

# KS1 Citizenship Lesson Plan



Cover National Curriculum objectives for Citizenship with this engaging lesson for KS1 pupils all about Intellectual Property (IP) and the importance of naming our creations. This lesson provides the perfect platform for pupils to learn about copyright when they're older.

<b>Lesson name</b>	What's in a Name?	<b>Topic/subject</b>	Citizenship
<b>National curriculum learning objectives</b>			
<ul style="list-style-type: none"> <li>KS1 – To recognise what is fair and unfair, and what is right and wrong.</li> </ul>			
<b>Skills development</b>			
<ul style="list-style-type: none"> <li>Creativity and imagination</li> </ul>			
<b>Resources needed</b>			
<ul style="list-style-type: none"> <li>What's In a Name? Lesson Presentation</li> <li>A variety of paper and writing and drawing implements</li> <li>You might also want access to computers or other devices for some children</li> <li>You could use digital cameras in this lesson</li> <li>You could provide modelling clay as an option for pupils to use</li> </ul>			
<b>Key vocabulary</b>			
name, date, belongings, creation, property, own, ask, permission, check, writing, drawing, artwork, design, song, music, songs, photos, fair, unfair			
<b>Prior learning</b>			
Pupils will have some prior experience of naming their work in school and naming their belongings, such as items of their school uniform and PE kit, being named.			

Time	Teacher Activity	Key Questions
15 mins	<p>Introduce the <b>Lesson Presentation</b> and ask pupils if they are currently wearing anything with their name on it. Ask them why they think it's important to name our belongings. Discuss the fact that it helps us return things to their owners if they're lost but that it also means we know who to ask if we'd like to borrow or use something.</p> <p>Play 'The Name Game'. This could be done verbally, in pairs. Or pupils could use individual whiteboards and pens, or paper and pencils, to write their answers down.</p> <p>Watch the CLA 'Naming Your Creations' video by following the link in the presentation.</p>	<p>Why are names important?</p> <p>Why do we name our belongings?</p> <p>Why should we name things we create?</p> <p>Can we use things that belong to someone else?</p> <p>Is it fair to say that someone else's work or creation is yours?</p> <p>How would it make you feel if you spent time making, writing or drawing something and someone else said they had done it?</p>

Time	Teacher Activity	Key Questions
25 mins	<p>Allow pupils to create something – a piece of artwork, a piece of writing, a song, a design or plan, or perhaps a small sculpture using modelling clay.</p> <p>Where possible, support pupils to create photos, audio or images on the computer, if this suits their learning style better.</p>	<p>What would you like to create today?</p> <p>Where / how / when will you add your name and the date to your creation?</p>
10 mins	<p>Share the pupils' creations. Perhaps they could move around the classroom, looking at each other's work and checking that every piece is named and dated.</p> <p>If possible, refer to one of the pupils' creations to explain that if you wanted to include their work in something you were creating, you'd need to ask their permission and give them credit. You might use the example of a piece of their artwork being used in a presentation or using a song they made up in an assembly.</p> <p>Look at the final slide in the <b>Lesson Presentation</b> and ask the class what they learnt today.</p>	<p>Did everybody add their name and the date to their creation?</p> <p>Who owns the thing they have created?</p> <p>How can we use someone else's belongings or their creations in a way that is fair?</p>

### Teacher Notes

What learning took place?

Which aspects of this lesson went well?

Which aspects could be improved?

Actions for the future

### Assessment opportunities

- Are pupils able to identify names with which they are familiar?
- Are pupils able to demonstrate an understanding of why we name our belongings and creations?
- Can pupils explain why it isn't fair to take credit for someone else's work?
- Can pupils explain why it's important to ask others' permission before we use their belongings or creations?

### Suggestions for future learning

- Extend the idea of naming our belongings and creations to giving permission to others to borrow or view those belongings or creations. In this way, pupils will start to form an understanding of the basic principles of copyright.
- Make cross-curricular links in other lessons and point out some examples of creators naming their creations: authors of books, artists' names on works of art, credits at the end of TV programmes and films, and performing artists being credited when their song is played on the radio.
- You could create a quiz using famous paintings, illustrations and text extracts from popular picture books, and snippets from popular songs. Pupils then have to name the creator. Use the [Education Platform](#) to search for books or scan titles owned by your school that you'd like to use.

### Home learning opportunities

- Provide pupils with a copy of the Names All Around Us Activity Sheet to take home. With their parent or carer, they can explore their local area and search for names. They could write these down or take photos of them.
- If pupils would like to create anything at home and name it, they could then bring it in to share with the class.