

Theme: <b>Our London</b> Activity: <b>Discuss and design a new community building.</b>
Resources: <ul style="list-style-type: none"> <li>• Images of London landmark buildings</li> <li>• Drawing materials, 3d modelling materials</li> </ul>
Fusion Skills: <b>Critical thinking, creativity, analysis, reflection and evaluation.</b>
<p><b>Activity:</b> Rebuilding and Recovery of the City  <b>Individually:</b> Design a new community building.  <b>Discuss</b> and reflect on the following questions.  What are the famous and well known buildings in London and what are they used for?  What are the needs of your community? What and who would a community building be used for?  What would it look like to make it unique and special? What would it symbolise?  If you were responsible for a new landmark building in London, how would you design it?  <b>Create pictures</b> or 3D models of your ideas, describe the reasons for your design.</p>

Theme: <b>Our London</b> Activity: <b>Write a class poem 'An Ode to London'.</b>
Resources: <ul style="list-style-type: none"> <li>• Photographic images of London landmark buildings</li> <li>• Silhouette images of these buildings</li> <li>• Visualised story journey, prompts for poem composition</li> <li>• Examples of poems about London</li> </ul>
Fusion Skills: <b>Teamwork, creativity.</b>
<p><b>Activity:</b> Compose a community poem entitled 'An Ode to London'  <b>In small groups:</b> look at images of famous London landmark buildings. Experience a visualised story journey of senses through the city.  <b>Using the photos, copy or draw</b> silhouettes of these buildings onto plain paper.  In response, discuss and write adjectives about these landmarks onto the silhouette pictures of the buildings.  Use these words to build into sentences connecting the adjectives with senses;  <b>Compose the poem</b> by collaboratively arranging the sentences from each group into your chosen order.</p>

Theme: **Our London** Activity: **Create a set of values for your class, and for the London you want to live in**

Resources:

- Your school values if you have a set
- A4 paper
- Blu tack

Fusion Skills: **Speaking, listening & explaining, Teamwork, Critical thinking, Initiative, Independent working.**

**Activity:** Create a set of values for your school, and for the London you want to live in

**Class discussion:** Thinking back over the different periods of history – the challenges, the communities and the reliance Londoners showed decide as a class what beliefs, skills and behaviours were important, worthwhile and useful to them. Now discuss your class's current communities (school, friends, family, religious) and the beliefs, skills and behaviours important to make those communities thrive.

If you have a set of school values you can look at those as a starting point and see if as a class there are any additional values you would like to add on.

**Individually:** Have everyone write a value, skill or behaviour they would like Londoners to live by large on a piece of paper. Place them all up on the wall (or spread them out over tables or on the floor) so everyone can look at them, and so you can group similar ones together.

**Extension:** If you would like you get students individually or in groups to write up a set of values for one of their communities. You could encourage them to share these back with the class.

Theme: **Our London** Activity: **Decide on the roles you will play in your communities**

Resources:

- Roles in society handout

Fusion Skills: **Speaking, listening & explaining, Teamwork, Initiative, Independent working.**

**Activity:** Decide on the roles you will play in your communities

**Class discussion:** This year Londoners have faced lots of new challenges together. As a class discuss some of the challenges you and other Londoners have faced recently (such as moving to a new school, the coronavirus pandemic, racism, poverty), and break those down into more specific examples of how people have been affected by those challenges (such as not being able to say goodbye to friends, losing loved ones).

Explain that when we look at just the challenges it can become overwhelming, but we can remember that people have worked together to try resolve the issues (online classes and meetups, lockdown volunteers for vulnerable people, food banks, Black Lives Matter protests). We also learn from the challenges we face.

**Individually:** We can't fix all the problems by ourselves, but we can do our part. Give the students the Roles in society handout to decide which roles they fit.

**As a class:** Once everyone has completed the handout do a class tally of how many people you have covering each role. A whole class should cover most of the roles, but even if they don't remind them that there are other people in their communities who will tick the other boxes.