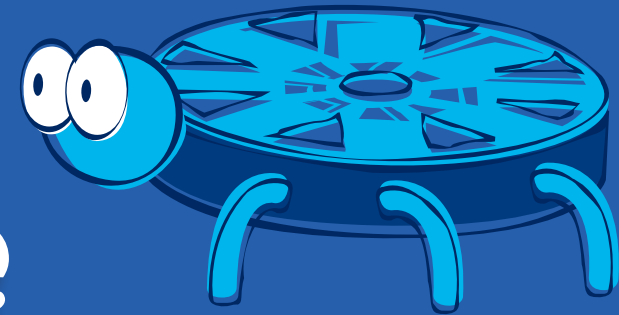


Living with Difference



Similarities and differences between people

The main theme of this unit is to continue to develop children's understanding of diversity and the importance of not making assumptions about people or their thoughts without asking if the assumptions are correct.

Key Stage 1

Year 3

Personal Development and Mutual Understanding: Key Stage 1, Year 3
Strand 2: Mutual Understanding in the Local and Wider Community
Unit 6: Living with Difference

Complementary Units: Families!  I Belong! 

**living
learning
together**



Teaching approaches

Communication

A new child and his/her family will integrate into a class and school much more easily when the children and staff say even a few words of greeting and welcome.

Offer new pupils an opportunity to teach both you and fellow pupils something new, and opportunities to become more confident in a situation where s/he feels inadequate.

Signs around the school in a range of languages representative of the pupils attending are welcoming and inclusive for all.

Challenge Children

Set the children a task in the form of a challenge. Fair group the children, set a time limit and ask each group to prepare a special welcome for a new child. For example, you could challenge them to write a song or poem or produce a booklet. The children's work should contain something visual, some music, some text and a welcome token. Have the children allocate roles, plan and complete the challenge and present their work to the rest of the class.

Teacher Roles

Mutual Understanding implies that teachers be facilitators, and that they encourage participation and involvement. At times this role may mean you have to be:

- the neutral facilitator;
- devil's advocate;
- ally;
- challenger; or
- provocateur.

At other times you may need to declare your interests, give the official view, be prepared to hot-seat or have an in-role position. The role of the teacher as a facilitator is explained in Active Learning and Teaching Methods p5 and is fully referenced in the Suggested Further Reading section of this resource. Teachers modelling this role in the classroom will help other adults and children as group leaders see themselves as facilitators.

Visual Images

Use images to develop empathy and mutual understanding. Present an image that has attracted your own attention, for example a recent earthquake, flood, accident or war situation.

The children don't need to have any prior knowledge about the situation to be able to answer the following questions:

- What relationships are being shown in the picture?
- What are they saying/ thinking?
- Why was the photograph taken?
- What might a wider view of the photograph show?
- Where might the photograph have been taken?

Finally, encourage the children to come up with questions they would like to ask.

This strategy links to What Do You See? in Learning activity 2.

Key Experiences in exploring similarities and differences between people

Building on Foundation Stage

Explore and discuss similarities and differences between groups of people:

- beginning to recognise similarities and differences in families and the wider community;
- celebrating special occasions, for example birthdays and weddings; and
- understanding that everyone is of equal worth and that it is acceptable to be different.

Working at Key Stage 1

Similarities and differences between people:

- appreciating ways we are similar and different;
- being aware of their own cultural heritage its traditions and celebrations;
- recognising and valuing the culture and traditions of one other group who shares their community; and
- being aware of the diversity of people around the world.

Moving towards Key Stage 2

Explore, value and celebrate cultural difference and diversity:

- examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;
- knowing about aspects of their cultural heritage including the diversity of cultures that contribute to Northern Ireland;
- recognising the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations;
- acknowledging that people differ in what they believe is right or wrong;
- recognising that people have different beliefs which shape the way they live;
- developing an awareness of the experiences, lives and cultures of people in the wider world;
- recognising the similarities and differences between cultures, for example food, clothes, symbols and celebrations; and
- recognising how injustice and inequality affect people's lives;

Progress in learning

- I can name ways in which I am different to others in my class.
- I can name ways in which I am the same as others in my class.
- I know that being different makes me who I am.
- I can name new things I have learnt about people in my class.
- Sometimes I play with people who are not my best friends.
- I can talk about whether or not I go to church.
- I know to keep safe in new situations but I also know that I need to check out my assumptions about people new to me.
- I can name some ways that I can use to make friends.
- I know not to judge people by their appearances.
- I can name positive contributions I make to this class.
- I know the difference between a positive statement about someone and a negative statement.
- I can use positive statements about people.
- I think I am friendly.
- Other people think I am friendly.

Learning intention:

Recognise and value diversity in people.

Planning together

Learning together is an evolving process and the final activity is not always evident in the initial planning. For example, the two photographs here show visits to two different Christian churches in the same town, one Protestant and one Catholic, which was the concluding activity of a topic on diversity. The teachers began by looking at diversity in nature and later extended the topic to make diversity more meaningful and mutual understanding real for the children by looking at diversity in their local community and visited the two churches shown. Some teachers may decide to start with visiting familiar Christian churches and extend their diversity topic to buildings of other faiths, for example the Indian Community Centre and Hindu temple; the Jewish Synagogue or Belfast Islamic Centre.



Thinking Skills and Personal Capabilities by the end of Key Stage 1

Managing information

Ask more focused questions about the task, clarify purpose and what needs to be done;

Recognise where similar tasks have been done in the past;

Use their own and others' ideas to identify, locate and select various sources of information;

Set goals for their work, break tasks into smaller parts and plan their next steps;

Record information in a variety of formats; and

Begin to identify audience and purpose when communicating.

Thinking, problem solving and decision-making

Show their ability to organise and summarise to show understanding;

Sequence, order and rank information along different dimensions;

Identify similarities and differences by making simple comparisons and connections;

Begin to test predictions and to look for evidence;

Make decisions and generate options;

Suggest possible solutions to problems;

Be systematic and work through the stages in a task;

Explain their methods and opinions, and the reasons for choices and actions; and

Recognise the differences between why, what, where, when and how questions.

Being creative

Show curiosity when approaching new tasks and challenges;

Have experiences with all the senses;

Listen to and share ideas and experiences;

Generate as many ideas as possible, building and combining ideas;

Take time to use the imagination. Enjoy the unexpected, unusual and surprising; and

Experiment and investigate real life issues.

Self-management

Check that they are achieving their purpose by talking about what they are learning, how the work was carried out and some aspect that might be improved;

Check work routinely for accuracy and precision;

Persist with tasks until an appropriate end point, with teacher prompting;

Seek help from other people;

Work towards personal targets identified by teacher; and

Develop an awareness of what they enjoy, what they find difficult, their personal strengths and limitations.

Working with others

Develop further habits of collaborative learning;

Become more adept at turn-taking, sharing and co-operating when working in a group or team;

Decide what needs to be done in a group and take responsibility for aspects of the work;

Show the ability to learn from shared and modelled activities;

Adapt behaviour and language to suit different situations;

Show fairness to others; and

Recognise and respect other people's feelings and ideas.

Across the Curriculum: Connecting the learning

Language and Literacy

The World Around Us

Art and Design



Expressing themselves with clarity and confidence.



Respecting the views and opinions of others.



Using construction techniques to make three-dimensional work.

Words and phrases I will hear and use

Catholic

Experience

Symbols

Signs

Protestant

Difference

Guess
Church

Positive

Assumptions

Prejudice

Negative

Evidence

Judge

Learning activities

Activity 1 **Alike but different**

Children recognise and name the differences and similarities they have with and between each other.

Activity 2 **Assumptions and prejudices**

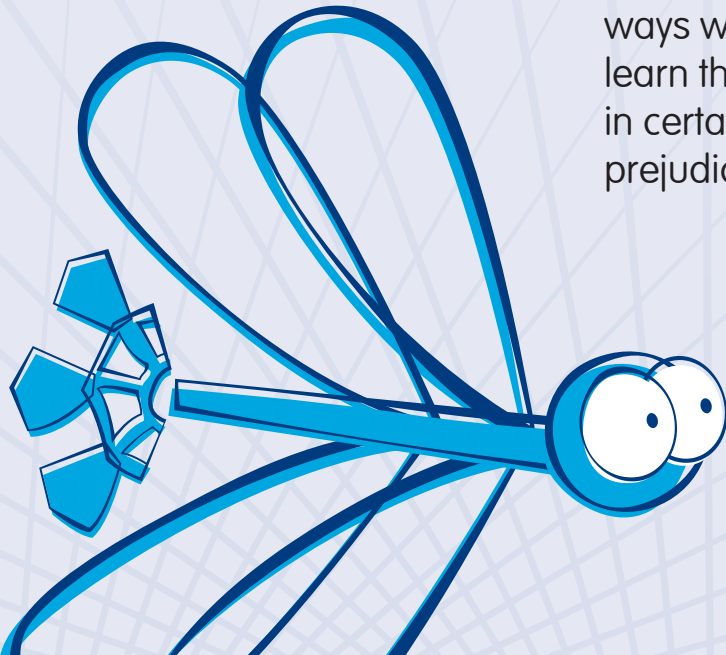
We can all learn that assumptions become prejudices when we don't check out our guesses and when we judge people in good and bad ways without any evidence. We also learn that when we treat people in certain ways because of our prejudices it is called discrimination.

Activity 3 **Differences help us learn**

Children learn more from each other when they discuss how they are different.

Activity 4 **Learning about others**

Children learn more about others from a different community background.



Learning activity 1: Alike but different

CORE CONCEPT

We are alike in some ways and different in some ways.

SUGGESTED SUCCESS CRITERIA

Children will explore and discover what they have in common and what differences exist between them.

Children will demonstrate attitudes of tolerance and openness.

Children will further develop and demonstrate listening skills.

POINTS TO NOTE

This learning activity has links with Unit 1: Getting to know me.

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Fair Pair Cards (Resource B)
- Alike but Different (Resource C)
- Space for movement
- Bean bag

WHAT TO DO

- Let's Talk
- Game
- Circle Work
- Concluding Round

Let's Talk

Have the children sit in a circle. Explain that as a class you are going to look at ways in which you are all the same and ways in which you are different. You might say, **'There are people in**

the class who are like me in some ways. For example, John and Sarah have both got black hair like mine. So we are alike in that way. I am different to the rest of you in that way.'

Invite two children to stand in the middle of the circle. Ask the other children to identify two ways in which they are the same and two ways in which they are different to each other. Ask the volunteers if they can find another two ways in which they are similar and two in which they are different to each other.

Fair pair the children using the Fair Pair Cards (Resource B). Have them find two ways in which they are the same with regard to chosen categories, for example preferences in food, playground games or schoolwork. Then, have them find two ways in which they are different.

Ask the children to sit in a circle, but beside their partner. Ask one child from each pair to introduce their partner and complete the sentence stem, 'This is and two things we have in common are and'. Then, invite the second child from each pair to introduce their partner in the same way, and identify two differences. Have each pair join with another pair to make a group of four, and repeat the process. The groups of four could then join and make groups of eight and proceed as before.



Game

Have the children walk about the room. Explain that you are going to blow a whistle a number of times. The children must count the number of blows on the whistle and then get into groups of that number. For example, if you blow the whistle three times, the children must organise themselves into groups of three. Remind the children that it is important to be inclusive and to form groups with others standing near them rather than running across the room to be with a special friend. Have each group find a chosen number of similarities and/or differences.

Circle Work

Re-issue the Fair Pair Cards and have each child find a partner. Ask them to sit in a circle but beside their partner. Give each pair a copy of Alike but Different (Resource C) and allow them to work through it. Ask the children if they found some similarities and some differences. Next, invite volunteers to discuss their findings.

You could use the completed work as part of a class display.

Have the children stand up in the circle. Give a bean bag to one child and ask them to throw it to another child and say, '(Child's name), **I am like you because... but I am different to you because...**' For example, a child might say, '**Siobhan, I am like you because we live on the same road but I am different to you because we go to different churches,**' or '**Jason, I am like you because we both have brothers but I am unlike you because I live with my mum and you live with your mum and dad.**' Have the children continue with this game until every child has received the bean bag.

Concluding Round

Invite each child to complete the following sentence stem, '**I am the only one in this room who...**'

Learning activity 2: Assumptions and prejudices

CORE CONCEPT

Differences sometimes make us feel afraid or worried.

SUGGESTED SUCCESS CRITERIA

We will explore why we feel threatened when we meet people who seem different to us in ways that are new or that we do not understand.

We will continue to develop an understanding of assumptions, prejudice and discrimination.

We will demonstrate the importance and the skill of 'checking out' assumptions.

POINTS TO NOTE

The children will continue to develop the questioning and listening skills that contribute to positive relationships with others. In learning more about others, they will continue to develop empathy.

The issues of diversity and empathy are also considered in Interactive Sarah and the Whammi. You can access this at www.nicurriculum.org.uk

This learning activity builds on the Grace and Tracey work from Year 2, Unit 6 of Living.Learning.Together.

Instructions for how to make a sock puppet can be found in Year 2, Unit 6: Learning to work together (Resource L).

There are many links between this activity and Unit 4: Families! and Unit 7: I Belong! of this resource.

WHAT YOU NEED

- Opposites Cards (Resource D)
- Options Board (Resource E)
- Teachers' Resource (Resource F)
- Sock puppet dinosaurs
- Long Neck and Thunder Foot by Helen Piers
- Something Else by Kathryn Cave
- Six cards showing children from different ethnic backgrounds

WHAT TO DO

- Introduction
- Spot The Difference
- Think About Dinosaurs
- Think About People
- Who Would You Choose?
- What Do You See?

Introduction

Use the Opposites Cards (Resource D) to fair pair the children. Point out that the children made connections between the Opposite Cards and that we can make connections between things that are not exactly the same. Have the children sit in a circle, but beside their partner.

Spot The Difference

Explain to the children that differences can be things that change over time. **You might say, 'We do not stay exactly the same forever. For example, you had no teeth when you were a baby and now you have teeth. When I was young I had blonde hair and now it is quite dark. As a child I went to a Presbyterian church and then I married someone who is a Methodist and now I go to that church.'**

In their pairs, have the children discuss what things have changed over time in their lives. Alternatively, have the children bring in a photograph of when their parents were children and compare them with how they look now.

Think About Dinosaurs

If possible use the book **Long Neck and Thunder Foot** by Helen Piers (for full reference see the Suggested Stories section of this resource). If **Long Neck and Thunder Foot** is not available you can use **Something Else** by Kathryn Cave from the Primary Values resource (for full reference

see the Suggested Stories section of this resource). These two books look at diversity from different perspectives but the issues are the same. In **Long Neck and Thunder Foot**, a group considers the behaviours of something different. In **Something Else**, something different considers the behaviours of a group.

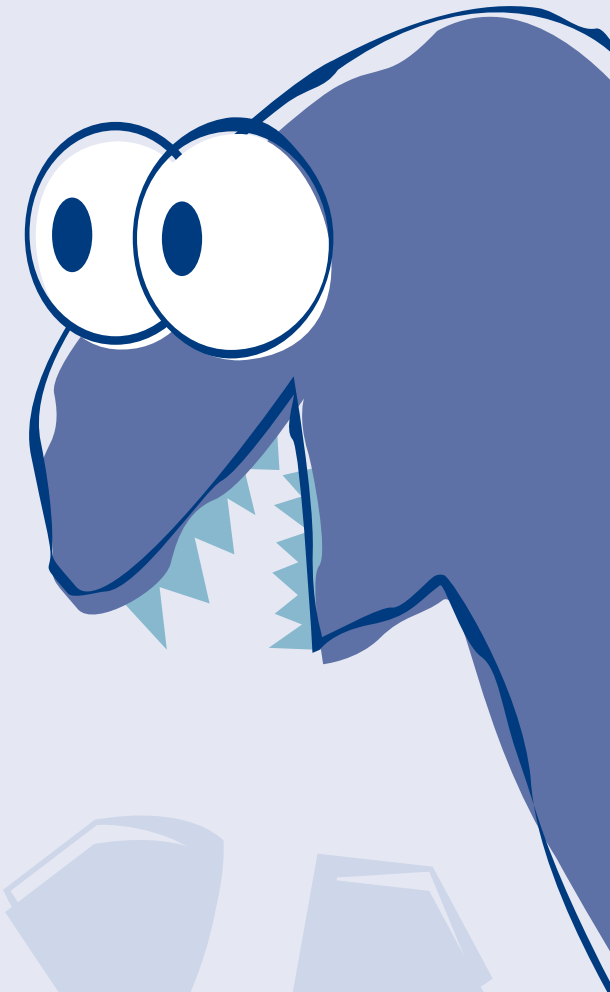
If neither book is available go straight to Think About People below.

Long Neck and Thunder Foot

Have the children sit in a circle, but beside their partner. Read the story aloud. Ask them to work with their partner and to answer the following questions:

- **If you had never met Long Neck before, what might you find frightening about him?**
- **If you had never met Thunder Foot before, what might you find frightening about him?**

Use sock puppet dinosaurs to encourage discussion.



Learning activity 2: Assumptions and prejudices (continued)

Join each pair of children with an adjacent pair in the circle to form a group of four. Give each group a copy of the Options Board (Resource E). Ask the groups the following question: **What could you do if you met Long Neck and Thunder Foot?** Ask each group to come up with four options or responses to the question, for example:

- **run away and hide;**
- **find a way to trap them (as they tried to do to each other); or**
- **find a way to get to know them and make friends.**

find a way to get to know them and make friends

Invite each group to share their answers with the rest of the class. Discuss the options the groups come up with, and then ask the following questions:

- **Do you need to be frightened of Long Neck and Thunder Foot? Why/Why not?**
- **What could you do about this if the option you want is to make friends with them?**
- **Why would you want to make friends with them?**

Something Else

Have the children sit in a circle, but beside their partner. Read the story aloud.

Ask them to work with their partner and to answer the following questions:

- **If you had never met Something Else before what might you find frightening about him?**
- **If you had never met Something before what might you find frightening about him?**

Join each pair of children with an adjacent pair in the circle to form a group of four. Give each

group a copy of the Options Board (Resource E). Ask the groups the following question: **What could you do if you met Something Else?** Ask each group to come up with four options or responses to the question.

Invite each group to share their answers with the rest of the class. Discuss the options the groups come up with, and then ask the following questions:

- **Do you need to be frightened of Something Else? Why/Why not?**
- **What could you do about this if the option you want is to make friends with them?**
- **Why might Something Else not want to make friends with you?**
- **Why did Something Else want to make friends with the others?**

Think About People

Ask the children if they can think of any real life situations where they are sometimes scared or just stay away from people they don't know? Explain that this is a safe way to be and remind them of the Stranger Danger talks you have had. Next, ask the children to think about how they feel in a number of unfamiliar circumstances, for example:

- if there is a new person in class;
- when they join a new club; and/or
- when they are asked to work with someone in class who is not one of their close friends.

Ask the children what feelings they might have. Ask them to include both positive and negative examples. Some words you may hear are excited or nervous. If some of the children include the words shy or worried in their answers, ask them what they could do to feel happier or more comfortable. Use the discussion to develop some strategies for meeting new people. From the ideas offered, make a key list of three things that the children can try to remember for future situations.

excited

nervous

worried

shy

comfortable

happy

Learning activity 2: Assumptions and prejudices (continued)

Who Would You Choose?

Find six pictures of children from different ethnic backgrounds and mount them onto individual cards. Make sure the images show a range of diversity in appearance and ethnicity. You will be able to source pictures from the UNICEF or Save the Children magazine or website. Copy the cards so you have one set of six cards for each group.



Organise the children into small groups and give each group a set of the cards. Ask them to imagine that they are allowed to choose one child, from six new children to the school, to join their class. They can only choose one child. Encourage them to discuss the reasons why they choose a particular child and inform them that they will have to report back to the other groups. Invite all the groups to share their choice and give reasons. Then, give each group a copy of Resource F: Teacher's Resource. This includes a short paragraph about each of the children pictured. Ask them to read this in their groups and discuss whether the new information would change their decision or not. Gather feedback from each group.

Points to draw out:

- Each of the six children would be a great addition to a class group.
- Sometimes we prefer people who seem a bit like us. Why might this be? The children's answers are likely to include it feels safer or we might have something in common.

Explain to the children that we sometimes make guesses about people and judge them by what they look like and do not take the time to find out more about them. Point out that these types of guesses are called **assumptions** and they might not be correct or they might be correct about some people but not others. Inform the class that **assumptions become prejudices when we don't check**

out our guesses - judging people in good and bad ways without any evidence. You will need to check understanding of the words judge and evidence.

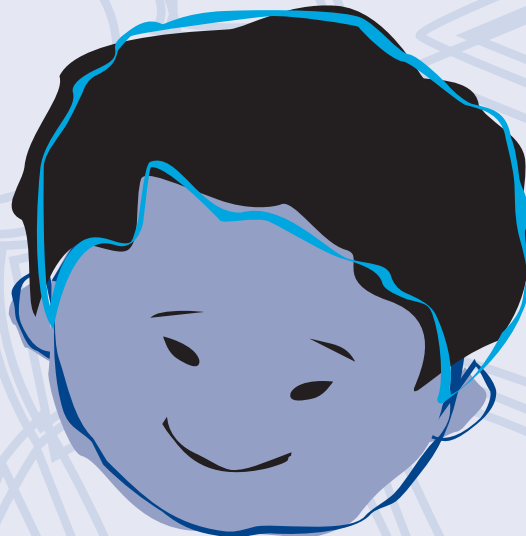
Inform the children that **when we treat people in a certain way because of our prejudices it is called discrimination**. If we feel wary of other people, it may be because we have not taken time to get to know them better. Ask the children to answer the following question: Why is it worth taking time to get to know someone better? Draw from the children the following points:

- You may gain a new friend, or learn from them;
- We should check out our assumptions; and
- We should get over our prejudices.

Important aspects for discussion are:

- We can find things in common even with people who seem very different; and
- Differences make life interesting- we can learn new things.

Draw out the point that no matter how different we look, where we come from or what we are good at, we can all be a good friend to someone else.



What Do You See?

Reinforce everyone's understanding of assumptions and prejudice and the need to check out assumptions. At the beginning of a school day or after break or lunchtime, have the children find you sitting on a chair with your head in your hands, looking glum. Have another classroom adult ask the children, **'What do you see?'** Expect answers such as:

- Teacher is worried;
- Something awful has happened;
- Teacher is ill; or
- Teacher has a bad headache.

Explain to the children that people can make assumptions but they do not know the real situation until they ask. Link this activity to a classroom situation where someone might seem unfriendly, but actually they are sitting on their own and not joining in because they are feeling shy and nervous. We will not know how another person is feeling unless we ask.

Learning activity 3: Differences help us learn

CORE CONCEPT

Our differences help us learn together.
Differences make life interesting.
Differences = learning.

SUGGESTED SUCCESS CRITERIA

We will understand differences as a positive feature of our classroom, school and community.
We will recognise differences/diversity as a source of learning and something we can learn from.
We will recognise our own identity and achievements.
We will continue to build listening, empathy and affirmation skills.

POINTS TO NOTE

This learning activity is totally practical and includes suggestions for home learning.

The process of taking part in the activity is more important than the final product.

WHAT YOU NEED

- Who Am I? (Resource G)
- Set of Fair Pair Cards
- Sticky coloured paper cut to make paper chains

WHAT TO DO

- Pairing Exercise
- Learning Through Our Differences
- Paper Chains

Pairing Exercise

Construct a set of fair pair cards that when distributed will enable children to form pairs. Matching pairs might include hat/gloves, knife/fork, shoes/socks, dog/lead, pencil/paper, teeth/toothbrush, bus/driver, bird/nest and/or mobile telephone/charger. Reflect

with the class that things do not have to be the same to go well together – in fact, sometimes they need to be different, for example, two hats will not keep your hands warm.



Learning Through Our Differences

As a home learning activity, have each child talk to family members about an interest or hobby that is special about/to them. Tell the children that you want them to teach the rest of the class a little bit about the interest or hobby. Examples might include a club they belong to, a hobby, a language other than English that they speak, a different place that they have lived or a book they have read. Encourage them to think about something that might be unique to their family or something that not everyone in the class will know about. Over a series of sessions, give each child the opportunity to share their chosen topic with the rest of the class. While this may draw out some similarities, important questions will be:

- **Did you learn anything new from anyone's talk today?**
- **Is there anything that you would like to learn more about? If so, what?**

Encourage the children to go and talk with those whose topics they would like to know more about. Alternatively, if you want to complete the activity in one session or are worried that some children will be nervous about speaking in front of the whole class, this could be done as a paired activity. Have the children sit in a circle and share their topic with their partner and then with the class group.

If you have a number of children from different backgrounds in class, you may decide to use the home learning activity on Resource G: Who Am I? As before, give each child an opportunity to share with the class the topics talked about at home. Again, while this will draw out some similarities, it is important to ask the following questions:

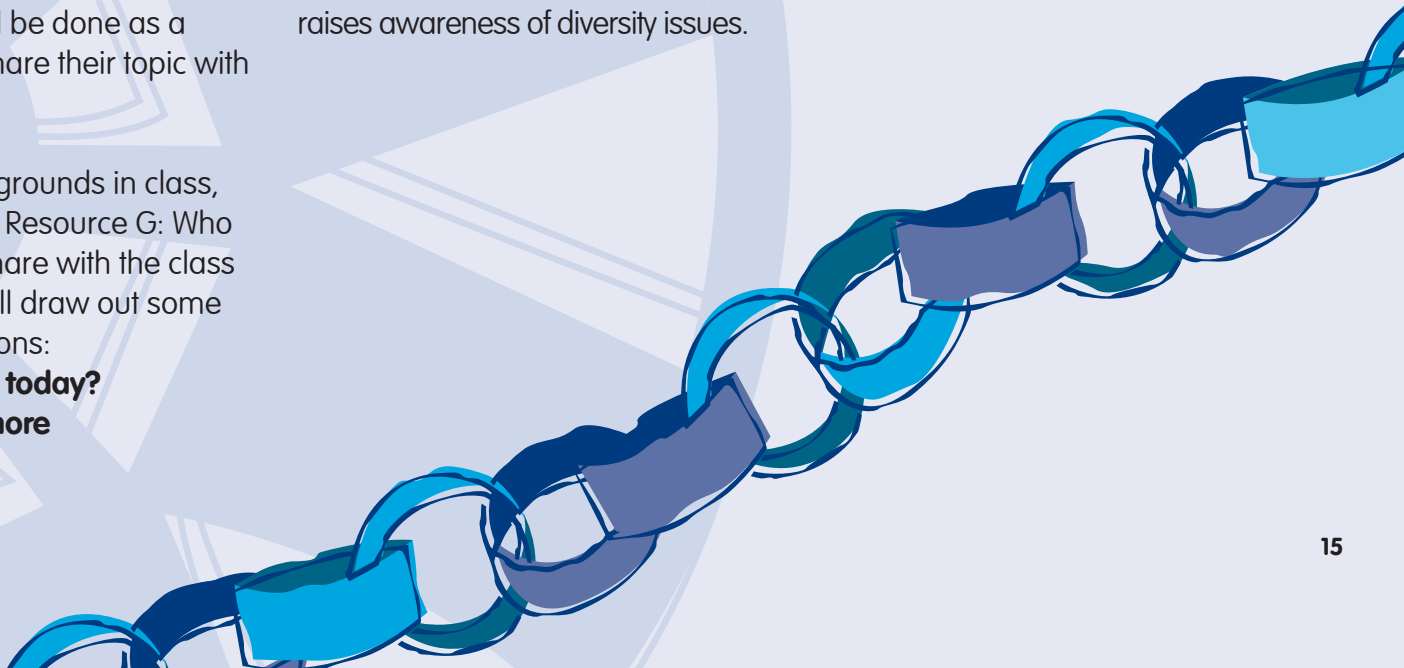
- **Did you learn anything new from anyone's talk today?**
- **Is there anything that you would like to learn more about? If so, what?**

Paper Chains

Encourage the children to talk amongst themselves and especially to those whose topics they would like to know more about.

If all the children in your class come from one community background you may decide to take the opportunity to widen their knowledge using phrases such as, **'You all...'** and **'Other people...'** You could complete Resource G from the perspective of people from other backgrounds to demonstrate diversity beyond the classroom. Children have a natural curiosity and will respond well to factual information that raises awareness of diversity issues.

Have the children and classroom adults sit in a circle and complete the following sentence stem, 'Something I contribute to our class is...'. It is very important to allow other children to contribute positive ideas if a child is having difficulty in thinking of their own. Have the children write their sentence on a sticky backed coloured paper strip and join to the previous person's so there is a brightly coloured paper chain circle by the end. You could hang this from the ceiling or use it to frame other work from this resource.



Learning activity 4: Learning about others

CORE CONCEPT

Learning about and valuing different groups in our community for example, Catholics and Protestants.

SUGGESTED SUCCESS CRITERIA

We will name different groups within our community.

We will continue to develop our understanding of assumptions, prejudice and discrimination.

We will demonstrate some specific understanding of the terms, 'Catholic' and 'Protestant.'

POINTS TO NOTE

Catholics and Protestants are the focus of this learning activity because they are talked about explicitly in Interactive Sarah and the Whammi and they contribute to Sarah's understanding of her own identity. It is important to ensure that the children explore what these terms refer to in a positive way and are not left with a confused understanding or a sense that they are to be avoided. Protestants and Catholics are regarded as coming from a Christian religious background.

WHAT YOU NEED

- Flip chart/whiteboard
- Example Itinerary for Church Visit (Resource H)

WHAT TO DO

- First Thoughts
- Protestant and Catholic
- Take Time to Reflect
- Meeting Others
- Moving Forward
- Closing Round

Catholic

Protestant

First Thoughts

Have the children sit in a circle. Tell them that you are going to say a word and you want them to tell you any words that come into their mind as soon as they hear you say the word. For example, say nurse, teacher and fire fighter. Record the words that the children think of and repeat for another three words for example, footballer, principal and clergy. Record as before. Ask everyone to look at the words you have recorded and through your questioning try to sort them for the children. For example, ask what kind of words they are.

Word	Factual information	Describing words	Other
Nurse	Works in a hospital	Caring, busy	woman
Teacher	Works in a school	Kind, fun	woman

Discuss with the children, which words and phrases are positive and which are were negative. Identify any funny words. Comment on any other characteristics you noticed. Pick out some individual adjectives and question the children's assumptions, for example:

- **Are all teachers . . .?**
- **Are all nurses women?**
- **Were these words things that we know about from our own experience or were they guesses?**
- **Where might we get our guesses from?**
(television programmes, films, other people)

Protestant and Catholic

Ask if anyone can tell you any words that come into their mind when you say the word, Protestant. It is important to accept all suggestions with the same response and in the same tone of voice. Otherwise, in the future, a child may not give you the response s/he is actually thinking. If you receive a response that you consider inappropriate, you may choose to ask everyone else the following questions:

- Can this word be used to describe all Protestants?
- Does anyone know a Protestant who is not like that?

Record the responses.

Repeat the exercise with the word Catholic and record the words as before. Look at the responses for both Protestant and Catholic and ask the children:

- **What kind of words are these?**
Are they positive or negative?
- **Do they say good things or bad things about one of these people?**
- **Did we gather about the same number of words for both Catholics and Protestants? Why might that be?**
- **Were the words saying things that we know about from our own experience or were they guesses?**
- **Where might we get our guesses from?**

Explain to the children that if we know a lot about something we have a lot of words to describe it but if we don't know very much about something it's harder to describe.

caring

busy

kind

fun

Learning activity 4: Learning about others (continued)

Take Time to Reflect

Sometimes in Northern Ireland being Catholic or Protestant is linked to things other than belonging to a certain church. For example, words or phrases used could be associated with culture, language or music, with a particular sport or team or with symbols such as flags.

Check if any of these words or phrases were given in the Protestant and Catholic activity. Refer to such comments and reflect with the children that sometimes when people think of being a Protestant or Catholic this is what they think of but it doesn't mean that **all** Protestants or **all** Catholics are associated with the named language, music, sport, team or flag.

If you completed Learning activity 2, ask the children what they remember about the activity and what they learned.

Remind the children that:

- **These types of guesses can be called assumptions and they might not be correct or they might be correct about some people but not others.**
- **These assumptions become prejudices when we don't check out our guesses; that is, judging people in good and bad ways without any evidence.** You may need to check the children's understanding of **judge** and **evidence**.
- **When we treat people in a certain way because of our prejudices, this is called discrimination.**

Inform the children that they are going to check out their guesses about Catholics and Protestants by finding out a bit more about them. You may need to clarify for the children that there is more than one Protestant church and give examples. A good place to start is by focusing on those within the local community, provided there is a variety. You may choose to say, **'Some people may go to... and others may go to...'** It may be useful to ask the children about churches that some of them belong to or have experience of. If you do this, it will also be **important to affirm those who come from other religious backgrounds or from no religious background.**



Meeting Others

There are a number of ways for children to experience those from another community group. You may choose to:

- arrange to visit local churches, if possible a Protestant and Catholic church;
- take the children for a walk around the community and point out places of worship;
- invite children in the class, parents or other members of the wider community to talk about/show pictures of their church, explain why it is important to them, and why they like belonging to it;
- invite local clergy to come in and talk about their church and their job in it;
- look at symbols that are used in local churches and point out similarities and differences and demonstrate that there are both; or
- explore festivals that are celebrated in local churches.

Points to note

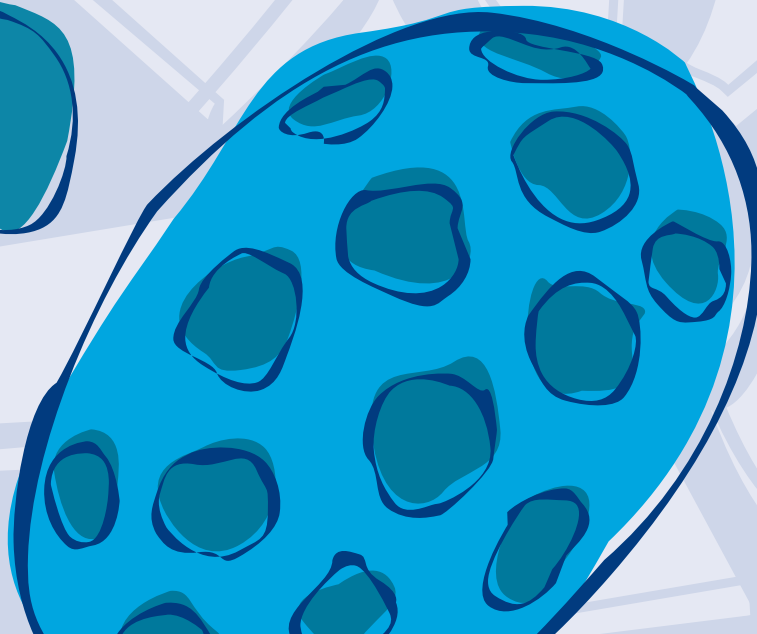
- A good way to widen mutual understanding is to involve parents. If your school is considering a visit to another church for the first time bring the parents together, explain what you would like to do and why, and ask for their help on the visit. It is good practice to put in writing to the church leaders the issues to be covered during the visit. A sample itinerary for the church visit is included in Resource H.
- If you decide to have a classroom visitor to talk to the children, it is important that you and your classroom visitor are both very clear about the purpose and subject matter of a talk.
- If you invite a member of the clergy to come and talk to the children, consider asking them to bring in some of the things that they use, for example robes, Bible, song-books and prayer books.
- There are some festivals that are common to different churches and some that receive more emphasis than others for example Christmas, Easter, Harvest, Epiphany, Remembrance Sunday, Saints' Days and St Patrick's Day.

Moving Forward

Based on the work in this unit, have the children think of something they would like to do that they haven't done before, for example learn some words of Irish or Ulster Scots, have a music session using different musical instruments, or learn to play camogie/camógaíocht.

Closing Round

Ask the children to think about the different churches you have talked about. Have the children complete the sentence stem, 'Something I didn't know before is...'

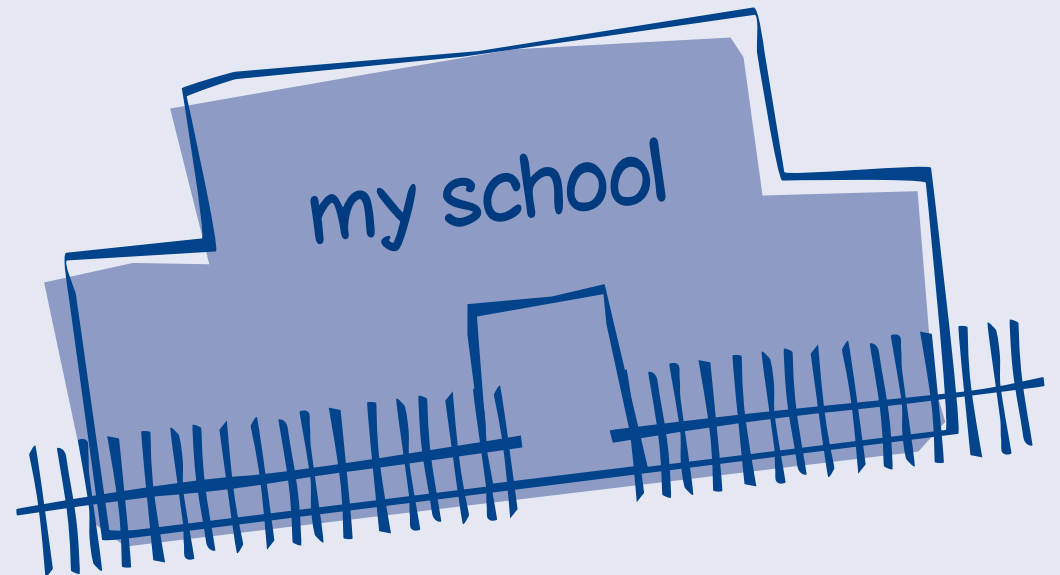


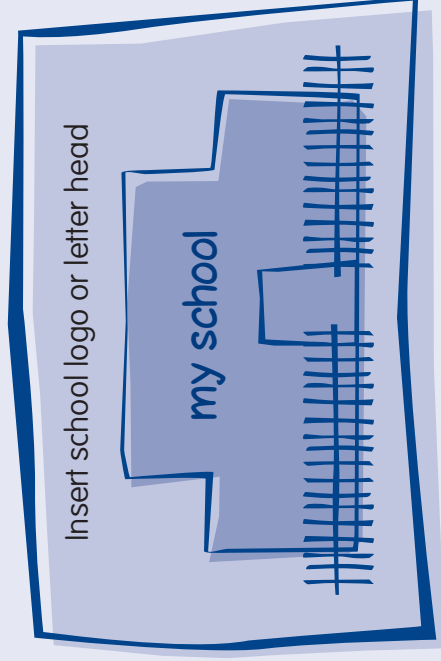
Resource A

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Alike but different

Letter to Parent(s) / Carer(s)





Date

Dear Parent(s)/Carer(s)

This unit of Learning, Learning Together, is all about similarities and differences. Pupils learn that while we are similar in many ways our differences are important because they are what make us who we are.

Our work will be closely linked to an interactive learning resource called Sarah and the Whammi. This is the story of a little girl called Sarah. She is the same age as your son/daughter and her mum has just had a baby boy. Sarah's mum is a Catholic and her dad is a Protestant. Most children in Northern Ireland come from either a Catholic or a Protestant background and many children come from a mixture of both. In Sarah and the Whammi, Sarah talks about the differences and similarities of her Catholic and Protestant relatives. We will be talking about this in class, so it would be helpful if you could also talk to your son/daughter about the religious background and beliefs (if any) of your family.

The purpose of this work is to learn about those who are not from our religious background so that we can try to understand each other better. In this unit, we are focusing on Catholic and Protestant traditions, but there will be opportunities in other years to learn more about different religious traditions. We will be visiting various churches and we will ask the clergy in each church to talk about the same things:

- the shape and design of the church building;
- the names of the rooms and what they are used for;
- signs and symbols that are in the church;
- what their service/act of worship is like;
- the clothes they wear at church services; and
- how the church involves children.

These visits will help us all to understand our own religion better and will teach us a little about other religions. We know that in many ways we are the same, but when we understand our differences we can understand ourselves more and others better. We can learn so much from exploring the diversity in our lives.

A copy of the materials being used is available in school. Please feel free to discuss these with me or to talk to me about any concerns you may have.

Best wishes,

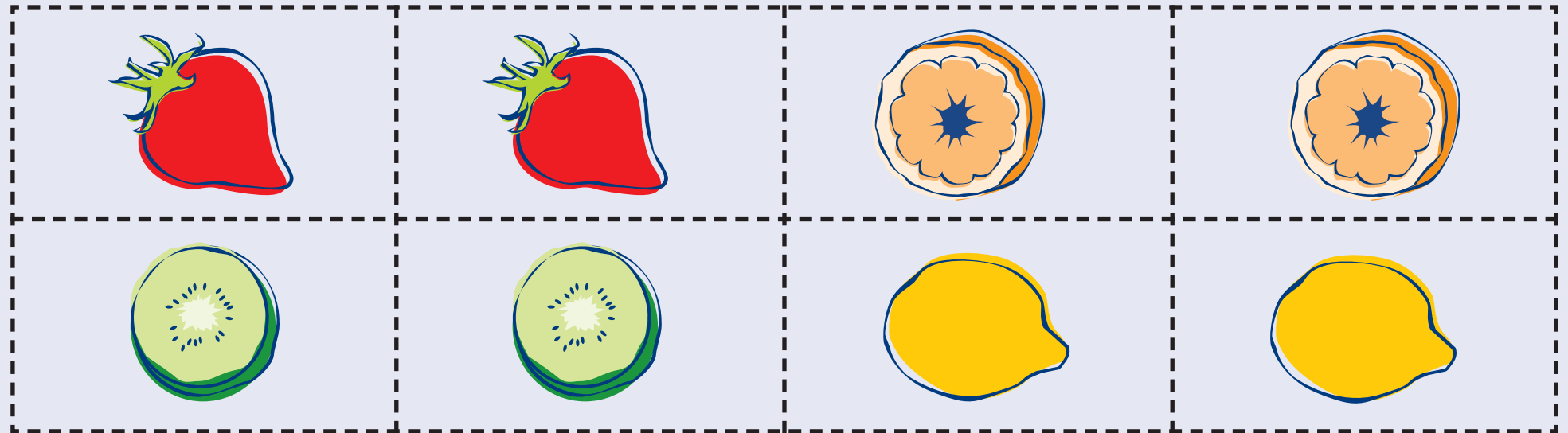
Class Teacher

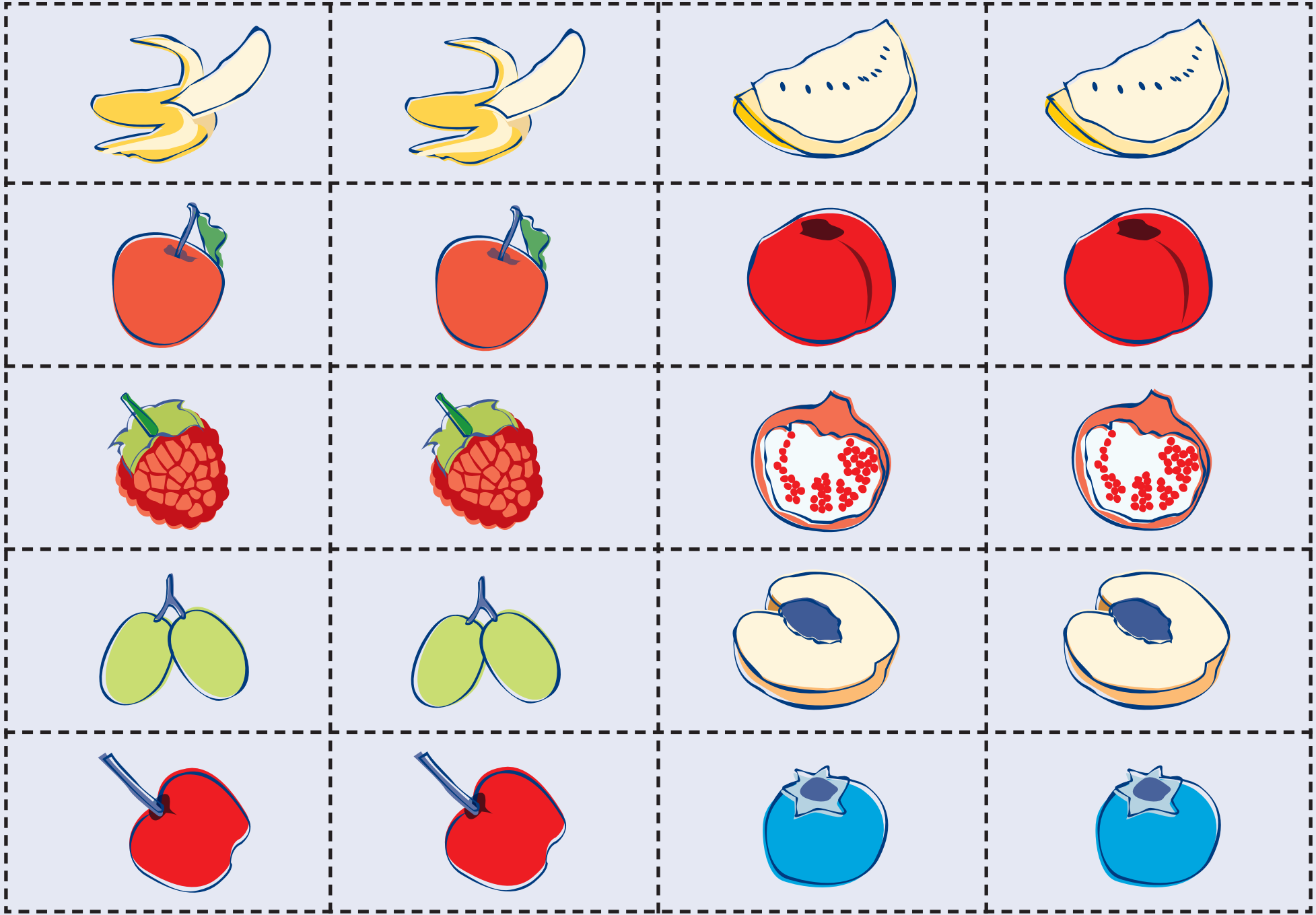
Resource B

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Alike but different

Fair Pair Cards





Resource C

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: Alike but different

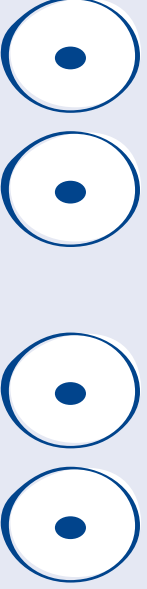
Alike but Different



Our names are and

My eye colour

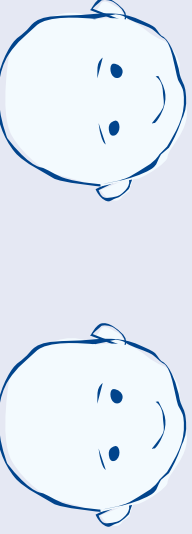
Your eye colour



We are

My hair colour

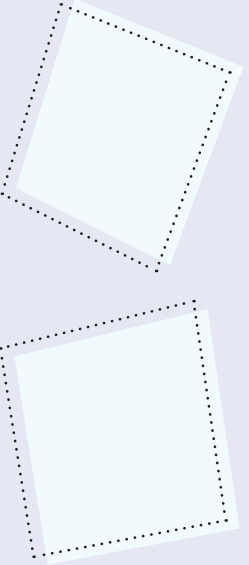
Your hair colour



We are

My Age

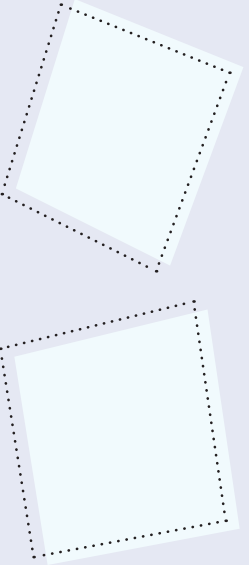
Your Age



We are

I am a boy/girl

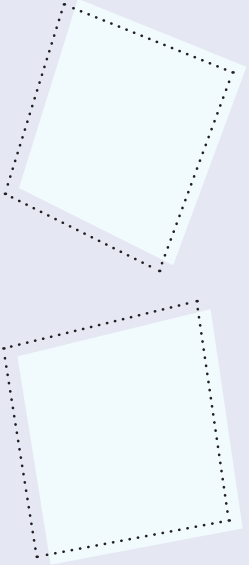
You are a boy/girl



We are

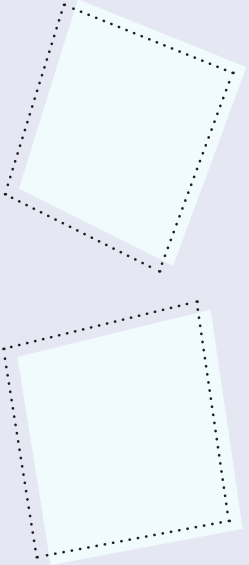
Where I live

Where you live





We are

How we travel to school





We are

This is a food we both like



This is a food we both dislike



Resource D

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 2: Assumptions and prejudices

Opposites Cards



Up	Down	Black	White	Above
Below	In	Out	Front	Back
Noisy	Quiet	Dirty	Clean	Light
Dark	Happy	Sad	Lost	Found
Sharp	Blunt	Empty	Full	Hot
Cold	Rough	Smooth	Long	Short

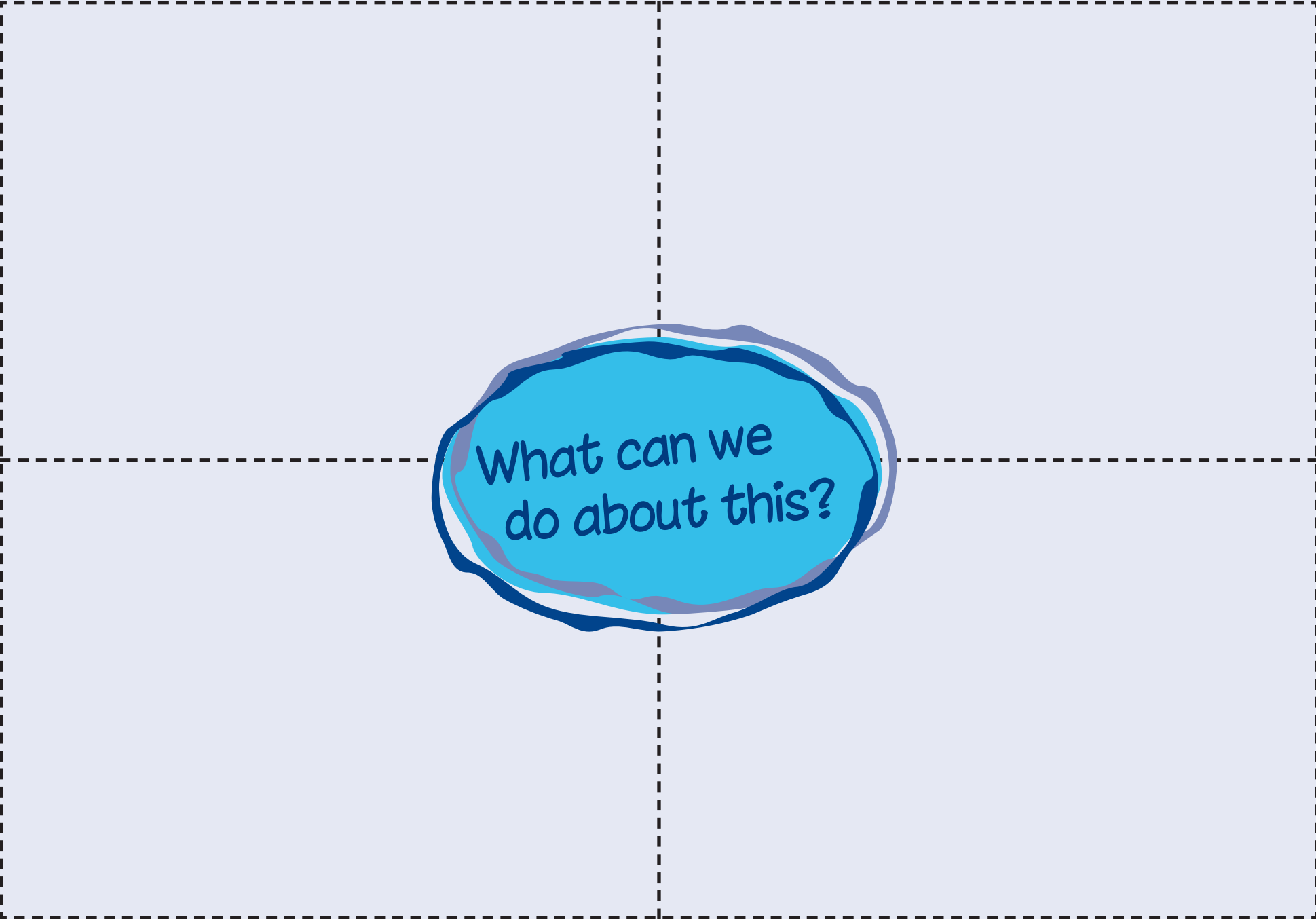
Resource E

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 2: Assumptions and prejudices

Options Board





What can we
do about this?

Resource F

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 2: Assumptions and prejudices

Teacher Resource

Choose six photographs of children from a range of diverse ethnic backgrounds. Use the following pieces of information as a guide to add to the photographs you gather. Ensure that the names and countries are appropriate to the photographs. Use a range of facial expressions and challenge stereotypes when matching photographs to information cards.

This is (pick an ethnically appropriate name). His/her mum works in the local hospital and his/her dad works on a farm.

This is (pick an ethnically appropriate name). S/he loves school and his/her favourite activity is PE. S/he is a wheelchair user.

This is (pick an ethnically appropriate name). S/he comes from Minnesota, US. His/her family has moved here because of his/her father's job.

This is (pick an ethnically appropriate name). S/he lived in Belfast. S/he was made homeless when some people set fire to her house but s/he still enjoys meeting new people and learning about other countries.

This is (pick an ethnically appropriate name). S/he has just arrived from Poland. S/he is really missing his/her grandparents and other family members. His/her main interest is art.

This is (pick an ethnically appropriate name). S/he was born in Belfast and his/her family own a restaurant. S/he is very good at football.

Resource G

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 3: Differences help us learn

Who Am I?

Please talk to your child about these questions. We are trying to learn more about each other and the ways in which we are different. Please help your child to find ways s/he can tell the other children about what his/her family like to do and think. You do not have to give written answers but your child should be able to give examples of what you talked about.

The languages we speak in our house are:

The type of music we like to listen to/play is:

On Sundays we:



In my home the sports we like to play/watch are:

At weekends we like to:

The festivals we celebrate in our home are:

Resource H

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 4: Learning about others

Example Itinerary for Church Visit

Look at and record information
(or take photos) about the following:

Note to teacher

It will be important to point out the similarities so that children do not only see or pick up differences. Similarities they might consider are:

- both are from the Christian religion;
- both meet on Sunday;
- both have people in the church who talk to their congregation and try to give them something to think about in how they live their lives; and
- others that the children may suggest.

Church building and furniture

- what are the chairs/pews like?
- are they hard or soft?
- are they made out of wood or fabric?

Baptismal/christening/naming furniture (font/baptismal pool)

- how are people baptised/christened/named?
- what age are people when they are baptised/christened/named (babies, teenagers or adults)?
- what happens?
- what other people take part in the ceremony?

Find out what the church leader wears to conduct a service (robes/dress)

- are there different robes for different occasions?
- is the dress code formal or casual?
- is it colourful or dark?

Organisations for children, for example Every Girls'/Boys' Rally, Rainbow/Brownie Guides, Girls'/Boys' Brigade, Beaver scouts, tennis or Irish dancing.

Suggested stories

Cave, K. & Riddell, C.

Something Else

(1994 Picture Puffin) 0 14 054907-2
(also available in big book format:
Longman 0-582-41155-6)

Benoit, D.

My Multicultural Atlas

(2007 Tango Books)
185707684 2

Damon, E.

All Kinds of People

(1995 Tango Books)
1857070674

Damon, E.

All Kinds of Beliefs

(2000 Tango Books)
857075056

Piers, H.

Long Neck and Thunder Foot

(1984 Penguin) 0 14 050419 2

Morpurgo, M.

Wombat Goes Walkabout

(2000 HarperCollins)
978-1-84-561466-9

Turpin, N.

Molly is New

(2005 Evans Books)
0237530686

Wormell, C.

Molly and the Night Monster

(2008 Random House)
9780224070737

Beake, L. & Littlewood, K.

Home Now

(2008 Frances Lincoln Children's Books)
1845076389

Cutbill, A. & Ayto, R.

The Cow That Laid An Egg

(2008 HarperCollins)
0061372951

King-Smith, D. & Jeram, A.

All Pigs Are Beautiful

(2001 Second ED. Candlewick)
0763614335

Suggested further reading

PMB **Active Learning and Teaching**

Methods for Key Stages 1 & 2

2007 CCEA

Lynagh, N. and Potter, M.

Joined Up: Developing Good Relations in the School Community

(2005 NICIE and The
Corrymeela Community)
1 87373930 3

Northern Ireland Council for Integrated
Education (NICIE)

ABC: Promoting An Anti-Bias Approach to Education in Northern Ireland

(2007 NICIE)
www.nicie.org.uk

Naylor, Y. **Stepping Out**

(2006 from the Transforming Sectarianism
- SEED project by the Irish School of
Ecumenics at Trinity College Dublin)
available at www.creni.org

Suggested additional resources

CCEA Primary Values

2005 CCEA 185885337 0

Wilkes, A.

Internet-link Children's World Cookbook

(2000 Osbourne Publishing Ltd)
0746042183

UNICEF United Nations Children's Fund

www.unicef.org

Save the Children

www.savethechildren.org.uk

Schools' Community Relations Programme

Contact your local Education and
Library Board

Community Relations In Schools (CRIS)

<http://www.cris-ni.org.uk>



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

