

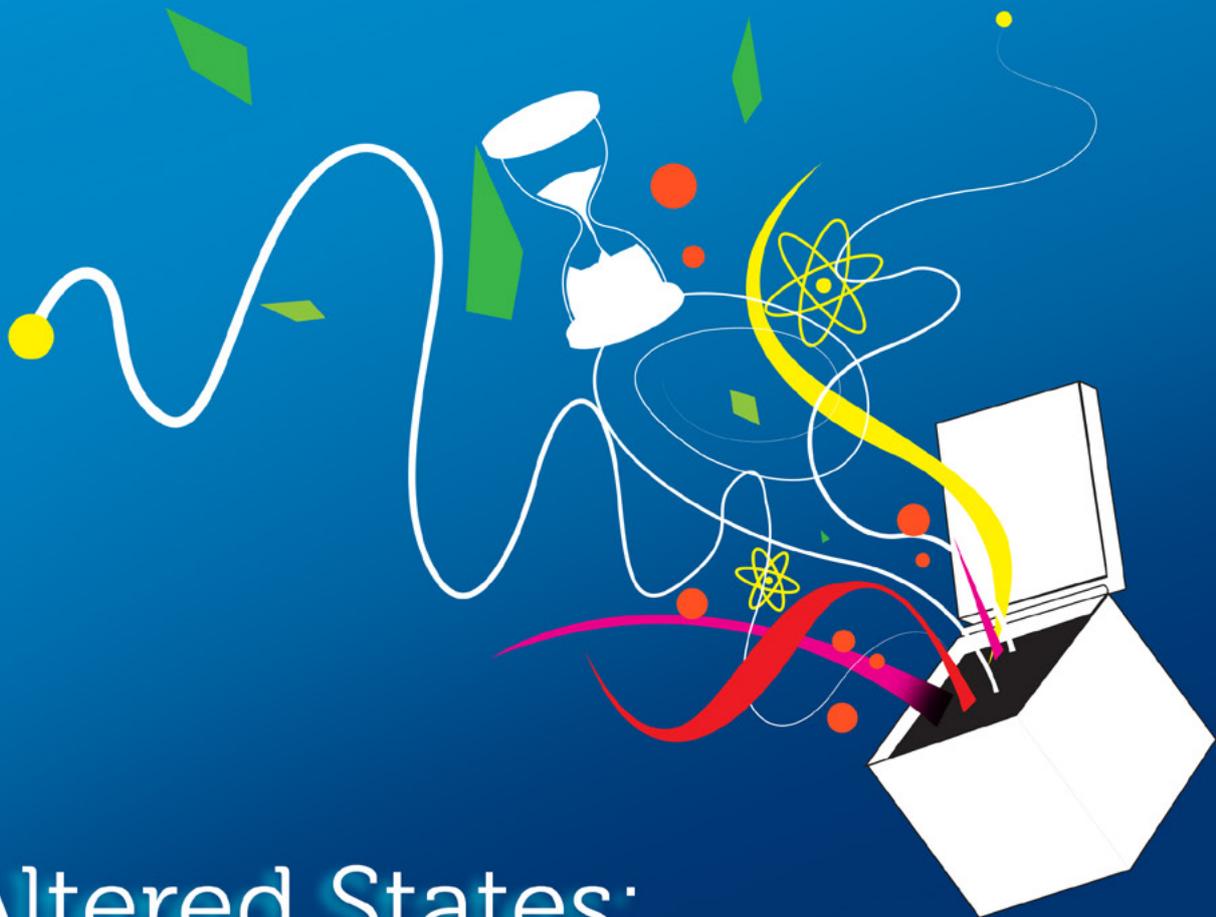
It's alright to be bright, It's cool to be clever
We've all got potential, Let's celebrate together



It's alright
to be

Bright!

19-26 Oct 2013



Altered States:
Imagination Unleashed!

It's alright
to be


Bright!

Altered States: Imagination Unleashed!

Welcome!

Join us to celebrate It's Alright to be Bright! 2013

Welcome to this, our eighth year, of running our It's Alright to be Bright! Campaign and the fifth year of producing activity booklets for you to use in your class, year, school, club, group or family. This year our topic is Altered States: Imagination Unleashed. We had fun interpreting that topic this year!

Our aim, as always, is to celebrate the many gifts and talents of our children everywhere including those who are mathematicians, scientists, musicians, artists and authors, and to celebrate their diverse passions, ambitions and successes.

At the same time, we are reminded that there are a number of children who feel isolated, misunderstood or 'different' because of these gifts and talents. These children often learn in different ways and may require different forms of stretch and challenge.

We hope that this booklet will appeal to children of all ages and all abilities. Why not run it as a whole school initiative across the school or on an ongoing basis? Some schools and groups have celebrated It's Alright to be Bright! Week in different ways:

- By holding 'mufti' days where children dress up in their brightest clothes and raise money for charity, (why not Potential Plus UK?!)
- By running a day of different activities to inspire and challenge children
- By running a week of events with inspirational speakers
- By putting challenge into everything the children do!

We hope that celebrating every child's potential and raising their aspirations through such activities which stretch and challenge them will continue beyond It's Alright to be Bright! week to become embedded in everything the children do.

Whatever you do, we hope that you enjoy It's Alright to be Bright! 2013; do let us know what you get up to!

Denise Yates
Chief Executive

Potential Plus UK

Contents

Page 4

Notes on the Activities

Information about how to use this booklet with the full ability range

Page 5

Key Stage 1 – Alice's Adventures in Wonderland

Page 8

Key Stage 1 – Lumpy Liquids and Squishy Solids

Page 11

Key Stage 2 – Things Are Not Always As They Seem

Page 13

Key Stage 2 – Optical Illusions

Page 17

Key Stage 3 – Dr Jekyll and Mr Hyde

Page 19

Key Stage 3 – Changing Landscapes

Page 21

Key Stage 4 – Alternative Musical Instruments

Page 23

Key Stage 4 – What If...?

Page 25

School Assembly – You Should Never Judge a Book By It's Cover

Page 26

Help & Support



Notes on the Activities

Altered States: Imagination Unleashed! is an activity pack of inclusive activities to support Potential Plus UK's It's Alright to be Bright! initiative 2013, which is being held from 19th – 26th October 2013. This activity book looks at things we might take for granted in different ways for different age groups. Our aims in doing this are to encourage higher order thinking skills and stretch and challenge young minds. We want to celebrate all of the different gifts and talents we have, whilst having fun at the same time!

The pack can be used to provide exciting, engaging activities for the whole class, youth group or family, whilst providing support for children with special education needs. We hope it can be enjoyed by everyone including those with special needs, as well as providing extension activities and ideas for academically more able* children; referred to by Potential Plus UK as children with high learning potential.

*the term now being used by the Department for Education

The following notes apply to all of the activities in the Altered States activity pack.



Suggested Key Stage

Each activity has been created for a specific key stage to ensure that the activity pack provides fun and enrichment for children of all ages. However each activity could be adapted for older or younger children if necessary.



Suggested time for activity

Each activity has been created to last 1 hour. This time frame is only a guide and can be extended or shortened as the teacher/leader/parent requires.



Curriculum Areas

All activities are cross-curricular and the curriculum areas covered by each activity are listed in the key at the top of each page.



General resources needed



Additional resources needed



Health & safety considerations

Activities are inclusive for all abilities

Each activity is designed to be completed by the whole class, with suggestions for how to adapt it for children with special education needs and extension activities for children with high learning potential provided.

Disclaimer

The activities in this booklet are suggestions for use in schools, youth groups and at home. However, Potential Plus UK cannot be held responsible for any incidents that may arise as a consequence, so please take care.



Alice's Adventures in Wonderland



About the activity

Have you ever read a book where the characters change in size or even shape? 'Alice in Wonderland' is a perfect example of a book on which you can base a variety of different activities!

Learning Outcomes

- To develop listening skills
- To develop fine motor skills in drawing, colouring and cutting
- To extend maths concepts including measurement and ratios

Suggested Plan

1. Either read an age appropriate version of 'Alice in Wonderland' by Lewis Carroll over It's Alright to be Bright! week (see suggestions in the resources section below) culminating in the 'Alice' activity at the end of the week, or read the extract from 'Alice in Wonderland' on the next page and use this as a stand-alone one day activity
2. Ask the class how big they think Alice was before she began her adventures, how big she was when she took the potion and how small she was when she shrank. As a class draw the size of all three versions of Alice and colour them in or paint them.
3. You could decide to have different groups of children responsible for drawing different characters eg The Cheshire Cat or the potion bottle and put a montage on the wall telling the story of what happened to her.

 KEY STAGE	Key Stage 1
	1 hour
	English, Maths, Art, Design & Technology
	The book 'Alice in Wonderland' by Lewis Carroll; plain paper, pens, pencils, colouring pens, thick card, paint, paint brushes; access to the internet. Depending on the size of Alice you chose, you could do this as a class project with a very large Alice and increase the dimensions, drawing Alice on lining paper to fill the room.
	Pictures of Alice from 'Alice in Wonderland'; items for junk modeling, glue, scissors, sticky tape, rulers,
	Supervision when using scissors is recommended.

SEN Activity Ideas

Provide children with an Alice template that they can colour in and stick collage materials onto. Also provide assistance for children who struggle with cutting and glueing materials.

SEN Discussion

Which is your favourite part of the story and why?

Academically More Able Children's Activity Ideas

Look at the best ratios for Alice to be drawn in (eg 1:5:20) and ask the children to calculate Alice's size for the drawings

Academically More Able Discussion

Ask the children to re-tell the story of 'Alice in Wonderland' from the Mad Hatter's or the Cheshire Cat's point of view. Could someone record this retelling and type it up?

Think about something positive, something negative and something interesting relating to this question:

What would be the consequences if Alice remained tiny?

Weird & Wacky!

If Alice became the queen of Wonderland what differences would there be?

Take a photograph of your designs and send them to Potential Plus UK. We will put the most interesting on our website!

Useful Resources

[Books on Amazon](#)

[Drawing Alice on Dragoart](#)

[Alice on Wikia.com](#)

Excerpt from 'Alice's Adventures in Wonderland'

...Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; 'and even if my head would go through,' thought poor Alice, 'it would be of very little use without my shoulders. Oh, how I wish I could shut up like a telescope! I think I could, if I only knew how to begin.' For, you see, so many out-of-the-way things had happened lately, that Alice had begun to think that very few things indeed were really impossible.

There seemed to be no use in waiting by the little door, so she went back to the table, half hoping she might find another key on it, or at any rate a book of rules for shutting people up like telescopes: this time she found a little bottle on it, ('which certainly was not here before,' said Alice,) and round the neck of the bottle was a paper label, with the words 'DRINK ME' beautifully printed on it in large letters.

It was all very well to say 'Drink me,' but the wise little Alice was not going to do THAT in a hurry. 'No, I'll look first,' she said,

'and see whether it's marked "poison" or not'; for she had read several nice little histories about children who had got burnt, and eaten up by wild beasts and other unpleasant things, all because they WOULD not remember the simple rules their friends had taught them: such as, that a red-hot poker will burn you if you hold it too long; and that if you cut your finger VERY deeply with a knife, it usually bleeds; and she had never forgotten that, if you drink much from a bottle marked 'poison,' it is almost certain to disagree with you, sooner or later.

However, this bottle was *NOT* marked 'poison,' so Alice ventured to taste it, and finding it very nice, (it had, in fact, a sort of mixed flavour of cherry-tart, custard, pineapple, roast turkey, toffee, and hot buttered toast,) she very soon finished it off.

'What a curious feeling!' said Alice; 'I must be shutting up like a telescope.'

And so it was indeed: she was now only ten inches high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further: she felt a little nervous about this; 'for it might end, you know,' said Alice to herself, 'in my going out altogether, like a candle. I wonder what I should be like then?' And she tried to fancy what the flame of a candle is like after the candle is blown out, for she could not remember ever having seen such a thing.



DRAGOART.COM

Lumpy Liquids and Squishy Solids!



About the Activity

Have you ever turned solids into liquids or liquids into solids or even liquids into gas? These simple experiments, which can be done in the classroom or kitchen, help children to learn all about this.

Learning Outcomes

- To explore different aspects of science
- To conduct a range of experiments
- To develop skills in observation, analysis and explanation

Suggested Plan

1. Explain to the children that in science we are often looking how one one thing can turn into another. These experiments will help to show the children how they can do this easily.
2. Using the suggestions below or some of your own ideas, divide the children up in way which is appropriate for the session, whether that is working as individuals, in small groups or in 'Experiment Stations' going from experiment to experiment.
3. Follow the experiments outlined below. Alternatively, find or make up ones of your own which explore the transformation of one substance into another.
4. In the last 15 minutes bring the children back together to discuss what they have found.
5. If time, ask them for their views on why they think it happened.

 KEY STAGE	Key Stage 1
	1 hour
	Maths, Science
	<p>Experiment 1 – Per child/group - cornflour (about ¼ cup); water (about ¼ cup); a bowl for mixing; newspaper.</p> <p>Experiment 2 – Per child/group- an empty small plastic soft drink bottle, a small balloon, vinegar, and baking soda.</p> <p>Experiment 3 – Per child/group – a transparent plastic bag, an elastic band, a small cloth, water.</p> <p>Experiment 4 – Per child/group - 1 cup milk or ½ milk ½ water, ½ teaspoon vanilla extract, 2 tablespoons sugar, 4 cups crushed ice, ½ cup rock salt, 2 litre-sized zip-top plastic bags, 4.5 litre size zip-top freezer bag, crushed biscuits, sweets, nuts or berries (optional for add-ins.)</p>
	Pictures of the experiments.
	Supervision is recommended.

SEN Activity Ideas

Focus on some of the simpler experiments or provide classroom assistance to conduct the experiments or report the findings. Alternatively, let the children watch the videos of the experiments.

SEN Discussion

Which experiment did you like best? Why?

Academically More Able Children's Activity Ideas

Focus on 'why' they got the results they did. Alternatively, ask the children to test different ideas eg in Experiment 4 they could use different types of salt and record the results.

Academically More Able Children's Discussion

Why is salt used on the roads in the winter time?

Think about something positive, something negative and something interesting relating to this issue:

Ice cream is always cold.

Weird & Wacky!

What would happen if the atmosphere on Earth made us float above the ground?

Useful Resources

['Mix a Solid & Liquid to Make a Gas' on About.com](#)

[BBC Schools lesson plan](#)

[Wikihow activity](#)

[Sciencekids](#)

[Gizmodo - Watch Liquid Water Instantly Turn Into Ice](#)

['States of Matter' on Howstuffworks.com](#)

[BBC Turning liquid into ice](#)

[The effect of heat](#)

[Turning natural gas into liquid](#)

[Liquid to Solid Process](#)

Experiment 1 – Turning solids into liquids

What to do

1. Place a sheet of newspaper flat on a table. Put the mixing bowl in the middle of the newspaper.
2. Add $\frac{1}{4}$ cup of dry cornflour to the bowl. Add about 2 tablespoons of water to the cornflour and stir slowly. Add water slowly to the mixture, stirring, until all of the powder is wet.
3. Continue to add water until the cornflour acts like a liquid when you stir it slowly. When you tap on the liquid with your finger, it shouldn't splash, but rather will become hard. If your mixture is too liquid, add more cornflour.

Your goal is to create a mixture that feels like a stiff liquid when you stir it *slowly*, but feels like a solid when you tap on it with your finger or a spoon.

What happens?

Scoop the cornflour mixture into the palm of your hand, then slowly work it into a ball. As long as you keep pressure on it by rubbing it between your hands, it stays solid. Stop rubbing, and it "melts" into a puddle in your palm.

Why does this happen?

Think of a busy pavement. The easiest way to get through a crowd of people is to move slowly and find a path between people. If you just took a running start and headed straight for the crowd of people, you would

quickly slam into someone and you wouldn't get very far. This is similar to what happens in the cornflour mixture. The solid cornflour acts like a crowd of people. Pressing your finger slowly into the mixture allows the cornflour to move out of the way, but tapping the mixture quickly doesn't allow the solid cornflour particles to slide past each other and out of the way of your finger.

The term "**viscosity**" is used to describe the resistance of a liquid to flow. Water, which has a low viscosity, flows easily. Honey, at room temperature, has a higher viscosity and flows more slowly than water. But if you warm honey up, its viscosity drops, and it flows more easily. Most fluids behave like water and honey, in that their viscosity depends only on temperature. We call such fluids "Newtonian," since their behaviour was first described by Isaac Newton (when he wasn't discovering the laws of gravity or developing the calculus). The cornflour mixture you made is called "non-Newtonian" since its viscosity also depends on the force applied to the liquid or how fast an object is moving through the liquid.

Other examples of non-Newtonian fluids include ketchup, silly putty, and quicksand. Quicksand is like the cornflour mixture: if you struggle to escape quicksand, you apply pressure to it and it becomes hard, making it more difficult to escape. The recommended way to escape quicksand is to slowly move toward solid ground; you might also lie down on it, thus distributing your weight over a wider area and reducing the pressure. Ketchup is the opposite: its viscosity decreases under pressure. That's why shaking a bottle of ketchup makes it easier to pour.

Experiment 2 – mixing a solid and a liquid to make a gas

What to do

1. Pour about 1.25cm of vinegar into the bottle.
2. Put 2 teaspoons of baking soda into the balloon. You may want to use a funnel to make it easier to get the baking soda into the balloon (you can make one by rolling a sheet of paper).
3. Shake the baking soda into the body of the balloon.
4. Stretch the mouth of the balloon over the top of the bottle, being careful to

avoid getting baking soda into the bottle.

5. Lift the balloon so the baking soda falls into the bottle. Shake the bottle.

What happens?

The balloon should inflate!

Why does this happen?

Baking soda (sodium bicarbonate) is a base and vinegar contains an acid (acetic acid). When the solid base and the liquid acid react, they neutralize each other to form liquid water and carbon dioxide gas. The release of carbon dioxide increases the pressure of the gases in the bottle (air plus the added carbon dioxide) and inflates the balloon.

Experiment 3 – Turning gas to liquid

This experiment is about cooling a gas sufficiently that it turns it into a liquid, in a process called **condensation**.

What to do

1. Run the cloth under a tap to make it wet and then squeeze it to remove the excess water.
2. Place the cloth inside a plastic bag. Trap some air inside the bag and seal it.

3. Leave the bag in a warm place, such as on a radiator or in direct sunlight, for one hour.

What happens?

Water droplets form on the inside surface of the bag.

Why does this happen?

Water evaporates from the wet cloth so that the air inside the bag contains lots of water vapour. The inside surface of the bag is cool enough to change the water vapour back into liquid water.

Experiment 4 – Turning liquid into solids

This experiment investigates the changing states of matter, chemical reactions, and the properties of ice and salt while making a dessert!

What to do

1. Pour the first three ingredients into a litre-size zip-top bag. Squeeze out air and seal the bag tightly. Place inside the second litre-size bag, and seal.
2. Place the double-bagged ingredients inside the 4.5l size freezer bag. Fill the freezer bag with ice, pour in the rock salt, squeeze out air, and seal.
3. The salt will begin to melt the ice because salt lowers the freezing point of water.
4. Now comes the fun part: gently shake the bag, making sure the ice is evenly spread out. Continue to shake and knead the bag gently in your hands.

What happens?

The energy from shaking and kneading—and the heat transferred from your hands—causes the ice to melt further. As the melting ice combines with the salt, the

salt-water solution has a lower freezing point than plain water. So the melted ice is actually colder than the original ice! It will take about 5-10 minutes for the liquid to freeze into a solid. The children can eat their ice-cream straight out of the bag, then wash and recycle the bag to use again!

Why does this happen?

During the ice-cream making process, the ice (a solid) turns into a liquid (melted ice). When ice absorbs energy, it changes the phase of water from a solid to a liquid. The ice absorbs energy from the ice-cream ingredients and also from your hands as you hold the bag. The molecules start moving around again as the ice melts.

Salt water is harder to freeze than plain water. You have to make it colder than 0°C in order to freeze it. If you put two ice cube trays in the freezer, one with plain water and the other with a salt water solution, the plain water will freeze first. Not all types of salt work the same. The larger the salt crystals, the more time it takes to dissolve. This keeps it colder, longer. You could experiment with different types of salt (eg table salt, rock salt) to test this. As salt melts, the compound (NaCl) breaks into two parts—Na and Cl. These particles then disrupt the arrangement of the ice crystals.

Things Are Not Always As They Seem



About this Activity

Looking at things in different ways is one of the foundations of creative thinking, a skill which it is useful to learn at any age. This activity unleashes the children's imagination and helps them to structure their ideas and thoughts.

Learning Outcomes

- To develop speaking and listening skills through discussion about ideas
- To develop presentation skills through the method chosen
- To explore creativity by using a stimulus to inspire original thought

Suggested Plan

1. Explain to the class how important creativity will be in their work now and in the future. It is an essential skill in innovation and in business.
2. Show one of the everyday objects as an example and say that you are going to give the class a practice run in creativity. Ask them to work individually (or in pairs) to record as many other things as possible that this object could be used for in 5 minutes. Set the timer or the alarm clock. At the end of the time a partner or other pair should choose which idea they feel is the most innovative or unusual.
3. Now they have had their 'practice run', let the children pick out an everyday object themselves. Think of a fair way of doing this eg like a lucky dip where the children do not know what they are choosing.
4. Once they have chosen their object, repeat the 5 minute exercise. Let some of the children, as time allows, report back on their ideas.

 KEY STAGE	Key Stage 2
	1 hour
	English, Art, Design & Technology, Information Technology.
	A selection of everyday objects in a large bag, enough for one for every child and a couple of spares; pencils, pens and paper.
	Large egg timer or alarm set to 5 minutes; Digital camera to record the presentations; computers; flip chart or other paper or some means of recording their presentation.
	Supervision when using electronic equipment is recommended

5. Now put the children into groups of four or five and tell them that they are going to use their everyday objects to 'invent' a product of the future. They have to use all of the objects in some way but any technology it uses does not need to exist at present it just needs to be logical.
6. Working together in their groups, the children need to write and rehearse a short presentation telling the rest of the group: what their product is, why it is important, why everyone should have one.
7. If time allows, let every group make a short presentation to the rest of the class.
8. Why not get some Governors or other adults to judge it as a competition? A small prize or certificate could be awarded to the group which wins.

SEN Activity Ideas

Encourage the SEN children to draw their new innovation

SEN Discussion

What would you find the most useful invention to help you at school or home?

Academically More Able Children's Activity Ideas

Develop a logo and slogan for the company which is going to sell your new product.

Academically More Able Children's Discussion

Show the children 'Shift Happens' (see Useful Resources) and discuss some of its implications on inventions which would be needed in the future.

Think about something positive, something negative and something interesting relating to this statement:

Money may become a thing of the past.

Weird & Wacky!

What would your product look like if you changed one of the parameters of one or more of the objects eg making them larger, smaller or more pliant or even transparent? Or how about viewing your product from a different perspective, eg. as an older or younger person or even as an animal?

Useful Resources

[Shift Happens 2013](#)

[Creativity for Kids](#)

[Creativity Thinking Activities and Games](#)

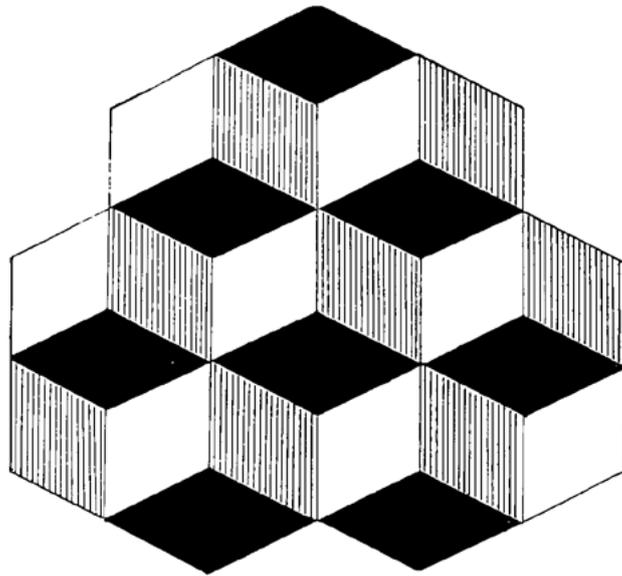
[3 Exercises To Improve Your Creative Thinking Skills](#)

[10 Steps for Boosting Creativity](#)

[Fun Writing Games for Kids](#)



Optical Illusions



About this Activity

This activity is provided to encourage the children to explore differences in the world around them, to look at issues in a different way and to think and draw creatively.

Learning Outcomes

- To examine the art, maths or science behind optical illusions
- To practice fine motor skills in drawing and colouring
- To practice computer skills

Suggested Plan

1. Talk to the children about what optical illusions are. Using one of the examples on pages 14-16 or links from the websites highlighted in the Useful Resources section, ask the class to solve the puzzle. Who can be the first to see through the illusion?
2. Now give them a selection of other optical illusions to solve.
3. Once the children have mastered the optical illusion sheets, ask them to draw a simple optical illusion of their own for the other children to solve.
4. If there is time, look at the more complicated optical illusions which move and see if the children can draw one of those.
5. At the end of the session, have a class vote to find the best optical illusion produced by the children!

KEY STAGE	Key Stage 2
	1 hour
	English, Maths, Science, Art
	Plain paper, lined paper, pens, pencils, colouring pens, rulers, access to the internet
	Photocopied sheets from Useful Resources section showing different optical illusions
	Supervision when using electronic equipment is recommended

SEN Activity Ideas

Give the children lots of optical illusion puzzles to solve from Useful Resources.

SEN Discussion

Which optical illusion did you like the most?

Academically More Able Children's Activity Ideas

Ask the children to design and put together a booklet of different optical illusions for use by other children. This could be run as a class or school challenge. Ask them to consider the criteria they are using to decide which to include and which to leave out.

Academically More Able Children's Discussion

If we visually perceive the world as it really is, optical illusions would be impossible.

Think about something positive, something negative and something interesting relating to this statement:

No one lies; only the truth is told.

Weird & Wacky!

Draw A3 sized optical illusion posters for the walls or 365 optical illusions, one for each day of the year!

Useful Resources

['Lots and Lots and Lots of Illusions'](#)

[The Spinning Silhouette Illusion](#)

[eChalk Preview: Optical Illusions](#)

[Grand Illusions](#)

[105 Visual Phenomena & Optical Illusions](#)

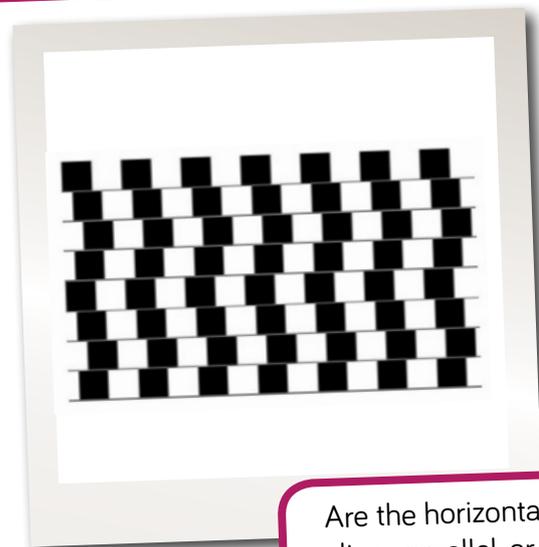
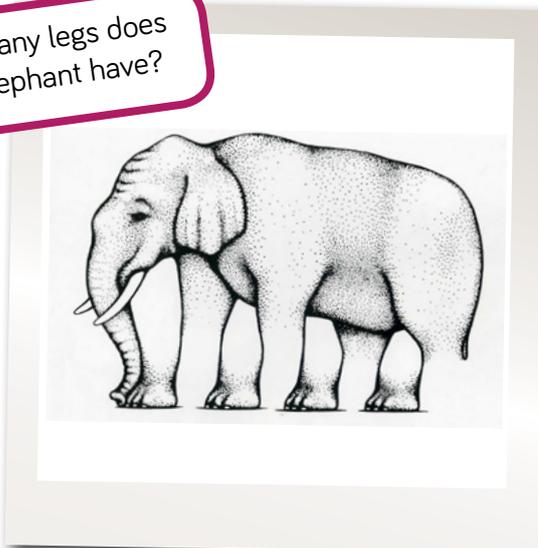
[Optical Illusion galleries](#)

[Science Kids](#)



This simple line drawing is titled, "Mother, Father, and daughter" (Fisher, 1968) because it contains the faces of all three people in the title. How many faces can you find?

How many legs does this elephant have?



Are the horizontal lines parallel, or do they slope?

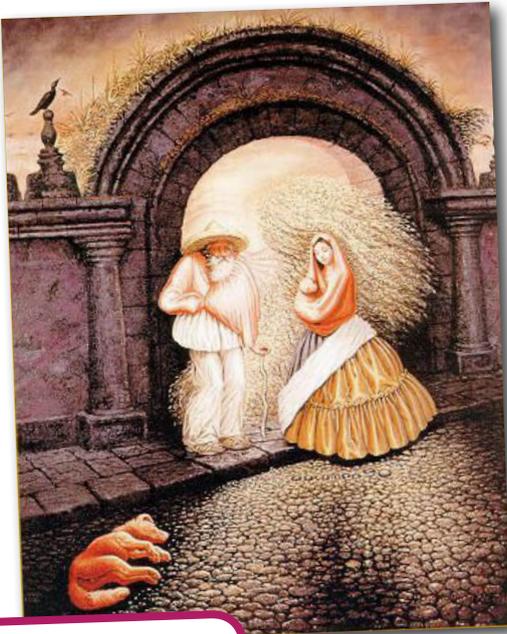
...
Believe it or not, they are parallel!

Man playing a horn? or a woman's face?

(Hint: the man playing a horn is in profile facing right; the woman is facing you, and her right eye is the black dot in front of the horn handle)



Is this woman young or old?

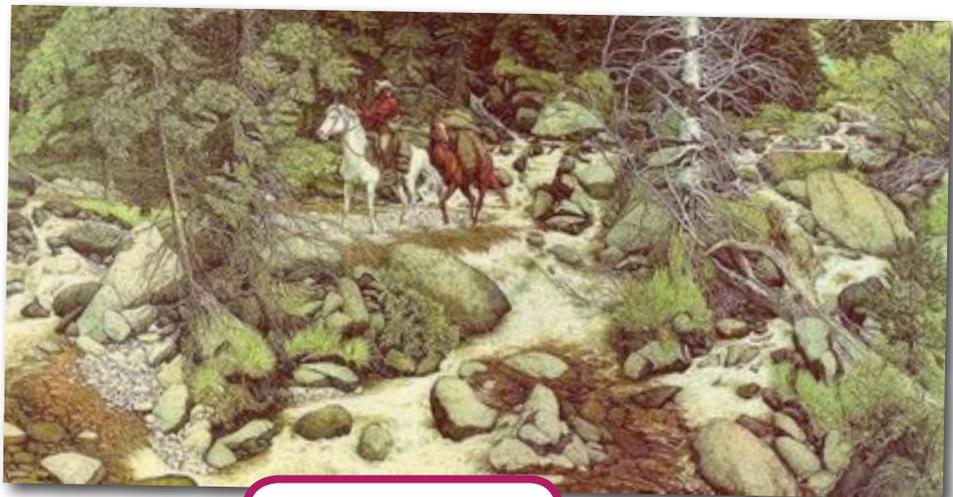


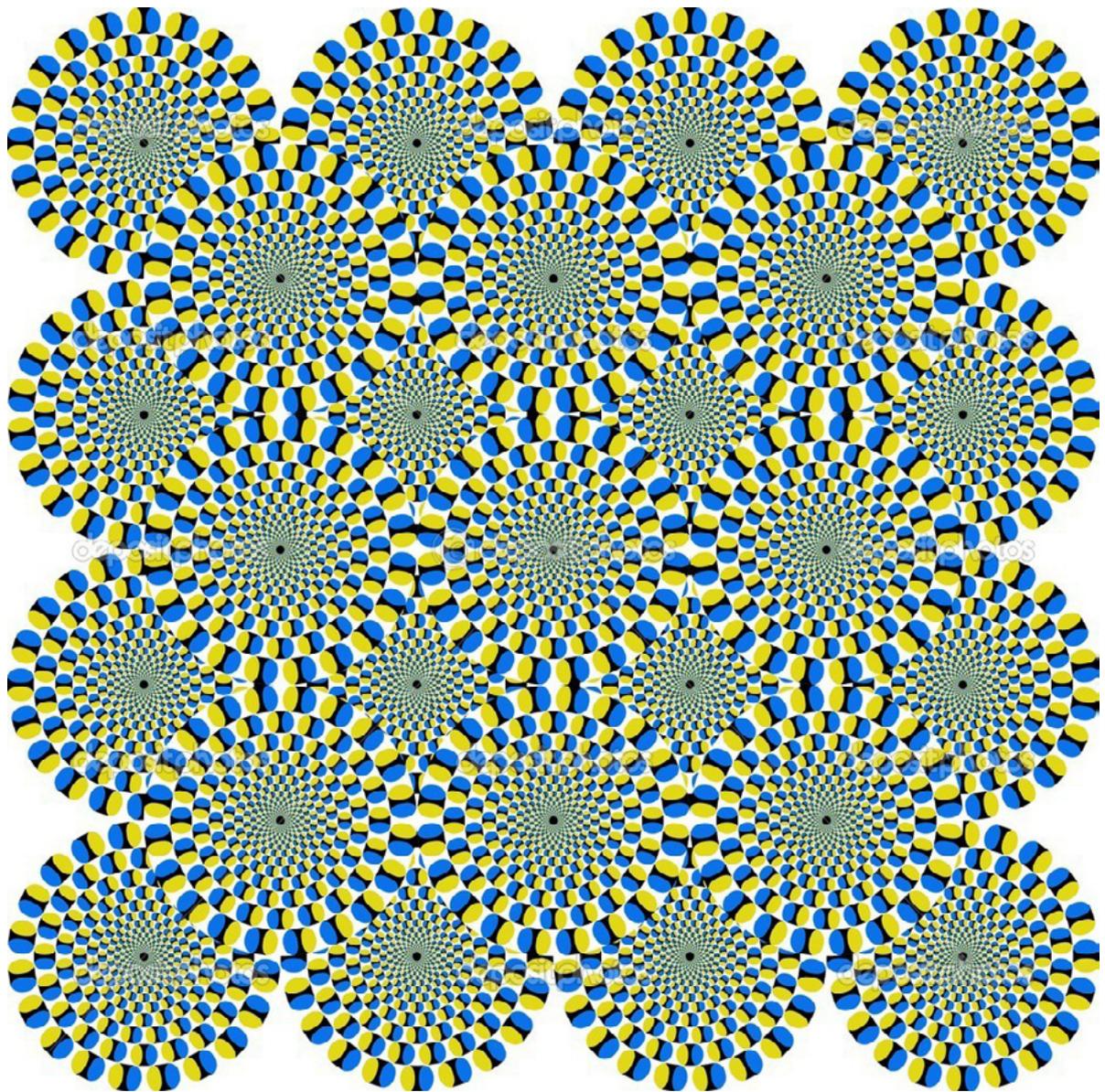
Do you see one man in this picture...or several people? If you look very carefully, you'll find 9 different faces in the picture; the 9th belongs to a dog.

Two elderly faces... or a larger scene?



How many faces can you find?





In this image, rotation of the "wheels" occurs in relation to eye movements.

Dr Jekyll and Mr Hyde



About this Activity

'Dr Jekyll and Mr Hyde' (or 'The Strange Case of Dr Jekyll and Mr Hyde' as it was originally called) was written in 1886 by Robert Louis Stephenson, the man also responsible for other adventure books such as *Treasure Island* (1883) and *Kidnapped* (1886). This activity encourages the young people to use their poetry skills to encapsulate the story or the emotions behind the story.

Learning Outcomes

- To increase literacy skills through writing a poem
- To develop creativity through an open-ended task
- To enhance their knowledge of using different forms of media and information communication technology for telling stories

Suggested Plan

1. Ensure everyone knows what 'Dr Jekyll and Mr Hyde' is about and understands its key themes and messages. This can be done in one or more of the following ways:
 - watching an age-appropriate film version of the book
 - reading the book
 - reading and analysing key pieces from the book.
2. Outline the objectives of the challenge; to represent the story or the key messages in the story in a poem.
3. Outline how this can be relayed to others. For example, it could be written as a poem; it could be set to music and

sung; it could be dictated or represented on the computer eg via animation. This can be up to the teacher or the student. Some young people will respond well to an open-ended task where they have the scope to be self-directed whilst others will need more structure.

4. Once the exercise is finished, perhaps the young people can 'perform' their poetry for others eg at an assembly or other event or in front of family at home.
5. Peer and teacher feedback and constructive criticism is always valuable.

 KEY STAGE	Key Stage 3
	1 hour or sessions over It's Alright To Be Bright! week or longer
	English, Media, Information Technology
	Plain paper, lined paper, pens, pencils
	Tape recorders, video recording equipment or digital camera, computer, television or laptop if you want to show the film, book or extract from the book.
	None

SEN Activity Ideas

Help children plan their poem, giving suggestions as needed but allowing for individual choices. Allow stories to be presented using a media that works well for the individual child. Provide a brief one-sided synopsis of the story for those with working memory issues.

SEN Discussion

What is the most exciting part of your poem and why?

Academically More Able Children's Activity Ideas

Ask the young people to develop a poetry piece which analyses the writer's emotions behind writing the book. Ask them to retell the book in poetry form but from Mr Hyde's point of view. Could they organise an event to perform their poems to others?

Academically More Able Children's Discussion

How would you feel if you were given something which transformed you?

Think about something positive, something negative and something interesting relating to this idea:

Turning into another person and disappearing as the one you are

Weird & Wacky!

What if we lived in a society where we disappeared at fifteen years old and could choose another personality?

Useful Resources

[DVD of 1932 and 1941 feature films](#)

[Strange Case of Dr. Jekyll and Mr. Hyde Summary](#)

[Dr Jekyll and Mr Hyde \(Wordsworth Classics\) book](#)

[Dr Jekyll and Mr Hyde \(Penguin English Library\) book](#)

Summary of 'The Strange Case of Dr Jekyll and Mr Hyde'

The novel begins with "Mr. Utterson the lawyer" going for a walk with his friend and relative Mr. Enfield. They walk past a door, which somehow prompts Mr. Enfield to tell a sad story: a brute of a man knocked down a little girl, everyone yelled at the rude man, the man offered to pay a lot of money and disappeared through the door only to return with a large cheque drawn from Dr. Jekyll's bank account. The man? None other than Mr. Hyde.

Mr. Utterson, it turns out, is Dr. Jekyll's lawyer, and we find out that in the event of Dr. Jekyll's death or disappearance, his entire estate is to be turned over to Mr. Hyde. Mr. Utterson, who thinks highly of Dr. Jekyll, is extremely suspicious of this whole arrangement. He resolves to get to the bottom of this mystery. He hunts down Mr. Hyde and is suitably impressed with the evil just oozing out of Hyde's pores. He then asks Dr. Jekyll about these odd arrangements. Dr. Jekyll refuses to comment, and there the matter rests until "nearly a year later."

Nearly a year later, a prominent politician is brutally beaten to death. The murder is conveniently witnessed by a maid, who points to evil-oozing Mr. Hyde as the culprit. Everyone tries to hunt down this evil man, but with no success. Meanwhile, Dr. Jekyll is in great health and spirits;

he entertains his friends (among them one Dr. Lanyon), gives dinner parties, and attends to his religious duties. Two months later, both Dr. Lanyon and Dr. Jekyll fall terribly ill, and claim to have irrevocably quarreled with each other. Dr. Lanyon dies, leaving mysterious documents in Mr. Utterson's possession, to be opened only if Dr. Jekyll dies or disappears. Dr. Jekyll remains in seclusion, despite frequent visits from Mr. Utterson.

Finally, one evening, Dr. Jekyll's butler visits Mr. Utterson at home. He's worried about his master and is convinced of foul play. The butler persuades Mr. Utterson to return to Dr. Jekyll's house, where they break into Dr. Jekyll's laboratory. They find Mr. Hyde dead on the floor, with Dr. Jekyll nowhere to be found.

Mr. Utterson finds several documents left to him, and goes back home to read both Mr. Lanyon's narrative and Dr. Jekyll's narrative, which, it turns out, are two parts of the same story. Since we're at the end of the story, author Robert Louis Stevenson then tells us what happened at the beginning. So we discover (through the documents left by the dead men) the following: by means of a potion, Dr. Jekyll was able to transform into Mr. Hyde and give in to a world of pleasure and self-serving crime. In his narrative, Dr. Jekyll writes that Mr. Hyde became ever more powerful and ever harder to control – in essence, the dominant personality.

Changing Landscapes



About this Activity

The changing physical landscape caused by issues as wide-ranging as earthquakes, glacial activity, volcanic eruptions, river flows and tsunamis can have a tremendous impact on the human geography of an area including population settlements and economic growth. This activity looks at the impact of the changing landscape on all of these issues.

Learning Outcomes

- To explore the relationship between changes in the physical and human geography of an area
- To extrapolate what these would look like on a hypothetical model
- To present findings to others

Suggested Plan

1. Introduce the concept of changing landscapes as a result of changes to the physical geography of an area. Use some of the resources listed on the next page to show the physical impact of these changes.
2. Choosing one or a series of these physical changes, show the impact which these physical changes have had on the human geography of the area.
3. Now ask the children to develop a model of their own, linking a physical change in the geography of an area to its resultant human geography. Depending on the group of young people, this could be done either via the construction of models or via programming models on the computer.
4. Ask the young people to show their findings to the others in the form of a presentation. This can be delivered in a variety of ways including powerpoint presentation, animation, presentation of the computer model.
5. If time, provide constructive feedback to each individual.

KEY STAGE	Key Stage 3
	1 hour
	Geography, Design Technology, Information Technology
	Computer and access to the internet, card and newspaper, glue, paints
	None
	None

SEN Activity Ideas

Provide the children with a list of websites to help them research the information. Provide help making a papier-mache or other model from a picture.

SEN Discussion

What do you think the landscape of your area will look like in the future?

Academically More Able Children's Activity Ideas

Debate the possible causes of changing landscapes. Ask one group to take one side of the argument and another group to take the opposing stance. Explain to them that it can be difficult to put forward reasons that they may not believe in themselves, but that this is an exercise in debating – putting forward ideas with appropriate reasoning. Give them the opportunity at the end of the debate to vote on their preferred stance.

Academically More Able Children's Discussion

Consider the possible effect of global warming on Earth's landscape over the next 50 years. What about the next 1000 years?

Think about something positive, something negative and something interesting relating to this idea:

All of the world's weather system is the same temperate climate.

Weird & Wacky!

What would be the impact if the oceans changed from salt to fresh water?

Useful Resources

Volcanoes:

[Feeling Hot, Hot, Hot! on PBS.org](#)

[Volcano models](#)

[ScienceNetLinks - Erupting Volcanoes!](#)

Earthquakes:

[Earthquakes around the world](#)

[Earth sciences - Earthquake](#)

Glaciers:

[All about glaciers](#)

[BBC Glacial landscapes and processes](#)

Rivers:

[Water and Geography](#)

[GCSE Bitesize - Rivers](#)

Sea:

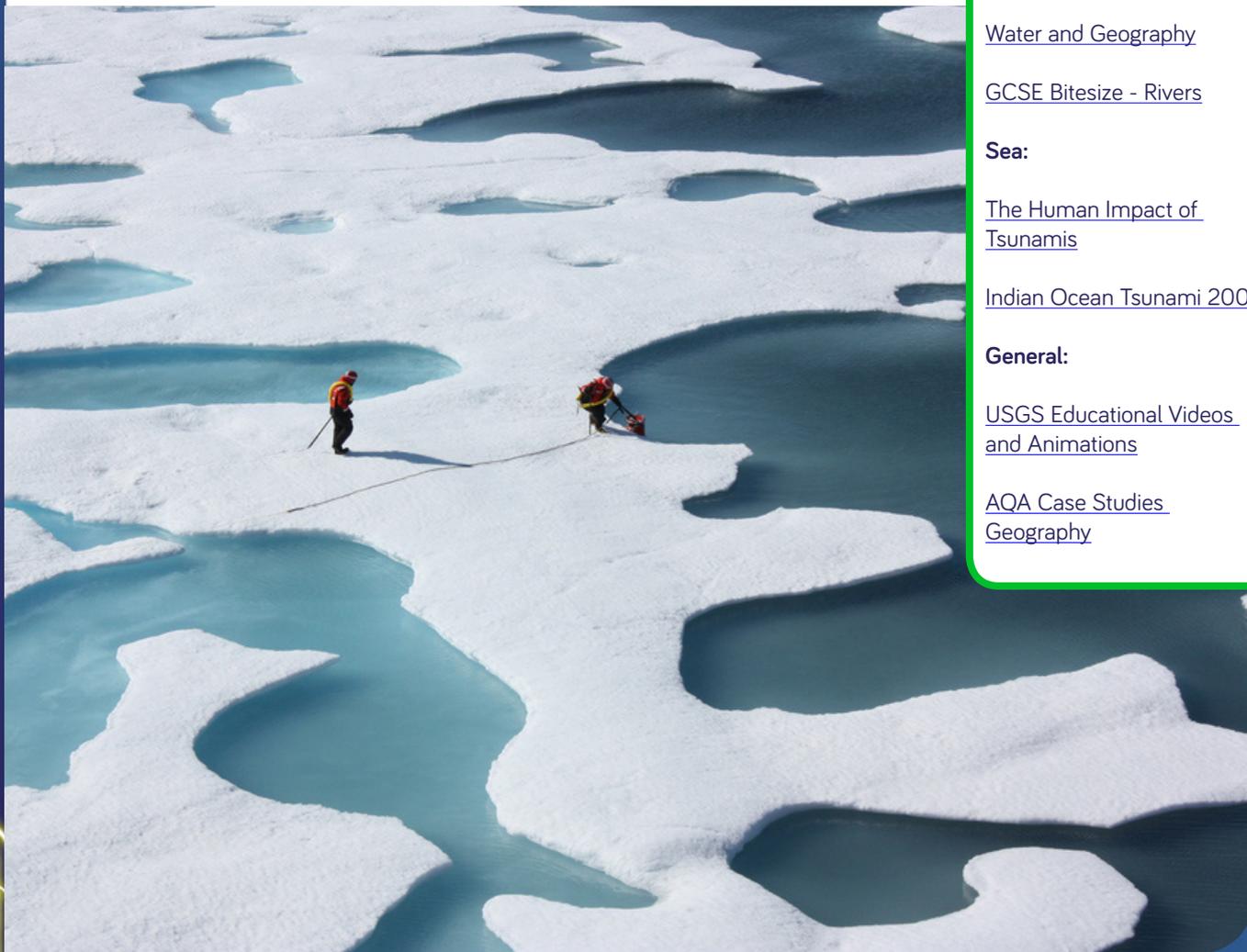
[The Human Impact of Tsunamis](#)

[Indian Ocean Tsunami 2004](#)

General:

[USGS Educational Videos and Animations](#)

[AQA Case Studies Geography](#)



Alternative Musical Instruments



About this Activity

Almost everything has got a sound. This Altered States challenge is to create an orchestra of everyday objects (the more unusual the better!) and to perform a piece of music, either one that is instantly recognisable or one that the group has devised themselves.

Learning Outcomes

- To increase their music and music technology skills
- To develop their knowledge of alternative playing styles
- To increase critical and creative thinking skills by exploring alternative ways of doing things

Suggested Plan

1. Play some of the music pieces which use alternative instruments and alternative ways of making music (see Useful Resources section on next page.)
2. Before the session, ask the young people to collect 'alternative' instruments. Collect some yourself for use as required.
3. Divide into appropriate group sizes to form a mini orchestra.
4. Give the groups one brief for their piece of music. This could be anything from a word (eg Autumn) to a theme (It's Alright to be Bright!) to a subject (the theme music for a school assembly).
5. Depending on the time available, allow the students time to discuss, write (if appropriate), practice and if required record their piece.
6. Allow 5 minutes per group at the end of the time to perform their

KEY STAGE	Key Stage 3
	1 hour as one session or as an extended piece over all of It's Alright to be Bright! week
	Music, Music Technology, Design Technology
	Computer and access to the internet, card and newspaper, glue, paints
	Sheet music if required, pencils; recording equipment; Drawdio system sheets (see Useful Resources) and equipment specified
	Health and safety considerations of the instruments played.

SEN Activity Ideas

Give additional help and supervision as required to enable those with SEN to take part in the performance.

SEN Discussion

What do you like about the piece of music your group has performed. What don't you like?

Academically More Able Children's Activity Ideas

Look at the concept of Drawdio (see link in Useful Resources.) This allows you to draw musical instruments on normal paper with any pencil (cheap circuit thumb-tacked on) and then play them with your finger. Working with your group, can you design and make something which does this and allows you to play music?
Alternatively, could you make an orchestra entirely out of food like vegetables or fruit.

Academically More Able Children's Discussion

What is the definition of a musical instrument? Explore the philosophy of music with the rest of the young people in your group. Is it the instrument, the individual playing or the music which is the most important component?

Think about something positive, something negative and something interesting relating to this question:

What would be the impact if music was banned in the world?

Weird & Wacky!

Imagine a world where only adults over twenty five years old could play instruments.

Useful Resources

[Drawdio](#)

[Using everyday objects as musical instruments](#)

['Doo Rag' band](#)

[My Dubstep Kitchen: Music Video Featuring Everyday Kitchen Items as Musical Instruments](#)

[Strange Sounds: 7 Experimental Projects Making Music from Natural Elements](#)

[Musical Instruments You Can Play From A Distance Via The Internet](#)



What If...?



About this Activity

Alternative history is a fascinating subject and one which can be studied at many different levels with varying degrees of sophistication. This challenge gives some suggestions for how it could form the basis of an It's Alright to be Bright! activity session.

Learning Outcomes

- To improve skills in creative and critical analysis
- To extrapolate outcomes from a set of unknown variables
- To improve writing skills
- To improve presentation skills

Suggested Plan

- Depending on the time available, either watch one of the alternative history films or read one of the available alternative history books (see Useful Resources section on next page.)
- Depending on the group of students, define the topic or topics to be chosen from (which could be directly linked to a topic in the history exam to be taken) or provide an open-ended choice.
- Within the topic to be chosen young people either write a 1000 word fiction piece or a 1000 word alternative history analysis.
- Young people should be prepared to present this alternative history piece to the class in any way the student feels is appropriate eg a fiction reading, an alternative timeline with key dates.
- Finish with some feedback either from peers or teacher and possibly a vote on eg the most 'believable' alternative future, the most gripping alternative future etc.

 KEY STAGE	Key Stage 4
	1 – 2 hours or as a prolonged project assignment
	English, History, Ancient Civilisations
	Plain paper, lined paper, pens, pencils, access to computers
	Alternative history fiction, alternative history films
	None

SEN Activity Ideas

If a student has issues with writing, make sure that they can record their ideas using different media eg typing, using a recording device.

SEN Discussion

Who is your favourite villain in history? Why?

Academically More Able Children's Activity Ideas

Why not try and map the alternative history of two different timelines to see if they cross over at any point and the outcome eg The Confederates winning the American Civil War and the absence of reforms on slavery put forward by William Wilberforce in England.

Academically More Able Children's Discussion

Which do you think are the top three 'crossroads in history' where alternative outcomes would have made a real difference to the future? Why?

Think about something positive, something negative and something interesting relating to this suggestion:

The study of history is banned in schools.

Weird & Wacky!

What would be the implications if Man were descended from reptiles instead of from apes?

Useful Resources

Some alternative history books:

[Pavane – Keith Roberts](#)

[Dixie Victorious – an alternate history of the Civil War by Peter Tsouras](#)

[What Might Have Been – Imaginary History From Twelve Leading Historians](#)

[What Ifs? Of American History: Eminent Historians Imagine What Might Have Been](#)

A few alternative history films:

[Fatherland \(also a book\)](#)

[World War III](#)

[The Time Machine](#)

[The Trial of Lee Harvey Oswald](#)

Some alternative history suggestions to start you off: What would happen in the future if...

- The Trojans had won the Trojan War?
- Hitler had won the Second World War?
- Martin Luther King had not been assassinated in 1968?
- JF Kennedy had not been assassinated in 1963?
- King Charles 1st had won the English Civil War?
- Henry 8th had had a son who survived him to become king by Catherine of Aragon?
- The Suffragettes did not exist in the UK?

Assembly - You Should Never Judge a Book By Its Cover



About the Assembly

This assembly is for children or young people of any age and is aimed at encouraging those present not to judge others by what they look like or by their own perceptions of who they are.

Introduction

1. Play a piece of music quietly at the beginning as pupils come into the assembly and at the end as they leave for lessons. Music from the Vegetable Orchestra is provided in the Useful Resources section.
2. Tell the parable about the Good Samaritan or a modern day equivalent (depending on the age of the pupils). Some suggestions are outlined in the Useful Resources section.
3. You may consider adding into the assembly one of the YouTube clips about 'random acts of kindness' in Useful Resources.

Reflection

Finish the assembly with a closing statement or quote or even with a challenge (eg let's see who can pass on random acts of kindness through the school) that will leave the children with something to think about.

Why not carry on the 'acts of kindness' or 'Good Samaritan' theme all week?

You could make 'acts of kindness' tokens for pupils of all ages to pass on whenever they help someone else around the school.

Why not have this as a long term 'Heads Challenge' for the school or college or even at home? You could get your Pupil Voice Team to coordinate this.

KEY STAGE	Any
	15 - 30 mins
	English, History; Ancient Civilisations
	Relevant story eg The Good Samaritan or equivalent or personal story, music from the Vegetable Orchestra or equivalent music using 'alternative instruments'
	None
	None

Useful Resources

[Vegetable Orchestra CD](#)

[The modern parable of The Good Samaritan](#)

[Broken Wing - Don't Judge a Book by Its Cover](#)

And what action you could take in your school:

[The Random Acts Of Kindness Foundation](#)

['A Random Act Of Kindness' \(perfect for younger children\)](#)

[Various quotes about judging a book by its cover](#)

About Potential Plus UK

Who we are

We are a not-for-profit organisation that supports the social, emotional and learning needs of children with high learning potential of all ages and backgrounds. This includes children who have been identified as 'academically more able' within the school setting; children who have the potential to achieve through a wide range of abilities in academic subjects, sport, the arts and leadership; those who are dual or multiple exceptional (high learning potential coupled with a disability or learning difficulty) and the profoundly gifted.

Our aim is to enable every child with high learning potential to grow in confidence, thrive and achieve fulfilment.

We support over 15,000 people each year face-to-face and through email by providing parents, carers and professionals with the confidence and tools they need to help these children thrive. We give them support and specialist advice covering a wide range of issues that affect some of these children's lives every day, such as lack of self esteem, feelings of isolation and frustration, lack of challenge in the classroom or at home, underachievement or challenging behaviour. In addition, we provide opportunities for fun, friendship and challenge outside the classroom.

Most importantly, we celebrate the achievements and potential of these amazing children.

Our services

We support parents through:

- An Information and Advice Service on 01908 646433
- Assessments for High Learning Potential
- A fully resourced website including fact and advice sheets
- National BIG family events to enthuse, educate and entertain
- Parent Matters workshops
- Our annual awareness raising campaign 'It's Alright to be Bright!'
- Lobbying on behalf of children with high learning potential
- Members' benefits including priority access to our Information and Advice line, online discussion forum, monthly e-newsletters, and termly news bulletin for parents and e-zine for children with additional articles on the Explorers area of the website

In addition, we support schools through:

- Let's Explore! creative and critical thinking activities for pupils
- Parent Matters workshops
- G&T Learning Matters CPD training
- Bespoke consultancy
- Standard and Gold School Membership to support and enhance the school's provision for, and commitment to, their academically more able pupils and their parents

and teachers, tutors and educational psychologists through:

- Professional Matters talks and workshops
- Bespoke consultancy
- Professional Membership to acknowledge and support the professional's understanding of children with high learning potential

Help us to help you and others

Join us as a family, school or professional member to access dedicated resources and support.

**Contact us on 01908 646433,
amazingchildren@potentialplusuk.org or visit
www.potentialplusuk.org**

Donations

This activity booklet has been produced without external funding. If everyone who received this booklet were to donate just £5 we could secure the initiative again for next year, as well as providing additional support for parents and professionals through our Information and Advice Service.

**To make a donation please visit our website
www.potentialplusuk.org or send to Potential Plus UK,
Suite 1.2, Challenge House, Sherwood Drive,
Bletchley, Milton Keynes MK3 6DP.**

Thank you!

Registered charity No. 313182