

**EMBEDDING BRITISH VALUES WITHIN ENGLISH
TEACHING, LEARNING AND ASSESSMENT
PRACTICES
PRACTITIONER'S GUIDE AND EXEMPLAR RESOURCES**



Welcome

As part of the statutory Prevent duty, all FE and training providers are required to explore British values with their learners in the curriculum as well as in the tutorial programme. This is a requirement whether staff are teaching 16 to 19-year-old students, adult learners or apprentices.

British values include: democracy, rule of law, individual liberty and mutual respect and tolerance.

The Prevent duty presents English teachers with the task of finding where opportunities to explore British values lie in their teaching activities. This enables teachers and tutors to explore important issues with learners and to give them a chance to consider how the British values are relevant both to them in their personal lives and society as a whole through their study of English.

At ETF, we are aware that finding the opportunities to explore British values within the English curriculum can be difficult, so we have commissioned this guidance document to support English teaching staff.

These opportunities might include using leaflets, social media posts and videos to see how political parties present themselves; using texts to see how laws impact on our lives or the lives of others, the extent of our individual liberty or the need to tolerate and respect others. All of these can be explored through the study of English.

This guide covers English teaching from Entry level to Level 3, including A level language and literature. The guide contains examples of activities which teachers can use at Entry Level, Level 1, Level 2 and Level 3. We hope that staff will be able to use or adapt these either for classes or in one-to-one situations with apprentices. The resource also includes guidance on developing your own activities for the learners you teach.

Selina Stewart

Lead Associate for Prevent duty support
EDUCATION AND TRAINING FOUNDATION

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PRACTITIONER GUIDE

Introduction

The four British values set out within the Prevent strategy (2011) are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect and tolerance of those with different faiths and beliefs.

The purpose of this guide is to introduce how FE practitioners might embed British values within English teaching, learning and assessment practices.¹ Additionally, you will also find a series of exemplar materials (covering Entry Level English right through to English at Level 3). At each level, we have developed a toolbox of British values inspired English activities, plus a subject-specific lesson plan that illustrates how some of these activities could be woven into everyday English lessons.

Rather than generating activities that explicitly explored each individual British value (and run the risk of creating a tick box approach to embedding them), we were more concerned with developing blended activities, where British values could be explored as four aspects of the same, overarching vision for life in modern day Britain. As a practitioner you will develop your own approach to embedding British values in ways that feel meaningful and useful for you and your learners. Instead of providing 'off the shelf' resources, this guide aims to demystify the process of researching, searching for, devising and embedding resources that help promote British values in a meaningful and authentic way.

FE is a dynamic educational space to work and learn in; it embodies a broad and wonderful range of organisations, each of whom work tirelessly to support learners' English development, from pre-Entry Level English, to A Level English (and beyond). During the development and production of this guide, we have been continually informed by colleagues from across the sector, colleagues who represent the diversity of FE provision and the diversity of learners whom we teach and support.

We hope that this guide gives you some inspiration in relation to sourcing, designing, developing, creating and facilitating your own contextualised British values work with English learners.

*A special thank you to members of **PD North's Prevent Professional Exchange Network** and other colleagues who trialled our lesson plans and refined our ideas.*

¹ You can read more about how we developed this guide and its materials here: <https://ccpathways.co.uk/british-values/>

Developing the exemplar resources

As English teachers ourselves, designing and developing high quality activities and lessons that felt authentic and useful for other English teachers was our prime consideration. To begin the process, we sought to acquire feedback from colleagues across FE in relation to the most tricky or challenging aspects of English to teach. We then developed a theme for each level, underpinned by our understanding of the relationship between **language and power**, and our shared vision towards **promoting inclusive approaches that view literacy development work as social justice praxis**.

Exploiting naturally occurring opportunities to embed British values

With our core values and feedback from the sector in mind, we were able to consider how we could exploit naturally occurring opportunities within English teaching and learning to embed British values work. This was done in different ways for each level; at Entry Level, for instance, we explored how demystifying language can provide opportunities for learners to engage in discussions about democracy or the rule of law. At Level 2, we developed activities to help learners understand inference, identify bias and explore the world from multiple perspectives; critical skills for English *and* for developing a culture of respect and tolerance of others within our diverse society.

Developing a clear understanding of inclusion and diversity

Promoting 'British values', when English learners or English teachers may not be British citizens themselves, when those in positions of power do not model respect and tolerance for others or where democratic processes are not fully enacted, can feel contentious, particularly where learners do not see such values reflected in their everyday lives:



I work in a really multi-cultural college with students from all over the world learning here. To be honest I only really think of British values when I'm being observed, but we think about human values and our community values, our college values, all the time.

(Level 2 teacher)



The term (British values) can be really problematic, it can alienate learners if we aren't careful, if we don't manage with sensitivity.

(ESOL teacher)

Understanding practitioners' concerns and creating a resource that represents the diversity of our sector and of those who learn and work within it was a critical consideration for us. In order to do this, we read broadly, about language and power, about cultural and religious marginalisation and about the potential of education to build emotional literacy and foster critical reflection. We spoke openly with practitioners about their concerns, and we looked for opportunities and modelled teaching and

learning approaches where learners could engage in democratic processes, express their individuality and respectfully value one another's opinions, including when they disagree.

REFLECTIVE ACTIVITY

Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. What are natural opportunities in your teaching/ learning spaces to model or discuss values such as tolerance and respect for others?
2. What might stop you from drawing out / discussing British values with your learners?
3. Are there particular aspects of English learning (like recognising bias in texts) that might lend themselves to developing learners' awareness of British values?

Using the exemplar resources

The lesson plans and activities have been specifically designed for use with English learners working in different settings across Further Education/ Community Learning. However, we would strongly encourage that you keep the following points in mind when using any of the exemplar resources:

- **Contextualise.** Feel free to adapt any of the activities or lesson plans so that they meet the needs of learners you are working with. Extra space has been included within activities and lesson plans so you can add your own, contextualised ideas for teaching and learning.
- **Collaborate.** Please share these and your ideas for embedded British values work with learners and with other practitioners. This is important because collaborative work will allow you to draw upon multiple ideas and perspectives, which will support you to further develop the activities and lesson plans in ways that feel fresh, relevant and engaging for learners.
- **Extend or reduce.** We have provided suggested timings for each activity and each lesson. Please note that timings are approximate; how long each activity or each lesson lasts will depend upon your group dynamics, the specific context of your English session and how you choose to adapt the materials.
- **Differentiate.** No two groups of learners are the same and each and every setting within FE is unique. The resources and lesson plans produced alongside this guide should therefore be viewed as a helpful starting point, rather than as a finished product. Think carefully about the individual and collective needs of learners in your English classes and differentiate the resources and lesson plans to meet their needs.
- **Swap in non-tech alternatives where appropriate.** Supporting learners' digital literacy development is an important aspect of teaching and learning (as outlined

within the Education and Training Foundation's [Professional Standards](#) for FE Teachers, and Digital Teaching Professional Framework, ETF, 2014; 2019). However, you may be based in a setting where you and/ or learners you work with do not have ready access to digital technology. In these instances, activities will need to be adapted so they can run in spaces where there is no wifi, or where internet access is prohibited or restricted. We have added ideas about how activities might be adapted for learners without access to digital technology in the annotations section of each lesson plan. However, you may have your own creative and innovative ideas for bringing these activities to life. Two very useful starting points for developing learners' digital literacy skills when access to technology is unavailable are the Education and Training Foundation's [Starters and Enders Cards](#), and [Unlocking English](#), which has a full section on the promotion of digital literacy in secure estates.

It is important to note the intentionally provocative nature of some of the suggested activities and texts we have included in the toolboxes and lesson plans; individual learners will undoubtedly have diverse opinions and conflicting viewpoints that they wish to share. Approaches like this provide a golden opportunity to encourage learners to actively engage with British values as they practise, through discussion and open dialogue, skills of tolerance, mutual respect (including respectful disagreement) and understanding from others' perspectives. Learners are also able to exercise their individual liberty, as the activities open up opportunities for self-expression and democratic decision making.

REFLECTIVE ACTIVITY

Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. Is there a particular text type (written or spoken) that your learners struggle to write/ understand? Could you find an example of this type of text that focuses, e.g, on democracy or the rule of law in its content?
2. Can you find ways to let learners teach you/ each other about. e.g. aspects of equality and diversity or different voting approaches (perhaps they are from another country and have experienced this or perhaps they are passionate about a topic such as disability). You can't be expected to be knowledgeable about everything that connects to British values so your learners play a vital role here.
3. What has worked particularly well for you when embedding British values up to now? Why do you think it worked? What were the critical features of your approach?

Hints & Tips for Generating your own Resources

Below we share a few final hints and tips (many of which were kindly shared by practitioners from [PDNorth's](#) Prevent and British values Professional Exchange Network) to support you to generate your own resources:

- Seek diverse perspectives.

- Open up space for debate - don't close learners down when they have something to say.
- Consider bias when selecting resources and texts - as practitioners we need to approach things with a critical eye, and really think about things before we present them to students.
- You're not expected to have all the answers – think of British values work more as a facilitation of ideas, learners will have plenty of their own thoughts, feelings and ideas to add.
- Check your own privileges, prejudices and bias - be aware that you don't come into the classroom a blank slate, nor do learners. Don't push your own political agenda on them.
- Talking about democracy can be really tough due to current political challenges. However, by engaging in discussions, the students' knowledge comes to the fore and this can yield some healthy debates.
- Test, trial and be open to feedback.
- British values can be taught without having to always explore contentious or emotive issues e.g. debating skills can be taught in relation to whether bananas or apples make the best picnic fruit or whether PC or MACs are the best computers.

Work together to embed mindfully

The following vignette explains how, through discussion and collaboration, we as a writing team were able to critically analyse, reflect upon and respectfully challenge one another's ideas and their appropriateness for conveying and exploring British values.

Do you know any chants?

At Level 1, some of the activities we developed for the lesson plan have football as a stimulus. As we were developing ideas that complimented this theme, an idea was put to the team that we could ask learners to write their own football-style chant as a plenary activity. The chant would be a collective activity, written in small groups and performed at the end of the lesson.

We paid for your hats,
we paid for your haaaaats,
what a waste of council tax,
we paid for your hats!

In essence, this was a nice idea, evoking chants are an impressive form of performative literacy and the activity would help develop a range of English skills. In order to model what the final product would look like, we thought that we could listen to existing chants and show a couple of related internet memes. 

However, as we began to reflect upon how the activity might work in a classroom situation, we quickly realised that using the idea of a football chant as a plenary activity was problematic. In many instances, chants have

racist, homophobic or xenophobic undertones and, in some instances, they are designed to throw particular players off their game by highlighting personal issues or insecurities. To use football chants as a one-off activity, where learners had no time to explore the deeper issues, and no opportunity to understand the significance of football chanting in relation to British values, felt irresponsible and wrong.

We quickly abandoned the idea of using football chants as a plenary activity, although we felt that there was potential to build a more fully developed lesson out of it, where learners would be able to critically reflect upon the connotations of football chanting, and how (our often inadvertent) use of language can move us away from respect and tolerance of those who hold different beliefs and views.

Select Meaningful Texts

Selecting meaningful texts that help embed British values work can be challenging. As you design resources with the learners you teach in mind, you may wish to consider the following:

- What draws you to a particular text, and why?
- How do you intend to use the text?
- What are the specific benefits of exploring the text for learners?
- Are there any drawbacks to the text you have chosen?

Sometimes texts relating to deeply current issues are useful to explore as they help build learners' cultural capital and knowledge of current affairs. However, there are also times where it will feel more appropriate to use a historical text or event to explore elements of British values, for example Suffragettes and the right to vote. Historical texts are useful in a number of ways: For example, they can provide some distance between the topic and learners; there are times where emotions can (understandably) run high when we begin to explore contemporary understandings of British values and how they are enacted within learners' lives. Using historical texts also allows opportunities for learners to develop an appreciation of socio-cultural context and how society has changed (or not) since the text was published.

Consider Copyright

It is important to consider copyright restrictions when using images, social media posts or texts to develop teaching and learning resources. The following suggestions are places where you will be able to access images and texts that are copyright free or that permit reproduction or use for educational purposes.

The following websites have copyright free images and texts that can be used to develop resources:

Images	Texts
Unsplash , available at: https://unsplash.com/	The Gutenberg project has thousands of books that can be downloaded and read for free – texts over 30 years old, used for educational purposes are exempt from copywrite http://www.gutenberg.org/
Wikimedia Commons , available at: https://commons.wikimedia.org/wiki/Main_Page	Letters of note contains thousands of letters that have been collected over time. All are freely available to download and use for educational purposes. Available at: http://www.lettersofnote.com/
Clipart , embedded within many PC's and also available at: https://www.clipart.com/en/	

What makes a good British values resource?



A good British values resource needs to be relevant, purposeful and planned, staff must know the students and their abilities as well as understanding topics that will evoke discussion but also those that can cause conflict. Being prepared for these discussions so that they are constructive is important.

(Level 2 teacher)



A good British values resource uses good quality texts that stretch thinking and help learners ask questions of themselves and of the world around them.

(Level 1 teacher)



A good British values resource is inclusive. It celebrates human and community values, it helps learners to feel welcome in Britain, whatever their nationality or background.

(A Level teacher)

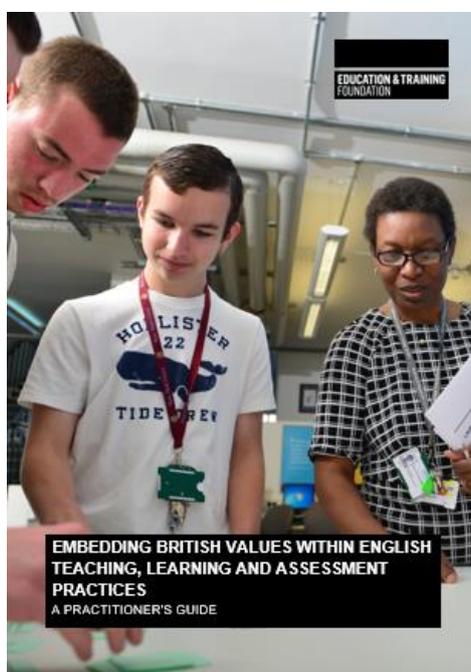
REFLECTIVE ACTIVITY

Consider the following questions - you may wish to make notes, develop a mind map or create images to assist you in your thinking.

1. What makes a good British values resource, and why?
2. What steps will you take to embed British values work within your English teaching, learning and assessment practices, and why?
3. What questions do you still have about embedding British values within English teaching and learning - how will you seek answers to your questions?

Exploring how to embed British values work within English teaching, learning and assessment practices further information for practitioners

This guide and its resources were produced as a result of extensive research with colleagues across the sector. What we have produced and are sharing here is, in essence, a summary of our findings and the resources and lesson plans for embedding British values that we developed in response to our findings. If you would like to find out more about our rationale for this project, and further understand the methodological approaches we took to explore how British values work might be embedded within English teaching, learning and assessment practices, then please visit <https://ccpathways.co.uk/british-values/> where you can read a more detailed account of our research.

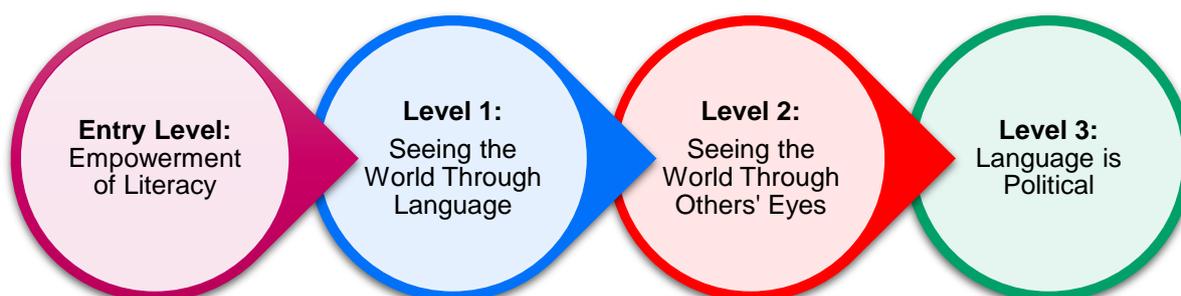




RESOURCES

The exemplar resources

The next section of this guide contains exemplar resources, including a toolkit of activities that either embed British values or allow learners to enact British values, e.g. taking part in a democratic activity or practising tolerance towards others. This section also contains session plans for English, from Entry Level to Level 3, to illustrate how British values can be effectively embedded within English lessons. Each level focusses on a different theme that considers the power of language (the colour coding below matches that used in the resources):



There are two different types of resource for each level:

- **Part A:** A toolbox of English activities that can be used with learners to explore different aspects of British values.
- **Part B:** A scaffolded and annotated lesson plan, which shows how some of the activities included in the toolbox might be facilitated within the context of an English lesson.

Each lesson plan contains:

- A subheading, providing a basic overview of how the unit embeds British values and Prevent duty considerations.
- A list of extra resources required.
- Suggested lesson objectives.
- Areas for literacy and language focus.
- Key words related to British values, the Prevent duty and e-safety.
- Activity resources for printing. Please note that most of these resources have spare boxes for you to add your own ideas and personalise the activity for your own learners.
- Explicit and implicit (e.g. enacted during a class activity such as voting) explorations of British values. It's up to you, the teacher, to point out the implicit actions if you feel they are relevant and appropriate for your class and their language level.

Please note, some activities are intentionally provocative. This is with the intention of encouraging discussion and open dialogue. This gives learners opportunities to actively practise tolerance, mutual respect and understanding of others' points of view, as well as opportunity to exercise their individual liberties and freedoms.

Lesson plan annotations

 The lesson plans for each level are annotated in order, e.g. to explain any particular strategies used or to explain terminology. The annotations can be removed before printing out the lesson plans (if you wish to print them out), or you may wish to add your own thoughts, reflections and ideas as fresh annotations as you work your way through the materials.

Entry Level

Entry a. Reading Words, Spelling and Grammar

Activating schematic knowledge

Learners need a chance to ‘activate’ their prior knowledge on language/ topics that they will encounter related to British values. Use pictures/ video clips/ prompt questions/ statements to encourage debate. Pictures/ clips could include shots of the House of Commons, a police officer, a peaceful protest march for, e.g. disabled people’s rights, etc. (drawing on the British values themes). As learners discuss the prompts in small groups, note down key words/ phrases on the board/ flip chart to work on later. This is called a language experience approach and it can help to validate knowledge that learners already have and will need before they study short texts later.



Choral and paired reading

Show a large version of a short text on your screen or using a visualiser that relates to British values, e.g. it might be about a local council meeting sharing new services for young people in your area, inviting people to share their views. Use your finger to track the words as you read, highlighting sound/ letter correspondence, punctuation, etc. More information on ‘Choral and paired reading’ can be found in unit 9 of this [document](#) and this [video](#). If you think your learners would be comfortable doing so, ask them to read parts of the text out loud while the rest of group follows. Finally, ask learners to read together in pairs taking turns. This will consolidate the sound/ letter correspondence and sight recognition of the words. Ask comprehension questions and elicit answers from learners.

Active reading

Produce cards of (or point to the board showing) words / phrases learners have identified during their discussions. Say that you would like learners to find these words/ phrases in short written texts (such as newspaper articles or information posters) and provide them with highlighter pens for this task. Provide some blank cards and ask learners to add any new words phrases as they read.



Vocabulary lists

Give your learners time to see fresh vocabulary related to British values before you explore it. You could do this by producing spelling lists of commonly-used words. These words may be from a text you would like to use in your current session or a session the following week. On the next page we have listed some common words used when discussing the four British values:

<i>Parliament</i>	<i>decision</i>	<i>diversity</i>	<i>protest</i>
<i>democracy</i>	<i>privacy</i>	<i>mutual</i>	<i>right</i>
<i>government</i>	<i>Prime Minister</i>	<i>equal</i>	<i>vote</i>
<i>tolerance</i>	<i>justice</i>	<i>law</i>	<i>parties</i>
<i>individual</i>	<i>majority</i>	<i>religion</i>	<i>belief</i>
<i>respect</i>	<i>faith</i>	<i>value</i>	<i>liberty</i>

We would not recommend that you randomise the lists (as they are above) or teach them without context. Instead, you may find it useful to separate the lists into chunk - able teaching moments based on their graphemes. Much more information about using such approaches can be found in the Post-16 Phonics Toolkit (see link below).

	<p>List One</p> <p>These words contain only single letter graphemes (like 't').</p>	<p><i>protest</i></p> <p><i>respect</i></p>
	<p>List Two</p> <p>These words are mostly made up of single-letter graphemes but also contain some graphemes that have more than one letter (like 'ch'). There are some words here that can be shown together to illustrate spelling patterns (<i>individual</i> + <i>mutual</i>, <i>diversity</i> + <i>liberty</i> + <i>majority</i>). You can also use words like <i>vote</i> and <i>Prime</i> to model split digraphs (the magic 'e').</p>	<p><i>individual</i></p> <p><i>mutual</i></p> <p><i>equal</i></p> <p><i>vote</i></p> <p><i>Prime Minister</i></p> <p><i>diversity</i></p> <p><i>liberty</i></p> <p><i>majority</i></p>
	<p>List Three</p> <p>These words are more complex because they include graphemes that can be pronounced in different ways, as in the 'g' in <i>religion</i>, or they include phonemes that can be spelt in different ways as in the two /s/ sounds in <i>justice</i>. Tackle these words individually, sound them out clearly and</p>	<p><i>Parliament</i></p> <p><i>Government</i></p> <p><i>democracy</i></p>

<p>identify the phoneme/s in the word that is difficult, so the word does not overwhelm the learner. A useful way to help learners recognise patterns in spellings such as these is to share the word alongside others with similar patterns e.g.</p> <p>Parties as in babies / countries / stories</p> <p>Faith as in pain / train / claim</p> <p>Value as in pursue / blue / barbecue</p> <p>Some words e.g. <u>Gov</u>ernment and Parli<u>am</u>ent may pose an issue for learners because of the silent letters. Help learners develop an inner 'spelling voice', so they sound out words like this in their minds (as many of us would for Wed-nes-day) and understand that this can help us to remember to spell silent letters.</p>	<p><i>privacy</i></p> <p><i>right</i></p> <p><i>tolerance</i></p> <p><i>justice</i></p> <p><i>law</i></p> <p><i>parties</i></p> <p><i>belief</i></p> <p><i>religion</i></p> <p><i>decision</i></p> <p><i>value</i></p> <p><i>faith</i></p>
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Please note, for Entry Level 1 learners, the words in lists 2 and 3 may be challenging and you need to be prepared to say 'it's OK if you find these hard to spell/ read; they contain some aspects we will learn later and, for now, I can help you with these'. Make it clear that we all find words hard to read/ spell sometimes, no matter how confident we are in our literacy abilities. It's important to create spaces where learners don't feel ashamed to say (e.g.) 'how do you spell the /s/ sound at the end of 'justice'?

To read more about working from vocabulary lists when using phonics approaches with Post-16 learners, see *Section 8.4* in the *Phonics Toolkit*, available here: bit.ly/post16phonics

Grapheme puzzles

Help your learners to tackle challenging words by presenting them in terms of their component phonemes, with each phoneme (written as a grapheme) on different sticky notes/ small pieces of paper that learners can manipulate to build the word themselves. Ask your learners to sound out the word whilst you write the graphemes on sticky notes and present them jumbled up for the learner to reassemble. As they become more confident, learners will be able to make these puzzle pieces themselves. You can also make these grapheme puzzles using digital tools, for learners to manipulate on an interactive board or on their individual devices. Watch [this video](#) to see how you could make digital phonics resources.



A few notes on this activity:

- Provide only the letters required for the task. Don't give extra 'wrong' letters unless your learner is ready for such a challenge.
- It's important to relate sound and the visual when spelling, otherwise the activity becomes a visual memory exercise.
- When sounding out, discuss the challenging part of the word. For example, in Parliament the first and third syllables are quite simple but it is the middle of the world (lia) that poses the issue.
- Showing learners that they have the tools to tackle at least some parts of a word is empowering. Allowing them to build words like this will give them the confidence to tackle words that they previously may have found overwhelming. This can be debilitating for some learners who find it difficult to continue reading a text if they approach a word they do not know.



For further information on using phonics approaches with FE literacy learners read Part 2 of the *Post-16 Phonics Approaches: A Toolkit* to garner an understanding of the essential concepts of post 16 phonics.

Chapter 6: Sequence, content and lesson ideas for teaching the basic code. Notably, section 6.3 which explores word level strategies and 6.4 focussing on sentence and text level strategies.

Chapter 7: Introducing the one to many principle in post 16 phonics includes strategies for working from print to sound and from sound to print.

Chapter 8: Post-16 Spelling Strategies includes a range of practical post 16 spelling activities.

How many words?

Write **British values** on your board or somewhere all your learners can see clearly. In teams, ask them to write down as many words as possible using the letters. Some learners would benefit from the letters being written down on post its / scraps of paper. For this example, words learners might suggest are:

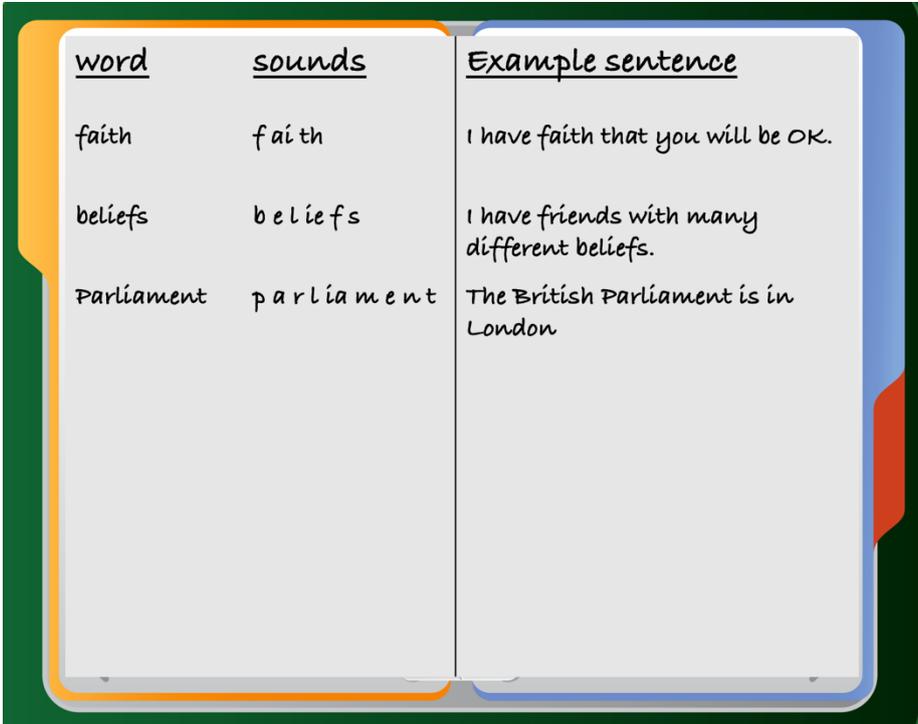
visit	lab	list
share	sue	halve

As with the example 'grapheme puzzles' above, this activity could be scaffolded if learners are given the words split into graphemes on sticky notes to manipulate.

Keeping a Personal Dictionary

Encourage learners to keep a diary for new words. The example below includes a simple layout for word + sounds + a sentence containing the word in context.

If you have ESOL learners in your group, it will help them to have an additional column for a translation of the word into their first/ other language.



<u>word</u>	<u>sounds</u>	<u>Example sentence</u>
faith	fai th	I have faith that you will be OK.
beliefs	b e l i e f s	I have friends with many different beliefs.
Parliament	p a r l i a m e n t	The British Parliament is in London

Running Spellings

Write new vocabulary (e.g. a list of British values words like the one above) clearly on a piece of paper and place it outside your teaching space. Put your learners in pairs and ask them to nominate each other as either a runner or a scribe. The runner will go to the spelling list and remember what they can of the word/s and verbalise them to the scribe who then writes the words down. If appropriate, encourage learners to swap so they both get an opportunity to take on each role.

This activity is a good warmer for introducing new words and, in turn for undertaking reading/ writing tasks. It supports learners to analyse the sounds in words and practice all skill areas: reading and speaking, listening and writing. It works well as a warmer activity to encourage team communication as the learners work together to spell the word correctly.

Note: Be mindful of the physical and neurological requirements of this activity on your learners. For example, it could disadvantage those with speech impairments, difficulty with short term memory or with physical disabilities. You may choose to:

- Ask the learners themselves to choose a role: reader/speaker or listener/ writer.
- Adapt this activity so it is a stationary task with the paired learners facing each other. The speaker could dictate in chunks the words to the listener who then writes what they hear on a mini whiteboard.

Using the White Board

During your lesson, you may come across new words. If you have space on your whiteboard (if not, you may want to use a smaller portable one for this), dedicate a space for new vocabulary. When a new word comes up, give the moment a bit of time. Even if the word seems irrelevant to your lesson as a whole, this approach allows you to be responsive to the needs of your individual learners.

Things to focus on:

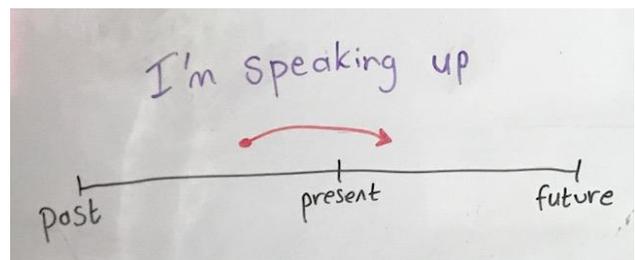
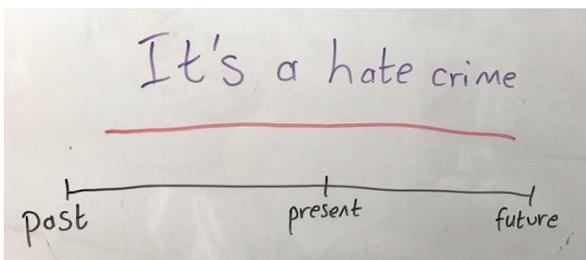
- How the word sounds
- How many syllables it has
- How people think it's spelt (if the word comes up in conversation rather than a written text)
- Phonemes and challenging parts of the word
- Translations (if you have different languages in the room)
- Word class e.g. noun, verb, preposition
- Examples of how it is used in context
-  • Shape of words

Write the word clearly on the board in print with no capitals (unless the word is a proper noun). Keep the words on the board until the end of the lesson and invite your

learners to photograph it. ESOL learners in particular would benefit from recording you saying the word alongside a sentence of the word used in context.

Timelines

A good way to teach different grammatical tenses is to visualise them on a timeline. This can be on your own white board to demonstrate to your class as a whole or on individual mini white boards inviting learners to place words where they think they should go.



It's useful to show the same word in different tenses, but ensure you invite full sentences to put the words in context. This helps learners relate the timeline visual with the word in use.

Note: At the lower end of Entry Level, your learners may have only approached simple tenses, so do not overwhelm them with all 12!

	Past	Present	Future (will)	Future (go)
Simple	I voted	I vote	I will vote	I am going to vote
Continuous / Progressive	I was voting	I am voting	I will be voting	I am going to be voting
Perfect	I had voted	I have voted	I will have voted	I am going to have voted
Perfect continuous	I had been voting	I have been voting	I will have been voting	I am going to have been voting

Using Images

Images are a great way to explore grammar, especially if your learners are comfortable with imagining events surrounding a still image. The following list is not exhaustive, but here are a few ideas (with suggested grammar focus) on how to use images that allow you to practice grammar whilst also providing opportunities to enter into respectful dialogue:

- Running dictation similar to the spelling activity above but whereby learners describe an image (using present simple and continuous), e.g. 'people are standing around a tall pole!', 'the ground is wet' 'there are more than 100 people', etc. and then a partner needs to draw the image/ choose it from a selection
- Reporting on what might have happened before the image was taken (past tenses)
- Predicting what will happen next (future with will)
- Imaging yourself in the image, explaining what you would / could / should do (modal verbs)
- Ask learners to bring in a photo of a family tradition or celebration and invite them to share what they do (present simple) or what happened (past tenses).

Use an image that creates a bit of mystery but can also initiate some discussion. Effective images could include protests, festivals and traditions from around the world. Discussions could be about sharing cultural knowledge and experience or even politics. You may choose to create a structured follow up to this activity in order to frame the discussion, or you could let the discussion be led by your learners.



May Day celebrations (May Pole and Morris Dancers) at Ickwell, Bedfordshire

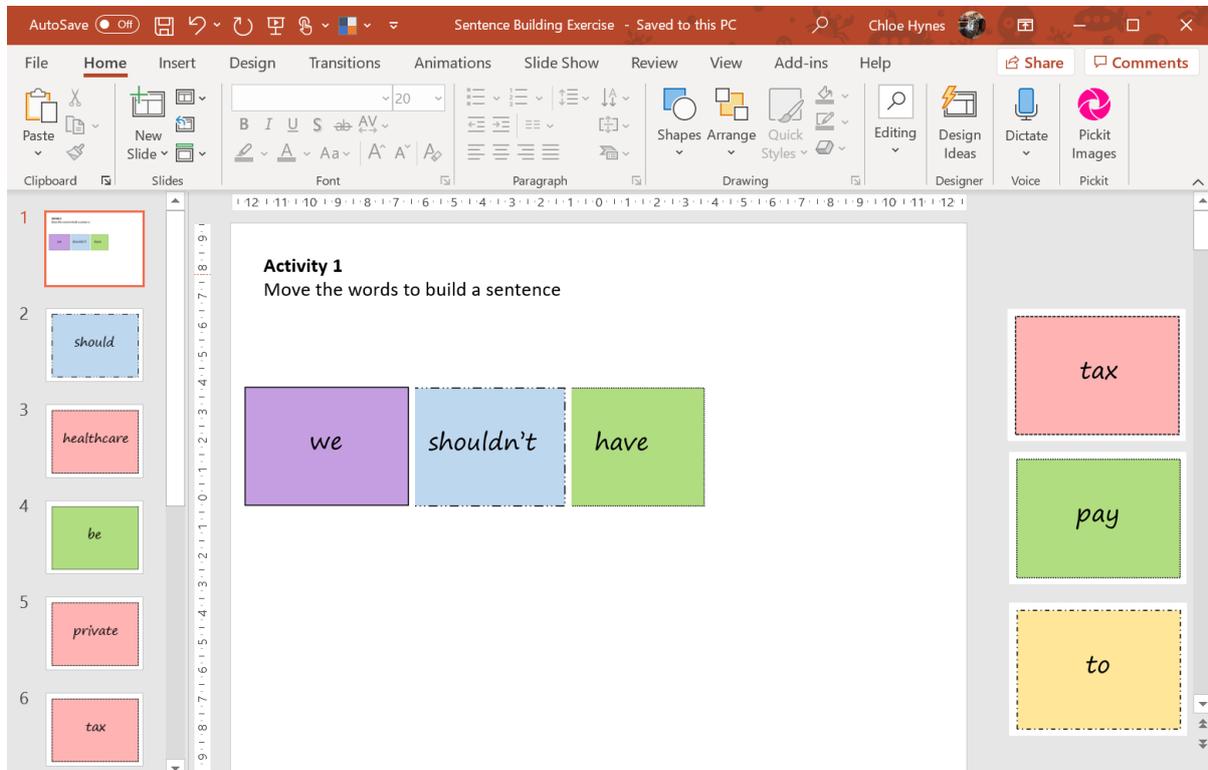
Image: R. Sheppard, 2005

Sentence Blocks

Write individual words onto individual cards and allow your learners to build sentences. This is similar to the 'grapheme puzzles' activity above and the sentences could also be generated through language experience and reconstructed using a digital tool (see example below) or simply using sticky notes or scrap paper. It can be helpful to code the words in some way by class so learners can begin to see patterns emerge visually.

Useful digital tools, such as *Padlet* or *Triptico*, allow you to create movable cards which can be colour-coded. However, be aware that this may not be appropriate for learners with colour blindness. Instead, you could create your own sentence building game on PowerPoint (see screenshot below) using both colours and borders. This

way, there are different types of visual stimulus being used. This example shows verbs (green with a dotted border), nouns (pink with a dashed border), modal verbs (blue with a double dot dash border), prepositions (yellow with a dot dash border) and pronouns (purple with a solid line border). This approach helps learners explore language patterns, like which type of word carries the tense (verbs) and which words show who/ what a sentence is about (nouns).



Some Useful Websites

<http://thespellingblog.blogspot.com/>

<https://english.excellencegateway.org.uk/teaching-learning-and-assessment>

<https://esol.britishcouncil.org/>

<https://learnenglish.britishcouncil.org/>

<https://thatreadingthing.com/>

<https://thatspellingthing.com/>

<https://www.bbc.co.uk/teach/skillswise/english/zjg4scw>

<https://www.excellencegateway.org.uk/interactive-resources/literacy>

<https://www.skillsworkshop.org>

Entry b. Empowerment through Literacy

The language used in British values can pose a barrier that can prevent learners from engaging with discussions. Common words used may prove alien or even have stigma attached. Our job then is to demystify the language and provide learners with tools to use it confidently. The language can be a valuable asset to their funds of knowledge. There is empowerment within literacy.

Learning Objectives

- ✓ Use effective strategies to find the meaning of words (e.g. a dictionary, **working out meaning from context; using knowledge of different word types**)
- ✓ **Use mostly correct grammar** (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)
- ✓ **Spell correctly words designated for Entry Level 3** (see Functional Skills Subject Content)
- ✓ **Communicate information and opinions clearly on a range of topics**
- ✓ Make requests and ask **concise** questions using appropriate language in different contexts

Resources

Spelling list + sticky tack
Powerpoint presentation
Image of John Bird & a Big
Issue vendor
Bird facts
Twitter templates
Images of placards

Key Vocabulary

Common British values
terminology

hashtags

Language Focus

Question forms

Grammar

Clarity

Brevity

Running spellings

Hang the Spelling list outside your room. You may wish to edit this list down and add words from the forthcoming text depending on your group.

Put your learners in pairs and ask them to nominate each other as either a runner or a scribe. The runner will go to the spelling list and remember what they can of the word/s and verbalise them to the scribe who then writes each word on an individual piece of paper or post it note. If appropriate, encourage learners to swap so they both get an opportunity to take on each role.

Traffic Lights

In pairs, invite learners to move the words under the headings:

We could easily explain this

We think we could explain this

We don't know this

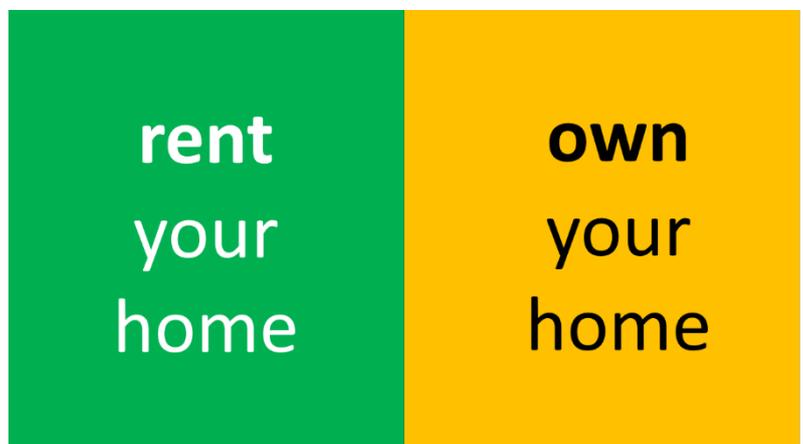
As they discuss their knowledge of word meaning, encourage them to help each other and move words from one list to another. Feedback to the group by eliciting from your class what each of the words mean and ask them to use the words in context.

Next, give learners time to add the words they found adequately challenging to their personal dictionary and construct sentences using them in context.

Would you Rather?

Display the [Powerpoint slides](#) and ask learners to move to either side of the room depending on what they would prefer to do. Tell your learners that they must make a choice. Invite people to share their reasoning, which is likely to instigate some interesting discussion. Alternatively, you could do this activity via voting platforms such as *Kahoot* or *Plickers* if you wanted learners' answers to be anonymous.

Make some slides using the examples, one per slide, below. They contain generic ideas, so use them as a starting point and add your own ideas to create additional slides in the deck, making it personal to your group, your area and the current period of time. The final three questions lead in to the next activity so we recommend you keep them (or something similar):



- **Own your own home or rent?**
- **Work 38 hours or 10?**
- **Live in the city centre or in the suburbs?**
- **Vote Labour or Conservative?**
- **Be good at maths or be good at English?**
- **Tweet a complaint or call to complain?**
- **Protest in the street or write a letter to your MP?**

Case Study: Lord John Bird

Display this hashtag (today for tomorrow): **#todayfortomorrow**

Elicit what it says. Ask why the words are all clustered together (as used on social media). Invite your learners to consider what the hashtag means, and, if you are working with any learners who are developing their digital literacies, what a hashtag is used for online. Introduce your learners to the campaign. You can read more about it here: <https://todayfortomorrow.org.uk/>

Show a photo of a Big Issue vendor and ask your learners who this is and what they do. Show an image of John Bird and ask the same questions. Note that this activity may reveal judgements and stereotypes about both people. Discuss what we mean by stereotyping if required and explore how this can impact on people who experience it in their lives. Note, some learners may have been stereotyped to a negative effect in their own lives and so manage this activity sensitively.

Say the following three sentences about John Bird and then ask your learners which one they think is true.

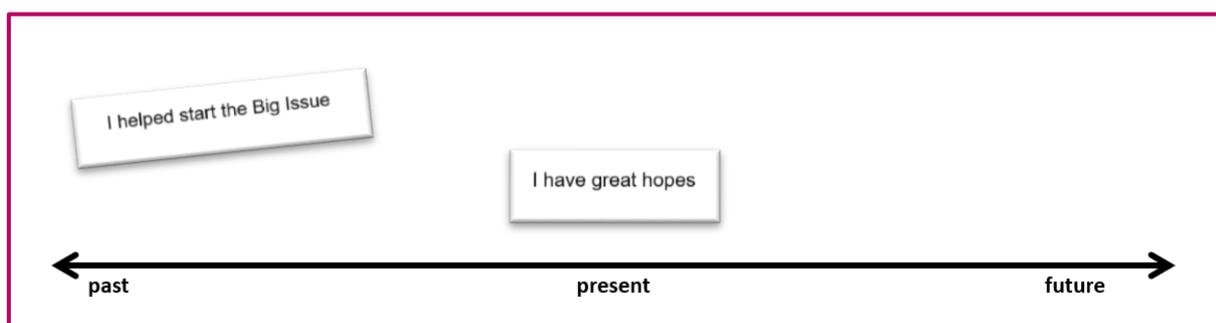
He has been knighted. (false)

He has a private pension. (false)

He learned to read and write as an adult. (true)

Introduce Lord John Bird as the founder of the Big Issue, a man with personal experience of poverty, prison and homelessness. He is an inspirational figure in that he overcome obstacles to improve his English literacy, study printing and then go on to create opportunities for others in vulnerable circumstances through his magazine [The Big Issue](#).

Ask your learners to draw a grammar timeline like the one below on a piece of paper or on a mini whiteboard. Then, they will place the **article facts** onto the correct place on their **timelines**. This could be a copy and cut out activity or you could display the sentences on the board and ask learners to write them directly onto their timelines. When complete, ask your learners to check their answers in pairs.



Now, invite your learners to consider what questions they would like to ask John Bird, if they could. If required, run through question structures, model some

examples and note them on the board for your learners to reference whilst completing the activity. Invite learners to share their questions with the group.

What's your Big Issue ?

Ask: **What do you wish you could change about your local community?**

It could be something serious, something small – whatever the learners feel personally passionate about is good. First, ask your learners to talk about their 'big issue' with their partner for 3mins each. Next, ask them to write a **tweet** (240 characters) about it and share their tweets with their partner. This sharing opportunity allows them to peer check each other's work for clarity as well as spelling and grammar, etc. (Note, for digital literacy purposes, tweets have different spelling and grammar conventions compared to other media/ text types. You can only fit so much into a tweet, so abbreviations, emojis and little/ no punctuation is the norm.) Share the 'tweets' as a group either on a display or via an online noticeboard such

 as *Padlet*.

Put your learners into small committees (three or four people) and ask them to read their tweets to the group. The group will then vote which big issue they would like to work on. Next, the group will discuss the issues (present and past) then decide what they would like to do about them (future).

The groups will each present their big issue and recommended action to the rest of the class. Each group in the audience will confer and ask a question to the presenting group.

Depending on the level of the group and the themes the learners want to explore, this activity could lead to a vote for a class committee or local MP etc.

Another alternative conclusion to this activity could be to continue with the social media method of communication and ask your learners to tweet:

- their questions (this could be co-created on whiteboards if your learners need to practice brevity in questioning)
- their agreed actions
- interactions with the above from the other groups
- a hashtag co-created by the committee.

Placard Cooler

A nice way to draw this session to a close, is by giving your learners the opportunity to represent their big issue visually. If you feel this kind of activity is appropriate for your learners, share images of protest placards like the examples below and invite them to design their own to represent their big issue.



*Protests against Trump's Travel Ban at LAX airport, USA. 2017.
Image: Kayla Velasquez @KaylawithAV (Unsplash)*



*Climate Change placard, Germany. 2019.
Image: Markus Spiske, @markusspiske (Unsplash)*



*Anti-Racism protesters, London.
Image: Henry Be @Henry_Be (Unsplash)*

Spelling Lists and Traffic lights

Parliament	equal
democracy	law
government	religion
tolerance	belief
individual	parties
majority	vote
justice	right
prime minister	protest
privacy	respect
decision	faith
diversity	value
mutual	liberty

We could easily explain this	We <i>think</i> we know this	We don't know this
-------------------------------------	-------------------------------------	---------------------------

Article Facts

We were quids in

We luxuriated in sweets

Poverty was a part of the everyday embroidery of our everyday life

It woke in me a spark

It might be possible to have a better future

I was having my patterns laid down

I kept going from feast to famine

I was no better than my mum

I never lived within my means

I helped start the Big Issue

They were laying down problems for the future

It made poverty more expensive and socially costly for the future

I entered Parliament as a People's Peer

I also wanted to prevent poverty

I think I might have been trying to sculpt

I have great hopes

I hope it will pass through Parliament

A commissioner who will aggressively stand up for the interests of ...

The Future Generations Bill...is what grown up thinking needs

I hope it will...help us make the world of tomorrow

Future government thinking should be about preventing the dreams of the past

Tweet Template



@ _____ # _____ # _____

     |  **Tweet**



@ _____ # _____ # _____

     |  **Tweet**



@ _____ # _____ # _____

     |  **Tweet**



@ _____ # _____ # _____

     |  **Tweet**

Level 1

Activating prior knowledge

If you plan to introduce a new topic, work with a new text or even would like to do a recap from a previous lesson, it's helpful to find out what your learners already know. These activities are useful because they prepare your learners for what is to come in the session and the results may even surprise you.

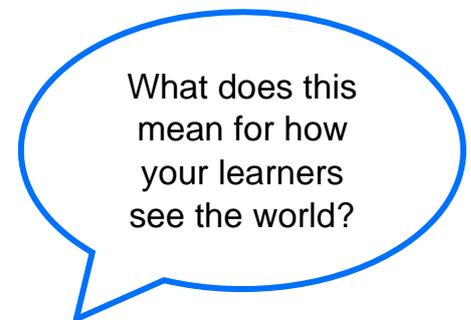
Ways to go about this:

- Mind mapping: as a group or individual
- Word association games (see warmer in the lesson plan for an example)
- Graphic organisers
-  • Sticky notes: as an individual / small group then snowball. As a whole class, find a way to group the words.
- Writing sentences using the given word/s.
- Drawing: as a group. First in written language just drawing and a focus on spoken communication. Next learners can add single words or small phrases. They could add emotive words in a circle or underlined. Lastly, present as a group in 60 seconds. Ask: what words they found most prominent.



When feeding back after this activity, consider the following:

- Personal stories and experiences
- Local / regional / national context
- Cultural context
- The power of words and language
- Misuse of language (may have comical results or may be serious)
- How words and phrases can help us identify people's opinions / biases
- Words that don't exist in English but do in other languages (and vice versa).
- The diversity of your class!





You may choose to use a text like this (click the screenshot to access) to explore with your learners how language shapes the way we see the world.

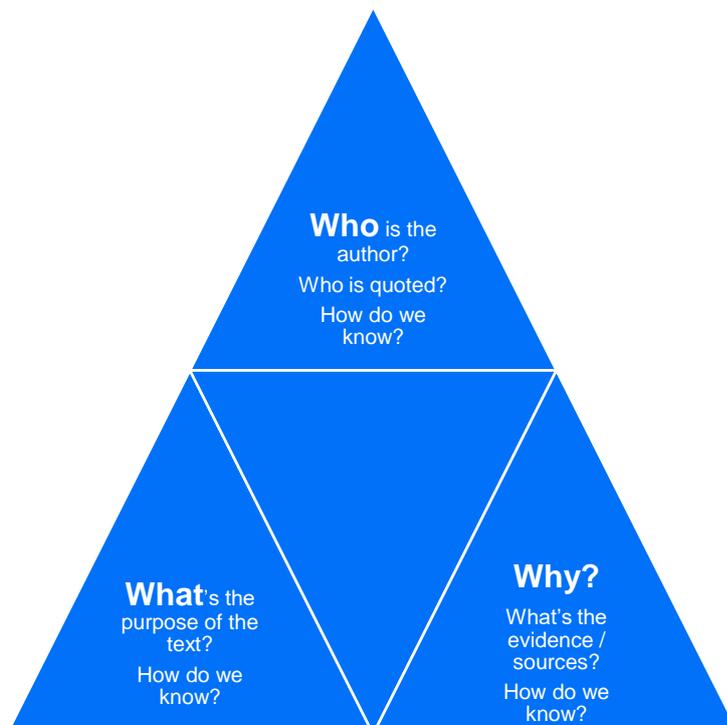
Audience & Purpose

Take three different texts, each focuses on the same current topic. The texts could be from different political leanings or different platforms (e.g. blog post, newspaper article, online news outlet, letter, Facebook post, etc).

 To scaffold, begin by talking about layout and emphasis.

If you're using an article, block out the main text and let learners predict from first glance who the audience is and what the purpose is.

Ask learners to complete the **text triangle** using these questions as a starting point:



This activity can then be extended by using the information gathered in the triangle to differentiate between fact and opinion, and ultimately spotting bias. It's helpful to:

- define bias
- decide what they should look for
- discuss whether it can be unconscious or not
- explore how it affects the meaning of the text

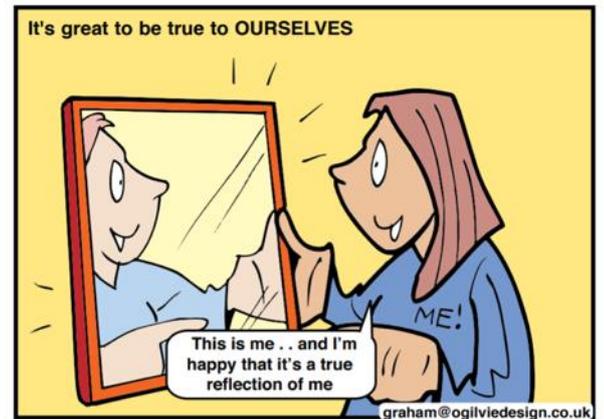
Express Yourself Visually

Using cartoon images illustrating this chapter, ask your learners to consider what message they are trying to get across.

From this synthesis activity, you can discuss the power of language for the individual and their identity.

Following this discussion, ask your learners to create their own graphic to represent themselves and what's important to them (it could be serious or not, leave that decision with them). To give them some structure: ask them for one drawing, one speech bubble and one strapline.

To extend this activity, you could ask learners to work in small groups or as a class and, putting all individual images together, discuss their collective identity as a class and make one image. Discuss and decide fairly what they will/ will not include.



Note: artistic skill is not being assessed here (for the learner or the teacher!).

Sticky Topics

For this level (as with every level), there will be sticky topics which your learners may find challenging. Tackle them as a class community and create some resources that can be used time and time again.

 Conduct a whole class DIRT reflection and ask the class to decide upon a handful of areas in which they need to work on.

Split your class into groups and let them discuss as a group what they already know, look through their previous learning material and watch videos on YouTube/ vimeo for inspiration.

Ask learners to create a poster (or even a [Powtoon](#) video) and do a mini teach to the rest of the class. Posters/ videos can go on the class Moodle and posters can go up in your learning space (if able), as a reminder.

An alternative to this activity is to ask your groups to be working groups for a political campaign promoting their particular sticky topic. To do this, demonstrate with different political posters and speeches, and discuss the language used. This activity will encourage your learners to use their language to persuade. After presentation of their campaigns, lead a discussion about what was successful and what was the most persuasive argument.

Why do you need the possessive apostrophe in your life?

Why is the paragraph important to you?

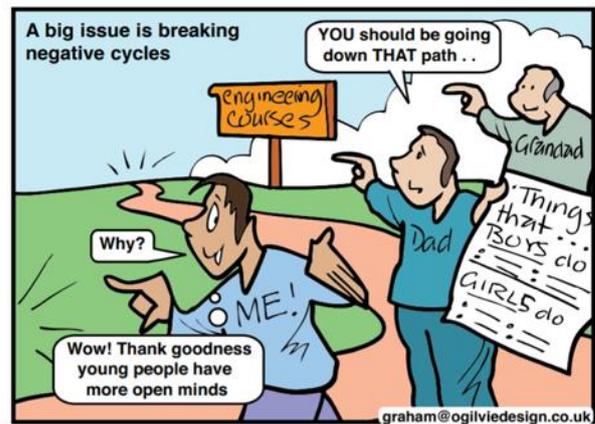
Back the comma!

Reciprocal Reading

In groups of four, teams work together to understand one text. Each learner has a different role during the reading task:

1. Predict
2. Clarify
3. Question
4. Summarise

You can find resources on the internet about each of these four roles when searching 'reciprocal reading'. However, you could create your own 'Job Specifications' as a whole class instead. To do this, ask your learners what they think the words mean and what the roles entail. Ensure everyone agrees with the specifications as a class before moving on. Then, ask for sentence starters for each to give examples. You may choose to create targets for each role to make them fair. This will encourage quieter group members to contribute more and louder members to be concise. Doing it this way as an introduction to the task means you can co-create the roles with the learners and give them some ownership of them. It also reduces reading time because, if you use role cards, learners will need to read and understand them before then interacting with the actual text.



When in teams, learners then have 5 minutes to agree upon a job role. If two people want the same role they will need to put a case forward as to why they will be best for the role and let the remaining two members allocate the roles.

A picture says a thousand words

This activity will help with inferring meaning from images that is not explicitly written in a text. If you are planning to use a text that comes with an image, as a lead in activity, work with the image first so the learners can predict what the text will be about.

Display the image and consider these questions:

What happened before this image was taken?

How do you know this?

What is happening? What makes you think this?

What are the people thinking? What makes you think this?

What might happen after?

What makes you think this?

For a follow up activity, ask learners to construct their own images so they can consider inferring meaning from the back end and what this entails. This activity could happen after you have interacted with your text or it could be just before when still at the prediction stage by using a headline or a first paragraph to inspire them. Their image doesn't need to be drawn, it could be a dramatized image (or photographed) in the learning space or even out in the community.

An alternative method is as a fun warmer: give each pair of learners a headline and ask them to consider what they think the story is about. The learners then take a photo to illustrate it and share with the rest of the class. The class then matches the photos with the headlines.

Viewing the Protected Characteristics

Ask your learners what the [protected characteristics](#) are, to name them and what this means in practice. Ask your learners for examples (some may be from personal experience). Don't push learners to share things about themselves, or assume that all learners know something that you do e.g. you may know a learner is neurodiverse, but they may not want the whole class to know or to talk about it.

Using the text you have chosen to work with in your lesson (this could be an article, story, letter, Facebook status etc), ask each of your learners to wear a metaphorical pair of spectacles. Ask your learners to view the text through the lens of these spectacles: one for each of the protected characteristics and consider how the text would make them feel if they were to have that identity.



Disability



Sex



Age

This idea of spectacles with which to view a piece of text can be used at different levels in different ways. For example, at Entry Level you may want your learners to look for elements of language e.g. nouns, verbs, prepositions, and at Level 3 you may want your learners to consider how different schools of thought would analyse and critique a text e.g. through a Marxist, Feminist, Post-Colonial lens.

A similar activity to this can be seen in Unit 4 of the **Prevent Duty and British values for Adult Learners (2018)** resources where learners are given a secret identity with which to view the session. You can access those resources for free, here:

https://padlet.com/c_collins2/PreventBV or

<https://preventforandtraining.org.uk/home/practitioners/curriculum-guidance-and-materials/>

Your son is transgender, he was born in a girl's body.	Your partner is HIV+.	You have just started in a same sex relationship but previously you were with someone of the opposite sex.	You have just been diagnosed with bi-polar disorder.
You are pregnant and you will be co-parenting with the biological father and your female partner.	You and your family have moved to the UK in search of a better standard of living.	You are partially deaf. You can lip read.	You are older than any of your colleagues and old enough to retire but you don't want to.
You are an atheist.	Your grandmother just married a man 35 years younger than her.	You suffer from depression and anxiety.	You have 'attention deficit hyperactivity disorder' (ADHD).
You have a sight	You have dyslexia and Irlen Syndrome (which means	You have rheumatoid arthritis, which makes sitting	You have a son with

Expressing myself – DARTs activity

This activity will help learners develop their active reading abilities using an approach called 'Directed Activities Related to Text' (DARTs). DARTs are activities which get learners to interact with texts. Their aim is to improve reading comprehension and develop critical reading abilities. They can be done by individuals or in groups.

To prepare for this activity, choose a selection of texts that relate to learners' lives and focus on aspects of identity, e.g. articles from newspapers/ magazines, short stories, poems/ extracts from fictional texts, etc. Try to find articles that represent people's intersectionality – i.e. a disabled person who is gay and does not feel defined by either of these aspects of their life. You will be using the texts to make DARTs activities - see the instructions below:

DART 1 - Sequencing

Using one of the texts you selected for this activity (see above), cut it up into different sections, depending on the text and your learners' abilities/ what specific aspects of language you want them to focus on (laminating the pieces makes this an activity you can use again). You can cut up words, sentences, paragraphs or sections. Now, with learners working in pairs/ alone, ask them to reassemble the texts and discuss how they are able to do this, e.g. by their understanding of spelling, grammar or layout conventions.

DART 2 - Matching

Find short texts/ extracts with headings/ subheadings/ pictures. Cut them off the texts and then ask learners to match the blocks of texts with the heading/ subheading/ picture. You can make this activity harder by using similar texts and

headings, so learners have to think very hard about the right matches. Ask them how they decided on the correct matches? What clues did they use?

DART 3 - Diagram/ table construction

Using a text that lends itself to this task, ask learners to label a diagram/ make a table/ draw a flowchart using information from the text.

Who's my audience?

Give learners paper/ on screen copies of a range of texts written in different varieties / styles / registers of English (representing the diversity of the British population, and helping learners appreciate this diversity). These could be song lyrics, a poem, an extract from a play, an extract from a story, a magazine article, an advertisement, etc. If possible (though this may be challenging) use a text that has an audio version, e.g. from BBC Radio 4, YouTube, or an audiobook, so learners can listen and follow the text. Find some texts using slang/ where words are spelled as they sound (as in the examples that can be accessed via the BBC's 'voices' site at <http://www.bbc.co.uk/voices/schools/worksheets/pdf/speechstyles.pdf>).

Discuss the different text features and the impact they might have on different audiences (e.g. would someone from outside London feel excluded when Londoners used their local dialect in spoken/ written texts?).

Turn attention to the extract from Just William in the BBC text above. Ask how many examples of non-standard English learners can spot in William's description of the striped rat.

Now ask learners to try turning William's speech into more 'standard' English, and reciting it using an accent they think fits with the more standardised form. Ask: What might the impact be on the audience? What different judgements might we make about people depending on the variety of language they use? Try to use the word 'judgement' in your dialogue about this piece, to reinforce the idea that learners are using their judgement about the text, as we all do when we make assumptions about people based on the ways they speak/ write.

Quick writes to focus on content

This activity will help learners develop their awareness that content is the most important factor when writing. It's something that you can do again and again to develop confidence and writing abilities.

Explain that learners are going to undertake a 'quick write' exercise and choose a topic for them to write about that is related to British values, such as an issue in the news or their views on whether people should be able to vote at the age of 16. Ask learners to write for two minutes (no stopping) on the topic. Say it is for their eyes only and they can write about whatever aspects most strike them.

Stop the task after 2 minutes and ask people to share anything they would like the group to hear. Ask them to read bits of what they have written aloud.

When this is finished, remind them that they have all just completed a writing task and draw out the following key points:

- Content is the first most important aspect of written English.
- A piece of writing is usually for readers other than yourself (unlike the Quick write) and must therefore show audience awareness, structure, grammar, spelling, punctuation, etc.
- Sharing writing can make you feel exposed, partly because it can be personal but also because people judge others on the ways they write (and speak).
 - It is very rare that writers get it right first time; they have to draft and redraft, sometimes many times.

Slow writes to develop accuracy

This activity will slow the writing down and enable learners to approach each word, sentence and paragraph with care and attention.

Tell learners they will be drafting rather than writing. Then give them a topic and ask

 them to complete a set of exercises. In his Blog 'The Learning Spy', David Didau gives the following example exercises (they can be simplified according to learners' abilities):

1. Your first sentence must start with a present participle (that's a verb ending in 'ing')
 2. Your second sentence must contain only three words.
 3. Your third sentence must contain a semi-colon
 4. Your fourth sentence must be a rhetorical question
 5. Your fifth sentence will start with an adverb
 6. Your sixth sentence will contain a simile
- Etc.

Once learners have finished, they need time to improve. Ask them to interrogate every single word and consider whether there might be a better word. They look at every sentence and ask, could it begin differently? Should it be longer or shorter? Are they absolutely sure it makes sense? Hopefully they will be busily scribbling all over their draft and putting the new ideas in the spaces around their writing (double spaced lined paper makes this much easier).

Other Slow Writing ideas include:

- Put different sentence instructions into a hat and give everyone a random selection
- Giving learners lists of numbers and tell that the number of words in their sentences must conform to these numbers.

Co-creating Success Criteria for Writing

Distribute some pictures of different famous (**diverse**) people – they need to be people who might do a show, like musicians, comedians, actors, etc. Be mindful if anyone in your group was not brought up/ has recently arrived in the UK; explain who the pictures are of and why these people are famous. Possibly ask people to find pictures of people who are famous in their culture, and who are representative of different Protected Characteristics (you may need to remind learners in the group what the Protected Characteristics are). This should open up an interesting discussion about visibility of different groups of people in the media, etc.

Ask learners to imagine that they are writing a review for their local magazine or writing a promotional piece for a website, advertising one of the famous people coming to a venue nearby. Before the activity begins, work with learners to co-create some success criteria for the writing task (e.g. a website advert needs to use positive language, be readable for a wide audience, be visually appealing, etc.).

Write the agreed criteria on the board with space at the end for more to be added as the task progresses.

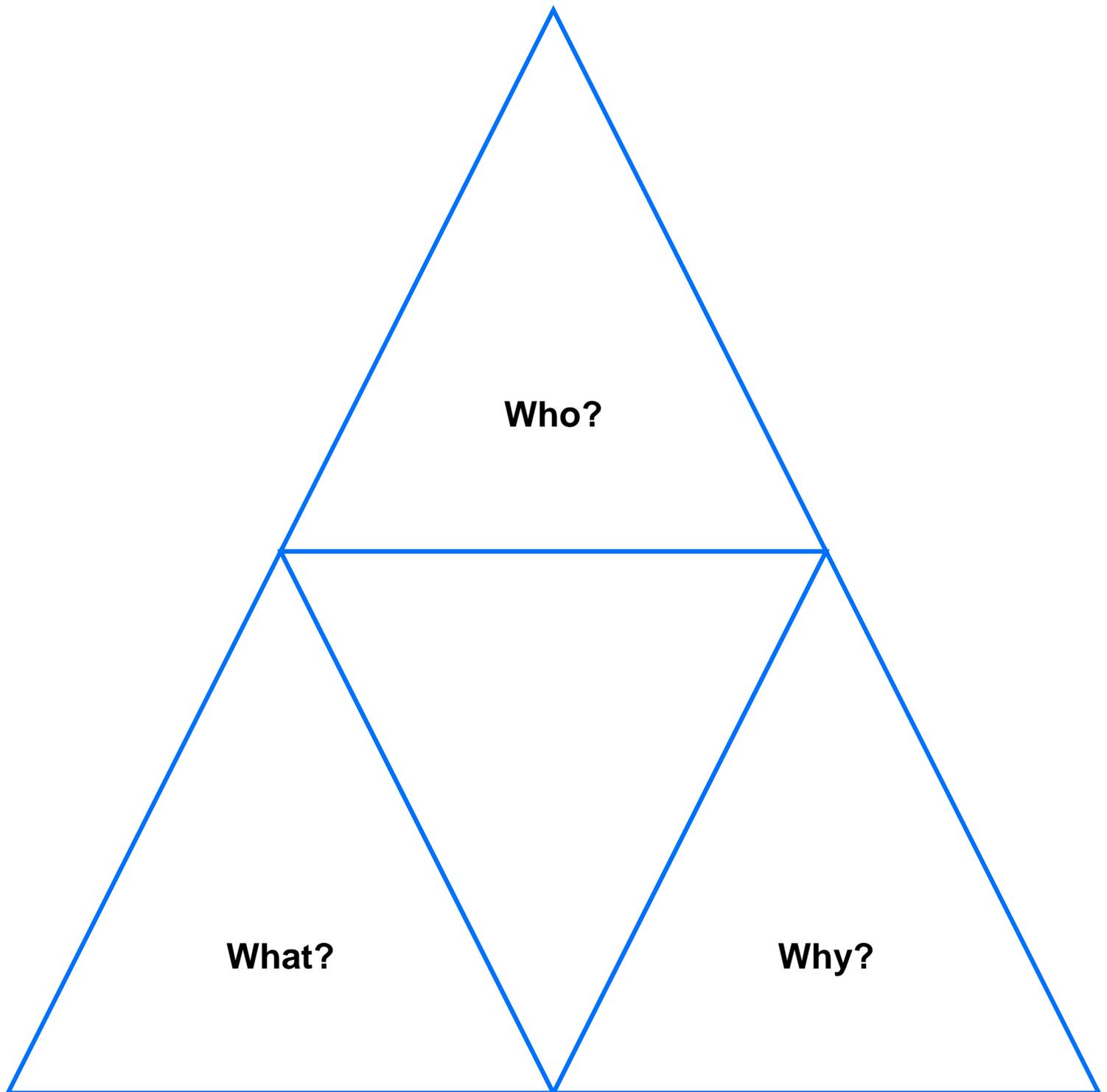
Now ask learners to privately rank themselves in terms of their confidence to, e.g. produce visually attractive texts from 0-5 against each of the success criteria. During the session, continuously refer to this list, and add to it if necessary.

Next, either ask learners to work individually to draft their adverts/ reviews or, if appropriate, ask them to design them in small groups. Use the success criteria for the learners to judge the quality of their own work and set themselves improvement targets to continuously improve their drafts (with you or, if possible, peer support).

Give learners time to re-rank themselves at the end of the task and you/ they can refer to this information during 1:1 progress talks.

 If you collect learners' texts at the end of the session, make sure that your marking allows for learners to amend/ improve their work during the next session through 'dedicated improvement reflection time' (DIRT).

Photocopiable: Text Triangle (for audience and purpose task in Level 1 toolkit)



Level 1b. Seeing the World Through Language

This lesson aims to explore how we understand our own world through language and how we perceive communications through summarising, synthesising and debating. There will also be a focus of persuasion and an exploration of bias.

Learning Objectives

- ✓ Communicate information, **ideas** and opinions clearly and **accurately** on a range of topics.
- ✓ Follow and understand **discussions and make contributions relevant to the situation and the subject**
- ✓ Identify and understand the main points, ideas **and details** in texts.
- ✓ **Identify meanings in texts and distinguish between fact and opinion**
- ✓ Write text of an appropriate level of detail and of appropriate length (including where this is specified) **to meet the needs of purpose and audience**

Resources

Mini whiteboards & pens
 Projector or printed photos
 1-3 articles cut up
 Facebook posts

Key Vocabulary

Football specific terms
 terraces
 community
 justice
 LGBT

Language Focus

Debate language:
 In my opinion...
 I agree/disagree/believe
 To clarify/summarise...
 That's a good point, but...
 Firstly, secondly, lastly...

Warmer - Word association

<i>community</i>	<i>team</i>	<i>bully</i>
<i>stadium</i>	<i>home</i>	<i>football</i>
<i>prejudice</i>	<i>terrace</i>	<i>justice</i>

 Start with one of the words above and ask the learner on your right to think of a word they associate with it. The learner to their right then thinks of a word related to the new word and so on around the room. For example:

community > people > diverse > colourful > rainbow > pride > happy

Ensure your learners understand that the words they are associating with are those from the person on the left (and not the original word – unless they are the first learner in the line). You can do this by demoing with a few learners first.

Note: This activity works best if your learning space is in a horseshoe or circle because learners will know who is next in line.

An alternative way of doing this is with mini white boards letting each learner word associate with the key terms above.

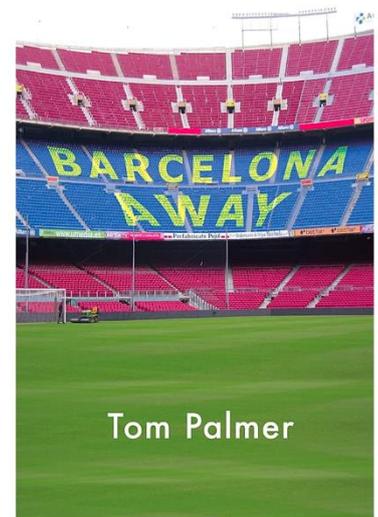
Initial Discussion

Encourage a discussion about being in crowds, stadiums and around football in general. Be mindful however that some of your learners may not be interested in football so try to keep the questions open and inclusive like those shown below:



What do you think?

- Have you ever been in a big crowd? How did you feel?
- Do you support a football team (or another sports team)? What made you support that team?
- What do you think it would be like to live in a city that is home to two rival football teams? What issues might arise?



This activity could be done as a think > pair > share to give learners time to formulate and reformulate their ideas.

You may wish to extend the activity to explore elements of mutual respect through debate:

Is it possible for people in rival teams to get along?

Split your class into two halves and facilitate an informal debate. During – note down some good examples of debate language to help others join in (and to help learners later in the lesson). When complete, ask your learners to consider:

- Have you changed your original opinion?

- Did anyone say something that changed your mind?
- What was the strongest argument? Why?

Before and after photo

Display the image below and ask your learners:

What do you think is happening?*

What has happened?

What do you think will happen next?

 * if any of your learners know about the event (The Hillsborough Disaster, 1989) in the image, ask them to wait for a moment whilst others make predictions. Then, ask the learners who do know about the event to give the correct answers.

Use this as an opportunity to illustrate and explain what **terraces** are. Invite a discussion on why your learners think someone would have an opinion about them. This provides a lead-in to the text exploration activities.



Fans climbing onto the terraces mid-match at Hillsborough Stadium, Sheffield, 1989.

Summary & Synthesis

Print the articles you would like to use for your text work:

[Bring Back the Terraces](#) (The Sun)

[Uefa president admits more must be done to tackle racism in football](#) (The Guardian)

[How LGBT fans groups are changing on the terraces](#) (BBC)

NOTE: Initially, you may want to remove the name of the newspaper from the copy you give to learners so as not to promote unconscious bias. As an example, it may be interesting to discuss the community-led newspaper 'ban' of The Sun in

 Merseyside with your learners. For more info see: <https://totaleclipseofthesun.org/>

We've provided three different articles from three different news providers / different lengths and reading difficulty. You can choose to focus on just one if you have a small group (we recommend: 'Bring Back the Terraces'). Consider which one would be most suitable for your class. If you have a larger group, you may choose to use all three as follows:

1. Split your class into three groups. Each group has one article cut up into 2/3 pieces. Each group has 2/3 pairs and each pair has one piece of article to work with.
2. The pairs read and summarise their section and feedback to their group.
3. As a group, learners decide what order the pieces should go in to make a coherent article. Next, they decide upon 5 key points to summarise the article and point to 1 or 2 quotes that stand out to them.

The groups each feedback to the whole class describing their article in the 5 key points and presenting the quotes. Ask them to explain why they chose those quotes and why they thought they were important to present.

 **NOTE:** You may choose to incorporate an element of flipped learning. If so, give your learners the texts you'll be using before the lesson. Some will read and some will not. That's OK but will still give them the opportunity and as so helps you to make your lesson more inclusive.

Audience & Purpose

In pairs, ask learners to complete the audience and purpose triangle (in the toolkit) for their text.

Upon feeding back ask learners what they understand about bias. Ask for examples (they don't have to be from the text) and discuss why people can be biased and what they might hope to achieve. Ask if bias is always intentional.

Ask learners to return to their pairs and highlight any words they think may be loaded/ show bias. Next, ask them to share their thoughts with the rest of their small working group and settle on three examples each to share with the class.

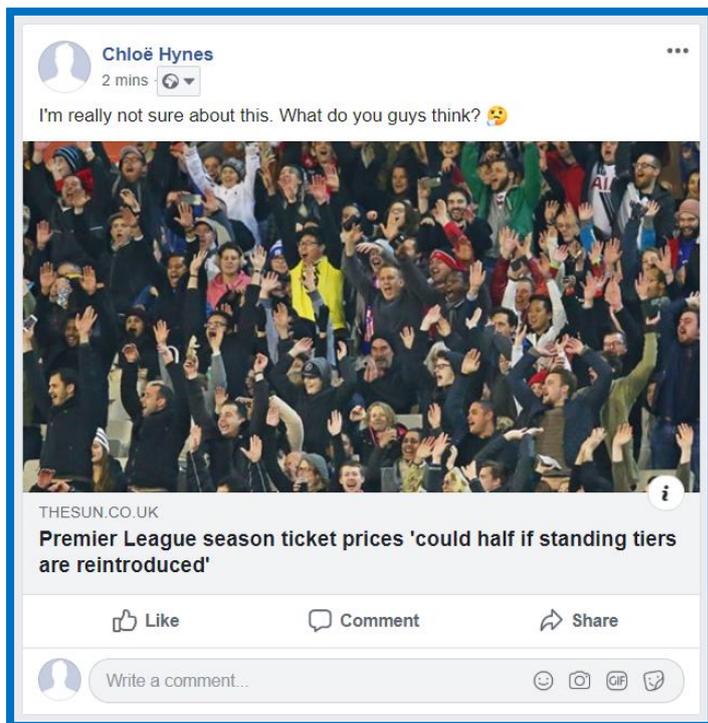
Ask each text-working group to give three examples of bias from their text with reasons why they think it shows bias. In feeding back, ask the class what language could have been used instead to make it less biased/ more objective.

IMO (In My Opinion)

- Give each learner a sticky note and ask them to write a Facebook (FB) post (as if they were to share the article on their own timeline). See the screenshot below as an example. Ask learners to state their own thoughts about the article and urge people to read it. Their post must contain at least one fact and one opinion.

Next, invite learners to read and interact with the posts through FB 'interactions' and reply posts. During whole class feedback, discuss which posts:

- have the most comments?
- have the least comments?
- have the most varied reactions?
- don't have a fact or opinion in them?
- stick out?
- would get the most clicks to view the article?



Plenary activity - Think/ Pair/ Share

Ask learners to consider and discuss the two thoughts below. The final share could be via a digital tool such as [Mentimeter](#), or [Padlet](#), which will also help you evaluate the learning that has taken place during the session.

1. How has your thinking changed since the beginning of this lesson?
2. Something I have learnt today that I will use in the future is ... because ...

BRING BACK THE TERRACES

Premier League season ticket prices could 'halve if standing tiers are reintroduced'

Football fans could enjoy top matches for less than half the price if terracing was brought back

BY CRAIG WOODHOUSE 11th August 2016, 12:01 am

THE sky-high cost of watching Premier League football could be halved if ministers end the ban on standing at matches, a new report claims.

Season ticket prices would plummet if so-called "safe standing" areas were introduced to boost capacity, the Adam Smith Institute think tank said.

It analysed the price differences of the cheapest and most expensive tickets between top flight clubs in England and elsewhere in Europe where standing is allowed – like Borussia Dortmund's incredible 25,000 standing terrace.

And it found bringing back standing could cut the price of watching Arsenal from £1,014 to £501 a year, Manchester United from £532 to £236, and Chelsea from £750 to £311. Tickets at Liverpool could fall from £710 to £216, Everton from £444 to £179, and Southampton from £541 to £212.

The think tank also said atmospheres would improve while clubs could offer a wider range of ticket prices to attract different types of fans. They argued that experiences from other sports and advances in stadium technology show standing can be safe – sparking demands for ministers to scrap the ban.

Stadiums in the top two English leagues are all-seater under rules put in place after the 1989 Hillsborough disaster, but surveys have found more than nine in 10 fans want standing tiers brought back. Report author, Ben Southwood, said: "The standing ban is an anachronism: clubs across Europe have rail seating sections with no incident, creating superior atmosphere and allowing for a cheaper tier of tickets.

"Unlike the adversarial attitude police, club organisation and fans had during the dark days of the 80s, we now know how to manage large crowds well."

Adapted from an [online article](#) in The Sun 11th August 2016

Level 2

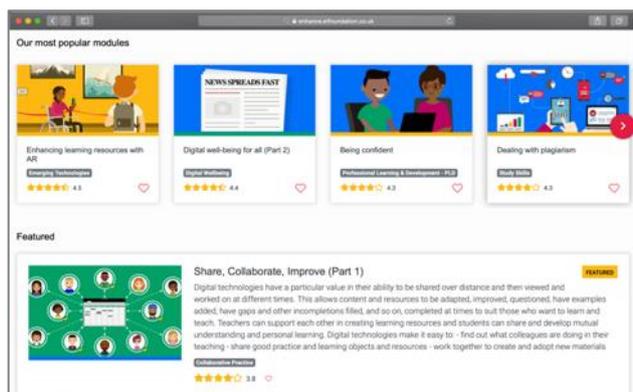
Level 2a. Persuading, Debating & Emoting (online)

Digital Literacy is an everyday skill

In today's world, digital literacy is an important communication skill. So important that it can be difficult functioning day to day if you are not digitally literate to some degree. It is important then, that we should aim to improve our learners' digital skills, especially if we know that they do not have much experience or confidence with technology.

It is also worth bearing in mind those with little or no access to such technology, such as our disadvantaged learners and those in secure estates, may find the very concept and use of digital platforms abstract and alienating. Therefore, what may be easy to you, may be complex and challenging to others. With this (and other access issues) in mind (e.g. no wifi in the library!) the activities below have been written with differentiation considerations.

Please note that this does not mean that you must know everything about using digital approaches, but you do need to be able to work confidently with the digital platforms you choose to explore and use in the classroom. It may be helpful to conduct a self-assessment of your digital skills and have a look at the bitesize CPD modules available via the [Education and Training Foundation's Enhance](#) platform.



A note on communicating online

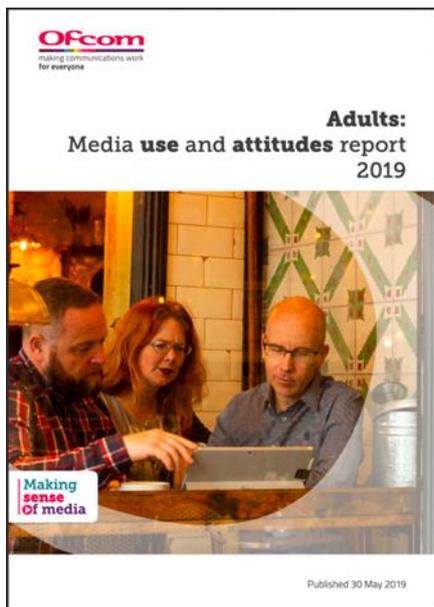
Communicating online can be challenging and even frustrating. People can derail a debate with comments on a person's spelling or grammar which can be incredibly discouraging to literacy learners. This is not something that would be done face to face (and if it was, it would be incredibly rude), so encourage your learners not to be deterred by it.

Some people try to be intentionally provocative online and use offensive language. This could be because they do not have a counter argument in a discussion. It's important we encourage our learners to have respectful dialogues online as they would in person. Likewise, it is important that learners report those who are being offensive and, in some cases, may be breaking the law. If necessary:

- Remind learners about the *British values* of mutual respect and tolerance alongside the rule of law. Many people think that they can say what they like online without repercussions. An online hate crime is still punishable as a hate crime.
- Remind learners about their digital footprint and how this can affect friends, family and work.
- Finally, before clicking send, ask: “Would I say this if they were in front of me, face to face?”

Interesting facts about our media lives

Interesting facts about our media lives can be interesting warmers to encourage discussion on e-safety and communication in general. The facts below have been taken from the 2019 Ofcom report ‘Adults: Media Use & Attitudes’ (click image for link).



Mobile phones are increasingly integral to everyday life and half of adults now say, of all devices, they would miss their mobile phone the most.

•

Video-on-demand and streamed content is becoming a central part of adults’ viewing landscape.

•

Social media users are less likely than in 2017 to see views they disagree with on social media.

•

Compared to 2017, internet users are more likely to have encountered hateful content online, however most didn’t do anything about it.

•

One in ten internet users say they don’t think about the truthfulness of online content.

You could facilitate this in a number of ways:

- A whole class discussion. Presented either verbally or written on a board.
- In pairs, drawn up on cards.
- On a social media platform for typed discussion.
- As a True or False sort or treasure hunt. Draw up some additional false facts and ask your learners in small groups to decide which sentences are true.

New language you may explore with your learners is: **echo chambers, ghosting, trolling, immediacy, deplatforming, de/monetization, algorithms, cookies, fake news, keyboard warriors, online footprint, confirmation bias.**

Methods of Online Collaboration & Communication

Twitter

Twitter is a microblogging site where users post 'tweets' and interact with each other's tweets. Each post is limited to 280 characters (if a URL is included, the URL counts as characters). Each user has a name beginning with an @ symbol and all one word e.g. [@E_T_Foundation](#). Users can view hashtags as a way to organise ideas e.g. using the hashtag [#democracy](#) would make your tweet viewable amongst other tweets from other users who have also used the hashtag [#democracy](#). Users cannot choose who follows them and views their content (unless they make their account private).

- Due to the character limit on tweets, twitter lends itself to summarising activities and writing with brevity. As such, it's especially useful for plenary activities. This could be done on paper using the Twitter template at the end of the Entry Level resource so would not require digital access.
- Twitter users include: politicians, businesses, celebrities, journalists etc. Therefore, it is a good opportunity to explore interacting with these types of people via social media. To do so, you could screenshot some tweets from specific people about current issues, analyse the language they have chosen to use and ask your learners how they would respond.
- On the side panel of the front page you can see what hashtags are trending. It may be interesting to explore why your class thinks certain things are trending, ask what their views are on the subject and then look at what others think by exploring the hashtag (click on it to view other people's tweets using the hashtag).



Tweets from three political party leaders on the day of the General Election 2019 #GE2019

Facebook

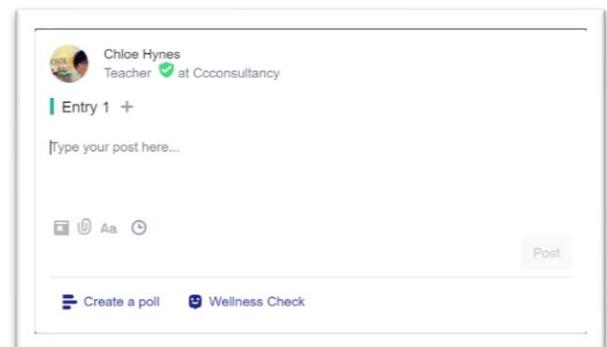
Facebook is a social networking site where users post messages, videos, links and photos. They can easily interact with each other (with no character limit, unlike Twitter) through public comments, private messages, shared groups, events and business pages. Users can choose who views their content by accepting/declining and sending friend requests. They are required to use their real name as per

Facebook’s community standards (this is a good discussion point to have with your learners). There is also less opportunity to interact with politicians or celebrities than Twitter. As such, users generally share more personal content.

- Learners create their own personal profiles (on paper). This is a good icebreaker activity. Negotiate with your class what information should be on the profile. After completion, discuss and celebrate the similarities and differences of your class. Once created you can display around the room and ask your learners to post a status about a personal thought or an opinion about a current event. You can do this by using a template like the one in the Level 1 resource. Ask learners to interact with the post (by replying or reacting to a post).

- A digital alternative to Facebook is a free platform called *Edmodo*. Teachers can easily set up classes and groups for communicating during and after class time. You

could share flipped learning tasks with your class (if for example, you want to explore a text or article that is quite long) encourage peer crits and discussions or would like to do polls to garner class opinions. When you initially set up your group, remember to co-create some group rules and expectations for interacting on Edmodo.



Instagram

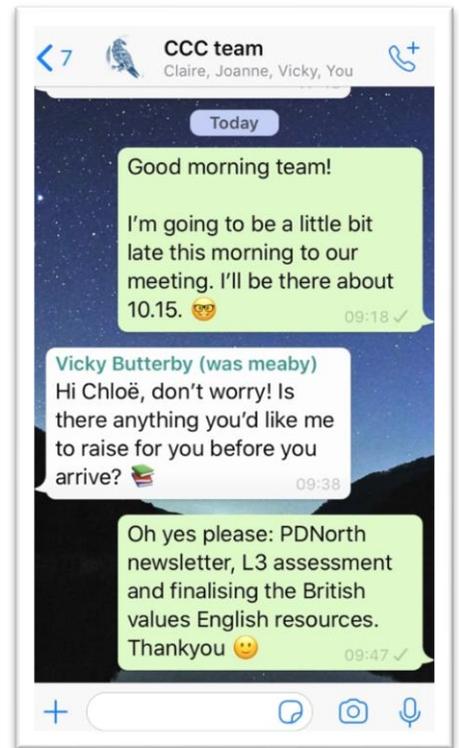
Instagram is a photo and video sharing social networking site. Like Twitter, you don’t choose your followers and your posts can be categorised by hashtags. However, there isn’t a limit on characters or words like on Twitter. It is a largely visual platform so consider what kind of activities would lend itself to this kind of platform. Like the Twitter and Facebook activities above, there are ways can use it without needing access to Instagram, wifi or technology. You could ask your learners to draw images, cut out from magazines, or take photos of an intentionally posed moment with peers.

- Give out photos or images of critical moments and ask learners what text they would write alongside the visual.
- Give learners a headline or phrase and ask learners to illustrate it using visuals. This is a good activity when introducing a provocative topic where learners may not know how to verbalise their opinions or respond to others.

For example, you could ask your learners to create an Instagram post with image alone or image + text on the subject of Brexit. Then discuss these images as a class.

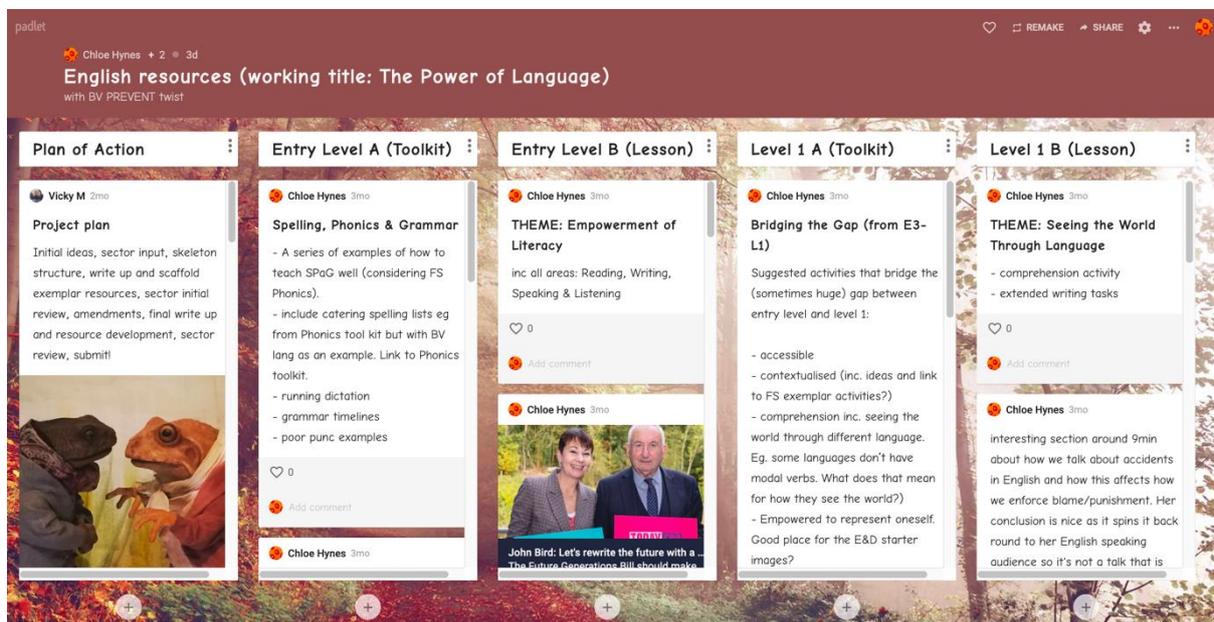
WhatsApp

WhatsApp is a private messenger service for individuals and groups. It uses a continuous stream of communication which has its advantages (keeping people focussed and practice turn taking) and disadvantages (doesn't allow for any branching ideas). If you (or your learners) set up a WhatsApp group for your learners, ensure you negotiate and agree upon some group rules first.



Padlet

Padlet is an online, interactive and collaborative notice board. You can add text, video, images, maps, drawings, audio and even other Padlets. If the Padlet creator allows you to you can comment and react on posts.



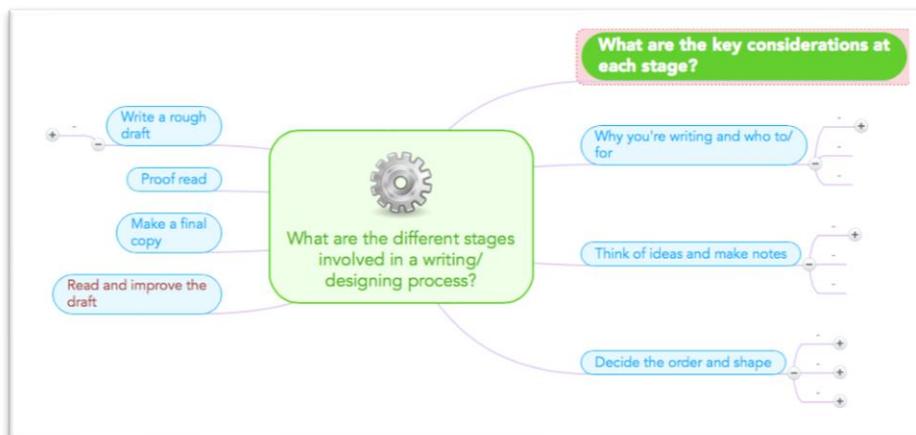
- Use it as storage much like a Moodle, as a portfolio site or simply an interactive noticeboard. For example, you could use the anonymous noticeboard function to encourage learners to share thoughts and ideas about provocative and/or current topics to let their voice be heard but in a safe space. This kind of activity would need to be carefully monitored and comments explored through whole group discussion.

- **NOTE:** Padlet has a profanity filter where certain words will automatically turn into an emoji when pressing send.
- Use the 'Canvas' mode with connectors: this allows you to create connections and relationships between content. You could use a function like this at the beginning of a lesson when introducing a new word or a new idea.
- Use the 'Back Channel' mode to simulate a continuous stream conversation or discussion in a safe, protected and monitored space. As this discussion is continuous is encouraged turn taking and being respectful of others opinions.

Collaborative Documents

Collaborative documents are online documents which can be live edited by people with whom the document is shared with. Documents can be shared with a link, made completely public to all or shared with specific people via an email. Collaborative documents allow your learners to work together as a group on a shared goal.

- Online mind mapping platforms (e.g. [Mindmeister](#)) allow you to create a mind map with digital content e.g. by adding images to illustrate an idea, links to articles or websites, or share a podcast to back up a point.



- Google Drive allows you to create word processor, spreadsheet, presentation or survey documents and store online in your Google Drive. You can then either share a link to the document or add people via email. For example, A collaborative document could be used in the spectacles activity described in the Level 1 toolkit. Using the comment and tracking function on collaborative documents allows you to track what your learners are contributing to group work to ensure they are working successfully as a team.
 - **NOTE:** To create documents you can sign up for a Google Account with a new or existing email address ([here](#)). Learners who access the documents however don't need Google Accounts to do so.

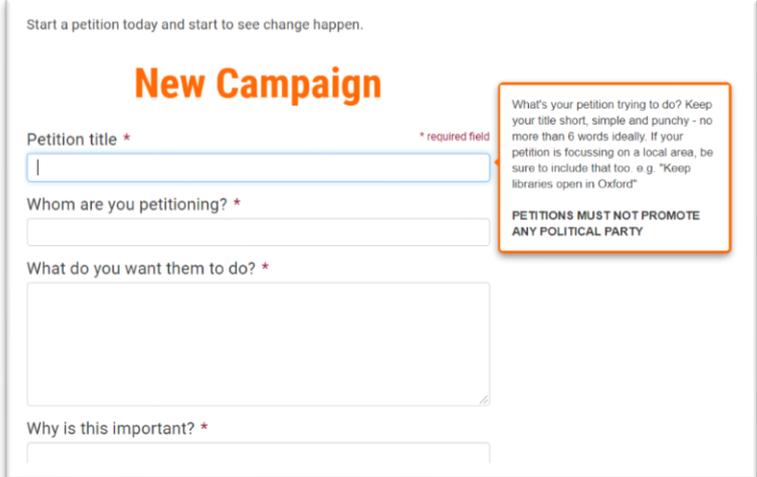
Petitions & Surveys

A great way to model democracy in action is to encourage your learners to write their own petition. This could be paper based: perhaps a letter of complaint or a letter to an MP. However, you could also introduce your learner to online petitions via

 www.change.org, <https://petition.parliament.uk/> or www.38degrees.org.uk.

These petitions are often seen and shared on social media channels like those listed above and can be incredibly powerful. Starting a petition about something important to your learners and making changes in their community whether local, regional or on a national scale can be incredibly empowering.

To scaffold such a session you could:



- Ask if your learners have ever signed a petition. Have your learners ever seen online petitions before? Do your learners see a purpose in signing petitions? Why (and why not)?
-  Have a look at a few examples of petitions from the above websites and discuss why you think they have been created and whether your learners would sign them (and likewise, why not). You may also like to share some successful petitions with your learners, particularly if they seem apathetic to the power of a democratic voice. This would be a good opportunity to contextualise and discuss any local happenings which have either not gone ahead or been changed due to public pressure.
- Next, you may do some text work looking at articles, blogs and tweets which revolve around the same subject matter seen in the petition. You may choose to analyse the language used in the different media, or the language used in different newspapers: does it have a political bias? Is it emphatic? How does it seek to persuade?
- This could then lead into the creation of their own petition. This could be a serious petition about something your learners are passionate about or it could be something light-hearted.

Petitions could be on any scale. In fact, learners could write a petition about something they feel passionate about that is happening locally (or even within your organisation). You may choose in the first instance though to encourage your learners to create and conduct a survey to find out other people's opinions. At this level, embedding a survey or questionnaire into your teaching allows you to talk about questioning, reliability, validity, usefulness, ethics and drawing conclusions. If

 you would like to do this digitally it could be done using a freemium website such as survey monkey or collaboratively using Google Forms. After learners have carried

out their surveys, they could then write short evidenced pieces or deliver a presentation to the rest of the class.

The Visual: Internet Memes

The most common form of meme is called an 'image macro' and includes a witty comment written over or incorporated within an image to form a pictorial metaphor. The images are often reused, repeated and wouldn't make much sense outside of the 'meme' concept. Images from popular TV and movies are also used. The text is used in juxtaposition with the image and often references popular culture or current events. See the image opposite for an example. This image was created for free via <https://imgflip.com/memegenerator>.



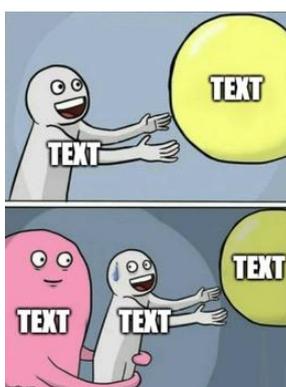
Allowing learners to create their own memes can be a useful way in which to make sense of and consolidate difficult ideas. You could also create your own and use it as an initial discussion point.

If you'd like to learn more about popular memes you can view 'confirmed' memes, their history and development via the website www.knowyourmeme.com. The website also includes videos exploring and explaining the most popular of memes.

If you are unable to access an online generator in your organisation, there are other options for using memes in the classroom:

- Print out common memes and laminate. Learners write their ideas on top using whiteboard pens.
- Learners create their own memes with their own photos using a mobile app which can add text elements.
- Learners can create their own memes using images from books, magazines, etc.
- Task learners to create an inclusive and representative meme. This could be done by drawing or taking a photo using members from the class community.

Recommended memes to get you started: philosoraptor, change my mind, Left exit 12 off Ramp, Running away balloon and distracted boyfriend. The last three can be seen below:



Some Useful Resources

Digital Starters & Enders cards

<https://www.excellencegateway.org.uk/content/etf2800>

JISC Practitioner Self-assessment Tool <https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/>

Digital Teaching Professional Framework

<https://www.et-foundation.co.uk/supporting/support-practitioners/edtech-support/digital-skills-competency-framework/>

Enhance Platform <https://enhance.etfoundation.co.uk/>

Level 2b. Seeing the World Through Others' Eyes

People say that we do not 'get out and protest' anymore. This is not true! Protest has expanded beyond the realms of the street into our online lives and activists young and old are exploring multiple communicative ways to express one's individual liberty. However, having your say via digital platforms can be challenging. This lesson aims to explore ways in which learners can debate both online and IRL (In Real Life).

Learning Objectives

- ✓ Follow an argument, identifying **different points of view** and distinguishing **fact from opinion**.
- ✓ Express **opinions and arguments** and support them with **relevant and persuasive** evidence.
- ✓ **Interject and redirect** discussion using appropriate **language and register**.
- ✓ Write text of an appropriate level of **detail** and of appropriate **length** to **meet the needs of purpose and audience**
- ✓ Convey **clear meaning** and establish **cohesion** using **organisational markers** effectively

Resources

Wifi, speakers & screen
Learner tablets or paper alternatives
Video transcript
Google Doc set up

Key Vocabulary

Economic growth
Mass distinction
Rebellion
Economic growth
Emissions
Feedback loops
Tipping points

Language Focus

Persuasive language e.g. repetition, hyperbole, personalisation etc.

Organisational markers e.g. firstly, furthermore, because, however etc.



Thinking environment

Display the 'Let's DO something about language' image as learners enter the room.

Invite each of the learners to talk about how language can make people feel uncomfortable. Perhaps a specific word, event, article. It could be a personal experience or a more general observation.

Conduct this activity as a round robin giving each learner air time. They can do what they will with this time including speaking for 5 mins or not at all. However, there is to be no interjecting from other learners and once a learner has spoken they must wait until it is their turn again to speak. Go around the circle multiple times until you have exhausted the group discussion.

Explain that you intended for this warmer activity to open up a safe space for the class to air ideas and thoughts, to try out language even and make mistakes. From here, introduce the lesson as one in which they will share personal opinions and debate with one another respectfully.

What's your opinion?

Ask your group questions with yes/no/maybe answers. You may choose to begin with trivial then escalate to more challenging questions. You may also choose to begin with questions you think your learners will all answer the same and gradually become more divisive. Think about your specific class when writing the questions and don't be afraid to leave some out whilst carrying out the activity if you feel the activity is becoming too stressful for your learners.

Some examples:

Does cream go before jam when making a scone?

Do you think minimum wage should be £10 per hour?

Do you think we should have left the EU?

Do you think we should have to pay for our bags at the supermarket?

Do you believe in climate change?

Try to keep the last few questions focussed on climate and environmental issues as this provides a link with the next activity. If you decide to use a different text than the one provided here, adapt the questions in this activity accordingly.

You may ask learners to move to either side of the room (eg left wall = yes, right wall = no, middle of the classroom = maybe) or you may use an online polling platform instead e.g. Kahoot or Mentimeter.

During the activity, ask learners to explain their answers.

Once completed, ask learners to write a Facebook post explaining their position on the last question/s asked. However – they must write their post from the opposing viewpoint. They can do this on paper (private), a Google document (private), Padlet (shared with the class) or Edmodo (shared).

Ask: What do we mean by **persuade**? Ask if they think their opinion piece may persuade someone to agree with them and invite volunteers to share their writing with the class. As a group, look at the opinion piece/post and discover techniques that may have been employed to persuade.

Examples of persuasive language techniques:

- speaking directly
- shared experiences – making personal
- rhetorical questions
- emotional responses
- criticise opposition
- anecdotal stories
- lists of 3's
- repeating

My message is: How dare you!



 Ask learners to watch the video (accessible with transcript here: <http://bit.ly/Greta2019script>), listen and decide what's the purpose of Greta's speech.

Play the video (41.01– 45.36ms) and ask what action does she want? How and when does she want it? End with the question: After watching this clip, how do you feel? Why? Elicit whether it is the content of her message that makes them feel that way or the words she used to say it? Ask whether there is anything in particular that stood out to them (e.g. learners may point out that she says 'How dare you' three times).

At this point you may choose to play the video one more time or you may give them the transcript so they can see the written word. Give them some time to engage with the text and summarise her speech into three main points.

Next, ask the learners in pairs to see if they can find any of the techniques they picked out in the previous activity (techniques that the class already know and use themselves). Ask if the learners can see anything else they would consider persuasive or even just interesting - does anything stand out? Feedback as a class and note if there are any other techniques she has used that have caught their attention.

If you have access to technology, model using Google Documents commenting functionality by displaying the document on your board and highlighting techniques as learners point them out. You may have to point out any remaining ideas that have not been suggested and give names to things learners may not know the name of e.g. exaggeration / hyperbole.

You may want to teach other persuasive techniques to your learners. Do so by asking your learners first if they think there was a way the speech could be improved or altered. Elicit first and then give examples yourself.

What's your opinion? (revisited)

Ask learners to return to their written opinion pieces from before the textual analysis activity. Now discuss in pairs/groups ways in which you could rewrite the opinion piece to make it more persuasive. If this was carried out on paper or via Edmodo, learners can discuss this verbally. If learners wrote onto a Google document, they can use the comment functionality to give feedback to one another.

Ask your class for some examples of good organisational markers and sentence starters in their partners' writing. Draw up some good sentence starters in a place where all your learners can see and revisit for the next activity e.g. Your white board, Edmodo, Padlet or Google document.

Examples of organisational markers		
<i>I think</i>	<i>Furthermore</i>	<i>To conclude</i>
<i>I believe</i>	<i>Therefore</i>	<i>In brief</i>
<i>I feel that</i>	<i>Likewise</i>	<i>On the whole</i>
<i>Of course</i>	<i>Moreover</i>	<i>As you can see</i>
<i>On the other hand</i>	<i>If...then...</i>	<i>Overall</i>
<i>In my opinion</i>	<i>Also</i>	<i>Finally</i>
<i>Firstly</i>	<i>Because</i>	<i>To sum up</i>
<i>And yet</i>	<i>As a result</i>	<i>It is clear</i>

Communication is team work

Explain that learners have now practised giving their opinion and persuading. Ask them what is next/missing? Someone to persuade! Explain that as communication is two ways, the most polite way of giving an opinion is countering respectfully. Ask: How can we do this? Note all ideas suggested on your board next to the organisation markers and sentence starters.

In pairs, ask learners to choose two different items to purchase for a friend's birthday. One person initially likes one thing and another likes the other. The task is to persuade one another why their item makes the best birthday present. By the end of the activity, learners must come to a decision they both agree on and be able to share their reasoning for the decision they made. Give the learners a time limit by which they must decide.

Listen in to learners' conversations and once complete, give good examples of what people said. Ask each pair what their final decision was and why they settled on that. Ask how they felt during the conversation: tense, happy etc and speculate why that was.

Finally, ask what makes good teamwork when communicating. Elicit some community communication 'rules' e.g. no swearing, no put downs, giving everyone

time to speak etc. How does this link to learner's experiences within their local communities? How does this link to British values of respect and tolerance?

Consolidation – debates

Choose a semi-serious topic from the initial *What's your opinion?* activity. You may want to choose this on the day depending on how your learners react to the questions and activities. At this point they may need something a little lighter to end the lesson. Likewise, they may want to tackle something a little heavier like Brexit or immigration etc.

Choose a discussion space for your learners. This could be a Google Document, Padlet Back channel, Whatsapp or paper but it must be somewhere they need to take turns to speak. Put your learners into small groups and post the question in each discussion space. Facilitate from a distance a live written discussion and support learners to follow the community rules they created in the previous task.



Tweet it!

Summarise the lesson in less than 140/ 240 characters.

Level 3

Level 3a. Political Bias, Fake News & Other Transferable Skills

Reading new texts

Find a text that you think is powerful, well-composed or illustrates social/ historical factors of interest and which can be used to discuss British values. This could be an article, poem, short story, speech or an extract from a longer text, mirroring the genres learners need to study for their A Level or other Level 3 English course.

There are several techniques you can use to introduce a text in order to: engage

 learners in wanting to read it; wake up their schematic knowledge of the topic; and to make help develop active, critical reading skills. Some techniques you could try are:

- **Full group discussions** about the topic, using a **visual aid** to engage learners' imaginations/ creativity before they study the text more closely
- **Jigsaw reading tasks**, where each learner in small groups has part of a text and then engages in discussion with the group to answer gist questions (remember, this is for the purposes of introducing the text only, so learners should not be asked to piece together too challenging information).
- Gist-level **DARTs activities** (see Level 1 above for an explanation of this active reading approach).

Exploring Themes

Choose a story, drama or poem that draws on an interesting social/ cultural/ historical context and one that may not be familiar to all your learners. The example chosen here is *The Prophet* by Kahlil Gibran, written in 1923, which draws on the traditions of Catholicism and Islam. Activate prior knowledge by asking if anyone has any knowledge of his work and what they think this collection of poems might be about, based on the title alone.

The Prophet is freely available, along with many other books, poems, etc. that are no longer in copyright, via [Project Gutenberg](https://www.gutenberg.org/).

Identify themes that can be attributed to the text you have chosen along with some that cannot, here we might list:

- Spirituality
- Love
- Life
- Wisdom
- Teaching
- Preaching

- Greed
- Longing
- Justice
- Prejudice

Put each theme on a small card and make sure you have enough sets of cards for groups of two or three. Have some blank cards too for people to write their own ideas. Now, either using the whole text or a suitable extract, ask people to read individually and then, in threes or pairs, place the theme cards on-top of the texts if they think they are relevant and further away from the text the less relevant they think the theme is.

As you move around the room, ask people to explain their reasoning and encourage them to ask other groups why they may have different ideas. If they have better themes, and can justify their choice, they should write them on the blank cards.

Interpreting meaning in texts

Find a text where the character or writer can be said to have biases caused by social, historical or cultural factors. Here, we have chosen *The Tempest* by William Shakespeare, also available at [Project Gutenberg](#).

Select some lines from the text that show different characters' social status and ask people to decide if this play was set in a democracy or if some people had more control over life on the ship and the island than others. Ask what the features of a democracy are and ask people to consider how much agency/ freedom different people would have had when Shakespeare was writing *The Tempest* (in 1610/ 1611). You may then decide to develop the session to focus on colonial power and how the character of Caliban, who was a native island resident and Prospero's servant and, at one point, prisoner, enabled Shakespeare to explore ideas about what it is to have a civil society.

Propaganda & Fake News

Propaganda and fake news are very interesting topics for debate at Level 3. They can be explored in relation to the rule of law (e.g. Can people be prosecuted for spreading fake news?). It is also an interesting to explore debates around the potential juxtaposition of individual liberty and mutual respect and tolerance. For example, should vegan students be expected to attend an end of term BBQ where meat will be served?

You might want to find some different media representations of the same event and explore the socio-cultural context of each piece (e.g. was it written by someone who works for/ has vested interests in one particular narrative?). If you think that current affairs could be too controversial for debate, you could draw on some interesting examples of Fake News from history at <https://www.thesocialhistorian.com/fake-news/>.

Culture, Context & Funds of Knowledge

It can be difficult to teach learners about culture and social context due to potential limits in their schematic/ cultural knowledge. It can also be hard to engage in debate about social context, when that is very far removed from learners' own experiences in the 21st Century. Brian Friel's play '[Translations](#)' (1981) explores the suppression/ eradication of Gaelic from Ireland/ Scotland.

For more modern discussions related to social-cultural knowledge, you could explore with learners how law can be used to protect (or deny) rights of marginalised communities, you could explore democratic processes such as independence referenda in Scotland, where people living in Scotland will be able to exercise their democratic right to vote to decide whether or not they wish to remain part of the union.

Following the rules: DIRT marking

DIRT stands for 'Directed Improvement and Reflection Time' and can be carried out as follows. Learners:

1. write a text (this process may include peer/ self-assessment)
2. hand it in to their teacher, who does not write feedback on the script, but collates them on a DIRT marking grid, like the one from a Level 3 Language/ Literacy course on the following page.
3. In the next session, learners get their texts back and complete the DIRT task set by their teacher (show above in the centre of the grid and, here, asking them to use the grid to identify at least one aspect where they did well, one aspect they would like to improve in relation to such things as 'expressing the story' or 'exploring the syntax and lexicon the writer uses and explaining its impact on the audience'.

Feedback from My Teacher's Polish Tie Task (based on review of all submitted summaries)

<p>Strengths</p> <ul style="list-style-type: none"> • Word count largely kept. • Key themes identified explicitly of identity, friendship, belonging, social class and implicitly (pre-conceptions, prejudices, stereotypes) • Spotted the impact of varied sentence structure. Early on short sentences = feelings of 'monotony, routine and compliance' and towards story end longer sentences = 'detail, colourful descriptions' • Good language analysis + quotes to support this + impact on the reader explored e.g. Several of you picked up on the use of repetition, triplicate, triplets; 'I knew it, I knew it. I knew the words.' e.g. Several of you speculated on the images and symbolism of Stefan's tie. e.g. Many of you identified a range of metaphors and similes ('he was tense as a guitar string') used to create specific effects. 		<p>Polaroid Moments</p> <p>Excellent summary in first paragraph 'My Polish Teacher's Tie' is a short story written in 1st person perspective and based around a part time school dinner lady, called Carla Carter. It tells the story of how she re-connects with her Polish roots after becoming a pen-pal with a Polish exchange teacher. Identity and friendship are key themes and can be identified through Carla's initial feelings of isolation and anonymity through to the stories conclusion and a real sense of identity and belonging.</p> <p>Edie - superbly constructed piece, weaving narrative with author's devices and intentions.</p>
<p>Even better if</p> <ul style="list-style-type: none"> • Identify the themes explicitly. Often the lexicon used will give you clues. • Good identification of literacy devices but do explain what effect you think the writer is trying to achieve e.g. 'it was a terribly hopeful tie' (oxymoron) • <i>He obviously feels awkward with the teaching staff.</i> How has Dunmore achieved this? 	<p>DIRT Use the list to:</p> <ul style="list-style-type: none"> • identify one area you did really well in, and explain why; and • improve one area based on our discussions. <p>- expressing the story - spotting the use of one (or more) literacy device and explaining its impact - exploring the syntax and lexicon the writer uses, and explaining its impact on the reader</p>	<p>SPAG</p> <ul style="list-style-type: none"> • ...<i>polish</i> - this is a proper noun • ...<i>a British Father</i> (are both capital letters required?) • Try to use punctuation to help you; the summary requires some complex sentences and commas can be your friend here, especially for relative clauses. • Watch out for possessive apostrophes (e.g. caterer's uniform - the uniform of a caterer or caterers' uniform - the uniform of many caterers).

Some Useful Resources

<http://www.lettersofnote.com>

<https://www.gutenberg.org>

Level 3b. Language is Political

At Level 3, learners undertaking L3/ A Level English Literature courses are exploring socio, cultural and historical influences on texts and authors, as well as the influence of texts on their readers. This session uses such contexts to introduce learners to different texts that also lends themselves well to exploration related to British values. For learners focussing on English language, this session explores some linguistic ideas within the same texts, so you may wish to ignore these activities if you are focussing on only literature and vice versa for those of you focussing only on language.

Learning Objectives

- ✓ To explore the socio-cultural historical underpinnings of language
- ✓ To consider the relationship between language, power and politics
- ✓ To develop dual readings of texts, as products of their time and contemporary readings
- ✓ To consider the socio-historical context in which a text is produced and received and how this might influence its meaning.

Resources

'Must we hate them' - Letters of note

Jigsaw texts

Menti-meter (or otherpolling device)

Key Vocabulary

Politic
Social constructivism
Socio-cultural
Frame of reference

Language Focus

Approaching texts through different lenses
Thematic analysis

Activating prior knowledge

Ask learners individually, then in pairs and, finally, as a full group to consider and discuss their ideas about the following sentence:

Everything is political

Now share the quote below on small slips of paper or via a slide and invite further discussion on what it means in relation to learners' ideas shared from the shorter line above:

- “Nothing lies outside the political sphere understood in this way. Everything has a political color. It is always in the political fabric - and never outside of it - that a person emerges as a free and responsible being, as a person in relationship with other people, as someone who takes on a historical task. Personal relationships themselves acquire an ever-increasing political dimension. Man enter into relationships among themselves through political means.” (Gustavo Gurierrez, *A Theology of Liberation*, 1973)

Introduction to the text

Letters of Note

Showing posts sorted by relevance for query **franco**. [Sort by date](#) [Show all posts](#)

MONDAY, 3 MARCH 2014

Must we hate them?

In April of 1937, Jamaican-born mechanic Canute Frankson left his home in Detroit and travelled to Europe to join the **Abraham Lincoln Brigade**, a group of approximately 2,800 American volunteers who were keen to offer support in the fight against **Franco** and his supporters during the **Spanish Civil War**. Three months after arriving, Frankson wrote the following powerful letter to a friend back home in an effort to explain why he, "a Negro," had chosen to participate in "a war between whites who for centuries have held us in slavery."

Frankson did return home just over a year later; sadly, he died shortly afterwards in a road traffic accident. As we know, Franco was ultimately victorious. He ruled Spain until his death in 1975.

(Source: Madrid 1937: Letters of the Abraham Lincoln Brigade From the Spanish Civil War; Image: The Abraham Lincoln Brigade, via ALBA.)

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RANDOM LETTER
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MOST READ

- + To My Old Master
- + Your pal, John K
- + Wind the clock
- + Your friend, Conan
- + Hang on, my love
- + Most beautiful death
- + Our differences unite us
- + Pixar don't finish films
- + Love, Dad
- + The Tiger Oil Memos
- + Wilder, on Wonka
- + Slaughterhouse Five
- + Favourite memo ever
- + I am very real
- + Live like a mighty river
- + Damn you all to hell
- + Dear Svr old Teresa
- + The woman pays
- + Idiot of the 33rd Degree
- + A Personal Letter
- + Message from another world
- + I like words
- + STAR TREK/Casting
- + Not much has changed

Letters of Note
The Book
[More info here](#)

The introduction to 'Must we hate them?' from Letters of Note, accessible [here](#).

Before handing out the full text, show learners the image (above) on the Letters of Note [website](#) or make a screengrab like the one above (cropped to show just the image) and put it on a slide. Ask who the people in the picture might be in relation to each other, where they could be and what they might be doing there.

NB This text was chosen because it allows an exploration of racism and oppression from a different era and a different society, which can make it easier for people to discuss the issues (they are not so current and potentially directly personal). Initiate a discussion about E&D, as well as tolerance and respect, by encouraging learners to link the story to modern day and ask if there is racism in British society today/ in the recent past and how people reconcile living with that. Encourage debate about and what is being done/ what we can all do to tackle societal/ systemic racism.

Now read the introduction below to the group (you might also like to copy this to a slide so learners can read along):

"In 1937 Jamaican-born mechanic Canute Frankson left his home in Detroit and travelled to Europe to join the Abraham Lincoln Brigade, a group of

approximately 2,800 American volunteers who were keen to offer support in the fight against Franco and his supporters during the Spanish Civil War.”

Ask learners if their predictions were right and if they know anything about Franco or the 20th Century period in Spain. Link this to *language being political* by explaining that during Franco’s reign in Spain, the Barca Football Club’s stadium in Cataluña (Barcelona is this region’s capital) was one of the only places that Catalans could speak their native tongue. This was because the political regime was trying to force everyone in Spain to speak (and read/ write) in Spanish only. Ask people to reflect on what this would be like; for the State to try and force you to *speak* another language to that you learnt as a child. Ask what it must be like to speak a different language to the majority of people in a state and if people think they might face prejudice or any social barriers(NB You may well have learners for whom this is true; be sensitive to any issues they have faced and how willing they may be to share them).

Now ask learners, again in pairs, to predict what they think the writer might say to his friend three months after arriving in Spain and then read aloud the rest of the introduction as follows:

“Frankson wrote the following powerful letter to a friend back home in an effort to explain why he, "a Negro," had chosen to participate in "a war between whites who for centuries have held us in slavery." (IBID)

Jigsaw Reading

Sort people into groups of three or four and give everyone in the group a letter; A, B or C. Give each person in the group a **third of the letter**; (part A, B or C), and ask them to individually read and highlight words, phrases or sentences that illustrate:

1. the writer’s attitudes and values
2. the socio-historical context in which this text was produced/ received and how this might influence its meaning.

Next, ask people to work in their small groups and debate what they learned from each of their sections of the letter in relation to the two items above. Ask them in their groups to suggest some themes of this text (you could get them to share this with the whole group by asking them to post their ideas to a site like Menti.com or Polleverywhere.com so everyone in the group can see them (this is quite helpful because ideas can be posted anonymously, so the content, not the supplier of the idea is all that matters). Ideas which may include the following:

- Canute Frankson was in Spain to fight a fascist dictatorship and he felt passionately about doing this;
- how Frankson reconciled living with experiences of racist oppression and fighting alongside white people, whose race had been his oppressors;
- how Frankson assumed his friend might feel about his decision to go to Spain and why he assumed this.

How meanings are shaped

Ask people to look at paragraphs two and three of the letter. Then write for a few minutes about:

How does the writer use historical events?

Ask people to share their ideas with a partner/ in threes and construct a shared response to anonymously upload to a site like Menti.com or Polleverywhere.com for full group discussion.

Author's style

Refer again to paragraphs two and three of the letter. This time ask learners to comment on the author's style. Learners can build up a shared picture of devices used by Canute to express himself, such as informal colloquialisms like 'my dear' and repetition of the word 'because', perhaps to drive home his passion for the cause or his strong desire to justify his actions to his friend. They can share their answers in a second slide in Menti.com or Polleverywhere.com, again for full group discussion.

Creative responses to text

Ask people to imagine that they are Canute Frankson and they have never before travelled to Europe. Ask the group questions and say that their answers should be justifiable from the text, but can be creative. E.g:

- What would Canute have found most different about Spain, coming as he did from 1930s Detroit? (The landscape? The people? Social conditions?)
- Were Canute and his fellow fighters welcome in Spain?
- What might the anti-fascist people Canute was alongside have talked about during their resting periods; based on their knowledge of current affairs in 1937/ 38 and their values and beliefs.

 Say that Canute and his fellow fighters could be labelled 'mercenaries', going to fight a war in another land without their own country sending them there. Do the group think this is something people should do? Say that this has happened in modern times and, *only if you feel that the group is able to handle this sensitively*, talk about the young people who went to wars, such as that in Iraq and Syria. Ask; 'Were they victims?'; 'Were they groomed?'

Say you would like the group to write a newsletter article from Canute after he has been in Spain for six months. His purpose is that he wishes to encourage other black Americans to join the Spanish Civil War. Say that his audience may not understand the oppression that people face under Franco and so will need to be persuaded, not only that life in Spain is good but that they could do something that matters, in particular, to black Americans.

Note that this writing task illustrates how language can be used to try and shape politics, here to stand up against an ideological force, fascism, that was heavily shaping social and political life in Europe at the time.

DIRT marking

Undertake DIRT marking following learners' submission of the writing task above.

Jigsaw reading resource – part 1

Albacete, Spain

July 6, 1937

My Dear Friend:

I'm sure that by this time you are still waiting for a detailed explanation of what has this international struggle to do with my being here. Since this is a war between whites who for centuries have held us in slavery, and have heaped every kind of insult and abuse upon us, segregated and jim-crowed us; why I, a Negro, who have fought through these years for the rights of my people am here in Spain today.

Because we are no longer an isolated minority group fighting hopelessly against an immense giant, because, my dear, we have joined with, and become an active part of, a great progressive force, on whose shoulders rests the responsibility of saving human civilization from the planned destruction of a small group of degenerates gone mad in their lust for power. Because if we crush Fascism here, we'll save our people in America, and in other parts of the world, from the vicious prosecution, wholesale imprisonment, and slaughter which the Jewish people suffered and are suffering under Hitler's Fascist heels.

All we have to do is to think of the lynching of our people. We can but look back at the pages of American history stained with the blood of Negroes, stink with the burning bodies of our people hanging from trees; bitter with the groans of our tortured loved ones from whose living bodies, ears, fingers, toes, have been cut for souvenirs—living bodies into which red-hot pokers have been thrust. All because of a hate created in the minds of men and women by their masters who keep us all under their heels while they suck our blood, while they live in their bed of ease by exploiting us.

Jigsaw reading resource – part 2

But these people who howl like hungry wolves for our blood, must we hate them? Must we keep the flame which these masters kindled constantly fed? Are these men and women responsible for the programs of their masters, and the conditions which force them to such degraded depths? I think not. They are tools in the hands of unscrupulous masters. These same people are as hungry as we are. They live in dives and wear rags the same as we do. They too are robbed by the masters, and their faces kept down in the filth of a decayed system. They are our fellowmen. Soon and very soon they and we will understand. Soon many Angelo Herndons will rise from among them, and from among us, and will lead us both against those who live by the stench of our bunt flesh. We will crush them. We will build us a new society—a society of peace and plenty. There will be no color line, no jim-crow trains, no lynching. That is why, my dear, I'm here in Spain.

On the battlefields of Spain we fight for the preservation of democracy. Here, we're laying the foundation for world peace, and for the liberation of my people, and of the human race. Here, where we're engaged in one of the most bitter struggles of human history, there is no color line, no discrimination, no race hatred. There's only one hate, and that is the hate for fascism. We know who our enemies are. The Spanish people are very sympathetic towards us. They are lovely people. I'll tell you about them later.

I promised not to preach, but by all indications this seems more like a sermon than a letter to an old friend. But how can I help it, being face to face with such trying circumstances? I'm quite conscious of the clumsiness of my effort to write you an intimate letter, but your knowledge of my earnestness and sincerity, with your intelligence and patience will enable you to understand and be tolerant. Later, after I've overcome this strain, I'm sure I'll be able to write more intimately. The consciousness of my responsibility for my actions has kept me under terrific strain. Because I think it has caused you a lot of unpleasantness.

Jigsaw reading resource – part 3

Don't think for one moment that the strain of this terrible war or the many miles between us has changed my feelings towards you. Our friendship has meant a great deal to me, and still means much to me. I appreciate it because it has always been a friendship of devoted mutual interest. And I'll do whatever is within my power to maintain it.

No one knows the time he'll die, even under the most favorable conditions. So I, a soldier in active service, must know far less about how far or how close is death. But as long as I hold out I'll keep you in touch with events. Sometimes when I go to the front the shells drop pretty close. Then I think it is only a matter of minutes. After I return here to the base I seem to see life from a new angle. Somehow it seems to be more beautiful. I'd think of you, home and all my friends, then get to working more feverishly than ever. Each of us must give all we have if this Fascist beast is to be destroyed.

After this is over I hope to share my happiness with you. It will be a happiness which could not have been achieved in any other way than having served in a cause so worthy. I hope that the apparent wrong which I committed may be compensated for by the service I'm giving here for the cause of democracy. I hope that you're well, and that you will, or have, forgiven me. My sincere desire is that you are happy, and when this is over that we meet again. But if a Fascist bullet stops me don't worry about it. If I am conscious before I die I don't think I'll be afraid. Of one thing I'm certain: I'll be satisfied that I've done my part.

So long. Until some future date. One never knows when there'll be time to write.

There's so much to do, and so little time in which to do it. Love.

Salude.

Canute

Author's style

Because we are no longer an isolated minority group fighting hopelessly against an immense giant, because, my dear, we have joined with, and become an active part of, a great progressive force, on whose shoulders rests the responsibility of saving human civilization from the planned destruction of a small group of degenerates gone mad in their lust for power. Because if we crush Fascism here, we'll save our people in America, and in other parts of the world, from the vicious prosecution, wholesale imprisonment, and slaughter which the Jewish people suffered and are suffering under Hitler's Fascist heels.

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