

(We are)  
**Unstoppable**

**sing up day**  
30 June

**Song Activities Pack**

For teaching staff and other adults



**sing up**



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## Sing Up Day – celebrating the power of song

Every year since 2010, Sing Up has set aside a special day to celebrate the power of song. From the UK to the UAE, and the US to China, schools and singers join us on Sing Up Day to spread a little singing around the globe.

Each year, we commission a brand-new anthem and, along with accompanying resources and activity ideas, we make the song materials available for free because we want everyone to join in and feel the power of music on Sing Up Day.

Singing together is powerful and inclusive – everyone can take part: all you have to do is sing as much as possible on Wednesday 30 June 2021. We're delighted that you'll be

joining us for this year's celebration. Please share your celebrations with us via Twitter, Facebook, YouTube and Pinterest using #SingUpDay, and don't forget to add your event to our Sing Up Day map – [bit.ly/SUD-map](https://bit.ly/SUD-map).

We'd love to hear your group, see your videos, and include you in our 2021 digichoir video (more details on how to get involved are found at [singup.org/sing-up-day/digichoir](https://singup.org/sing-up-day/digichoir)). Help us to share the power of song and singing, and spread community spirit across the globe. Most importantly, we hope you have fun celebrating and singing together.

All the best,  
The Sing Up Team

## Get the most out of Sing Up Day

If you haven't already, make sure you get all the resources for this year's anthem, *(We are) Unstoppable* – written specially for us by Emily Barden. As well as this pack, head online for:

- *(We are) Unstoppable* audio tracks, scores, lyric sheet, and teaching notes
- Song videos including signed performances in British Sign Language (BSL) and Sign Supported English (SSE), and a lyric video
- Downloadable pupil worksheets
- Sing Up Day playlists

### Learn the song

Once you've saved the song resources, schedule some practice time to familiarise everyone with the song, including staff and parents if possible. See the teaching notes for warm-up ideas and advice about how to teach the song. Finding a range of opportunities to practise (e.g. in class, assembly, staff meetings, online lessons, and choir rehearsals) will help you achieve a polished performance. Start by getting everyone familiar with the song by playing it during transitions, as pupils enter/exit assembly, get changed for PE, have indoor play, etc. and ask pupils to listen to the song or watch the videos at home. Teach the song from the lyric video for a more visual aid.

### Get everyone involved

Celebrate Sing Up Day as a community by getting as many people involved as possible – including parents, grandparents, guardians, governors, local care homes, other schools, music hubs... think beyond your school walls. Can local community groups learn the song? What about a staff rendition for pupils? Try teaching or recommending it to a choir you're a member of – the song works equally well with mixed and upper voices. Add your singing events to our Sing Up day map at [bit.ly/SUD-map](https://bit.ly/SUD-map).

### Learning aids for younger singers or for SEND pupils

Using the unison version of the song makes it simpler to learn. You may want to begin singing along to the performance track and working towards pupils performing with the backing track. Devising some actions will help pupils learn and remember the lyrics. Sharing out sections of the song (where some pupils sing the verses and others the chorus, for example) will also mean each individual singer has a little less to remember. Don't forget to make use of the signed performance videos in BSL and SSE.

### Use the pupil resources

We've created some downloadable worksheets for pupils that accompany some of the activities set out in this pack (see pages 9-13). All the activities take the lyrics and theme of *(We are) Unstoppable* as inspiration and are designed to be adaptable to suit different ages and abilities. Head to [singup.org/sing-up-day/resources](https://singup.org/sing-up-day/resources) to download these. You can make as many copies of the pack and worksheets as you need. Feel free to add the PDFs to your school VLE or share with students and families by email.

### Be part of our 2021 digichoir

If you have permission to film or record your pupils, then we'd love for you to be included in our annual digichoir. You will find more details about how to get involved and how to send us your recordings at [singup.org/sing-up-day/digichoir](https://singup.org/sing-up-day/digichoir).



## Songwriter spotlight – Emily Barden

**We caught up with the writer of our 2021 Sing Up Day song, who talked to us about her influences and songwriting process.**



### **What inspired you to write (*We are*) *Unstoppable*?**

I read about the Fridays For Future movement inspired by Greta Thunberg, where children joined the campaign for a better environmental strategy and to raise awareness around climate change. I found a series of chants they used, including the phrase “We are unstoppable” and thought it was a very powerful statement from the voices of young people. I wanted to create a first-person song to be sung by young people voicing their power and determination to put right wrongs they witness in the world, not just around climate change but around other inequalities and the Black Lives Matter campaign, for example. In terms of the style, it was always going to be something positive and anthemic and, most importantly, great fun to sing!

### **What got you into songwriting? How old were you when you wrote your first song?**

I’ve written songs since I was 7 or 8. It’s always been the way I’ve processed the world around me. I could play some chords on guitar and piano by the end of primary school, and I’ve always loved words and poetry. When I was at school, I wrote songs about topics we were studying. There have been some fascinating songs created by middle school-aged Emily about Kielder Water Dam, the rainforest, the water cycle, and bullying!

### **What’s your favourite thing about being a songwriter, and what’s your favourite song that you’ve written?**

The best thing about being a songwriter is when a melody or idea pops into my head at an unexpected time (maybe when digging the garden, or on a run, or driving) and then the time I get to a piano/guitar, the whole song comes out, fully formed. It’s hugely satisfying when that happens. My favourite song depends on my mood. Sometimes I might want something upbeat and positive, in which case *Smile* is always good; sometimes I want something reflective and personal, like *Spend the day*. I’ve got a song called *Last train home* that I do at the end of gigs, and get the audience singing the chorus in harmony. That’s a great sound coming back at you. I also really enjoy hearing the songs I’ve written for Sing Up being sung by young voices. Hearing hundreds of people singing *One and a million* or *Can you hear my voice?* is always a special thing for me.

### **Tell us a little bit about your creative process – how do you get started on a new song?**

I need a lyrical theme or line of words that I can hook the rest of the song around before going to the music – once I have an interesting line, I can often hear what the rest of the song should sound like. I nearly always start with a phrase or comment I’ve read or heard that

triggers a bigger idea. My dad often says things that become accidental song titles – my mum writes little things he says in a notebook and tells me about them. One summer day we were walking, in came the clouds, and dad said “Finally, we’ve got the rain” ... before you know it, that became a song! People and the everyday instances of life are hugely inspiring. Songs can come from anywhere. I’ve recently got into co-writing, which has been an interesting and productive way to write, as you get a different starting point/perspective, and end up going places that you wouldn’t necessarily have gone.

### **How do you make up your lyrics?**

Lyrics need to tell a story, take you on a journey, and create an atmosphere that suits the song. I pick words for sound as well as meaning – some words don’t sound very nice when sung. I write what I want the story to be before getting caught up in a rhyme scheme, as you can always go back and replace words or jiggle sentences around to get a rhyme, but a rhyme that compromises meaning is no good for me.

### **Do you ever get nervous about sharing something you’ve written?**

All the time! I can feel my heart rate quicken as I’m playing somebody something for the first time. It’s a really personal thing and although I write songs in order to communicate a feeling, story, an observation, or worry, it’s still incredibly nerve wracking when you put it out there for people to either love or hate (or even worse be totally ambivalent about).

### **What do you do if you get stuck writing?**

There are a few tricks you can try to kickstart things if it’s all ground to a halt. I read poetry and underline words/phrases I like. I use mind maps, paper and pens and just free write words and ideas in no specific form. I also

think doing something physical helps – many a song problem has been sorted by going for a run or a swim!

### **What advice could you give to budding songwriters – do you have any top tips?**

Just DO IT! As with all things, practice makes perfect. I’d encourage people to let their ideas come out, even if they don’t become songs – if you keep blocking creative ideas thinking they’re not good enough, you create a backlog of ‘bad’ ideas and the good ones will never come through. Quite often, something that initially seems not that good can be worked on and transformed into something you really like. Don’t throw it away – see what it could become with a bit of re-working!

### **Who are your songwriting inspirations?**

I really like people who are good with words like Guy Garvey (from Elbow), Joni Mitchell, and Bob Dylan. Others influences include Carol King, Chris Martin, Lianne La Havas, KT Tunstall, James Taylor, John Mayer, Suzanne Vega, Alanis Morissette, Tom Waits, Paul McCartney. These are some I immediately thought of; there are billions more!

### **If you weren’t a songwriter what do you think you would be instead?**

I do lots of things as well as songwriting, like running choirs, teaching singing and songwriting, and helping teachers get better at leading singing. These are all jobs I love. If I had to do something unrelated to music, I’d like to own a bookshop and café. I’d make cakes and recommend books and have reading groups and poetry nights. That sounds pretty cool. Or maybe I’d run a rescue centre for chickens.

## Assembly plan: You are unstoppable!

### Before you begin

#### Main teaching point:

Recognising that everybody can make a difference, however small, and that small actions can add up to make a big difference. We all have power to help build a better world, and we are more powerful when we come together.

#### Song:

*(We are) Unstoppable* by Emily Barden  
CCLI number: 7161164

#### What you'll need:

- *(We are) Unstoppable* audio, sheet music, lyrics, videos [bit.ly/SUD-song](https://bit.ly/SUD-song)
- Collection of rainbows across the country video [bit.ly/NHSrainbows](https://bit.ly/NHSrainbows) or
- One of the other suggested videos on page 14

### Opening activity

Play one of the song videos or display lyrics on the whiteboard. Ask children to pick out words and phrases they like, or think are important (e.g. 'inequality', 'unstoppable', 'a better world is possible', 'justice', 'future', 'take a stand').

The song opens with the words: 'People need people, we've seen this truth first-hand. The power of community, a rainbow round the land'. Ask children for ideas about what the songwriter means. Why do people need each other? How can a community be powerful? Is the rainbow a 'real' rainbow? The lyrics refer to the impact of Covid-19, 'lockdown' and the ways people have helped each other and worked together. The rainbows are those that people across the country displayed as a way of thanking key workers. It started with just a few people drawing rainbows but soon the idea spread, and people everywhere joined in – even famous artists such as Quentin Blake got involved.

### Main activity

Have children heard of Greta Thunberg and do they know why she has become so well known? When she was 15, Greta staged a protest outside the Swedish parliament during school hours, holding a sign saying, 'School strike for climate.' She wanted the government to do more to address climate change and save the environment. When she began, she was protesting by herself, but was soon joined by others, and inspired children across the world to do the same thing. Greta became such a 'loud' voice that she upset former American president, Donald Trump, who was angry about what she was saying, but Greta didn't let this stop her. Sometimes, it's important to educate ourselves about significant topics and share information with other people, even if they don't want to listen at first.

Can children think of small things they could do to help the environment? Examples include having conversations about climate change with friends and family, finding out more by watching a documentary, walking or cycling instead of travelling in cars, buying things with less plastic packaging, or eating less meat.

The song continues: 'When silence is betrayal, not going to ignore. Hate and inequality, won't accept it anymore. Saying nothing isn't strong, let's call it out if it's wrong, by standing up and speaking out.' Can children identify what these lyrics refer to? Think about some examples of young people who speak out against something they think is wrong. From the age of 12, Malala Yousafzai spoke up for girls' right to education after she was prevented from going to school. She thought it was wrong that she wasn't allowed to go to school just because she was a girl.

By giving speeches and writing blogs, even after people tried to quiet her voice, Malala fought for her right to an education, going on to study at the University of Oxford, and continues to campaign for girls across the world to have access to education.

In 2020, events around the world sparked new waves of protests under the banner of Black Lives Matter. Large numbers of young people used their voices at protests and shared information online. 12-year-old Keedron Bryant, shared a video of himself singing about the ways Black people are treated differently just because of the colour of their skin. The video went viral, touching the hearts of people around the world and inspiring them to fight for change.

Can children think of ways we can speak up for what we believe in and on behalf of others? Does it have to involve actually speaking? Perhaps they've already taken part in a small action like this if they displayed a rainbow to say 'thank you' to key workers. Other examples include writing a blog about something important like Malala did; sharing a poster, a poem or a song about something you care about like Keedron did; writing a letter to a politician or defending someone if somebody else says something mean to them. We all have a responsibility to make a stand if people are treated unfairly. Remind children that if they see or hear something unfair, it's important to tell a grown up.

### Singing focus

The song's message needs to be heard, so articulate words clearly, taking deep breaths before each phrase so you don't run out of air. Keep the singing bright and upbeat. Add in some actions and facial expressions to convey the meaning even further.

### Reflection

It may feel that our actions are small, and we might wonder what impact they have, but does that mean we shouldn't stand up for what we believe in? If lots of people do something small, it can create something big – alone we are strong, together we are stronger. Ask children to think about something important to them, such as a cause they care about. What small action could they take to raise awareness or make positive change in this area?

### Closing activity

Decide on a motto that you'll adopt this week to remind you of the difference that you can make. Here are some suggestions for inspiration (you'll find some more on the downloadable worksheet 'Mottos and mantras' at [singup.org/sing-up-day/resources](https://singup.org/sing-up-day/resources):

'You're never too young to make a difference'    'Even the smallest actions are steps in the right direction'  
'Great acts are made up of small deeds'    'Small actions x Lots of people = Big change'

### Back in class

- Take a look at Rainbows for the NHS [bit.ly/NHS-mosaic](https://bit.ly/NHS-mosaic): an interactive 'mosaic of hope' by artist Helen Marshall. It's made up of thousands of pictures and stories, sent in by people during the pandemic. You can zoom in to explore the pictures in more detail.
- Download the rainbow cards designed by Quentin Blake at [bit.ly/rainbow-cards](https://bit.ly/rainbow-cards) and write a thank you note to someone.
- There are lots of ideas for related activities around positive change, community, values, and youth activism on pages 9-13 of this pack.

## (We are) Unstoppable – song lyrics

Words and music by Emily Barden. Commissioned by Sing Up  
CCLI No: 7161164

People need people  
We've seen this truth first-hand.  
The power of community  
A rainbow round the land.

If anyone is hurting  
We all feel the pain.  
Why should someone's sunshine  
Mean someone else has rain?

We're aware, our eyes are open,  
We aren't scared to fix what's broken,  
Cos we are unstoppable.

We are unstoppable,  
A better world is possible.  
We are unstoppable,  
The chain is there for us to break.  
We are unstoppable,  
A better world is possible.  
We are unstoppable,  
Take a stand, the future's ours to make.

Fairness and justice,  
Respect and honesty.  
We know what we value  
And how our world should be.

When silence is betrayal,  
Not going to ignore  
Hate and inequality,  
Won't accept it anymore.  
We're aware, our eyes are open,  
We aren't scared to fix what's broken,  
Cos we are unstoppable.

We are unstoppable,  
A better world is possible.  
We are unstoppable,  
The chain is there for us to break.  
We are unstoppable,  
A better world is possible.  
We are unstoppable,  
Take a stand, the future's ours to make.

Saying nothing isn't strong,  
Let's call it out if it's wrong  
By standing up (stand up)  
And speaking out (speak out)  
We won't leave you (won't leave doubt)  
In any doubt that we are unstoppable.

We are unstoppable,  
A better world is possible.  
We are unstoppable,  
The chain is there for us to break.  
We are unstoppable,  
A better world is possible.  
We are unstoppable,  
Take a stand, the future's ours to make.



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## Song activities

Emily Barden wrote *(We are) Unstoppable* as she was inspired by young people campaigning and voicing their determination to put right wrongs they are witnessing in the world. Over the last few years, young people have been using their voices and actions to drive change because of their beliefs for a fairer and more just world. This combination – values and determination – has inspired millions of people around the world.

The aim of the Sing Up Day song activities this year is to help pupils unpack the lyrics and to get them to reflect on their values and what is important to them. They will find out about some of the young people at the forefront of activist movements/organisations like Fridays For Future, Kids Against Plastic, and DiversiTEA, as well as developing an understanding that no matter how small our voice or tiny an action we make, we can all make a difference, and we all have a right to be heard and respected.

### People need people (Ages 4-13)

Listen to the music and read through the lyrics of the first half of Verse 1. What do you think the lyrics are referring to? What people do we need, and why? Were you one of the many people who created rainbow pictures and displayed them in your home or school during 2020? Why did people create these rainbows?

People around the country, and the world, displayed their colourful artworks as a way of recognising the contributions and saying thank you to keyworkers during the pandemic. What message did they send to people? They sent a message of hope and were a way of spreading some joy and colour. The rainbows were a way of saying we were thinking of each other and a way of showing we are all in this together. (For more inspiration and rainbow-related activities, see our suggestions online at [www.singup.org/sing-up-day/rainbow-activities](http://www.singup.org/sing-up-day/rainbow-activities).)

Next, listen to the music and read through the lyrics of the second half of Verse 1. They might refer to the news reports we've seen about the impact of Covid-19 on people – nurses, doctors, carers, people who have lost loved ones, people who live alone and have no one to hug, for example. It can be upsetting to see other people hurting. What do we need in order to stay healthy in mind and body (i.e., not just food, water, warmth, shelter etc.)? What can we do to show kindness to others, especially if they are sad or hurting?

### We know what we value (Ages 4-11)

Exploring 'who we are' and 'who I am' will help children think about themselves as well as the things that are important to them, their families, and their school community.

Create your own version of the song [Who are we?](#) from the Song Bank online. First take a listen to the song, then invent new lyrics by answering the questions posed by the lyrics of the call (e.g. 'Who are we? We are [class name]').

Next, children could work in pairs or small groups to create personalised versions, taking it in turn to sing the call, then the response, then swapping over. Use the following prompts (pupils could use the downloadable 'Self-portrait' worksheet to capture their answers):

- |  |  |
|--|--|
| ● Who are you?                           | I am [name].                                 |
| ● How old are you?                       | I am [age].                                  |
| ● When is your birthday?                 | It's in [month].                             |
| ● What's your favourite colour/toy/food? | My favourite's [colour/toy/food].            |
| ● What do you like doing?                | I like [e.g. scooting/singing/reading etc.]. |
| ● What do you want to be?                | I want to be [name career/job].              |

Do pupils notice that although they have lots of things in common (e.g. the town where they live, where they go to school, and perhaps their age) the more questions they ask each other, the more different and unique they are revealed to be? It is this combination of things that help make up who we are – our identity.

What is a value? A value is something we believe is important, that makes us act and behave in a certain way. We all have different kinds of values – family values, school values, our own values. Here are some values that parents and teachers like children to have: playing fair, forgiveness, gratitude, generosity, helpfulness, honesty, kindness, respect, trustworthiness. What are your school values? Do pupils know? Can children think of what might happen if nobody played by the rules? Using the downloadable 'My rainbow of values' worksheet, younger pupils could pick values they think are important – one for each colour of the rainbow. Older pupils could pick three to five of their personal values and choose a way of presenting them. They could paint a picture, design a flyer, create a slide show, write a poem or rap, compose a song, write a list, make a word search, act them out, or record themselves talking about their values.

### We know what we value (Ages 7-13)

What is identity? Ask students for their ideas. They might say that identity is how someone looks or how we recognise a person. Whilst this is true, identity can also be defined as 'the distinguishing character or personality of an individual'. (Merriam-Webster dictionary).

Values stem from our identity. Do pupils know what values are? The Oxford English Dictionary says that 'Values are principles or standards of behaviours, their judgement of what is important in life'. In other words, values are beliefs and important characteristics that motivate people to act and inform how they behave. You can also have values in a community. For instance, you will have 'school values', 'family values', and if children attend a club or church, these groups might have slightly different values to those of your school. 'Value' can also mean what something is worth in monetary terms and things we consider to be important and beneficial. The lyrics of *(We are) Unstoppable* include some examples of values (e.g. fairness, justice, respect, and honesty).

Play this video about identity and values [bit.ly/IdentityValues-video](https://bit.ly/IdentityValues-video). Using the downloadable 'Identity and values' worksheet, pupils can complete the activity to write a list of things they love

and describe their identity by answering questions like:

- |                                     |  |
|-------------------------------------|--|
| ● What are your interests, beliefs? | ● What motivates you?                      |
| ● Who are your friends, family?     | ● What do you feel strongly about?         |
| ● What is your appearance like?     | ● What types of books do you like to read? |
| ● What is your ethnicity?           | ● What are your hobbies?                   |
| ● What subjects do you like?        |  |

*'Values are like fingerprints. Nobody's are the same but you leave them over everything you do.'* – Elvis Presley.

How do our values stem from our own unique identities? Children should use their answers to the questions about identity and translate them into values. For example, if one pupil loves animals and believes that we should do more to protect them from extinction then they might pick the values: 'caring', or 'environmentalism'. If another enjoys football and believes it's good to keep fit, then they might pick 'teamwork' and 'fitness' and so on. Use the list in the Values Bank on the worksheet or create your own list as part of this activity.

Do we have the same values as our friends? Not necessarily! One person might value friendship and teamwork, whereas someone else might think that working hard and determination are more important. Every person is unique, and everyone values different things. These differences provide us with a chance to learn from others and they help us to stay open minded.

Are there some values that are universal? Some values such as fairness and justice are values that society as a whole think are important. No one likes to be unfairly treated or wrongly accused of something they haven't done. Which values from the list do the children think are fairly universal?

What are your school values? We all belong to different communities (e.g. school, home, sports clubs, music/drama groups, cubs/brownies etc.). Each group is likely to have its own code of conduct or set of rules which outlines how members of the group should behave. Why do pupils think a code of conduct is important and what might happen if it didn't exist? Imagine you're setting up a new group – what collected values would you share and what rules would you establish? How would you want members to behave? Use the worksheet to capture answers and develop a charter for your group. This activity could be followed by the 'Mottos and mantras' worksheet.

### We aren't scared to fix what's broken (Ages 7-13)

What change(s) do pupils want to see in the world? On a big piece of paper, draw an outline of the globe. Inside it, write a list of changes you'd like to see in our world – you could either do this as a class group or as an individual activity. The lyrics of *(We are) Unstoppable* give some ideas, and here are some other suggestions:

- cleaner oceans
- less air pollution
- safer habitats for endangered species
- better equality (e.g. skin colour, gender, sexuality, ableism etc.)
- less hatred and more respect

What is an activist? Being an activist means taking action for the things that you feel strongly about and want to see changed. Lots of people doing little things can often have greater impact than one person doing something big. Some of the most successful young activists start with a small action that inspires others. What can students find out about young activists? Using the downloadable 'Activists, allies, and advocates' worksheet, pupils could choose a theme from your 'Change the world' map and research a young activist that is making a real difference in that area. These could later be turned into presentations for the group.

Think back to the changes you all identified on your globe. What action(s) – big and small – could you all take to make a difference and ensure a better world for everyone, now and in the future? Here is an example – 'worried about plastic harming animals':

- use reusable bags
- do a litter pick in your local park
- recycle plastic bottles
- avoid buying single-use plastic if possible (e.g. buy bottles or cans instead of plastic)
- write to brands and ask them to make their packaging recyclable

Make a poster to highlight these identified actions, including others such as: go on marches and rallies, sign petitions, write letters to your MPs, join debates, vote, become an ally for the rights of others, speak up for marginalised people etc. As well as 'big' actions, encourage pupils to think about small actions or one thing they could do every day to help, such as helping the environment by turning off the light when you are the last one to leave a room or turning off the tap whilst brushing their teeth. Pupils could create their own action plan or pledge to certain actions to help the causes they care most about. Remember, as Greta Thunberg says: 'You're never too small to make a difference.'

### Being an ally and breaking the chain (Ages 7-13)

One of the lyrics in *(We are) Unstoppable* is 'if anyone is hurting, we all feel the pain'. What is an ally? What things can we do to be a good ally? For example, speaking up if you see someone being mistreated.

Listen again to the chorus of the song and then read it out loud, slowly, paying particular attention to the words. What do you think the songwriter means by 'the chain is there for us to break'? Is it a real chain or an imaginary one? A chain is something that holds someone back. Why do you think the songwriter used this metaphor? Sometimes it takes courage to break a negative chain of behaviour. You can decide whether to carry on a chain or whether to break it. An example is bullying – it carries on until someone takes a stand and speaks up about it being wrong.

Watch dance group Diversity's powerful Black Lives Matter performance [bit.ly/Diversity-BGT](https://bit.ly/Diversity-BGT). The routine is a dramatic and moving version of some of the biggest news events of 2020 and highlights the need for people to stand up against oppression and racism. As communities and individuals, we can all stand up and break the chain. Can pupils think of an example of an imaginary chain they would like to break? Perhaps at school or in your community or in the wider world. Talk to someone for a few minutes about it and then draw a picture or write a poem that shows what you could do to break the chain.

### How our world should be (Ages 7-13)

The song *Wish* by Bex Mather and Simon Derbyshire was written collaboratively with young people. They created most of the lyrics to the song inspired by the 'hook': 'our hopes, our dreams, gonna wish for a better day'. The following activities encourage children to think about what their wishes are – not just for their future selves, but how they want their world to be. They could present these ideas in a range of ways from thinking about their wishes and writing a list, all the way through to writing a new set of words for the song.

- Listen to the song, encouraging students to move, click, or tap a foot along to the groove. Ask them to join in with the riff 'our hopes, our dreams, gonna wish for a better day'. Once they've got it, try and sing this riff along with the performance track to get a sense of the shape of the song.
- What are the lyrics about? Discuss the song's message and prompt students to each write two wishes on a sticky note – one wish for themselves and one for the world. Put the notes up on the wall and as a group, read through the wishes. Can students identify any common wishes or themes e.g. the environment, friendship? Move the notes around to group them together in collections according to their different themes (ideally no more than 6 groupings).
- Have a go at personalising the song by writing new lyrics. Notice that in the performance track, the words of Verse 1 are repeated. This is so you can make up your own 'wish' lyrics for Verse 2. You could write a new Verse 2 in small groups, individually, or as a whole class.
  - > Divide into groups, each taking a theme and writing a short lyric on its subject.
  - > Review the lyrics together and discuss how these lines can be adapted to create a verse (e.g. spotting scope for rhymes etc.).
  - > You could rap the lyrics or try writing some new melodies for them.
  - > Record performances for each new section and listen back as a class to self-evaluate.
  - > You could rehearse your new version of *Wish* to create a polished performance and share with your school on Sing Up Day along with *(We are) Unstoppable*.
- What practical steps can we take to fulfil our wishes? Hand back the 'wish' notes and ask students to write down 3 practical steps as 'action plans' they could complete over a term to start fulfilling their wish for themselves and/or the world. Gather up the action plans (or seal in envelopes), ready to reflect on them at a future date – perhaps in a term's time.

## Useful links and resources

Below you will find a handful of suggested links for further information or resources to support you and your pupils around different aspects of youth activism. These lists are not exhaustive and are provided as a starting point. You may need to decide which are the most appropriate to share with your young people.

### Anti-racism and Black Lives Matter

**Keedron Bryant** – Singing video on Instagram [bit.ly/Keedron-Bryant](https://bit.ly/Keedron-Bryant)

**Channel 4** – The school that tried to end racism [bit.ly/Channel4-video](https://bit.ly/Channel4-video)

**TED Talk** – Priya Vulchi and Winona Guo: 'What it takes to be racially literate' [bit.ly/TED-RacialLit](https://bit.ly/TED-RacialLit)

**Channel 4 news** – The kids and teens marching for Black Lives Matter [bit.ly/Channel4-BLM](https://bit.ly/Channel4-BLM)

**Good Morning America** – Young people's fight against racism [bit.ly/GMA-racism](https://bit.ly/GMA-racism)

**Artsmark** – Anti-racism resources for children and young people [bit.ly/Artsmark-resources](https://bit.ly/Artsmark-resources)

**Black Asian and Minority Ethnic Educators (BAMEed)** – Collection of resources [bit.ly/BAMEed](https://bit.ly/BAMEed)

**Red Cross** – Talking with children and young people about race and racism [bit.ly/RedCross-race](https://bit.ly/RedCross-race)

**Do Something** – 10 racial justice activists you should know [bit.ly/Young-activists](https://bit.ly/Young-activists)

### Climate and the environment

**TED Talk** – Genesis Butler: 'A 10-year-old's vision for healing the planet.' [bit.ly/TED-GenesisButler](https://bit.ly/TED-GenesisButler)

**TED Talk** – Amy & Ella Meek: 'Kids against plastic.' [bit.ly/Kids-against-plastic](https://bit.ly/Kids-against-plastic)

**World Wildlife Foundation (WWF)** – Climate change activities for youth groups [bit.ly/WWFresources](https://bit.ly/WWFresources)

**Extinction Rebellion Youth** [bit.ly/XR-youth](https://bit.ly/XR-youth)

**UK Youth Climate Coalition** <https://ukycc.com>

**UK Student Climate Network** <https://ukscn.org>

**Young People's Trust for the Environment (YPTE)** <https://yppte.org.uk>

**Fridays For Future (FFF)** <https://fridaysforfuture.org>

**Kids Against Plastic** <https://kidsagainstoplastic.co.uk>

### Other youth activism resources and opportunities

**Young Minds** – Mental health activism opportunities for 14- to 25-year-olds

[bit.ly/YoungMindsActivists](https://bit.ly/YoungMindsActivists)

**Children's Rights Alliance for England (CRAE)** – Opportunities for 9- to 21-year-olds interested in children's rights [bit.ly/CRAE-activists](https://bit.ly/CRAE-activists)

**Plan International** – Youth Advisory Panel, Youth for Change, Working with young people [bit.ly/Plan-International](https://bit.ly/Plan-International)

**Global Citizen** – 5 teen activists in the UK who are changing the world [bit.ly/GlobalCitizen-activists](https://bit.ly/GlobalCitizen-activists)

**Amnesty International UK** – Resources for talking about human rights in the classroom <https://www.amnesty.org.uk/education/human-rights-young-people-schools>

**Save the Children** – Five trends in today's youth activism [bit.ly/Youth-activism-trends](https://bit.ly/Youth-activism-trends)

**Youth Sport Trust** – Empowering activism [bit.ly/Empowering-activism](https://bit.ly/Empowering-activism)

**Equality Trust** – Young Equality Campaigners [bit.ly/Equality-campaigners](https://bit.ly/Equality-campaigners)

**UK Youth** – Charity that exists to ensure all young people are equipped to thrive and empowered to contribute at every stage of their lives <https://www.ukyouth.org>

**Action for Happiness** – A movement of people committed to building a happier and more caring society. <https://www.actionforhappiness.org>

**BBC Monitoring** – The Greta generation – Youth activism around the world [bit.ly/Greta-generation](https://bit.ly/Greta-generation)

**Malala Fund** – Malala and teen activists on learning to speak out [bit.ly/Malala-video](https://bit.ly/Malala-video)

## What other Sing Up Day resources are available?

Head to [singup.org/sing-up-day/resources](https://singup.org/sing-up-day/resources) where you will find:

- *(We are) Unstoppable* audio tracks, scores, teaching notes, lyrics sheet
- *(We are) Unstoppable* videos – lyric video, British Sign language (BSL) performance, Sign Supported English (SSE) performance
- Downloadable pupil worksheets
- Sing Up Day playlists
- Sing Up Day Assembly plan

## Other related resources

As well as the Sing Up Day resources for 2021, you might find some of the following related resources useful:

- Sing for change assembly plan [bit.ly/SFC-plan](https://bit.ly/SFC-plan)
- Raise your voice assembly plan [bit.ly/RVV-plan](https://bit.ly/RVV-plan)
- Many voices, one song assembly plan [bit.ly/MVOS-plan](https://bit.ly/MVOS-plan)
- Uniqueness gives us power assembly plan [bit.ly/UGUP-plan](https://bit.ly/UGUP-plan)
- Let's hear it for the heroes assembly plan [bit.ly/LHIFTH-plan](https://bit.ly/LHIFTH-plan)
- We can all be heroes singing practice plan [bit.ly/WCABH-plan](https://bit.ly/WCABH-plan)

## People need people... A rainbow round the land

Let our international community of singers know you're taking part this year! Wherever you are – home, school, or somewhere else – however you choose to mark the occasion, add your event to our map at [bit.ly/SUDMap](https://bit.ly/SUDMap).



## The power of community

On 11 March 2020 a record-breaking number of singers joined us in celebrating the empowering nature of song, and we received over 100 videos from all over the world that went into creating our 2020 digichoir. Can you help us beat that number in 2021? If you have permission, all you need to do is record your singers performing *(We are) Unstoppable* on Sing Up Day and send us your performances and consent forms. Read more about how to create the best recording, and what you need to do to submit your files on our website at [singup.org/sing-up-day/digichoir](https://singup.org/sing-up-day/digichoir). You can also watch last digichoir videos from previous Sing Up Days.

## We are unstoppable

Join the conversation on Sing Up Day and let us know how you're celebrating. Share your posts with [#SingUpDay](https://twitter.com/SingUpDay) so we know you're singing with us. We'll reshare your photos, videos and stories.