

# SILENCE IS NOT AN OPTION

STAND UP  
SPEAK OUT  
BE THE  
DIFFERENCE

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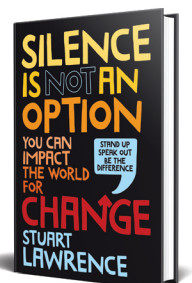
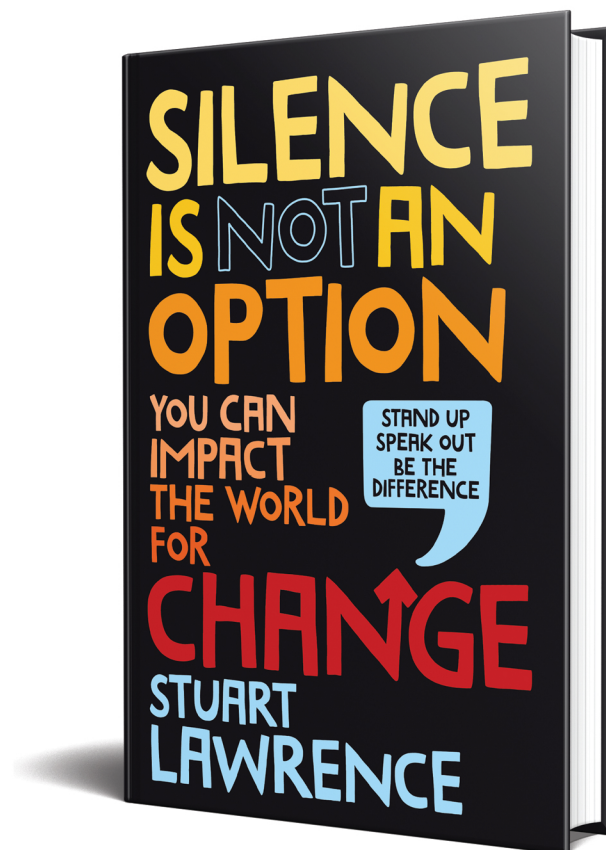
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### SILENCE IS NOT AN OPTION LESSON PLAN: YEAR 6

Lesson Plan

Resource Sheet 1 – Never-ending Goals

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## SILENCE IS NOT AN OPTION LESSON PLAN: YEAR 5

### Objectives:

- To show children that they all have an imagination
- To demonstrate that imagination can be used to imagine what people would like to pursue in life
- To think creatively

### Resources:

- *Silence is Not An Option* (focusing on 'Dream Big')
- *Resource Sheet 1: Improving Inventions*
- *Resource Sheet 2: Character Consequences*

### Outcomes:

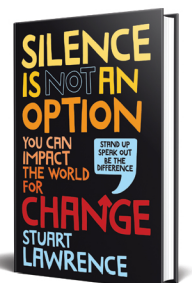
- Children will produce imaginative ideas for inventions, characters and stories
- Children will learn about the importance of using their imagination

### Starter:

Display the pictures from *Resource Sheet 1: Improving Inventions* or use real-life objects representing an umbrella, a toaster, a backpack and a sofa. You can change these objects if you would like to make them relevant to your class or topic.

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Ask the children to choose one of the objects and think about how they can improve it. Perhaps they will add a feature that means the umbrella automatically opens when it detects rain or a modify a sofa so that it comes with a built-in popcorn and drinks holder. The children can discuss their improvements in small groups or pairs or sketch out their ideas to show to the class.

After sharing some of the children's ideas, read pages 95-97 of *Silence is Not An Option*.

## Shared Learning Task:

Give out copies of *Resource Sheet 2: Character Consequences* that have been folded widthways into four. Each child will start out with their own piece of folded paper, but it will be passed around as part of the task, so the children might like to write their initials in the top corner so that their sheet can be returned to them.

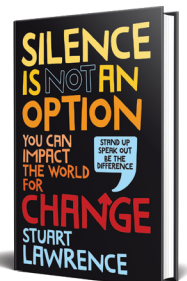
On the first folded section, ask each child to use their imagination and draw a head. It might be a boy or girl, it might be an animal like a bear or monkey – the choice is theirs. When they have done that, they fold their drawing backwards so that the section below the drawn head is now facing upwards. When all children are ready, they can pass their paper to the right.

Now they have a new piece, without looking at the head that has been drawn by the previous person, they need to draw the torso of a character. When completed, they fold it over so the next blank piece is facing upright.

Continue to pass and draw so that the third person draws the legs and the fourth the feet. When all four sections have been completed, the drawing can be passed back to the starting person. They should now have a picture of a very imaginative character!

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## Group/Independent Task:

Using the imaginative character as inspiration, the children can now create a story. This can be done as a written exercise or verbally; the main focus is that the children can use their imagination in exciting and different ways.

When the children have shared some of their stories, continue reading *Silence is Not An Option* until the end of the 'Dream Big' chapter. You might like to set the task entitled 'Make those big dreams real' on pages 98-100 as a homework task.

## Plenary Task:

Give the children five minutes to put their heads on their desk, close their eyes and just let their minds drift. When the time is up, get them to write down all the different thoughts and ideas that popped into their heads.

## Curriculum Links:

English: Spoken Language

Pupils should be taught to:

- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

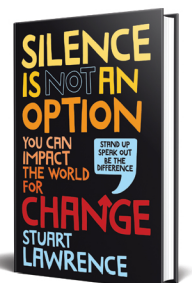
## RSE:

Pupils should know:

- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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## RESOURCE SHEET 1: IMPROVING INVENTIONS

How would you improve these inventions?



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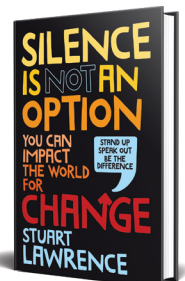
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## RESOURCE SHEET 2: CHARACTER CONSEQUENCES

Head

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Torso

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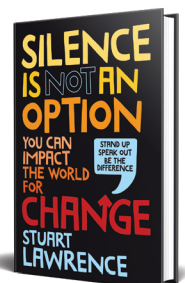
Legs

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Feet

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## SILENCE IS NOT AN OPTION LESSON PLAN: YEAR 6

### Objectives:

- To understand the importance of recognising your own and others' strengths
- To set goals for the future

### Resources:

- *Silence is Not An Option*
- *Resource Sheet 1: Never-ending Goals*
- *Resource Sheet 2: Visualise the Best You*

### Outcomes:

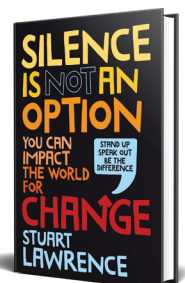
- Children will envision what their future self will be like
- Children will identify goals and ambitions
- Children will make positive comments about others and themselves

### Starter:

Read the introduction to *Silence is Not An Option*, followed by page 21 of Chapter One. Ask the children to think about what their three greatest superpowers are. Remind them that this isn't about fictional superheroes, this is just a way of saying what they are really good at. This can be shared with the class or amongst pairs or small groups.

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## Shared Learning Task:

Continue reading up to page 26. Show children the different people and their goals on *Resource Sheet 1: Never-ending Goals*. In pairs or small groups, ask the children what they might have as a goal after they have achieved the first one. What might come next after that? And after that? Remind children of the example on page 26 to help them.

## Group/Independent Task:

Read the rest of the chapter to the class. Ask the children to visualise what their best self would be, when they are older. 'What are you wearing?' 'How do you look?' 'What is your personality like?' 'What have you achieved?'

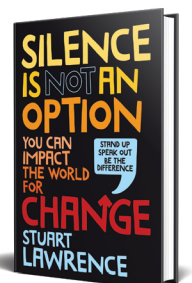
Using *Resource Sheet 2: Visualise the Best You*, children can draw and write their answers. These can be shared with the class or children might like to keep it private. A copy of this can be kept somewhere safe so they always have it to look at.

## Plenary:

Making positive comments can lift someone's day, as well as your own. Challenge the children to write a positive note to three children in the class. If you like, you could draw names out of a hat so that everyone is guaranteed a note from someone.

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## Curriculum Links:

English: Spoken Language

Pupils should be taught to:

- articulate and justify answers, arguments and opinions

English: Reading

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
  - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes

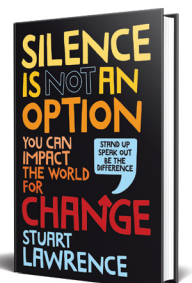
## RSE:

Pupils should know:

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

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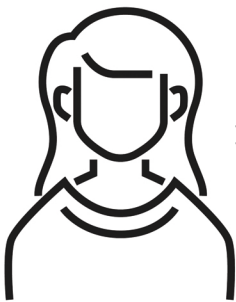


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## RESOURCE SHEET 1: NEVER-ENDING GOALS

What will these people's next goal be after they have accomplished this one?



I WANT TO WIN MY NEXT  
FOOTBALL MATCH!

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I WANT TO WRITE A STORY!

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I WANT TO WIN A CHESS  
MATCH!

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I WANT TO CREATE A  
COMPUTER GAME!

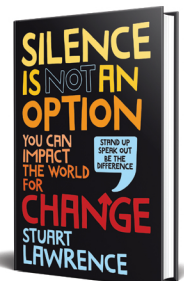
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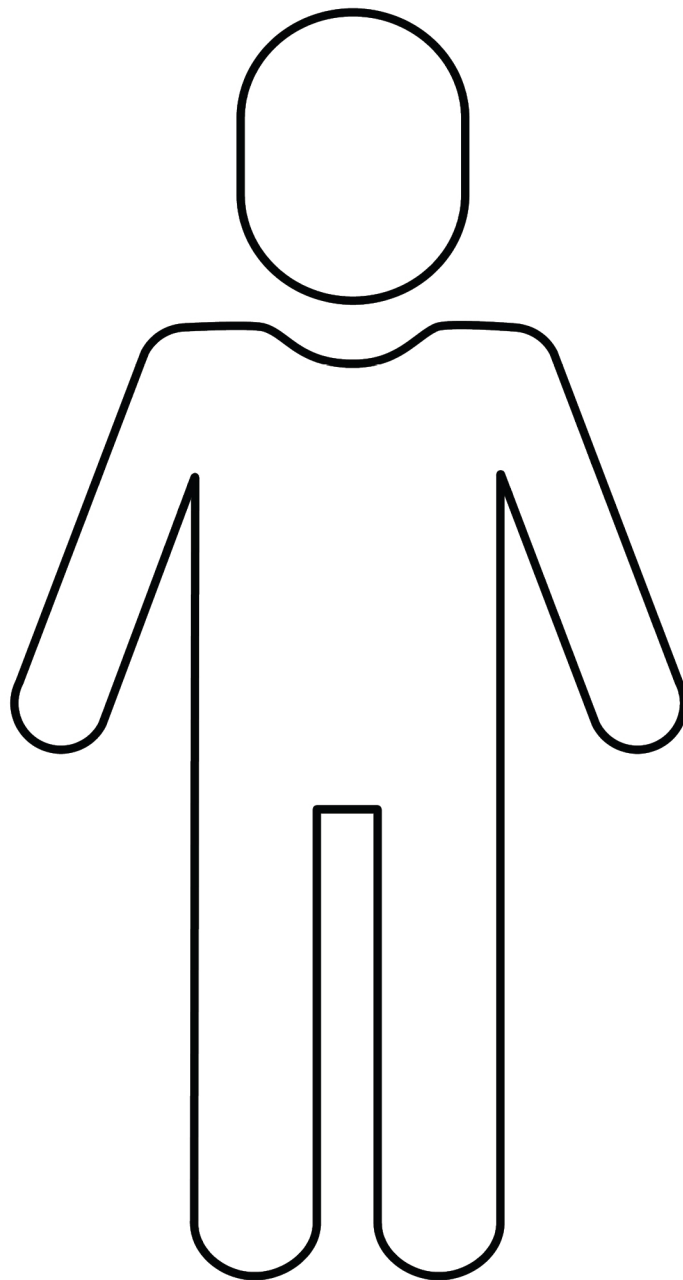


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## RESOURCE SHEET 2: VISAULISE THE BEST YOU

What are you like in the future? What will you be doing? What do you look like? What is your personality like?



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