

## **Suggested Activities to accompany “The Most Contented Snail in the Whole Wide World.”**

### **Assembly Ideas:**

#### **Key Stage 1**

Ask the children who likes animals. Ask the children how many of them have seen a snail smile. Ask them what they think might make a snail smile.

Ask the children what makes them different to their neighbour. Different coloured hair? Eyes? Different family members. Different skills.

Tell the children that it is ok to be different but sometimes we want to be the same as our friends. We might like to be good at football like our friends. Sometimes we might want to wear the same clothes.

Tell the children you are going to read a story about a friendship where two snails help their friend to feel part of the group.

Read the story through, sharing the pictures with the children.

Ask the children what they noticed about the story. Hopefully they will pick up that the slug was unhappy as he was. Point out that the brothers care about their friend so they want to help. How did they help? What did they do? How might this have made Cyril smile?

Explain that in this world there may be some children out there who aren't happy with how they look and they might want to be helped by their friends.

#### **Reflection:**

Ask the children to close their eyes and to think those people who are unhappy. Get them to think about something they can do to try to help someone when they are feeling sad. Invite children to share some of their thoughts.

#### **Key Stage 2**

Use a similar introduction to the assembly as for Key Stage 1 before reading the story to them.

Explain to the children that this story explores the fact that the slug feels different inside. It is ok to feel different to how we appear. For example,

someone who is big and tall might appear from what they look like to be tough but inside they might be feeling very sensitive.

Ask the children who wants to be liked. Explain that it is natural for us to want to be like our friends.

Explain that sometimes people are born as a boy but inside they prefer to do things that a girl does. Likewise sometimes are born as a girl but inside they prefer to do things that a boy does.

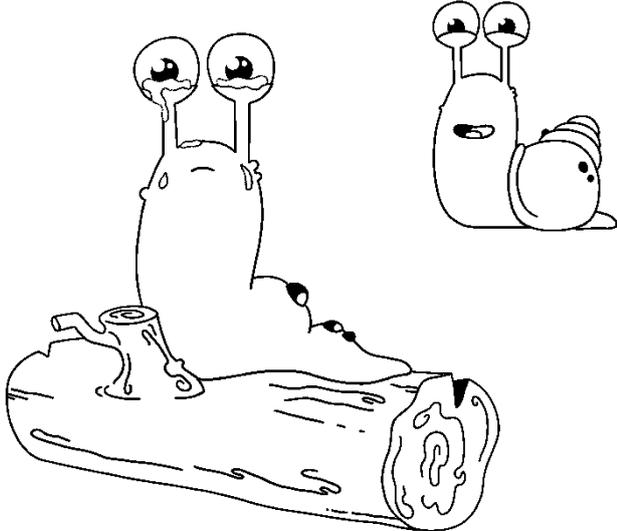
You may want to take this further to explore the concept of transphobia and link this to work already being done on bullying. You could explain that it is not only unfair to pick on someone because of their sexuality (as with racism etc) but it is also against the law.

Again, this can be explored further in looking at how the U.K. has legalised same-sex marriage but other countries are not as tolerant. You could explore how children feel about the fairness of this.

**Reflection:**

Ask the children to think for a moment about some of the issues in the world that appear to be unfair, it could be something that is current in the news or something that is relevant to your school situation. Ask them to think about what they could do if they found themselves confronting this situation. Would they have the strength for example to stand up to a bully if they saw them being unkind to someone because of their appearance, race or sexuality?

**Possible follow up activities:**

	Description of Activity	Suitability
1	<p>Around an image of the slug crying on the log, write down all the things you could do to try to help the slug feel happier.</p> 	<p>Suitable for Key Stage 1 or 2 (with adaptations).</p>
2	<p>Explore what makes the group of children the same and what makes them different. Ask the children to group according to boys/girls, then hair colour, eye colour, those with a brother, sister etc. (change the groupings according to the knowledge of the group). Then ask them to put their hands up if they like football, horse-riding, singing, drawing, etc. In pairs, get the children to think of two things that they have in common and one thing that is different. Repeat this activity with different partners (being sensitive to individual needs). Ask the children to write “What makes me, me” on a sheet and get them to think of all the things that make them individual (both in terms of physical differences and their likes/dislikes). At the end of the session, help the children to identify some of their similarities but also to be able to celebrate differences.</p>	<p>Suitable for Key Stage 1 or 2 (with adaptations).</p>

3	<p>Take images of a range of different personalities (include homosexual, heterosexual and trans) and ask the children what strengths they have. Ask if they know anything more about them. If they do not identify them due to their sexuality, point this out. Ask if this makes them any better or worse at their jobs.</p>	<p>Suitable for Key Stage 2.</p>
4	<p>Introduce the words “resilience” and “tolerance.” Discuss the meaning of these words and how they relate to one another. Encourage the children to think of examples where they would need to be tolerant of one another. Encourage them to think of situations where they would need to be resilient. Model writing slogans to promote resilience and tolerance e.g. “Believe in yourself” / “You are an individual” / “Do on to others as you would want for yourself” etc. Encourage the children to think of slogans of their own. Engage the children in producing posters to depict their chosen slogans to display.</p>	<p>Suitable for Key Stage 2.</p>
5	<p>Explain that while the UK is much more tolerant now, it hasn't always been the case. Until 1967, homosexuality was illegal and punishable by imprisonment. The decriminalisation of homosexuality was not issued until 1990 in Jersey and 1994 in the Isle of Man. In 1988, it became law that schools could not promote the acceptability of homosexuality (known as Section 28 of the Local Government Act). This ban was not lifted until 2003. Same sex marriages were only legalised in England, Wales and Scotland in March 2014. Discuss the fairness of these points and liken it to making it illegal to practice a specific religion or do things because of racial background. Discuss the meaning of tolerance. This could then be used as a starting point for a reflective piece of writing, a creative poem, rap or song to promote tolerance or to question just how tolerant we are.</p>	<p>Suitable for upper Key Stage 2.</p>
6	<p>Building on Activity 3, chose a prominent celebrity who has found it difficult in the media regarding their sexuality. Talk about the meaning of the word “resilience.” What do they think this celebrity has done</p>	<p>Suitable for upper Key Stage 2.</p>

	<p>to try to ensure they are resilient in the face of hurtful things said in the media. Ask the children to explore what they might say to that person if they were to meet them in the street. Invite the children to write a letter to the celebrity to highlight the positives of their career and to help them develop their resilience. Explain that many people who are not in the media spotlight also suffer hurtful comments similar to this and that they may know someone who has had to deal with this. Explain that to help people they know dealing with difficulties like this, they should try to focus on the positive things they have achieved.</p>	
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