THE GREAT GET TOGETHER: SIXTH FORM ACTIVITY PACK

#greatgettogether #moreincommon
Introduction

The activities in this Great Get Together activity pack are designed for secondary schools and sixth forms to commemorate and celebrate Jo Cox MP, using her life and work to help young people develop their understanding of identity, diversity, community and equality.

Feel free to pick and mix activity suggestions in a way that allows you to use what is most suitable for your own communities, learners, ages and attainment levels.
Assembly suggestions

1. Opening slide: “We have more in common than that which divides us.”

Reflection question: What does this mean?

2. Telling Jo’s story

Key points about Jo’s life and work:
• Jo always dreamed of being an MP in her home constituency.

• She grew up in Yorkshire and was very academic and sporty – she once won every race at a swimming gala.

• After finishing school, Jo went to Cambridge University. She found it difficult and didn’t feel like she fitted in because she sounded different to everyone else. However she persevered and in the end made some great friends and learnt a lot about politics and the world we live in.

• After university, Jo travelled and worked in some of the world’s most dangerous war zones, campaigning to make the world a fairer place.

• During Jo’s career working at Oxfam she met her husband Brendan. They both shared a love of travelling and spent many trips volunteering across the world including in an orphanage in Bosnia.

• In 2015 on a car journey with Brendan, Jo made the decision to become an MP. The decision wasn’t easy to make and she deliberated long and hard about whether she could be a good mother as well as a good MP.

• In 2015, Jo was elected as the MP for Batley & Spen in Yorkshire. She went back to work there and loved having the connection with her hometown.

• Jo worked extremely hard but always put her kids first – she even voted in the Chamber in the House of Commons wearing her cycling gear so she could get home in time to put the kids to bed.

• In her short time as an MP, Jo achieved so much and was loved across all parties in the Houses of Parliament.

3. Reflection question: What strikes you about Jo’s life and the causes she cared about?

4. Great Get Together: Introduce The Great Get Together and the ideas behind it

• Jo was killed because of her beliefs. Jo believed everyone has the right to their own beliefs and opinions but that we all have the responsibility to respect those of other people. The person that killed Jo was put on trial and found guilty and is now in prison.

• The weekend of the 16th-18th June marks the first anniversary of Jo’s death. Jo’s friends and family didn’t want a sombre occasion. So, the plan is to hold celebrations to unite communities across the country.

• Get Togethers of all different shapes and sizes are being organised, from street parties to bake-offs, football matches to village fairs and rowing races to picnics – hopefully you can be a part of the fun!

• The message behind The Great Get Together is a simple one: that we all have more in common than that which divides us.

• Brendan, Jo’s husband, said Jo would have been thrilled by the idea of The Great Get Together because it’s a chance to bring our communities together and celebrate what unites us. He said there could be no more fitting tribute to Jo’s memory than The Great Get Together.

5. Video: To promote The Great Get Together

6. Reflection question: What could you/we do to get involved in the Great Get Together or to celebrate diversity in our community?

Adaptions for sixth form

• Incorporate participation by having members of the school or local community speak in the assembly about some similarities and differences they share (e.g. the head teacher and one of the lunchtime supervisors; members of two different faith communities).

• Reflection questions could be pre-discussed by one class and ideas presented to the assembly.

• Reference social media as a way to promote the message (e.g. #moreincommon, #greatgettogether)

• Alternative videos to use could include: Momondo: The DNA Journey or All That We Share, both of which challenge the judgements we make about people and celebrate diversity.
Below is a range of activities that could be used with pupils in the classroom to reinforce and revisit messages delivered in the assembly. These may be suitable for use as part of an off-timetable day in PSHE or Citizenship lessons or during tutor time. The activities include suggested timings, but these are flexible.

**Changing places game (10-15mins):**

Participants form a circle, and swap places based on aspects of their identity. The teacher reads various instructions:
- “Change places if you... have/are/like...”
- “Change places if you have a brother.”
- “Change places if you like football.”
- “Change places if you like fruit.”
- “Change places if you cycle to school.”
- “Change places if you like snowy days.” etc.

Teachers should aim to make sure everyone crosses the circle at some point and that they keep changing the type of question, whilst ensuring that no one is put ‘on the spot’ or encouraged to make an overly personal disclosure.

**Changing places follow up questions (5-10mins):**

After playing the changing places game, ask young people to reflect on questions such as the following:
- What did most/lots of/not many people change places for? Why do you think this was? What does this mean about us in this class?
- Were you surprised that not many of us liked/changed places for…? Why do you think this was?
- From this game, which thing do most of us have in common?

**Celebrating multiculturalism (5-10mins):**

Ask students to mind map or list ideas of what their school or local community could do to promote and celebrate multiculturalism or to tackle discrimination.

**Pledge cards (10-15mins):**

Students write a postcard explaining what they are going to do differently or how they will change their behaviour as a result of the learning they have taken part in. This could follow the assembly or other activities selected above. Completed pledge cards could be displayed on a ‘pledge wall’ in a communal space in school.

**Project planning (15-20mins):**

In groups, students can work together to plan a Great Get Together event, thinking about what the event would be and where it would be held, who they would invite, how they would advertise, and the resources and deadlines they would need to meet their aims.

**Creative activities (30-45mins):**

Having taken part in the assembly or changing places game, students make #moreincommon and #greatgettogether posters representing things they found in common with others in their community. Teachers could photograph examples of students’ work.

Posters could also be used to create bunting to decorate a school’s Great Get Together event if they are holding one (alternatively children could create bunting from red gingham, which is the Great Get Together logo).

NB: Schools will be invited to upload photographs to Twitter using the hashtag #moreincommon or #greatgettogether if they wish to.

**Jo’s voting record (15-20mins):**

Government and Politics (A level) students may appreciate seeing examples from Jo’s voting record in order to facilitate a discussion about how Jo lived her beliefs through her actions. Here’s a link to Jo’s voting actions.