

Sewa Day lessons

There are four lessons to support Sewa Day in your school:

PSHE / Citizenship:

Two lessons explore how our beliefs shape how we respond to the needs of others or the environment, and how we can be responsible for our actions, show our respect for others and build our sense of belonging.

In **lesson 1**, pupils first explore and share ideas about how they think people should behave towards others. They identify that being good to one another is a universal ideal that's vital for communities and for the world. Optionally, pupils can briefly look at what different cultures or religions have to say about the importance of help and service.

In **lesson 2** they use their ideas to link the concept of Sewa to your school values and ethos and think of and share lots of ideas for making Sewa part of how they behave and respond within their school, home and community.

English:

In **lesson 1** pupils research the concept of Sewa and an example inspirational person (eg Gandhi or someone of the teacher's choice, for example someone who's been in the local news for their good deeds) and write an informative piece of writing that explains or argues why that person's life or actions are an example of Sewa.

In **lesson 2** pupils write an explanatory or persuasive letter to their parents about what they are going to do as their school or class's act of Sewa, communicating what Sewa means and why this is a good thing for their community. This can accompany your school's own letter, eg from the template in this information pack, to encourage parents to take part if you wish or attend an assembly that celebrates pupils' learning and achievements after Sewa Day.



Curriculum links

England KS2	Wales KS2	Scotland 7 - 11	Northern Ireland KS2
<p>PSHE / Citizenship</p> <p>1b. Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>1c. Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>2h. Recognise the role of voluntary, community and pressure groups</p> <p>4a. Recognise that their actions affect themselves and others, care about other people's feelings and try to see things from their points of view</p> <p>5a. Take responsibility</p> <p>5b. Feel positive about themselves</p> <p>5c. Participate</p> <p>5d. Make real choices and decisions.</p>	<p>PSE</p> <ul style="list-style-type: none"> • Empathise with others • Work co-operatively • Participate in school life • Explore their personal values • Understand how cultural values and religious beliefs shape the way people live. 	<p>Health and Wellbeing across Learning</p> <p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a</p> <p>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 2-12a</p> <p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 2-13a</p>	<p>Personal Development and Mutual Understanding KS2</p> <ul style="list-style-type: none"> • Develop their self esteem, self confidence and how they develop as individuals; • Explore social responsibility; • Value and celebrate cultural difference and diversity; • Play an active and meaningful part in the life of the community.
<p>English</p> <p>Depending on your approach pupils will be able to:</p> <ul style="list-style-type: none"> • Develop their vocabulary, exploring words connected with values and social action • Use words to inspire themselves and others • Search for, collect and organise information, identifying key facts and making notes • Plan, structure and write informative, explanatory and persuasive pieces of writing for a range of audiences. 			

Sewa PSHE/Citizenship lesson 1

Teacher	Date	Time	Room	Class	Year
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Scheme of work link

Add links to your schemes of work here

About this lesson

In this lesson pupils review and explore the meaning of Sewa as an act of selfless service to others, thinking about how what they value and believe can guide them to perform Sewa and identify that Sewa is a universal concept. They offer and share examples of Sewa to create an inspirational wall of ideas.

OPTIONAL link to RE: Pupils can compare a key idea from each of several world religions to find out how people from any culture or religion can be inspired to act in the spirit of Sewa.

Learning objectives to share

I can explain the meaning of 'Sewa'.

I can describe an act that is 'Sewa' and one that is not.

I can link Sewa to values and beliefs.

OPTIONAL: I can explain how a world religion includes ideas that are the same as 'Sewa'.

Resources

From Sewa Day :

Lesson plan

Sewa vocabulary cards

OPTIONAL: World religion cards

From school:

Small sheets of paper or card, or sticky notes

Brightly coloured pens and pencils

Preparation

You can adapt this lesson to emphasise its RE content as much or as little as you like, focusing on Sewa as a concept that is present across religions or focusing more on Sewa as a concept relevant to ideas of values, citizenship, communities and relationships. Review and adapt the lesson. Print copies of the vocabulary cards and world religion cards for each table, and/or transfer them to a slide presentation. Prepare a window, table or area of wall on which pupils can add their ideas for acts of Sewa.

Lesson structure (60 mins)

Time	Teaching activity	Learning activity	Assessment for learning
5 mins	<p>Starter: Review what pupils learned in the assembly and see how much they can remember about the life stories of Gandhi, Mandela and Camila Batmanghelidjh. Ask pupils if they can explain why each person was shared with them as an example.</p>	<p>Recall and share key events, facts and ideas about the three life stories. Identify that each person gave their lives to offer service to others.</p>	<p>Recall, discussion, questioning</p>
20 mins	<p>Main teaching: Ask each table to review the Sewa vocabulary words and use them to explain Sewa, which means 'selfless service'. How do the other cards help explain these two words?</p> <p>Ask each table to come up with an example of an act that is Sewa, and one that isn't, to illustrate the definition.</p> <p>Ask if anyone can remember the origin of Sewa (a Sanskrit word, from India). See if pupils can recall some religions practised in India. Discuss how Sewa is a concept common across South Asia and help pupils identify that it's just one way to describe a universal idea.</p> <p>OPTIONAL: Share the world religion cards between table groups. Each one outlines a belief or practice from one religion. Ask pupils to work in their tables to discuss how this belief or practice inspires selfless service and share their ideas with the class.</p>	<p>Describe Sewa using the cards.</p> <p>Use examples to illustrate what is and isn't Sewa.</p> <p>OPTIONAL: Read information on cards. Interpret how each religion might incorporate Sewa as a concept.</p>	<p>Verbal explanations</p> <p>Verbal examples</p> <p>OPTIONAL: Verbal explanations, discussion, questioning</p>
25 mins	<p>Activity: Briefly discuss the concepts of 'values' (things we think are important, like sharing, honesty or perseverance) and 'beliefs' (things we think are true about the world, like we are all equal, or that there's good in everyone). Share some examples as a class. Ask pupils to work alone and think of one or two values or beliefs that inspire them to perform Sewa. Pupils can write these on paper, card or sticky notes, making them bright and cheerful.</p> <p>Now ask pupils to think of two acts of Sewa they could perform: one at home and one in their community. Again, pupils write these on paper, card or sticky notes.</p>	<p>Share examples of values and beliefs. Explain how someone might act in different ways depending on their values and beliefs.</p> <p>Write some personal values and beliefs that inspire Sewa.</p> <p>Write two acts of Sewa they could perform.</p>	<p>Verbal examples</p> <p>Written ideas</p> <p>Written ideas</p>
10 mins	<p>Plenary: Ask pupils to add their four cards to an 'inspiration wall' and spend a few minutes reading what other pupils have written. Invite pupils to share examples they think are particularly inspirational and good.</p>	<p>Read other pupils' inspirational values, beliefs and ideas for Sewa.</p>	<p>Discussion, questioning</p>

Differentiation

Easier:

Hold up vocabulary cards and discuss together.
List some example values and beliefs – both helpful (eg that can inspire Sewa) and unhelpful (that might inspire selfishness or expectation of reward).
OPTIONAL: Limit the number of world religion cards you hand out.

Harder:

Depending on your class, invite pupils of different religions to explain their guidance and inspiration for selfless service using their own words.

Tick to identify other differentiation strategies you will use:

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|---|---|---------------------------------|
| <input type="checkbox"/> One to one support | <input type="checkbox"/> Teaching assistant | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Individual tailoring of task | <input type="checkbox"/> Use of ICT | |
| <input type="checkbox"/> Support sheets | <input type="checkbox"/> Writing frames | |
| <input type="checkbox"/> Key words | <input type="checkbox"/> Prepared materials | |
| <input type="checkbox"/> Tailored pace | <input type="checkbox"/> Visual, auditory, kinaesthetic (VAK) | |

Notes

Add your own notes here e.g. Groupings, WALT/WILF, higher order questioning strategies, literacy and numeracy links, TA activities, opportunities for collaboration and choice:

Sewa PSHE/Citizenship lesson 2

Teacher	Date	Time	Room	Class	Year
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Scheme of work link

Add links to your schemes of work here

About this lesson

In this lesson pupils build on what they learned about Sewa and values in lesson 1 as they explore Sewa in the context of your school's motto, ethos and values, generate ideas for acts of Sewa they would like to encourage around school, and create inspirational notes, images and posters.

Learning objectives to share

I can recall and explain the meaning of 'Sewa'
I can make links between Sewa and our school values
I can use words to inspire myself and others to perform Sewa around school

Resources

From Sewa Day :
Lesson plan

From school:
Paper, coloured pens and pencils, paints etc. for notes and posters
Copies of your school motto, ethos and values
Sticky notes for writing ideas for Sewa and expressing thoughts about pupils' work

Preparation

If they are not already visible in your classroom, prepare copies of your school motto, ethos and values or put them on some presentation slides. Think of the best ways to link each of your school's values to Sewa: how can each one inspire pupils to perform acts of selfless service to others?

You may need to prepare space to allow pupils' notes and poster to dry and you will need to think of how and where they can be displayed in your class and around school – you may want to liaise with other staff to agree a whole-school approach.

You could extend this so pupils can take a note or poster home with them to put on the fridge.

Lesson structure (60 mins)

Time	Teaching activity	Learning activity	Assessment for learning
5 mins	<p>Starter: Begin by asking pupils to recall and explain the meaning of Sewa.</p> <p>Briefly review how Sewa is a universal concept, drawing on pupils' ideas from lesson 1.</p>	<p>Pupils explain Sewa and the meanings of 'selfless' and 'service'.</p> <p>Pupils draw on their lesson 1 ideas to give examples of acts that are Sewa (and some that are not).</p>	<p>Recall, questioning</p> <p>Verbal examples and explanations</p>
15 mins	<p>Main teaching: Share and discuss your school's motto, ethos and values to make sure every pupil understands.</p> <p>Explain that your school's values can encourage acts of Sewa in your school community, and that you want pupils to share their ideas about how each of your values could inspire someone to perform Sewa at school.</p>	<p>Selected pupils can explain each value to the class, or pupils can discuss one as a table then share across the class.</p> <p>Either assign one value per table, or allow some tables to discuss some or all values. Pupils discuss how each value might inspire Sewa, writing down their ideas as notes or a concept map, before sharing as a class.</p>	<p>Verbal explanations, discussion, questioning</p> <p>Written work, discussion, questioning</p>
30 mins	<p>Activity: Explain that you'd like pupils to help promote Sewa across your school community (include staff, parents and governors if you wish). To do this, you want pupils to think of some acts of Sewa people could perform at school, to add to your 'inspiration wall' from lesson 1, and then create some notes and posters that draw on your school's values and use slogans and images to encourage Sewa.</p>	<p>Pupils write and add school acts of Sewa to the inspiration wall from lesson 1.</p> <p>Working alone or in pairs, they then create colourful notes and posters that include artwork, slogans and other inspirational words.</p>	<p>Written work</p> <p>Written work</p>
10 mins	<p>Plenary: Ask pupils to lay out their work. Ask them to spend a few minutes reading their ideas for Sewa and thoughtfully looking at each other's work. Pupils can share what they like about each other's work verbally or by writing their thoughts on sticky notes around each piece.</p>	<p>Pupils share their appreciation of each other's work and how it might inspire them and others to perform Sewa.</p>	<p>Verbal contributions, discussion, questioning.</p>

Differentiation

<p>Easier: Ask pupils to link Sewa to just one of your school's values. Assign a location or theme to tables to help focus their ideas for posters, eg 'Sewa at break times', 'Sewa when dining', 'Sewa in class', 'Sewa towards younger children' etc.</p>	<p>Harder: Ask pupils to create a concept map linking Sewa to all school values. Challenge pupils to inspire staff and governors to perform Sewa.</p>															
<p>Other differentiation strategies:</p> <table><tr><td><input type="checkbox"/> One to one support</td><td><input type="checkbox"/> Teaching assistant</td><td><input type="checkbox"/> Other:</td></tr><tr><td><input type="checkbox"/> Individual tailoring of task</td><td><input type="checkbox"/> Use of ICT</td><td></td></tr><tr><td><input type="checkbox"/> Support sheets</td><td><input type="checkbox"/> Writing frames</td><td></td></tr><tr><td><input type="checkbox"/> Key words</td><td><input type="checkbox"/> Prepared materials</td><td></td></tr><tr><td><input type="checkbox"/> Tailored pace</td><td><input type="checkbox"/> Visual, auditory, kinaesthetic (VAK)</td><td></td></tr></table>		<input type="checkbox"/> One to one support	<input type="checkbox"/> Teaching assistant	<input type="checkbox"/> Other:	<input type="checkbox"/> Individual tailoring of task	<input type="checkbox"/> Use of ICT		<input type="checkbox"/> Support sheets	<input type="checkbox"/> Writing frames		<input type="checkbox"/> Key words	<input type="checkbox"/> Prepared materials		<input type="checkbox"/> Tailored pace	<input type="checkbox"/> Visual, auditory, kinaesthetic (VAK)	
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Notes

Add your own notes here e.g. Groupings, WALT/WILF, higher order questioning strategies, literacy and numeracy links, TA activities, opportunities for collaboration and choice:

Sewa English lesson 1

Teacher	Date	Time	Room	Class	Year
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Scheme of work link

Add links to your schemes of work here

About this lesson

In this lesson pupils research informative texts to identify key facts about Sewa and an inspirational person. Working in a pair or small group they identify, combine and share what they discover and working alone or with others, they prepare and write an informative piece that explains Sewa by using examples from that person's life. Pupils can present their work as handwritten or typed documents, presentation slides, or record their words as a video or audio script.

Learning objectives to share

I can search for and collect information.
I can identify key facts and make notes.
I can use notes to write an informative piece of writing.

Resources

From Sewa Day:

Lesson plan
Notes writing frame and main writing frame

Web links:

Nelson Mandela
http://en.wikipedia.org/wiki/Nelson_Mandela
http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html
http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela/

Mahatma Gandhi
http://en.wikipedia.org/wiki/Mahatma_Gandhi
http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml
http://www.historylearningsite.co.uk/mahatma_gandhi.htm

Malala Yousafzai
http://en.wikipedia.org/wiki/Malala_Yousafzai
<http://www.vanityfair.com/politics/2013/04/malala-yousafzai-pakistan-profile>
<http://www.guardian.co.uk/world/malala-yousafzai>

Camila Batmanghelidjh:
http://en.wikipedia.org/wiki/Camila_Batmanghelidjh
<http://www.kidsco.org.uk/about-us/the-team/camila-batmanghelidjh>
<http://uk.ashoka.org/fellow/camila-batmanghelidjh>

From school:

Internet access for small groups or pairs
ICT to write and present work

Preparation

Decide how you want pupils to work together in pairs or small groups of similar ability and the options you will provide for creating and presenting work. You may need to book access to ICT for research and for those pupils who want to use ICT to present their work, and have the web links above pre-installed on pupils' machines, or shown on a projector in the ICT suit.

If you wish, choose another inspirational person for pupils to research, who might be someone local from your community who has performed a large act of selfless service or devoted their life to helping others without expectation of gain or reward.

You may want to link your teaching to build on what pupils may have learned in the PSHE/Citizenship lessons and to use the Sewa vocabulary cards from lesson 1 to help pupils recall and explain Sewa.

Lesson structure (60 mins)

Time	Teaching activity	Learning activity	Assessment for learning
5 mins	<p>Starter: Review what pupils learned in the assembly and see how much they can remember about the life stories of Gandhi, Mandela, Malala Yousafzai and Camila Batmanghelidjh. Ask pupils if they can explain why each person was shared with them as an example.</p> <p>Ask pupils to recall and explain the meaning of Sewa.</p>	<p>Recall and share key events, facts and ideas about the four life stories. Identify that each person gave their lives to service to others.</p>	<p>Recall, discussion, questioning</p>
10 mins	<p>Main teaching: Explain that you want pupils to choose one inspirational person and use them to help explain Sewa in an informative piece of writing. Pupils will work in a pair or small group to research Sewa and their chosen person.</p> <p>Discuss some search terms pupils could use and share the suggested web links, including about a person of your own choosing. Remind pupils to take notes and not copy sections of text!</p> <p>Briefly ask pupils to recall some key features of information texts that help organise information.</p>	<p>Pupils recall and explain Sewa and the meanings of 'selfless' and 'service'.</p>	<p>Recall, discussion, questioning</p>
35 mins	<p>Activity: Give pupils time to research their inspirational person and make notes on elements of their lives and acts that illustrate and explain Sewa.</p> <p>Explain that pupils now need to use their information to plan and write their own piece of work to explain and illustrate Sewa. Allow pupils time to create their work, pausing part-way through to help pupils check they are using examples from that person's life to explain Sewa, and are using headings, paragraphs etc. to organise their work.</p>	<p>Pupils share ideas for relevant search terms that will help them find out more about the lives and key acts of their inspirational person, to help them explain Sewa.</p> <p>Pupils recall and explain the role of headings, paragraphs, subheadings, captions etc. and discuss how they might use them in their own work.</p>	<p>Verbal contributions, questioning</p>
10 mins	<p>Plenary: Allow pupils to share their work by reading it to one another in table groups or (selected pupils) as a whole class. Ask pupils to share what they learned from each example and what they most liked about it.</p>	<p>Pupils work in similar-ability pairs or small groups and use the suggested web links and their own searches to research one inspirational person and Sewa, combining and sharing their notes.</p> <p>Pupils work in similar-ability pairs or small groups to plan and write their piece of informative writing, presenting it in the format of their choice.</p> <p>In table groups or as a class, pupils listen carefully to each other's work and identify what they learned and what they liked about it, sharing their ideas.</p>	<p>Recall, discussion, questioning</p> <p>Written work, questioning</p> <p>Written work, questioning</p> <p>Verbal contributions, questioning</p>

Differentiation

<p>Easier: Direct pupils to specific web links. Provide writing frames for their notes and to create their piece of writing.</p>	<p>Harder: Allow pupils to make their own choices about search terms and websites to visit, and on how they record their notes.</p> <p>Challenge pupils to create a longer and more structured piece of writing or to format it in a style or format that is less familiar to them.</p>
<p>Other differentiation strategies:</p> <ul style="list-style-type: none"><input type="checkbox"/> One to one support<input type="checkbox"/> Other:<input type="checkbox"/> Individual tailoring of task<input type="checkbox"/> Support sheets<input type="checkbox"/> Key words<input type="checkbox"/> Tailored pace (VAK)	<ul style="list-style-type: none"><input type="checkbox"/> Teaching assistant<input type="checkbox"/> Use of ICT<input type="checkbox"/> Writing frames<input type="checkbox"/> Prepared materials<input type="checkbox"/> Visual, auditory, kinaesthetic

Notes

Add your own notes here e.g. Groupings, WALT/WILF, higher order questioning strategies, literacy and numeracy links, TA activities, opportunities for collaboration and choice:

Sewa English lesson 2

Teacher	Date	Time	Room	Class	Year
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Scheme of work link

Add links to your schemes of work here

About this lesson

In this lesson pupils write an explanatory and persuasive letter to their parents or carers to explain the act of Sewa they will do through school as part of Sewa Day. This can accompany the school's official letter home which you can base on the parent letter template provided to your school. The letter must explain the concept of Sewa in ways that pupils' families will understand and relate to and must persuade them to think of how they could help and support pupils before and during their Sewa activity, and also perform their own acts of Sewa at home and in the community.

Learning objectives to share

I can structure and write a letter
I can write using an explanatory style
I can write to persuade

Resources

From Sewa Day :

Lesson plan
Template pupil letter
Parent letter template

From school:

Materials for pupils to write a letter by hand or using ICT

Preparation

You will need to have agreed one or more activities that pupils will perform as part of Sewa Day and how you may wish for parents and other community members to support you or join in. You may want to project the template parent letter to help the starter activity.

Some pupils could write to governors, your local newspaper or other media, or to local businesses and other organisations from which you may want help and support (remember that acts of Sewa should not ask for donations of money). You may want to link your teaching to build on what pupils may have learned in the PSHE/Citizenship lessons and to use the Sewa vocabulary cards from lesson 1 to help pupils recall and explain Sewa.

Lesson structure (60 mins)

Time	Teaching activity	Learning activity	Assessment for learning
5 mins	<p>Starter: Ask pupils to work with a partner and recall all the main elements of a well-structured letter. Help pupils share their ideas, perhaps drafting an outline on your whiteboard or projecting the parent letter template.</p>	<p>Pupils identify key elements of a formal letter including addresses, date, heading, paragraphs etc.</p>	<p>Recall, discussion, questioning</p>
10 mins	<p>Main teaching: Explain that you want pupils to write a letter to their parent (or other recipient – see 'preparation') that explains Sewa and what they will do as part of Sewa Day, and which also will persuade them to get involved, help, and perform Sewa themselves.</p> <p>Discuss some features of explanatory and persuasive writing, such as connectives, key words to use, reasons and evidence etc.</p> <p>Ask pupils to work in pairs and list the key points they think their letters should include.</p>	<p>Pupils suggest features and contribute to discussion.</p> <p>Pupils work together to list key points their letter should include, both explanatory and persuasive.</p>	<p>Recall, suggestions, discussion, questioning</p> <p>Written work, discussion</p>
35 mins	<p>Activity: Pupils write their letter, including as appropriate an explanation of Sewa and what they have been learning about selfless service, your chosen activity and how you would like parents to help.</p> <p>Help pupils organise their explanation into their first paragraph, and their persuasive ideas into the second paragraph.</p>	<p>Pupils write their letter working alone, or in pairs where one pupil writes the explanatory paragraph and their partner writes the persuasive paragraph.</p>	<p>Written work, questioning</p>
10 mins	<p>Plenary: Allow pupils to share their work by reading it to one another in table groups or (selected pupils) as a whole class, or by swapping letters.</p>	<p>In table groups or as a class, pupils listen carefully to each other's work, or if swapping letters, identify key words that help the explanatory and persuasive paragraphs, sharing their ideas about why these words are effective.</p>	<p>Verbal contributions, questioning</p>

Differentiation

<p>Easier: Provide a writing frame, suggested vocabulary and/or list of key points to include.</p>	<p>Harder: Pupils write their letters independently.</p> <p>Invite selected pupils to write to someone other than their parents, such as a local business or organisation you would like to support your Sewa Day activity.</p>												
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Notes

Add your own notes here e.g. Groupings, WALT/WILF, higher order questioning strategies, literacy and numeracy links, TA activities, opportunities for collaboration and choice:

Ideas to extend your Sewa Day teaching

You can easily adapt our four lessons to suit your needs and there are lots of other ways to explore Sewa across your curriculum. Here are some ideas to get you thinking!

PSHE / Citizenship

Explore the importance of volunteer groups in your community and abroad. Challenge pupils to find out about the many ways in which people volunteer their time and skills, and the people they help. Why not create a display to show how important Sewa is across your community and champion the people who perform Sewa to help others? Your display could list or show the many ways to perform Sewa.

Ask pupils to think of an issue they would like to address, or change they want to see in the world, Britain or your community. How could they go about this? Who could they ask to help and get involved (eg friends, adults, local and national politicians, celebrities)? Explore what acts of Sewa they could perform to make this happen.

English

Pupils could write stories and plays to tell others about real people from history or your community and the acts of Sewa they have performed, or make up stories of their own to illustrate the many ways we can perform Sewa.

Pupils could write a piece of poetry about the joy of giving without expectation of reward, or how many acts of Sewa can bring a community together.

Pupils could write or record newspaper articles and reports about your Sewa Day activities to send to local media, use in your school newsletter or upload to your website.

Art

Extend English lesson 1 and create more artwork for posters to promote acts of Sewa in school. Pupils could draw on the artistic traditions of the Indian subcontinent and other Asian cultures or to show that Sewa is just one name for a universal concept, draw on the artistic traditions of other cultures and religions.

Challenge pupils to create their own symbol for Sewa to use around school. Ask pupils to show how Sewa is about coming together and giving freely.

Pupils could draw and paint portraits of Gandhi, Mandela Malala Yousafzai and Camila Batmanghelidjh, plus other people who have devoted their lives to Sewa. Pupils could draw in their own style or copy a famous artist's style and techniques.

Music

Pupils could write and perform a song or jingle or even a radio advert with music, to promote Sewa and encourage acts of selfless service.

Explore examples of protest music from history and around the world, finding out about the people who wrote it and what they were trying to change.

History

Explore life during the British Empire in India, South Africa and other countries including our own, for different groups of people. How were their experiences different, depending on their colour or class?

Research the lives of other people who have campaigned and worked for change, for example during Victorian Britain, America during the civil rights era and more.

Geography

Use maps, atlases, globes and other sources to find out about life in different parts of South Asia.

RE

Find out more about how different faiths, religions and cultures each promote similar concepts to Sewa, such as charity, volunteering, giving and acts of care and kindness. Look for quotes from scriptures or holy books, the life stories of key figures or traditions, rites and festivals that promote selfless service. Invite speakers from different faiths to come in and talk to pupils. Create a display to show how Sewa is just one name for a universal concept.

Across the life of your school

Many schools have a regular 'well done' assembly feature that recognises pupils' achievements – why not embed Sewa in this? If pupils have received or witnessed an act of Sewa they could tell a teacher about it, or drop a note in a 'Sewa box' in your foyer or main corridor. You could read out names and acts, or for an anonymous approach, just the acts of kindness pupils have experienced during the week.