

**KS: 1**

**Year: 2**

**Term: 1**

**PD&MU Session**

**School Name**

Class: P2 Teacher:

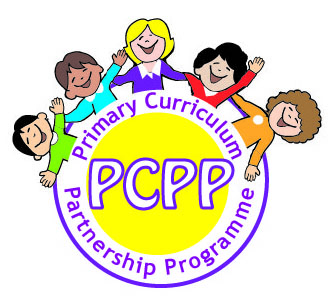
Topic: We can be different and still be friends. Session No: 1 ­­­­­­­­­­­­­­­­­­­­­­­­­­

PDMU Theme: Similarities and Differences

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| **Learning Intentions:**   * Develop their self-awareness skills. * Recognise similarities and differences between each other’s likes and interests. * Appreciate that we can have different interests and hobbies and still be friends. |

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| **Success Criteria:**   * The children will be able to choose which activities they enjoy and feel confident talking about their reasons why to others. * The children’s artwork and sentences will demonstrate a clear understanding that we can have similarities and differences and still be friends. |

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| **Cross-curricular links/skills:**   * TS&PCs: working with others, turn taking, listening to each other’s views and opinions. * Art and literacy: a picture of them enjoying their mutual interest with a friend from another school with an accompanying sentence explaining the scene. |
| **Introduction:**   * Pass the bell/keys: one child in the centre, blindfolded has to determine at what stage the bell is as it is passed around the circle. * Photo frame activity. Pass an empty photo frame around the circle; each child frames their face, says their name and a piece of information about themselves. * Pass the photo frame to a child from the partner school whose name they can remember. * Share the learning intentions and success criteria. |
| **Development:**   * (Have pre-watched and discussed Sesame Tree Series Two Session Five DVD from the beginning to 9.35mins in own school). * 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 be friends. * Watch and discuss Sesame Tree Series Two Session Five from 9.35mins to the end and discuss the questions on page 31, talk about it section. * 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. * Allow the children in each group to work together to create an A3 poster depicting them enjoying their activity with their new friends. Teachers and assistants will help each child to record a sentence on their poster why they enjoy this activity. |
| **Plenary:**   * Allow the children time to walk around and look at other groups’ posters. * Give each group the opportunity to feedback why they enjoy this hobby. * Focused questioning to tease out how everyone can like different things but yet still be friends. |
| **Resources:**   * Sesame Tree Series Two Folder. * A3 pages and range of colours, pencils etc. * Bell/keys * Photo frame * Hobby cards. |
| **Evaluation:** |



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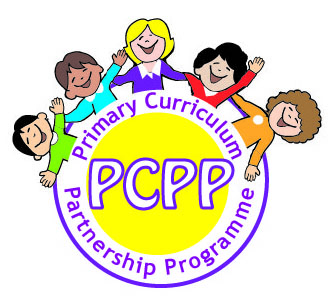
Topic: We can be different and still be friends. Session No: 2 ­­­­­­­­­­­­­­­­­­­­­­­­­­

PDMU Theme: Similarities and Differences

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| **Learning Intentions:**   * Display increased self-awareness. * Recognise similarities and differences between each other’s physical appearance. * Be able to identify that we are all different but equal. |

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| **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. |

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| **Cross-curricular links/skills:**   * TS&PCs: working with others, turn taking, listening to each other’s views and opinions, being creative. * Art and literacy: a painting of their friend from another school with accompanying sentences explaining their similarities and differences. |
| **Introduction:**   * Animal game: each child is given a card with an animal’s name. 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. * Pass the photo frame to a child from the partner school whose name they can remember. * Share the learning intentions and success criteria. |
| **Development:**   * (Have pre-watched and discussed ‘Sesame Tree DVD Session Four,’ from the beginning to 9.20mins in own school, special reference to ‘Faces,’ song). * In a circle, pick out two children (one from each school) and allow the rest of the group the chance to identify similarities and differences. * Watch and discuss ‘Sesame Tree Series Two Session Four,’ from 9.35 to the end and discuss the questions on page 21, talk about it section along with additional focused questions to tease out issues. * Pair the children based on the groups of similar interests from the previous lesson and allow them create paintings of one another, mixing colours to achieve a close skin, eye and hair colour match. Teachers and assistants will help each child to record a sentence detailing one similarity and one difference. |
| **Plenary:**   * Allow the children time to walk around and look at other’s work. * Give each pair the opportunity to feedback their similarities and differences to the rest of the group. * Focused questioning to tease out how everyone has different physical features as well as other similarities and differences but that we are all equal. |
| **Resources:**   * Sesame Tree Folder. * A4 pages and range of colours, pencils, paints etc. * Photo frame * Animal cards. |
| **Evaluation:** |

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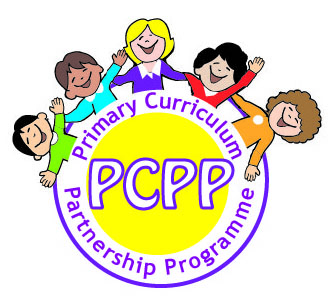
Topic: Being different/Ethnicity. PDMU Theme: Similarities and Differences

Session No: 3 ­­­­­­­­­­­­­­­­­­­­­­­­­­

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| **Learning Intentions:**   * To foster inclusion of and respect for children from ethnic minorities. * To encourage to explore similarities and differences with regard to race/ethnicity. * Begin to understand what it feels like to be excluded * Accept and show respect by understanding they can help to make people from minority ethnic communities feel happy or unhappy by including or excluding them. |

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| **Success Criteria:**   * The children will be familiar with why Kim is excluded with regard to race/ethnicity. * To recognise feelings/emotions associated with being excluded from the group. * To listen well to a group situation as to the story of Kim and what other children think about exclusion with regard to race/ethnicity. |

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| **Cross-curricular links/skills:**   * Language and Literacy, The Arts, TSPC – managing information of Kim, Thinking, Problem-solving and Decision-Making, . |
| **Introduction:**   * Introduce the puppet and tell the paragraph about Kim being a Chinese girl. * Show the DVD clip (Kim joins in) twice. * Use mirrors to look at children, staff and others and discuss similarities and differences ie hair colour, eyes, skin tone, who wears glasses etc. * Share the learning intentions and success criteria. |
| **Development:**   * Discuss:-   What is Kim doing?  What are Jenny and Tom doing?  How do you think Kim is feeling?  How would you feel if this happened to you? What should you do?  Why does Jenny not want to play with Kim?  Do you think Jenny is right or wrong?   * Look at and discuss the poster from Media Initiative box of Kim. * Provide a variety of magazines, which portray a range of people. Discuss similarities and differences as children cut and stick. |
| **Plenary:**   * To sing (to the tune boys and girls come out to play)   **“Boys and girls come out to play**  **We’re all in the part today**  **Kim’s kite is flying high**  **It almost touches the clouds in the sky”**   * Sing (to the tune of Frere Jacques)   **“I am special, I am special,**  **If you look you will see**  **Someone very special,**  **Someone very special,**  **Yes that’s you, yes that’s me”**   * Give the children a sticker of Kim. |
| **Resources:**   * Kim puppet * DVD clip – Kim joins in * Mirrors * Kim’s poster from the Media Initiative box * Magazines, scissors and glue and paper. * Kim’s stickers. |
| **Evaluation:** |



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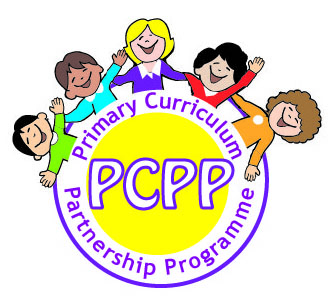
Topic: Being Different/Disability. PDMU Theme: Similarities and Differences

Session No: 4 ­­­­­­­­­­­­­­­­­­­­­­­­­­

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| **Learning Intentions:**   * Become self-aware. * Recognise similarities and differences in the wider community. * Appreciate ways we are similar and different eg disability. * The children will be aware of the diversity of people in the world (theme 8 KS1) * Understand that everyone is of equal worth and that it is acceptable to be different (theme 8 FS) |

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| **Success Criteria:**   * The children will recognise that people can be the same and can be different. * They will know who Tom is and will be able to talk about Tom and his family. * The children will recognise feelings and emotions in themselves and each other. * The children will be able to talk about people with disabilities and will know that they are of equal worth and that it is acceptable to be different. |

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| **Cross-curricular links/skills:**   * Language and Literacy. TSPC – working with others. |
| **Introduction:**   * I have a name song – Alive –O. Children will listen to it and join in. * Ice breaker activity – pass a smile/handshake/clap. Children will be put into 2 groups for this activity with one teacher in each. * Share the learning intentions and success criteria. |
| **Development:**   * Introduce Tom and tell his story and watch the DVD clip. * Discuss what Tom is wearing eg glasses/patch. Discuss personal experiences of this. Relate this to the children in the 2 schools who wear glasses. * Discuss Tom’s poster – him looking sad. * Discuss:- * What do you think made him feel sad? * What do you do when you are feeling sad? * What do you like about the way the story ended? * Discuss what makes Tom different? Introduce the term disability. Find out if the children know anybody with a disability eg Granny or Granda. * Discuss how people with disabilities are similar/different to us. * Show photographs/cards of people with different disabilities eg Paralympics – Media Initiative box. |
| **Plenary:**   * Children will complete jigsaws on Paralympics and Media Initiative (Tom). * Parachute activity – using 2 parachutes for 2 groups of children – The teacher will call out similarities and differences for children to swap places eg all those with brown hair, eye colour, who like football/dancing. * Song (to the tune of boys and girls come out to play)   “Boys and girls come out to play  We’re all in the part today  Tom is sad ‘cos he can’t play  Jim won’t let him in today”   * Give out Tom’s stickers. |
| **Resources:**   * Tom puppet * Media Initiative media clip. * Paralympic jigsaws and media initiative jigsaws * Photographs of people * 2 Parachutes * Tom’s stickers * Tom’s Poster |
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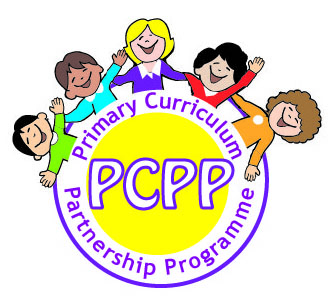
Topic: Being the same but different PDMU Theme: Similarities and Differences

Session No: 5 ­­­­­­­­­­­­­­­­­­­­­­­­­­

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| **Learning Intentions:**   * Recognise similarities and differences in the wider community (Theme 8 FS). * Be aware of our own cultural heritage, its traditions and its celebrations. * Recognise and value the culture and traditions of another group in the community. |

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| **Success Criteria:**   * To recognise the different celebrations in Northern Ireland. * The children will recognise that people can be the same and can be different. |

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| **Cross-curricular links/skills:**   * Language and Literacy, The Arts, TSPC – managing information, being creative. |
| **Introduction:**   * Read and discuss ‘Giraffes Can’t Dance’ story about similarities and differences. * Share the learning intentions and success criteria. |
| **Development:**   * Children will create face masks of animals. Teachers will group the children into the animal groups eg tigers, elephants, lions. Pictures of these animals will be on display at each group to assist the children in creating their face mask. |
| **Extended Plenary:**   * Discuss that we are all similar but different. We might like and enjoy the same interests but we are different from each other because we go to different schools/churches/celebrations (St Patrick’s and 12th of July), religions (Protestants/Catholics). Show children the jigsaws within the Media Initiative box of celebrations (The 12th and St Patrick’s) Discuss the fact that we are all unique. * Gallery session – showing the animal masks to each other. |
| **Resources:**   * Story of Giraffes can’t dance. * Face masks * Paint * Visual jigsaws within the Media Initiative box of celebrations (The 12th and St Patrick’s) |
| **Evaluation:** |



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Class: P2 Teacher:

Topic: Celebration Assembly of similarities and differences.

PDMU Theme: Similarities and Differences

Session No: 6 ­­­­­­­­­­­­­­­­­­­­­­­­­­

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| **Learning Intentions:**   * Become self-aware. * Explore who we are and what we can do together. * Celebrate special occasions. |

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| **Success Criteria:**   * The children will work together and reflect on what they have learnt throughout the 6 sessions eg names of children and their similarities and differences. * The children will produce an overall Assembly to celebrate a special occasion. |

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| **Cross-curricular links/skills:**   * The Arts, Language and Literacy, TSPC – sharing information, working together. |
| **Introduction:**   * Name change game – one person from 1 school change places with a child from the other school. * Circle time – sentence tag – One thing I have enjoyed about the 6 sessions is………. Eg made friends, realised that we are all similar and different, puppet names and their disability/ethnicity, songs for the puppets, art work – portraits and animal masks, games (hobbies/interests), story – Giraffes can’t dance. * Share the learning intentions and success criteria. |
| **Development:**   * Watch the video clip from Sesame Street – Chapter 4 – We all look different – 14 minutes * Children will learn the song from the clip. * Children will discuss their similarities and differences in preparation for Celebration Assembly in pairs. |
| **Plenary:**   * Celebration Assembly – some children will show their portraits, some children will tell the similarities and differences and all the other children will sing the song/rap from the Sesame Street video – Chapter 4 – We all look different. * This celebration Assembly will be video recorded. |
| **Resources:**   * Portraits * Sesame Street video clip – chapter 4 – We all look different. |
| **Evaluation:** |