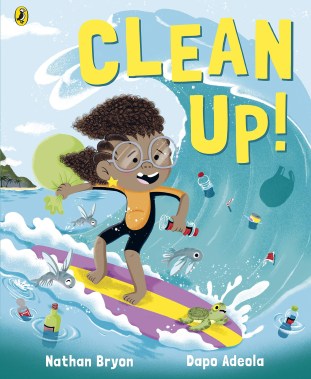
**Clean Up! RE Ideas**

****This lesson explores the theme of working together with others to achieve a goal, just as Rocket inspired her Clean Up Crew to tidy the beach.

These ideas are aimed at children in Year 2, but can be adapted for older or younger pupils. They are based on the book ‘Clean Up!’ by Nathan Byron, and link to the class reflection and art ideas in the Diocesan ‘All Are Welcome’ Project. It’s helpful to have a copy of the book, but you can also watch the story being read [here.](https://www.bing.com/videos/search?q=clean+up+nathan+bryon+you+tube&docid=608016852201381059&mid=A11F6EE2E80A66ABDE34A11F6EE2E80A66ABDE34&view=detail&FORM=VIRE) **(Slide 1)**

There are more ideas than you will be able to use, so select the activities that you think will work best with your class, but try to include something from each section. It is better to do one or two things well, than try to cover too much (less is more!)

**Communicate and Apply – Working as a Team**

**Slide 2** The photo shows Jodie Taylor after scoring a winning goal for the England Women’s football team. Did she score it all by herself? Who else would have been involved? Other team members would have helped to set up the goal, but what about all the people behind the scenes? The coach, the physio, trainers, the grounds staff, the people who designed and made her kit etc How many more can the class think of? Her school PE teachers and family would all have contributed to her success.

**Slide 3** Look at the photo of Rocket and her Clean Up Crew. Did she clean the beach all by herself? Why not? Talk about why it was so much better to work together as a team to clean up the beach. Why do they think that even Jamal got involved?

Is it always better to work as a team? Some of us prefer to do things on our own. Ask the class who likes working by themselves and who likes working together with other people? What if you’re solving a problem in Maths? Building a model? Tidying up the classroom? Is it sometimes better to work on our own?

**Slide 4** ‘If you want to go fast, go alone. If you want to go far, go together.’ Ask the children what they think this proverb means. Do they agree with it? Can they think of any more examples where it’s good to work with other people?

Establish that some of us prefer working on our own and that can be good, but sometimes we can achieve more if we work together with other people.

**Inquire and contextualise – We are One Body**

**Slide 5** Give the children a teamwork challenge, like threading Cheerios onto a piece of spaghetti in pairs, but each of them can only use one hand. *Depending on time and resources, you could make this a Lego building challenge, or ask them to make a jam sandwich, or something else. Ask the children to suggest different limitations, such as neither of them can speak, or one of them is blindfolded and the other one has to tell them what to do.*

Who was the most successful? What did they find difficult? Who was best at communicating with their partner? Did they learn anything about working together as a team?

**Slide 6** The Bible says that the church is like a body made up of many different parts. A foot can’t say that it doesn’t belong to the body because it’s not a hand, and the ear can’t say it doesn’t belong because it’s not an eye. The parts of the body are all different, but they all need each other.

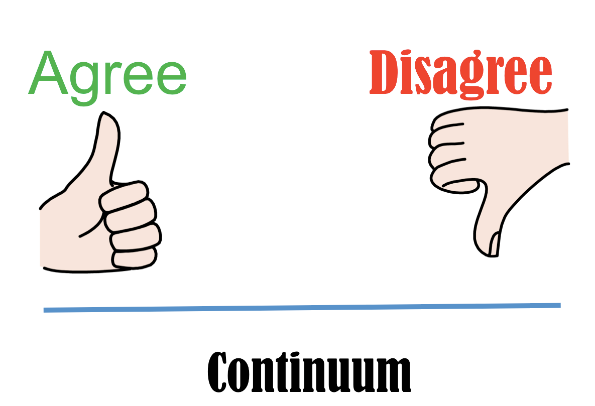
You can read this in 1 Corinthians 12 : 12 – 26

Imagine what your body would be like if you only had feet, but no hands. What if you had a mouth, but no ears or eyes?

Is this true for a class, or a school, or any other team of people? Think about your class, what would it be like if everyone was good at maths, but nobody could read or write? Or if everyone was musical, but nobody was good at PE. Would it make life easier or harder?

What about a football team, if everyone was good at scoring goals, but nobody was any good at defending? What other examples can the children think of?

**Evaluate – Working together**

Use a strategy such as a continuum line to allow the children to share their ideas. Mark a line on the floor with a skipping rope or masking tape – or use one of the painted lines on the playground or field. Mark one end ‘Agree’ and the other ‘Disagree.’

Read the following statements and ask the children to arrange themselves along the line to show how strongly they agree or disagree. Ask some of them to explain why they are standing where they are.

For a bit of fun, you might get them to line up in height order or age order to start with.

* Life would be much easier if we were all the same.
* I’d rather play with people who are exactly like me.
* A band or an orchestra sounds much better if it has lots of different instruments in it.
* If I want to build a model or do an art project, I’d rather do it on my own.
* It was good that Rocket got lots of different people to clean up the beach.
* Our class is better because we’re all different from each other.

**Slide 7** *Give the class an example of a big task they could all do together.* *It would be great if you could apply this to a real activity you were planning as a class. This might be an environmental project inspired by Rocket’s beach clean-up, or a community event linked to the Queen’s Platinum Jubilee. Talk through all the different jobs that would need to be done if the event is to be a success and involve the children as much as possible in planning out each stage.*

Imagine you had a big job to do as a class, such as organising a tea party for some older people in your local community. What would be all the different jobs you needed to do? Writing and sending out invitations, baking cakes, decorating the hall, organising some entertainment, welcoming people, waiting on tables, making teas and coffees – what else can you think of?

Could one person do this all by themself? Why not? Why would it be better if everyone worked together?

**Follow up books**

You may like to read one or more of these books with your class to explore the importance of working as a team with other people, even when they’re different from you.

* Blown Away, Rob Biddulph
* Two Monsters, David McKee
* The Way Back Home, Oliver Jeffers
* Up The Creek, Nicholas Odland
* Kamala and Maya’s Big Idea, Meena Harris
* That Fruit is Mine, Anuska Allepuz

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