**Lesson Overview**

**What does it mean to be British?**

|  |  |
| --- | --- |
| **AOLE: Health and Well-being** | |
| **4 Purpose:**  **ethical, informed citizens** | |
| **WM:** How we engage with social influences shapes who we are and affects our health and well-being. | **DL:**  I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences. |
| **LO:**  I can use the poem the British by Benjamin Zephaniah to help me consider what it is to be British and to understand some of the influences that have helped to shape us. | |
| **Intro:**  Born to an English father of Caribbean heritage and a Welsh mother Cuthbert grew up in Merthyr. Despite having 3 white grandparents, the colour bar prevented him fighting for titles within the UK.  Very simply the colour bar was set by the government of the time and restricted activities by the black population in order for the white population to maintain dominance. (see unit of work on the colour bar in Humanities)  Today we want to celebrate the great mix of people and the external influences that make up Britain and Wales. This is a chance to have a think about the influences that make you you!  **Who are you?**  Make a quick personal profile using the template on the resource sheet Who am I?  or just gather lots of ideas from the class.  **What has made you you?**  eg family, where you live, financial situation, language, history and geography of where you live culture,education, | |
| **Main:**  Benjamin Zephaniah’s poem tries to unpick who we are as a nation and not just as an individual. The British throws light into the history of Britain and tries to spread the message of “unity, understanding, and respect” to the British people. He places “justice” as the foremost ingredient in his poem as it brings harmony to the nation  <https://poemanalysis.com/benjamin-zephaniah/the-british-serves-60-million/>  [The British featuring Benjamin Zephaniah - BBC Poetry Season 2009](https://www.youtube.com/watch?v=dZ1yYOAwvvo)  [The British Poem by Benjamin Zephaniah | YOUMANITY](https://www.youtube.com/watch?v=KPOAQmZ7gHg).  Listen to the poem and then read it aloud yourself.  film and watch back    **Questions to think about:**  What is the poet trying to tell us through this poem?  Why has he written in the style of a recipe? Can you identify any specific cooking words?  What is the author describing when he says “Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.” ?  Is this what we are experiencing now in the UK and in other places around the world?  Do you think the poem wants people to change the way they think?  Is he trying to challenge the public?  **Activity:** Have a go at writing your own poem about diversity; celebrating all of the differences that we have. You could create a poem telling the story of someone you have researched or you could write an acrostic poem about how we can celebrate our differences and strive for equality. It is entirely up to you. Think about how you might decorate your poem – what could be a symbol of diversity and equality – of celebrating our world and peace within it? | |
| **Plenary:**  **Reflect:**  What did it mean to Cuthbert to be British?  **Consider:**  His skills at boxing and his progression through the sport  His pride at fighting in the 1924 Olympics in the Netherlands, representing the UK  The colour bar which prevented him from participating in fights to win British titles  The refusal of the British Boxing board of control to issue an apology even now to the Taylor family.  **Extension ideas:**  On a World map, plot all of the countries listed in the poem.  Identify the early settlers. Where did they come from?  What makes someone Welsh?  What are the specific cultural influences that give us such a strong identity? | |
| **Useful links:**  **Links to other units:**  Inspirational Poem: Benjamin Zephaniah Ode to Muhammad Ali (language) | |