



# **Resolution Revolution**

**A KEY STAGE TWO RESOURCE**

**TEACHERS' NOTES**

# What is Resolution Revolution?

**Resolution Revolution** is all about New Year resolutions – but not in a get-fit, learn-French kind of way. Instead it encourages people to resolve to do something for others. Ideas for children include: sweep a neighbour's path, make a cake for a family member, wash-up after supper, with the emphasis on things you do rather than things you can pay for or donate to. This is a new initiative from the British Humanist Association to get more people volunteering and doing things to help others.

The **Resolution Revolution** primary teacher's toolkit encourages Key Stage 2 children to live positively, regardless of religion or belief, and to set and achieve goals. The resource includes lesson materials, worksheets, and information to deliver a school assembly or circle-time activity and follow up lessons in the classroom.

The supporting teachers' materials will help teachers to plan and deliver lessons that focus on helping children achieve more by encouraging them to:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- and achieve economic well-being.



# Introduction

**Resolution Revolution** is a simple, stand alone project that can be run either at the end of the autumn term, allowing the pupils to carry out their resolution over the end of year holiday, or at the beginning of the spring term to enable a fresh-start opportunity that accompanies any New Year. The overall aim is to encourage active participation and explore our responsibilities as citizens. We envisage the project being run over three sessions, although this is flexible. All the materials can be personalised and adapted to pupil's needs.

The aim of **Resolution Revolution** is to enable children to engage with the wider world and develop their sense of social justice and moral responsibility. They will begin to understand that their own choices and behaviour can affect local, national, or global issues and political and social institutions; in doing so they will be more able to make more confident and informed choices.

The resource includes opportunities for pupils to work on their resolutions individually or in small groups. There are ideas to help stimulate discussion and encourage participants to develop their own project to help someone else, take action on an issue that is important to them, or to participate in a group project.

The materials will help pupils gather initial ideas; plan, prepare, and complete resolutions; and reflect on the impact of what they have achieved. The materials also include evaluation forms for recording pupil progress and encourage self and peer evaluation.

The aim of this resource is to encourage primary school pupils aged from 7 – 11 years to set and achieve realistic New Year's resolutions and to play an active part in the community.

We would be happy to arrange for someone from the British Humanist Association to come into school and help launch the project. We also have a PowerPoint presentation available to download from the website.

Please contact: [education@humanism.org.uk](mailto:education@humanism.org.uk) to find out more information.

# Learning objectives

**Pupils are able to give their own responses to the following questions:**

- Why people do things for others?
- How can an individual's actions can have a wider and more positive impact?
- How can they set realistic and achievable aims for themselves?
- How can they plan and achieve the aims they have set for themselves?

**Children will:**

- be able to demonstrate that they recognise their own worth and that of others (for example by making positive comment about themselves and classmates);
- be able to express their views confidently and listen to and show respect for the views of others;
- learn how to take part more fully in school and community activities;
- identify positive ways to face new challenges;
- be able to reflect on and evaluate their achievements.

# Curriculum links

**Citizenship**

1b, 1c, 2d, 5a, 5b, 5c, 5d

**Personal, social and health education**

1b, 1d, 2d, 4a, 5a, 5b, 5e, 5f, 5h

**English** 3a, 3b, 3c, 3d, 3e, 3f

**Religious education** 2d, 2e, 3e

Opportunities to discuss religious and philosophical questions, give reasons for their own beliefs and those of others, consider a range of human experiences and feelings, reflect on their own and others' insights into life and its origin, purpose, and meaning.

**Primary Social and Emotional Aspects of Learning (SEAL)**

Contributes to the themes of 'Good to be me' and 'Going for goals'.

This resource also contributes to the National Curriculum Key Stage 1 and 2 aims.



## This resource contains:

### Teacher materials

- Teachers' welcome letter
- Teachers' information flyer
- Letter and permission form template
- Information poster for display in the school
- Pledge chart for the classroom
- Sticker sheet (for Avery label L7161/18 per sheet 63.5mm x 46.6mm)
- Certificate template
- School assembly presentation\*
- Press release template
- School feedback form

### Classroom materials

Activity 1.1 Picking a resolution instructions

Activity 1.2 Picking a resolution ideas

Activity 1.3 Picking a resolution blank cards

Activity 2.1 Making it work instructions

Activity 2.2 Making it work ideas

Activity 2.3 Making it work blank cards

Activity 2.4 Making it work diamond 9

Activity 2.5 Making it work recording sheet

Activity 3.1 Recording and reviewing instructions

Activity 3.2 Recording diary

Activity 3.3 My record evaluation form

Activity 3.4 Self-evaluation planning

Activity 3.5 Self-evaluation form

## Classroom Activity 1: Picking a resolution

### Resources needed

- Activity 1.1 Picking a resolution instructions (optional)
- Activity 1.2 Picking a resolution ideas (1 sheet for each pupil)
- Activity 1.3 Picking a resolution blank cards (1 sheet for each pupil)
- Scissors for each pupil to cut out cards

Pupils look at the ideas cards and think about things they could do as a New Year's Resolution, either with or for family and friends. Encourage them to think of their own ideas for things to do and write them on the blank squares.

Pupils then pick three ideas they think they would like to do.

In small groups pupils discuss their ideas. They should be encouraged to focus their discussion on:

- What skills they will need to help them achieve their resolution?
- Who will benefit from achieving their resolution?
- What will they get out of it (satisfaction, emotional rewards)?

Children in their groups then narrow their choices down to one or two possibilities that they will plan in more detail in the next classroom activity.

# Classroom Activity 2: Making it work

## Resources needed:

- Their resolution or resolutions they chose in Activity 1.
- Activity 2.1 Making it work instructions (optional)
- Activity 2.2 Making it work ideas (1 for each pupil)
- Activity 2.3 Making it work blank cards (as needed)
- Activity 2.4 Making it work diamond 9 (1 for each pair/group)
- Activity 2.5 Making it work recording sheet (1 for each pupil)
- Scissors for each pupil to cut out cards

Ask pupils to look at the suggestions like 'getting permission' and 'solving problems' on sheet making it work ideas (Activity 2.2).

Pupils cut out the squares that they think they'll need for the resolutions they selected during Activity 1. Some things they might need to think about may be missing, so they should be encouraged to come up with ideas of their own. Get them to write any of their own ideas down in the blank boxes.

Get them to think about:

- who might be involved in the resolution and who they should talk to for help or permission?
- where might the resolution take place – is it something that they will do at home or will there be travel involved?
- how long it might take?
- what they might need to take with them (for example, packed lunch, cleaning materials, books)?

In pairs or groups the pupils will next complete the diamond 9 (Activity 2.4) for each of the resolutions they have come up with.

For each of the resolutions they should choose the nine (or fewer) things they need to consider and place them in the diamond shape according to their importance, with the most important at the top (of a portrait diamond) or in the centre (of a landscape diamond). They should record their results on a separate piece of paper. You should encourage the pupils to discuss why some things are more important than others but also what might happen if they don't do something.

Pupils should then use this information to decide on which resolution is their first choice and be able to justify why they made the choice they did. They should use the recording sheet (Activity 2.5) to document their work.



## Classroom Activity 3a: Getting it done:

### Resources needed:

- Activity 3.1 Recording and reviewing instructions (optional)
- Activity 3.2 Recording diary (1 for each pupil)
- Activity 3.3 My record evaluation form (1 for each pupil)
- Permission forms to take home (1 for each pupil)

Now the pupils have an idea and a plan it is time for them to complete their resolution. Make sure they get the permission forms signed off by parents or carers before they start. They need to ask you or an adult at home for any help they might need, and keep parents and carers informed about what they are doing. You might want to use the pledge chart to display in the classroom what everyone is doing.

Pupils should use the recording diary (Activity 3.2) as they go along to keep a note of what they have been doing, and at the end use the my record evaluation form (Activity 3.3) to get feedback from the person or people they did their resolution for.

## Classroom Activity 3b: Recording and evaluation

### Resources needed:

- Pupils individually completed Activity 2.5 Making it work recording sheet
- Activity 3.4 Self-evaluation planning (1 for each pupil)
- Activity 3.5 Self-evaluation form (1 for each pupil)

Pupils should look at their completed making it work recording sheet (Activity 2.5) alongside the self-evaluation planning sheet (Activity 3.4) and think about which of the statements applies to them and if there is anything else they can add.

They should then use their diaries and records to complete the self-evaluation form (Activity 3.5).



# About the British Humanist Association

The British Humanist Association (BHA) is the national charity working on behalf of non-religious people who seek to live ethical and fulfilling lives on the basis of reason and humanity. We promote Humanism, support and represent the non-religious, and promote a secular state and equal treatment in law and policy of everyone, regardless of religion or belief.

The British Humanist Association provides materials and first hand support to enable teachers to include Humanism and humanist beliefs and values in lessons. It has an education section on its website and a dedicated website for teachers. The BHA provides curriculum guidance, educational resources, and lesson materials for teachers from Key Stage 1 through to Key Stage 3, all of which is free for teachers to access, link to the curriculum, and include teachers' notes and lesson plans.

## Acknowledgements

The British Humanist Association would like to thank everyone that has contributed to the writing, developing, and trialling of this educational resource. In particular Leon Choueke, Bob Churchill, Christina Davis, Joanne Knowles, and Jane Leggett.

## Contact us

For further information about the British Humanist Association, Humanism, or for additional teaching materials, please visit [www.humanism.org.uk](http://www.humanism.org.uk)

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