



Picture News

What's going on this week?

England footballer, Marcus Rashford has said "I could not be more proud to call myself British" after many authorities went against the Government's refusal to fund meals over the recent half-term break for many children. The 23-year-old said he is "truly overwhelmed" by the support his campaign has received after Parliament rejected proposals to provide free meals to children during the school holidays.

Main question:

Do famous people have a responsibility to use their voice to help others?

Listen, think, share

- Look at this week's poster and ask if anyone knows who the person is? He is Manchester United and England player, Marcus Rashford.
- Read through the information on the assembly resource about Marcus Rashford and his campaign. What do you think about the campaign? Do you think other famous people should do more to help others?
- Talk about why you think famous people have such an impact on others e.g. that people admire and look up to them, so they will listen to what they have to say.
- Can you think of any other famous people who have raised awareness about an issue?
- If people are famous and choose not to speak out about issues, do you think that they should? Talk about how not everyone chooses to be famous and some may want to have a private life.
- Watch this week's video and talk about why you think Marcus is going to the lengths that he is to help young people. Do you find it surprising that some people are criticising what he is doing?

Reflection

People can become famous for many different reasons, they may be a talented singer, or be very good at sport. Often, because of their talents, many people will take the time to listen to them and respect their view. If they choose to, this can give them a powerful platform for change.



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KS1 Focus

Question:

Why are some people famous?

Listen, think, share

- Write the word 'famous' on the board. What do you think it means to be famous? Can you name anybody famous? Record a list.
- Explain that being famous means you are known by many people. Can you think about how somebody might become known to many people?
- Look at resource 1, which shares some of the reasons some people are or become famous. Can you name somebody who is famous for each of the reasons found on the resource?
- Think about what it might be like to be famous. Do you think you would like to be famous? Why? If you did become famous, what would you want it to be for?
- Discuss what might be good about being famous e.g. being given special treatment when you go somewhere, being richer, having fans, and what might not be so good e.g. not being able to go anywhere without being recognised, people judging you and your choices and having no privacy.
- Some people, like Prince George, Princess Charlotte and Prince Louis, have no choice but to be famous. How does this make you feel? Should the reason you become famous be your own choice?

Reflection

There are many reasons why people are famous. Being famous has both positives and negatives. Some people want to be famous; others do not.



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KS2 Focus

Question:

What other examples are there of people in the public eye raising awareness?

Listen, think, share

- Create a list of famous people. Looking at the list, do you know if any of these people support a charity or campaign to raise awareness of an issue?
- Famous people have a huge audience as they are well-known to many people so often, their voice can be spread further.
- Look at resource 2, which shares examples of some people who are in the public eye who have used their voices to raise awareness. Can you think of any other people in the public eye, who have helped to raise awareness?
- Focus on Prince William. Members of the Royal Family do not choose to become famous but we often expect them to have a voice and see it as their duty. Do you think this is fair? Can you think of anyone else who didn't choose to be famous?
- Have you heard of Greta Thunberg? She actually became famous for sharing her voice. She is an environmental activist sharing the crisis the world is facing with climate change. Do you think she had to work harder to get her message to the world than someone who was already famous?
- Not everyone will agree with certain campaigns. If there was a famous person whose campaign you didn't agree with, might it change the way you felt about them?

Reflection

Being in the public eye often means people have a larger audience to share their voice with, spreading their message further.



KS2 Follow-up Ideas

Option 1: Ask the children to write a fact file or a biography of someone famous. They will need to do some reading and research! Think about:

- Who will you research?
- Why are they famous?
- When were they born? Where did/do they live?
- What have they achieved?
- Have they supported any campaigns or used their voice?

Once the children have gathered their research consider the layout and structure of their fact file or biography.

Option 2: Ask the children to create a portrait of someone famous.

- Who will you create a portrait of? Why have you chosen them?
- What will you use to create your portrait? Pencil, crayons, paint, pastels?

Before you ask the children to begin, think about facial proportions by looking at their peers or even in a mirror. Focus on:

- The eyes are positioned about half way down your head.
- The space between the eyes is about the size of an eye.
- The corners of the mouth line up with the pupils of the eyes etc.
- Do you notice anything else?



KS1 Follow-up Ideas

Option 1: Remind the children that Marcus Rashford is a famous footballer, who has campaigned for free school meals.

- Can you name any other famous footballers?
- Do you know any other famous people who play sport?
- Do you like football or other sports?

Ask the children to think about a sport or a game that they enjoy.

- Can you explain this game to someone?

Ask the children to use pictures, words and sentences to share their sport or game. You may even be able to play some of them!

Option 2: Ask the children to design a packed lunch. Think about:

- What will be in it?
- Will it be hot or cold?
- Will you ensure it is balanced?
- What drink will you have?
- What container or box will you put it in?

Ask the children to draw a picture of everything they will put in their packed lunch. Share their packed lunch with a partner or small group, explaining what is in it and why they have chosen it. You could even use the idea to actually make your packed lunches or maybe even your dream sandwich!



This Week's Useful Websites

[This week's news story](#)

<https://inews.co.uk/news/uk/marcus-rashford-free-school-meals-campaign-councils-full-list-736743>

This Week's Useful Videos

[Marcus Rashford and his mother volunteer at Manchester food bank](#)

www.youtube.com/watch?v=4CsbAeFaNXU&feature=youtu.be

[This week's Virtual Assembly](#)

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Admire – to like and respect.

Campaign – an organised course of action or planned set of activities carried out to achieve a goal such as social or political change.

Criticise – to indicate the faults of someone or something in a disapproving way.

Proposal – a plan or suggestion, especially a formal or written one, put forward for others to consider.

Refusal – a refusal to do something is showing or saying that something will not be done, accepted or allowed.

Reject – to reject something such as a proposal is to not accept or agree to it.