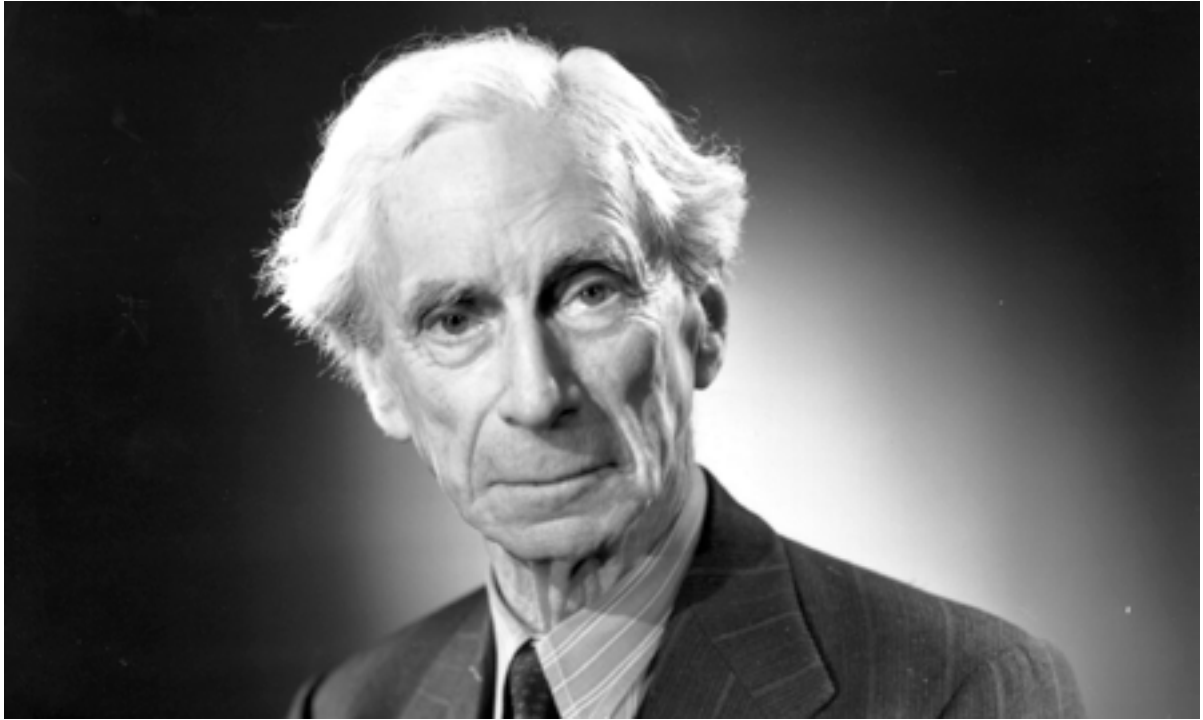


British Values?



Taking a look at ten values or principles outlined by Bertrand Russell for discussion about their Britishness.

Do not feel absolutely certain of anything.

Do not fear to be eccentric in opinion, for every opinion now accepted was once eccentric.

Never try to discourage thinking, for you are sure to succeed

British Values?

This activity looks at Bertrand Russell's '10 Commandments' from an article written in The New Statesman in 1951 entitled 'Best Answer to Fanaticism is True Liberalism'. These are certainly values and produced in Britain by a British philosopher so I think they could fit in this category even if it was not quite what the perpetrators of the suggestion of the idea had in mind.

A variety of activities come to mind. Please send us further suggestions!

Children could select the two values they most would like to adhere to and justify their choice to a group or to the class.

They could be ranked in order of importance. Probably a diamond nine framework would work best here rather than straight ranking.

Big thank you to Frank Monaghan at Open University and NALDIC for reminding me about these.

Last updated 25th February 2015

Webaddress: www.collaborativelearning.org/britishvalues.pdf

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

Do not feel absolutely certain of anything.

Do not think it worth while to produce belief by concealing evidence, for the evidence is sure to come to light.

Never try to discourage thinking, for you are sure to succeed

When you meet with opposition, even if it should be from your husband or your children, endeavour to overcome it by argument, and not by authority, for a victory dependent upon authority is unreal and illusory.

Have no respect for the authority of others, for there are always contradictory authorities to be found.

Do not use power to suppress opinions you think pernicious, for if you do the opinions will suppress you.

Do not fear to be eccentric in opinion, for every opinion now accepted was once eccentric.

Find more pleasure in intelligent dissent than in passive agreement for, if you value intelligence as you should, the former implies a deeper agreement than the latter.

Be scrupulously truthful, even when truth is inconvenient, for it is more inconvenient when you try to conceal it.

Do not feel envious of the happiness of those who live in a fool's paradise, for only a fool will think that it is happiness.