**PDMU/CRED Lessons for Key Stage 2**

**Lesson One: My Identity**

**Resources Required**

**NB: Accompanying Lesson Resources are to be found on the CRED website, Resource section, Primary: ‘PDMU CRED Lesson Plans Additional Resources’.**

Video clip entitled “Cloudy With a Chance of Meatballs” (Search on Youtube)

Net of a Cube

All About Me Sheet

**Lesson Intentions:**

Pupils will be enabled to:

* develop their self-awareness, self-respect and their self-esteem;
* develop an insight into their potential and capabilities ;
* understand that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.

**Lesson Overview:** This lesson explores the pupil’s own identity.

**Identity Circle**

1. Draw a circle on the floor, or mark a designated ‘space’ in some other way.
2. Read out the following statements (and add to them if you wish) and ask pupils to come into the circle if they feel these apply to them.

Come into the circle if you…have brown hair / wear glasses / like football / bring packed lunch to school /have blue eyes / have brothers or sisters / can speak another language.

1. Finish by saying, “Come into the circle if you are in [insert class / year name],” and pupils shout, “We are!”
2. Explain that all these different factors help make up the pupil’s individual identities.

**Extension**: Depending on the make-up of your class / whether you feel it would be appropriate, you may like to include some cultural signifiers in your list of statements (e.g. Come into the circle if you…go to church, have family in another country, have been to a Gaelic match/rugby match).

**All About Me**

Ask the pupils to fill in the ‘All About Me’ sheet which invites them give information about likes, dislikes and hobbies. Then pair them together and ask them to share the information on their sheet with their partner.

Have the pairs report back two pieces of information that they have written down.

**Video Clip**

Show from 0:46 – 3:56

Show the video clip from “Cloudy with a Chance of Meatballs”. Discuss how Flint was someone who loved to invent and that is what made him unique. Flint embraced this and went on to be a great inventor.

**Identity Cube**

Give each pupil the net of the blank identity cube. Tell them that they are going to be making a cube to represent themselves and their identity. Using both the information on their sheet and any other information that they wish to give, tell them that they have to decorate the cube with different facts about themselves.

**Plenary**

Ask pupils to come together in a circle. Remind them that they all have different gifts and abilities. Ask them to give one piece of information about themselves from their identity cube. It should focus on something that they are particularly good at.

**Lesson Two: Something Special**

**Resources Required**

Ask the pupils to bring an object that is important to them or that symbolises something that they enjoy doing, someone who is close to them, a hobby or an interest.

**Learning Intentions**

Pupils will be enabled to:

* develop an awareness of the experiences, lives and cultures of people in the wider world;
* recognise the similarities and differences between cultures in Northern Ireland, for example, *games and clothes*;
* understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.

**Lesson Overview:** This lesson uses circle time to explore objects or things that are special to each person in the class.

**In Class**

This exercise can be done as a whole class or in smaller groups. Ask the pupils to show the class their object and say why it is important to them. Pupils may have brought in a photograph, a Gaelic or football t-shirt. Allow time for pupils to ask questions and engage in discussion.

**Lesson Three: Valuing the identity of self and others**

**Resources Required**

Spot the Differences PowerPoint (**NB: This can be found on the CRED website, Resource Section, Primary: PPT Presentation, Spot the Difference).**

Venn diagram

A3 paper

The Lion, the Witch and the Wardrobe video clip (Search on Youtube)

**Learning Intentions:**

 Pupils will be enabled to:

* develop their self-awareness, self-respect and self-esteem;
* develop an insight into their potential and capabilities;
* understand that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability;
* recognise that people have different beliefs that shape the way they live.

**Lesson Overview:** Pupils will explore their own identity and the identities of others. In particular they will look at the similarities and differences.

**Spot the Differences**

Show the Spot the Difference PowerPoint. In pairs or individually, get the children to try and work out the differences in each picture.

**Our similarities and differences**

* Split the class into pairs.
* In pairs work together to make a list of the similarities between them, and then the differences. Using a Venn diagram put the similarities into the overlapping part of the circle and the differences in the separate parts of the circle.
* Each pair then joins with another pair to share their findings. Every member of the group should identify something that is special about them because it is unique to them within their group of four.
* Spend time looking at these identities and explore similarities and differences as fully as possible.

**Video Clip**

Play video from 5:05 – 10:00

Show the pupils a video clip from The Lion, the Witch and the Wardrobe. This clip shows the Pevensie children receiving gifts from Santa. Each child receives their own gift because of the talents that they have. Explain to the pupils that like the Pevensie children, they each have talents and gifts that are unique to them.

(an alternative video clip can be found in Toy Story 1 where the toys are each using their talents to get Woody and Buzz back into the moving van)

**Make a logo**

In the groups of four pupils, tell the pupils that they are going to find an identity for their group. Ask each group to use paper and pens to design an initial logo/pattern/collage to depict the identity that describes their group. Remind them to keep it simple.

**Plenary**

Once they are finished designing it, ask the groups to present their design to the class and explain how they came up with the final product.

Similarities and differences

**Lesson Four: Fact or Opinion**

**Resources Required**

Fact, Opinion and Not Sure posters

Word bank

**Learning Intentions:** Pupils will be enabled to:

* recognise the similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebrations*;
* acknowledge that people differ in what they believe is right or wrong;
* recognise that people have different beliefs which shape the way they live.

**Lesson Overview:** Pupils will engage in looking at what is fact and what is opinion. This lesson will explore their own knowledge of the different cultures and people within their society.

**Word Association**

Explain to the pupils that you are going to read out a list of words. Whilst you are doing that, you would like the pupils to write down the first word that pops into their head. Let them know that no one else will be looking at their work and that the spelling doesn’t have to be right, as long as they know what they have written. When you have read out the list, encourage feedback as to what they have written for certain words.

List of words could include: teacher, taxi driver, old person, teenager, doctor, cleaner, glasses wearer, farmer, priest, Belfast, America, minister and vegetarian.

When they are feeding back, explore some of their written responses. For example, taxi driver = male. Explore the fact that all taxi drivers are not male. Ask them if they were thinking of anyone in particular? Old Person = Slow. Are all old people slow? Invite them to tell you what they visualised when they heard the words old person?

**I think, I know:**

Through this activity the pupils will be encouraged to explore facts and opinions by considering information about school.Individually, ask the pupils to complete these two stems in relation to their day at school. For example, I think that it will be sunny today and I will be able to go out at break time. I know that it is 12pm.

I think…

I know…

Encourage them to share what they have written down. Some statements may be challenged. This will lead on to a discussion on the difference between fact and opinion.

**Fact** is something that can be said to be true as it can be proven. For example, the capital of France is Paris.

**Opinion** is a point of view and it can be debated. For example, France is the best place in the world to live.

**Fact or Opinion Debate**

On the walls post three sheets: **fact, opinion** and **not sure.**

Read out statements and ask the pupils to stand beside the sheet that best describes the statement, either fact, opinion or not sure. Then discuss amongst the class why each person chose the sheet that they are standing beside.

Statements can include: (Taken from *Check it out first!* Year 6, Strand Two, Unit 6)

* Belfast is the capital of Northern Ireland
* Our lifestyle is causing global warming
* Everest is the highest mountain in the world
* People with blue eyes are less intelligent than those with brown eyes
* Chelsea is the best football team
* The only even prime number is 2
* Smoking is bad for you
* Dogs make better pets than cats
* People from other countries are taking our jobs
* The five Olympic rings represent the five major regions of the world: Africa, the Americas, Asia, Europe and Oceania
* Ireland is the best place in the world to live
* Drinking too much alcohol is bad for your health
* Lough Neagh is the largest freshwater lake in the United Kingdom
* People from other countries don’t know as much as we do
* People who bite their nails are nervous
* Watching the news is boring
* People in wheelchairs can’t play rugby
* People with dark hair are more intelligent than blondes
* Ireland is the third largest island in Europe
* Everyone needs physical exercise
* People who can’t spell are stupid
* The ocean liner Titanic was built in Belfast

**What we think**

Relate this activity back to the previous one. Tell the pupils that they are going to explore the facts and opinions that they have about different groups of people in Northern Ireland.

Write the following words on to six large sheets of paper:

**Old people** and **young people**

**Town people** and **country people**

**Catholic** and **Protestant**

Ask the pupils to think about the facts they know about these groups and any words or phrases that are associated with them.

To get the pupils started, include a bank of words that they have to sort under the right heading. For example: zimmer frames and skateboards under the old and young people category, tractors and skyscrapers under town and country people, hurling and rugby under catholic and protestant.

Alongside these words, encourage them to write their own as this will inform the next lesson!

Have the pupils move round each of the pieces of paper until they all had a chance to write down what they know.

**Feedback**

Bring the pupils together in a circle and ask them to think about all of the words that have been written. Invite them to consider the idea that some of the words in their previous experience have been thought to be fact, but in reality could be an opinion. Encourage curiosity as to what is written down, especially to those things that are opinions.

**Plenary**

 End the lesson with a re-cap on what fact and opinions are. Encourage the pupils to see the difference between the two.

FACT

OPINION

NOT SURE

**Lesson Five: Sport in different cultures**

**Resources Required**

PowerPoint entitled: Unusual Sports from around the world (**NB: This can be found on the CRED website, Resource Section, Primary: PPT Presentation Sport in Different Cultures).**

Internet sites with information about sports

**Learning Intentions:** The pupils will be enabled to:

* learn about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
* recognise the similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebration*;
* develop an awareness of the experiences, lives and cultures of people in the wider world.

**Lesson Overview:** The pupils will be given the opportunity to research and learn about different sporting traditions within Northern Ireland.

**Introductory Power-point**

Show the pupils the PowerPoint entitled: Unusual Sports from around the world. Explore with pupils the concept that people enjoy sports that they may never have taken part in or even heard of. Link this back to Northern Ireland and to the fact that there are some sports that they may never have played before like hurling or rugby.

**Activity**

Recap on the previous lesson and remind pupils of the sports that were written down underneath the words Protestant and Catholic. Invite the pupils to use the books and internet site provided, either individually or in groups, to create a presentation which explores a sport that they have not played. This can be linked to ICT Accreditation Task entitled Topic Time.

If there are pupils in your class that looking at sports from another community would cause problems, set them the task of exploring a sport from another country.

**Plenary**

Give the pupils opportunity to show their presentations to their peers.

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**Lesson Six: Music in different cultures**

**Resources Required**

PowerPoint entitled: Musical Instruments from around the world (**NB: This can be found on the CRED website, Resource Section, Primary: PPT Presentation Music in Different Cultures).**

Internet sites with information about musical instruments from around the world

**Learning Intentions:** The pupils will be enabled to

* learn about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
* recognise the similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebration*;
* develop an awareness of the experiences, lives and cultures of people in the wider world.

**Lesson Overview:** The pupils will be given the opportunity to research and learn about different music traditions within Northern Ireland.

**Introduction**

Explain to the pupils that this lesson will be very similar to the last lesson except that instead of looking at sport in Northern Ireland, they will be looking at music.

**Introductory Power-point:**

Show the pupils the PowerPoint entitled: Musical Instruments from around the world. Let them listen to different pieces of music and see if they can recognise which instrument was being played. Explore with pupils the concept that people from around the world enjoy playing instruments that they may never have heard of. Link this back to Northern Ireland and to the fact that there are some instruments such as the bodhran, tin whistle or recorder that they may not be familiar with. If possible show pupils these instruments and give pupils opportunity to play them.

**Activity**

Invite pupils using books, internet sites and sound recordings provided to work, either individually or in groups, to create a presentation which explores a musical instrument that they have not played. This can be linked to ICT Accreditation Task entitled Topic Time.

**Plenary**

Give the pupils opportunity to show their presentations to their peers.

**Information on Musical Instrument Websites**

The following websites may be useful for researching about musical instruments

<http://www.drumdojo.com/lambeg.htm>

[www.celtic-instruments.com](http://www.celtic-instruments.com)

<http://www.ceolas.org/instruments/bodhran/history.shtml>

<http://www.oddmusic.com/gallery/>

You may also want to add some more in of your own.

**Lesson Seven: Understanding Conflict**

**Resources Required**

The PowerPoint of the Butter Battle Book

Bubble Map

Sequencing cards

A3 paper

Assortment of cardboard boxes and paper

Art Materials

**NB: Further resources for the Butter Battle Book can be found on the CRED website, Resource Section: Primary: ‘PDMU CRED Lesson Plans Additional Resources’.**

**Learning Intentions:** The pupils will be enabled to:

* explore and examine what influences their views, feelings and behaviour;
* examine ways in which conflict can be caused by words, gestures, symbols or actions;
* acknowledge that people differ in what they believe is right or wrong;
* recognising that people have different beliefs which shape the way that they live.

**Lesson Overview:** The pupils will be given the opportunity to think about the causes of conflict and how it can be resolved.

This lesson has been written in three parts.

**Part 1**

**Introductory Game:** Explain to pupils that you are going to place a coloured dot on the each of their foreheads. Tell them that they will then be required to find all of the other pupils who have the same colour of dot on their forehead and they are to do this in silence! After pupils have found their groups, talk to them about the techniques that they used and discuss the importance of communication.

**Read the book:** The Butter Battle Book by Dr. Seuss

**Activity 1**

 Give pupils out a bubble map (print out from the CRED website Resource section) and ask them to work in pairs and write down all of the characters who were involved in the story. Encourage them to think of everyone. When the bubble maps are completed discuss the fact that many people had a role in keeping the conflict going.

**Activity 2**

Give out sequencing cards (print out from CRED website Resource section) which show the consequential nature of the story and the way in which the violence escalates. Ask the pupils to sequence them. When the pupils have sequenced the cards draw their attention to how the situation gets out of control. You can draw parallels with situations in school or in the community.

**Part 2**

Split the class into two, one half will be Yooks and the other half will be Zooks. Split the Yooks and Zooks into small groups and ask them to carry out the following activities:

**Group 1**: Make a flag to represent your tribe. *Art and Design*

**Group 2**: Make a chant or a song that they will sing when going to war. *Music*

**Group 3**: Design a slogan or a poster to persuade everyone to get involved. *Persuasive Writing*

**Group 4:** Write a thirty second speech to explain why you butter your bread the way that you do. *Talking and Listening*

**Group 5:**  Design and build a machine to protect your country. *Technology and Design*

Invite groups to present their work to the rest of the class. This would make an excellent display.

**Part 3**

Remind the pupils of the story by reading extracts from it and looking at the illustrations. Draw a series of bricks on your whiteboard and ask the pupils to give you words to describe the feelings and actions of the people in the story. As the pupils give you words write one word on each brick and build them into a wall.

Words may include: disagree, distrust, anger, shame, sorrow, blame, game, bravery, loyalty, separation, action, reaction and belief.

Split the pupils into small groups with Zooks and Yooks mixed together. Invite them to take part in peace talks. Ask them to draw up a plan to resolve the conflict. Ask them to think of five things that they would do to help bring calm to the situation.

**Plenary**

Ask groups to present their ideas. Hopefully communication will be high on their list of priorities. Remind with pupils the importance of communication again relating this to situations in school and in the community. Use your discretion but this may be an opportunity to talk about the division in Northern Ireland.

**Lesson Eight: Flags in Northern Ireland**

**Resources Required**

**NB: Separate resource pages/information can be found in the CRED website, Resource section, Primary: ‘PDMU CRED Lessons Plans Additional Resources’.**

Introductory PowerPoint on Flags from around the World

Pictures of flags

Flag Activity Sheet

Information on flags

PowerPoint of pictures from around Northern Ireland

**Learning Intentions:** Pupils will be enabled to:

* know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
* recognise similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebrations*;
* understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.

**Lesson Overview:** Pupils will spend time looking at different flags that are found in Northern Ireland. They will discuss what they know about the flags and will design their own flag for Northern Ireland.

**Identifying flags**

Show the pupils the introductory PowerPoint called Flags from Around the World. Invite them to name the flags that they see.

Lay pictures of flags from Northern Ireland onto the floor and ask the pupils to take time to look at them. In small groups ask them to discuss and write down on their activity sheet:

* the name the flag
* the meaning of colours and symbols
* if they have seen the flag before and where it was

Get feedback for each flag and tell the pupils the name and meaning of the symbols on each flag. Talk through where they have seen these flags before.

**Moving Flags**

Place the flags on the floor and ask the pupils to sit beside the flag that they most feel comfortable with. When they have moved ask them to share why they feel comfortable with that flag. Repeat next time with moving to a flag that they don’t like or don’t feel comfortable with. Pupils share thoughts on why they feel that way.

**Northern Ireland Discussion**

Show the pupils the powerpoint of flags, murals, pavement, painting etc within Northern Ireland.

Discuss how flags can create conflict in Northern Ireland and how they make people feel. If it is appropriate, link this back to the Butter Battle Book.

**Extension Activity**

When there is time, talk about how other countries use one flag to identify themselves, yet in Northern Ireland there are lots of different flags.

Ask the pupils to design a flag in pairs that would include everyone in Northern Ireland and would symbolize living in a peaceful community.

**Plenary**

Ask the groups to present their ideas to the rest of the class.

**PDMU: Flag Worksheet**



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write down anything you know about the colours or shapes used in this flag

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**Flag Information Sheet**

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| --- | --- |
| **Flag** | **Information** |
|  | **Name:** St Patrick’s Saltire or The Cross of St Patrick**Description:** A red saltire (also described as a diagonal cross) on a white field. The St Patrick’s Saltire is named after St Patrick, the patron saint of Ireland. The red saltire from this flag appears as part of the Union Flag.  |
|  | **Name:** The Union Flag**Description:** The Union Flag brings together three flags:1. The Flag of England, also known as St George’s Cross: A red cross on a while background
2. The Flag of Scotland, also known as St Andrew’s Cross: A white diagonal cross on a blue background
3. The St Patrick’s Cross, representing Ireland: A red diagonal cross on a white background.

It uses the red cross of St George, the red saltire of St Patrick and the flag of Scotland to make the Union Flag. The design of the flag was made in 1801.The Union Flag, is used to represent the United Kingdom of Great Britain and Northern Ireland. The union flag is only called the ‘Union Jack’ when flown at sea.  |
|  | **Name:** The Tricolour**Description:** The Tricolour has three vertical bands of green, white and orange. The green band is where the flag is flown from. The colours in the flag are there for representation; green for the Catholic population and orange for the Protestant population of the island of Ireland. The white band in the middle represents the hope of lasting peace. The Tricolour was originally designed to represent the whole of Ireland, but is currently used as the flag for the Republic of Ireland.  |
|  | **Name:** The Flag of Ulster**Description:** The Flag of Ulster has a gold background featuring a red cross with the symbol of the Red Hand of Ulster. The flag is composed of two symbols which represent two ancient families from Ulster. The gold background and red cross came from the coat of arms of the Burkes and the Red Hand from the O’Neill family. Legend has it that the symbol of the Red Hand comes from a race to conquer Ireland thousands of years ago. Heremon O’Neill racing a rival chieftain for possession of Ireland became the first man to touch its soil by cutting off his own hand and hurling it ashore!His sacrifice made Heremon the first king of Ulster in 1015 B.C.The Flag of Ulster is used to represent the province of Ulster, which is one of the four provinces of Ireland.  |
|  | **Name:** The Four Provinces of Ireland**Description:** Each flag from the four provinces of Ireland are brought together to form the one flag. The four provinces are known as Ulster, Munster, Leinster and Connact. Top left is Ulster, top right is Munster, bottom left is Connact and bottom right is Leinster.  |
|  | **Name:** The Ulster Banner**Description:** The Ulster Banner is composed of a red cross on a white field, the Red Hand of Ulster on a six pointed star and a crown at the top of the star. It is based on the English Flag and the Flag of Ulster with the addition of the six pointed star to represent the six counties of Northern Ireland and the crown on top for the British Monarchy. It was formerly the flag for the Government of Northern Ireland, but it no longer has any status. It is sometimes used at sporting events to represent Northern Ireland.  |
|  | **Name:** The Flag of Europe**Description:** The European flag has a background of Azure blue with twelve, five pointed golden stars formed into a circle. It is used to represent the council of Europe and the European Union. The number of stars is based on the fact that twelve is seen as a symbol of perfection and completeness, and does not represent the number of countries in the European Union.  |

**Lesson Nine: Symbols in Northern Ireland**

**Resources Required**

**NB: Separate resource pages/information/ppts can be found in the CRED website, Resource section, Primary: ‘PDMU CRED Lessons Plans Additional Resources’.**

PowerPoint entitled Famous Symbols

Pictures of symbols

Symbol Activity Sheet

Information on Symbols

**Learning Intentions:** Pupils will be enabled to:

* know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland;
* recognise similarities and differences between cultures in Northern Ireland, for example, *food, clothes, symbols and celebrations*;
* understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.

**Introduction PowerPoint**

Use the PowerPoint entitled Famous Symbolsto look at symbols from different companies/organisations. Either individually or in pairs, ask the children to identify what organisation is represented from their symbols.

**Identifying Symbols**

Lay pictures of symbols from Northern Ireland on the floor and ask the pupils to take time to look at them. In small groups ask them to discuss and write down on their activity sheet:

* the name the symbol
* the meaning of the symbol
* if they have seen the symbol before and where it was

Get feedback for each of the symbols and use this time to talk about what the symbols mean.

**Moving Symbols**

Ask the pupils to move to a symbol that they most feel comfortable with. When they have moved ask them to share why they feel comfortable. Repeat next time with moving to a symbol that they don’t like or don’t feel comfortable with. Pupils share thoughts on why they feel that way.

**Art Activity**

Create a montage of symbols from Northern Ireland using different art materials. Showcase the work.