.

**Task 1:** Set out the three learning objectives to the class:

This class has three main aims:

- To research the rights of children.
- To refresh and update our knowledge of letter writing conventions and form.
- To draft a letter to a public figure about the rights of children.

**Task 2:** Show the students the background information slides, explaining the concepts at stake. Ask them to complete the two box exercise, to identify where children's rights are respected and where they aren't.

**Task 3:** Introduce the letter writing exercise. Lead the discussion, mapping concepts and vocab on the board and in their books, giving them ideas of how letter writing might be impactful.

The Obama slide is to show that powerful figures do read and respond to letters from ordinary people.

## LESSON 6

### LESSON ACTIVITIES (CONTINUED)

**Task 4:** Research time (Independent, Paired or Group Work)

Students to try and find background information that will inform their letters. Suggested five pieces of key information.

Some suggested resources:

<https://www.unicef.org/social-policy/child-poverty>

[https://www.unicef.org.uk/child-rights-partners/wp-content/uploads/sites/3/2016/08/CRC\\_summary\\_leaflet\\_Child\\_Rights\\_Partners\\_web\\_final.pdf](https://www.unicef.org.uk/child-rights-partners/wp-content/uploads/sites/3/2016/08/CRC_summary_leaflet_Child_Rights_Partners_web_final.pdf)

<https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child>

**Task 5:** Remind Pupils of Letter Writing Conventions.

Pupils often don't write many letters and as such may need to be reminded of the structure and formality needed for a letter to a public figure. This should be teacher led according to the experience of their class.

Then there are two activities to help them to think more formally about letter writing:

1. Pre-writing checklist. This is aimed at ensuring the purpose of their writing is clear to them.
2. Checklist of formal and structural features for their letters to plan before writing.

**Task 6:** Pupils write their letters. (Likely to be homework)

### HOMework

Depending on progress and ability of pupils this could be:

- A. Making plans of the letter.
- B. Drafting a paragraph, or the full letter.
- C. If drafted in class writing an improved draft.

### RESOURCES

Classroom Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

Either printed material for research, OR access to IT to conduct research.

# LESSON PLAN 7:

## THE EMPTY TABLE | ENGLISH LITERATURE

### LEARNING INTENTION(S) OR OUTCOME(S)

To develop skills of analysis for the unseen poetry element of the GCSE/IGCSE Literature paper. The focus is on the DL Williams poem *The Empty Table*

Pupils will learn skills including:

- To relate context and text – how are human rights explored in this poem?
- How to approach an unseen poem.
- Developing unseen poetry analysis paragraphs.

N.B - This lesson can be used a stand-alone lesson to teach comparative skills for the poetry unseen element of the GCSE and IGCSE. However, it can also be used in as a preparation for PHSE lessons, in this case particularly focused on issues of exclusion and prejudice.

### SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

#### Task 1: Starter

Pupils to consider the image of the 'Empty Table' and work through the thought experiment starter. Teacher to lead class discussion of what the image might mean and who is potentially being excluded in their scenarios.

#### Task 2: Explain + 1st Reading

The first activity of the poem is to watch the performance. Pupils don't have to make any notes, but should try and be ready to talk about their first ideas and impressions. There's a slide with the following guiding questions.

- What is your first reaction to the poem? Why?
- What do you notice about how the poem is organised?
- What do you think the writer might be trying to say?
- Do you like the poem?
- Why are there so many imperatives (commands) in the poem?

#### Task 3: Discussing Human Rights

After the introductory discussion about their first impressions, look at the wording of the Universal Declaration of Human Rights with pupils.

How much do pupils know about this document?

Ask the pupils to work together on the slide with different articles. Their task is to work out which articles of the UDHR are most relevant to the poem – of course, they will all relate in differing manners which leads to a fuller discussion relating text and context.

#### Task 4: Second Reading

The second reading is for pupils to get to grips with the finer details of the poems. They should highlight and make notes of the key things they notice.

## LESSON 7

### LESSON ACTIVITIES (CONTINUED)

**Task 5:** Annotating the poem – working towards writing

Followed by: Annotation on key aspects of the poem including Structure, Language and Imagery. Again, there are prompt questions on a series of slides to help pupils develop their ideas about the poem. For each category there are prompt questions to help guide pupil responses.

Useful technical terms are noted in **bold** on the powerpoint.

**Task 6:** Pupils Write Their Own Responses

Task is noted below:

How does the poet present the theme of prejudice or isolation in *The Empty Table*?

Think about:

- How she sets the scene
- How she describes the conversations that are happening at the table.
- How she concludes or finishes the poem.

Write your answer in full sentences. Aim for two paragraphs. Remember to use technical language to describe what the writer is doing.

**Task 7:** In case of a double lesson a plenary based on further poem titles is including as an extension task.

### HOMEWORK

There are several possible options for the homework.

A. To complete the critical paragraphs as a homework task.

B. To complete a single paragraph as a homework task.

C. To write their own poem based on The Empty Table.

D. To write their own poem based on the UDHR.

### RESOURCES

Classroom Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

# LESSON PLAN 8: FLYING THE FLAG | ENGLISH LITERATURE

## LEARNING INTENTION(S) OR OUTCOME(S)

To develop skills of analysis for the unseen poetry element of the GCSE/IGCSE Literature paper. The focus is on the Keisha Thompson poem *Flying The Flag*.

Pupils will learn skills including:

- To discuss symbolism within poetry.
- How are human rights explored in this poem?
- How to approach an unseen poem.
- Developing unseen poetry analysis paragraphs.

N.B - This lesson can be used a stand-alone lesson to teach comparative skills for the poetry unseen element of the GCSE and IGCSE. However, it can also be used in as a preparation for PHSE lessons, in this case particularly focused on issues of exclusion and prejudice.

## SUGGESTED LESSON ACTIVITIES (THESE CAN BE EDITED/ ADAPTED AS NEEDED)

### Task 1: Extended Starter(s)

Ask pupils to consider the variety of flags on the first slide. Teacher to lead a discussion about what the symbolism and meanings of the various flags are.

Question for pupils - given our observations about flags, why would a poet want to write about them?

### Task 2: Fly The Flag

- Move pupils onto the Ai Weiwei flag and solicit suggestions from pupils about the possible meanings of the flag. What might it symbolise?
- Ai Weiwei video for pupils explaining background to Fly the Flag and his design process. This contextualises the poem.

### Task 3: Discussing Human Rights

After the introductory discussion about their first impressions, look at the wording of the Universal Declaration of Human Rights with pupils.

How much do pupils know about this document?

### Task 4: Explain + 1st Reading

The first activity of the poem is to watch and listen to the poem in performance. Pupils don't have to make any notes, but should try and be ready to talk about their first ideas and impressions. There's a slide with the following guiding questions.

- What is your first reaction to the poem? Why?
- What do you notice about how the poem is organised?
- What do you think the writer might be trying to say?
- Do you like the poem?
- Why are there so many imperatives (commands) in the poem?

### Task 5: Second Reading

The second reading is for pupils to get to grips with the finer details of the poems. They should highlight and make notes of the key things they notice.

## LESSON 8

### LESSON ACTIVITIES (CONTINUED)

**Task 6:** Annotating the poem – working towards writing

Followed by: Annotation on key aspects of the poem including Structure, Language and Imagery. Again, there are prompt questions on a series of slides to help pupils develop their ideas about the poem. For each category there are prompt questions to help guide pupil responses.

Useful technical terms are noted in bold on the powerpoint.

**Task 7:** Pupils Write Their Own Responses

Task is noted below:

Think about:

- How she answers the question in the first line.
- How she describes the different meanings of flags.
- How she expresses her different feelings about flags.
- Write your answer in full sentences. Aim for two paragraphs. Remember to use technical language to describe what the writer is doing.

**Task 8:** Plenary

Imagine you are asked to design your own flag.

- A. Make a design, using whatever symbolism you'd like.
- B. Write a paragraph explaining what your design means, and what the flag represents.

### HOMEWORK

There are several possible options for the homework.

- A. To complete the critical paragraphs as a homework task.
- B. To complete a single paragraph as a homework task.
- C. To write their own poem based on *Flying The Flag*.
- D. To write their own poem based on the UDHR.

### RESOURCES

Classroom Powerpoint

Copies of the poem or Fly The Flag Anthology.

Writing materials for pupils

# ADDITIONAL RESOURCES

## You can buy a flag [here](#)

- You can find all the newly commissioned Fly The Flag 2020 poems on [www.FlyTheFlag.org.uk](http://www.FlyTheFlag.org.uk)
- [Amnesty International - Words that Burn](#) – six lesson plans to inspire secondary students to write their own poems inspired by Human Rights.
- [Donmar Warehouse Writing Wrongs project](#) – monologues by different writers and young people exploring what human rights mean to them. There is a guide to writing your own Writing Wrongs monologue on pages 19-21 of the [2019 Fly The Flag Assembly pack](#).
- You can download the original text of [The Universal Declaration of Human Rights here](#).
- This short [TED Ed video](#) is a useful introduction to the subject of human rights.
- Amnesty International UK [have comprehensive free human rights teaching resources](#). In addition to detailed creative resources for all ages you can; book an Amnesty International speaker to come to your school, find out about establishing an Amnesty International youth group in school or sign up to the termly Amnesty International mailing – Teach Rights – which includes details of projects your school can get involved in, training opportunities and details of new resources as they become available.
- You can [order free My Rights Passports from Amnesty International](#). A colourful pocket-sized booklet of all the articles of the Universal Declaration of Human Rights for students aged 11+. To order: Phone 01788 545 553 and quote the code ED112.
- Red Cross – curriculum linked [teaching resources](#) for KS1 – 5, about a range of topics including conflict and violence, humanitarianism, migration and refugees.
- UNICEF [teaching resources](#) for KS2 – 5, about the refugee crisis with a human rights/rights of the child focus.
- [Save the Children: Complete guide to campaigning for young people](#).
- A [research guide for the Universal Declaration of Human Rights](#), including a link to the [verbatim minutes of the meeting](#) at which the Declaration was adopted.





**Fly The Flag Pack: Poetry for English GCSE**

Created by **Fuel**, on behalf of *Fly The Flag*

Written by Ewan Monaghan

Edited by Fuel

**Fly The Flag** is delivered by a unique collective of arts organisations and human rights charities. A full list of our partners can be found [here](#)

A large graphic on the right side of the page. It features a white, trapezoidal shape that appears to be a flag or a banner, set against a blue background. The words 'FLY THE FLAG' are written in large, bold, blue, uppercase letters across the white shape. The text is slightly tilted and has a 3D effect, as if it's floating or attached to the surface of the white shape.

FLY  
THE  
FLAG