



What's going on this week?

A group of rebellion protesters in Euston Square Gardens, who built a 100ft (30m) tunnel under the gardens to protest against the HS2 high-speed railway line, have all now been evicted. They are campaigning against the development, which plans to improve transport links between parts of the north of England and London. The issue the protesters have, is that the planned route runs through areas of ancient woodlands and wildlife habitats.

Main question:

How far should you go to stand up for what you believe in?

Listen, think, share

- Look at this week's poster, talk about what you can see.
- Watch this week's useful video (link found overleaf), which shows life in the HS2 protester tunnel. What do you think the protesters would have found hardest about life in the tunnel?
- Read the information about the HS2 rail protests found on the assembly resource. Why do you think they chose to take the course of action they did? Do you think they made the right choice by building a tunnel to make their voices heard?
- Were you aware of the HS2 railway project before this week's story? Overall, do you think the project is a good idea?
- Can you think of an alternative way that the protesters could have raised awareness of their cause? Do you think it would have made more or less of an impact than by building a tunnel?
- Can you think of a time when you have felt very strongly about an issue and have taken action? What was the action that you took? What was the impact?
- Can you think of different ways to make your voice heard about an issue that is important to you? Which ways do you think would work best? Why do you think that?

Reflection

There may be times when we feel strongly about an issue. It is important that we think carefully about the actions we take, the impact that they may have on others and how we can make a difference in the world.



KS1 Focus

Question:

What is a protest?

Listen, think, share

- Write the word 'protest' on the board. Have you ever heard of this before? What do you think a protest is?
- Explain that if people don't agree with something and they show that they don't agree in a public way, we call this a protest.
- Look at resource 1, which shares more information about protests. Have you ever seen or been part of a protest before? E.g. encouraging people not to park their cars near school.
- Focus on the different ways people can protest. Can you think of any other ways people might be able to have their voices heard?
- Explain that some protests are peaceful whereas others may not be. Sometimes the police may have to get involved as people may be breaking the law. What do you think about this?
- Think about a time when you didn't agree with something. What was it? How did you let people know you didn't agree? Was it just you who felt this way or did lots of people?
- Explain that sometimes we might disagree with something such as what time we have to go to bed or what we are having for our lunch. This only affects ourselves, so it is unlikely to cause a protest. We can still use our voice to explain how we feel though.

Reflection

A protest is when people show they don't agree with something and want to change it. There are many different ways people choose to protest and have their voices heard.



KS2 Focus

Question:

Why do people disagree with the HS2 railway project?

Listen, think, share

- HS2, the new super-fast railway that is currently being constructed, is quite controversial. What do you think controversial means?
- Explain if something is described as controversial, it means it is very likely to cause public argument or disagreement. Why do you think HS2 is controversial?
- Look at resource 2, which shares how some people feel about HS2. Sort them into people who agree with the project and people who do not. What do you think about HS2? Do you think it is a good idea or not? Why do you think this?
- Focus on the people who disagree with the HS2 railway project. Can you create a list of reasons why they disagree?
- Some of the people who disagree with HS2 have chosen to protest by building and living in a tunnel. This has reached the media and been reported in the news. Discuss why being in the news might be positive for the protesters e.g. attract more attention, gain a larger audience.
- Do you think building and living in the tunnel was a good way for their voices to be heard? Why?
- Discuss other ways people might protest e.g. marches, strikes, sit-ins, road blockades. Some protests cause disruption. Do you think a disruption means more people listen?

Reflection

HS2 is a controversial project as people have different views on whether it should be built or not. We can choose whether we agree, disagree or are indifferent.



KS2 Follow-up Ideas

Option 1: Explain that some of the people protesting about the HS2 railway stayed in the tunnels between 27th January and 26th February.

- Can you work out how many days this is?
- What do you think it might have been like?

Ask the children to imagine being in a tunnel. Think about:

- What can you see, hear, smell?
- What adjectives can you include to describe what you can see, hear, smell?
- How do you feel?

Make a collection of vocabulary on the board to describe the tunnel. Use this to create a tunnel setting description.

Option 2: Ask the children to read and research protests throughout history. Select one protest e.g. women's suffrage, the Miners' Strike. Use the following questions to help you research:

- What was the protest?
- Who was involved?
- What methods of protest were used?
- Did it result in a change?

Allow the children time to share their findings with others and ask further questions:

- Which methods of protest were effective? Why?
- Do you agree with how people in the past protested?
- If you disagreed with something, what would you do? How would you make sure your voice was heard?



KS1 Follow-up Ideas

Option 1: Design a sign or banner, like one that might be used in a protest. Begin by looking at examples of banners and signs (see resource 1). Explain that they all share a message.

- What do you notice about the signs and banners? Think about the size of the writing, the colours used and the length of the message shared.

Think about:

- Is there something you don't agree with that you would like to change?
- What message might you use on a sign or banner?
- What colours could you use?
- Could it include any pictures or symbols?
- What materials might you need to create your banner e.g. cardboard, paint, pens?

If possible, allow children to create their signs and banners!

Option 2: Explain that some protesters stayed in the tunnel between 27th January and 26th February, a whole month!

- Can you say the months of the year?
- How many months are there in a year?
- What month were you born?
- Which is the first and last month of the year?
- Do you have a favourite month? Why is it your favourite?

Challenge – can you find out how many days are in each month?



This Week's Useful Websites

This week's news story

www.bbc.co.uk/news/uk-england-london-56209311

This Week's Useful Videos

Life in the Euston Station tunnel

<http://bit.ly/3uRV2sT>

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Alternative – another possibility or choice.

Can you think of an **alternative** way that the protesters could have raised awareness of their cause?

Ancient – belonging to the very distant past; very old.

The issue the protesters have, is that the planned route runs through areas of **ancient** woodlands.

Development – something that is in the process of being developed.

They are campaigning against the **development**.

Evicted – forced to leave a place.

A group of rebellion protesters in Euston Square Gardens... have all now been **evicted**.

Protester – a person who publicly demonstrates opposition to something.

A group of rebellion **protesters**.

Rebellion – organised resistance to a government or other authority.

A group of **rebellion** protesters.