

**PD&MU Session 1**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**

**Topic:** Respecting differences **PDMU Theme:** Relationships, rules rights and Responsibilities

**Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­1

|  |
| --- |
| **Learning Intentions:** Children will be able to* Display increased self-awareness;
* Recognise similarities and differences between each other’s physical appearance and
* Be able to identify that we are all different but equal.
 |
| **Success Criteria:*** The children will be able to identify the physical characteristics which make them unique and special.
* The children’s artwork and sentences will demonstrate a clear understanding that we have similar and different physical characteristics.
 |
| **Cross-curricular links/skills:*** TS&PCs: working with others, turn taking, listening to each other’s views and opinions, being creative.
 |
| **Introduction:** * Animal game: each child is given a card with an animal’s picture on it. They must move around the room making that animal’s noise until they find their partner. When they find their partner they have to discuss one thing they enjoy and one thing they don’t like, are there any similarities?
* Photo frame activity. Pass an empty photo frame around the circle; each child frames their face and identifies their characteristics, (colour of hair/eyes/height) etc.
 |
| **Development:** * Have a pre-printed photo frame sheet. Each child will draw their face identifying their characteristics. Provide resources to decorate self-portrait.
 |
| **Plenary:** * Mix up the self-portrait sheets. In groups ask the children to guess who they think each drawing is. Discuss similarities and differences and identify uniqueness in the self-portraits.
* Focused questioning to tease out that we can all be very similar and different but still be friends.
* Sing Happy and You Know It song (Page 37 Media Initiative Booklet).
 |
| **Evaluation:** |



**PD&MU Session 2**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**

**Topic:** Respecting Differences **PDMU Theme:** Similarities and differences **Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­2

|  |
| --- |
| **Learning Intentions:** * The children will continue to develop their awareness of the diversity of people.
* Develop their ability to identify and discuss similarities and differences in themselves and others.
 |
| **Success Criteria:*** The children will recognise that people can be the same and can be different.
* They will know who Tom is and be able to talk about Tom and his family.
* The children will recognise similarities between themselves and Tom.
 |
| **Cross-curricular themes:*** Literacy, Drama, TSPC: Be able to learn from demonstration and modelling? *Show the ability to learn from shared and modelled activities.*
 |
| **Introduction:** * Recall charter of rules
* Photo frame Ice breaker activity: Children sit in circle and use empty photo frame to speak through to …’My name is .. I like… , I don’t like’
* Display and share the learning intentions in age appropriate language.
* Recall answers to messages (re Videoconferencing from last week)
 |
| **Development:** * Introduce Tom and tell his story. Explore their similarities with Tom. Discuss his glasses and patch and tell own experience.
* Read big book ‘Tom Helps Out’
* Look at puppet of Tom and discuss when Happy/Sad.
* Group 1 Mix-up activity e.g. Fruit basket. Then pass Teddy around and children share when they felt happy.
* Group 2 Mix-up activity – Parachute – Crossing. Then look at different feelings on Feelings cube. Identify Worried, Happy, Sad, Angry
* Throw cube and say… ‘I felt\_\_\_\_\_\_\_ when…’
 |
| **Plenary:** * Explore occasions when they felt happy/sad/ angry/ worried for the same reasons.
* Revisit the story of Tom with key questioning to tease out the core issues e.g. why did Tom feel sad, is it fair to leave someone out because they are a little different, how would you make someone who has been left out feel better?
* Change places with .. given statement.. e.g.: people with blue eyes, people with older brother, lives in a bungalow etc.
 |
| **Resources**: * Tom puppet
* Teddy, Big Book, Tom helps out,Feelings cube
* Feelings pictures, Empty photo frame, Parachute, Pictures for fruit basket
 |
| **Evaluation:**  |



**PD&MU Session 3**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**  **Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­3

**Topic:** Respecting difference **PDMU Theme:** Similarities & Differences

|  |
| --- |
| **Learning Intentions:**  * The children will continue to develop their awareness and respect of the diversity of people.
* Develop their ability to recognise and discuss similarities and differences in themselves and others.
 |
| **Success Criteria:*** The children will recognise that people can have be different but still be friends.
* They will know who Jim is and be able to talk about Jim and his family.
* The children will recognise similarities between themselves and Jim.
 |
| **Cross-curricular themes:*** Literacy, Drama
 |
| **Introduction:** * Revisit the story of Tom from the previous lesson with key questioning to tease out the core issues e.g. why did Tom feel sad, is it fair to leave someone out because they are a little different, how would you make someone who has been left out feel better?
* Display and share the learning intentions in age appropriate language.
* In a circle allow two best friends from the same class to select one of the hobby cards each which best matches their interests. Repeat the process, questioning the children to tease out the fact that we can all have different interests but still be friends.
* Allow the children to walk around the room and stop at the hobby card which best matches their interests. Discuss the range of interests and why they enjoy these.
* Decorate Lollipop stick.
 |
| **Development:** * Introduce Jim (The Puppet) and tell his story.
* Bring Tom out, compare Tom & Jim.., appearance and persona.
* Compare themselves to Tom & Jim
* Use lollipop sticks to see who throws Feelings cube – happy, sad, frightened. Say when Tom or Jim felt this way in the story.
* Children choose a partner from other school using lollipop sticks. Make clay faces. Partners make each other’s clay faces. Ask the children to discuss in pairs their physical similarities and differences and feedback to the group.
 |
| **Plenary:** * Watch the DVD ‘Tom Helps out’
* Revisit the key issues e.g. why do you think Jim wouldn’t play with Tom, is it ok to be different, can people who are different still be friends, would the world still be interesting if everything or everyone was the exact same? Etc.
 |
| **Resources:** * Hobby cards, Lollipop sticks, Sequencing cards from ‘Tom Helps out’, Jim & Tom Puppets, Clay
 |
| **Evaluation:** |



**PD&MU Session 4**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**

**Topic:** Respecting Differences **PDMU Theme:** Similarities & Differences **Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­4

|  |
| --- |
|  **Learning Intentions:** * Develop their ability to recognise and discuss similarities and differences in themselves and others.
* Children will make close observations/ *identify similarities by making simple comparisons and connections.*
 |
| **Success Criteria:*** Each child can list a similarity between themselves and Jim, Tom and another child.
* Will complete a clay face of someone from a partner school whilst being able to list the similarities and differences between each other.
 |
| **Cross-curricular themes:*** Literacy, Drama, Art
 |
| **Introduction:** * Recap on rules and the key issues explore in the previous lesson e.g. why do you think Jim wouldn’t play with Tom, is it ok to be different, can people who are different still be friends, would the world still be interesting if everything or everyone was the exact same?
* Display and share the learning intentions in age appropriate language.
* Ice breaker activity: pass the shoebox with the mirror in it. Tell children that there is something very special in the box, not allowed to tell anybody else. When everybody has seen it talk about what was in the box and why it was special.
* Pass the teddy.. ‘ I am special because..’
 |
| **Development:** * Divide into 2 groups. Each group has a puppet dressed in our school uniforms. Talk about puppet recall persona and talk about how they are similar, e.g. I am similar to Jim because I have an older brother/ I stay with mummy/daddy during the week.
* Swop groups over and find similarities with other puppet.
* I am similar to (another child in the group) because… encourage them to choose somebody from the other school.
* Paint clay faces. Work with partner and make close observations first.
 |
| **Plenary:** * Focused questioning to assess the learning intentions.
* Pass the squeeze, pass the smile
 |
| **Resources:** * Shoe box
* Mirror
* Tom & Jim puppets
* Teddy
* Cut down school uniforms
* Paint & clay faces from last week.
 |
| **Evaluation:**  |



**PD&MU Session 5**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**

**Topic:** Respecting differences **PDMU Theme:** Similarities & Differences **Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­5

|  |
| --- |
| **Learning Intentions:** * Develop their ability to recognise and discuss similarities and differences in themselves and others.
* Children will make close observations/ *identify differences by making simple comparisons and connections.*
 |
| **Success Criteria:*** Each child can list a similarity between themselves and Jim, Tom and another child, tackling the key issues, sport, religion etc. Use resources sent home to parents (Living with Difference yr 3 – living with difference, resource C) and Resource G (Who am I?)
* Each child will create a sock puppet and a persona for a child from the partner school. They will work with their previous partner.
 |
| **Cross-curricular themes:*** Literacy, Drama, Art, TSPC
 |
| **Introduction:** * Recall rules and learning from the previous lessons, e.g. Tom and Jim’s stories, similarities and differences between each other etc.
* Display and share the learning intentions in age appropriate language.
* Move around the room and when the music stops find people whose name begins with the same letter as yours and make that Capital letter on the floor. Give children time to ask each other key questions and revisit resources.
* Quiz time – Give clues – I like \_\_\_\_\_\_\_\_ music. My hair colour is \_\_\_\_\_\_\_\_. I am \_\_\_\_\_\_. Can their partner identify them?
 |
| **Development:** * Divide into 2 groups. Each group has a puppet dressed in our school uniforms. Talk about puppet recall persona and talk about how they are different. eg I am different to Jim because I have an older brother/ I stay with mummy/daddy during the week.
* Swop groups over and find differences between themselves and the other puppet.
* I am different to .. (- another child in the group) because… encourage them to choose somebody from the other school.
* Work with your partner from the other school. Look closely at your partner. Design and create a sock puppet of the partner. Write persona of their puppet partner on writing frame. Encourage the children to tackle real differences, e.g. favourite sports, organisations that they are members of, religion, race etc.
 |
| **Plenary:** * Divide into groups of 4 and each child introduces their sock person to the small group. The children must share the persona of their partner giving the name..’This is Eva, she is very friendly, she lives with her mummy & daddy. She has a big brother and she likes to do ballet…’
* Focused questioning to assess the learning intentions.
 |
| **Resources:** * Tom & Jim puppets dressed in school uniform
* Socks, variety of materials to make sock puppets.
* Writing frames for personas.
* Sock puppet station plan and template to design
 |
| **Evaluation:**  |



**PD&MU Session 6**

**KS: FS/KS1**

**Year: 2013/14**

**Term: 2**

**Class:** P2, 3, 4 **Teachers:**

**Topic:** Respecting difference **PDMU Theme:** Similarities & Differences **Session No:** ­­­­­­­­­­­­­­­­­­­­­­­­­­6

|  |
| --- |
| **Learning Intentions:** * Develop their ability to recognise and discuss similarities and differences in themselves, others and people from the wider community.
* Children will continue to develop knowledge and respect for difference.
 |
| **Success Criteria:*** Children will respect others in work and play.
* Children will work together to create collage of their memories of working together.
* Each child will make a promise to respect others.
* Children will be able to talk about when they excluded others, when they were excluded and how it felt.
 |
| **Cross-curricular themes:*** Literacy, Drama, Art
 |
| **Introduction:** * Display and share the learning intentions in age appropriate language.
* Choose (using lollipop sticks) some children to introduce their sock person without giving the name. Other children must guess who they are introducing. Use this as a means to revise the learning of the previous lesson.
 |
| **Development:** * Introduce Kathleen puppet and tell her story.
* Read big book ‘Kathleen makes new friends’
* Split into 2 groups: Talk about why Kathleen was so happy that the children let her play. Talk about times when they were not allowed to join in a group. How that feels. Explore why people are excluded. Work with a partner and write ideas on flip chart/post it note.
* Create (2) collage pictures of memories of the 6 weeks work.
 |
| **Plenary:** * Each group choose presenters to present their picture.
* Pledge 1 thing that they will do in the future to respect others. (on icicles)
 |
| **Resources:** * Kathleen puppet
* Big book, Kathleen makes new friends.
* Materials to make collage pictures.
* Balloon templates to make pledges.
 |
| **Evaluation:**  |