

**KS:2**

**Year: 2013/14**

**PD&MU Session 1**

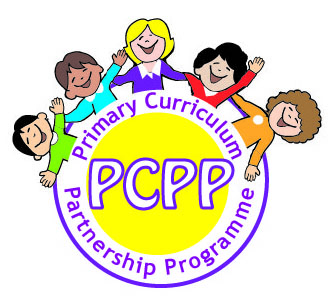
**Class:** P 6 **Teachers: Topic:** Exploring identity, prejudice, discrimination and sectarianism

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­1

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| **Learning Intentions:**  We are learning to:   * Develop our self-awareness skills; * Understand terms such as identity, similarities and differences. |

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| **Success Criteria:**   * Children will know the name and something about a child from their partner school; * Children will be able to identity and discuss their personal identity. |

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| **Cross-curricular links and skills:**   * TSPC- sharing information, respecting others. * Communication. * Managing Information-Working with others. |
| **Introduction:**  *Children will break into 2 groups pre-determined by teachers based on gender and school.*   * Ice Breaker- All Change If…… * 10 minutes free play to re-establish friendships. |
| **Development:**   * Group children using the number sorting game. * Introduce the term ‘identity’, what does it mean, what are the different things that make up our identity, do we have a group identity etc. * Identity hands activity. Teachers model their identity hands. A hand is displayed on the board and on each finger you write something that identifies you – ‘I am a girl,’ ‘I am in P6’ etc. Pupils get into groups of five or six and write /draw five things that identify them on their identity hands. * Within the groups pupils will share their identity hand with a partner from the partner school and focus on what they have in common and what is different. * Class feedback with pupils sharing one thing they found out about someone in their group. |
| **Plenary:**   * Focussed questioning to tease out how we have more similar aspects to our identity than differences. * Create ‘identity trees’ with hands that children have made. |
| **Resources:**   * Paper; * Colouring pencils; * Scissors; * Glue; * Tree template. |
| **Evaluation:** |



**PD&MU Session 2**

**KS:2**

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**Class:** P 6 **Teachers:**

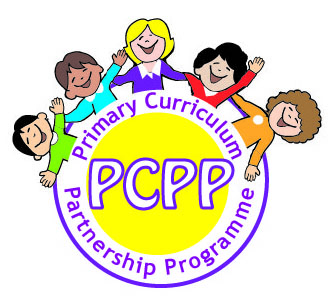
**Topic:** Exploring identity, prejudice, discrimination and sectarianism

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­2

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| **Learning Intentions:**  We are learning to:   * Recognise the inter-dependence of members in a group; * Recognise the similarities and differences and strengths in a group. |

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| **Success Criteria:**   * Pupils will work together in a group, respecting and valuing other’s ideas and opinions; * Pupils will evaluate the success of their group work. |

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| **Cross-curricular themes:**   * Decision Making * TS&PCs- Working with Others, turn taking, listening to others views and opinions, managing information. |
| **Introduction:**   * Ice Breakers- People Bingo Activity. Use the worksheet attached with the lesson plan. Children walk around the room and they must record the names of children they find that match the criteria from the worksheet. * Discuss findings from the above activity- did anyone discover anything new about anybody? * What similarities and differences did you find out about each other? |
| **Development:**   * Group children into groups of four and five using fruit salad game. Each group have to come up with a group name that they must all agree on. * Shared discussion on effective group work. * Give each group newspaper, masking tape, and scissors and ask them to make a tower that will stand approximately one metre high. The only rule is that they all must work together and everyone must have a role in the group and contribute to the construction. Use Thinking cards to enhance group work skills. * Discuss the towers. Peer evaluation of towers and explain how they worked together. What makes the group successful/unsuccessful? |
| **Plenary:**   * Evaluation of how they worked together in their group. * In their groups decide on one important rule for working together- share with the whole group. * Write on a post-it and display on ‘identity tree’. Explain that these are the roots of the tree. The tree will not grow unless it is built with a strong foundation. |
| **Resources:**   * Newspaper * Masking tape * Scissors * Post-its * Metre sticks |
| **Evaluation:** |



**PD&MU Session 3**

**KS:2**

**2013/14**

**Class:** P 6 **Teachers:**

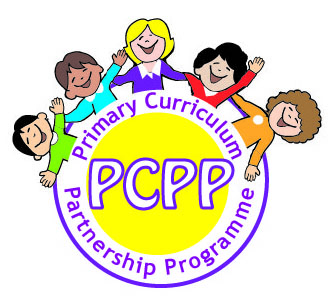
**Topic:** Exploring identity, prejudice, discrimination and sectarianism

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­3

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| **Learning Intentions:**  We are learning to:   * Develop an understanding of the terms ageism, stereotype, prejudice and discrimination; * Recognise how individuals or groups can be treated differently because of an aspect of their identity; * Develop an understanding of how stereotypes and prejudices are often inaccurate. |

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| **Success Criteria:**   * The children will be confident discussing the terms ageism, stereotype, prejudice and discrimination and be able to give examples of these in everyday life. * Through exploring the children’s stereotypical young and old posters, they will be able to identify how stereotypes and prejudices are often inaccurate. |

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| **Cross-curricular links/skills:**   * TS&PCs: working with others, turn taking, listening to each other’s views and opinions, managing information, group roles and responsibilities. * Literacy: talking and listening during feedback sessions. * Art and design: stereotypical young and old poster. * Drama: freeze frames and thought tracking. |
| **Introduction:**   * Ice breaker - Paper Islands. * Revisit the previous day’s learning on effective team-working skills e.g. ‘we worked well as a group when…’ or ‘we didn’t work well as a group when…’. * Share the learning intentions and success criteria in age appropriate language. * Question the children on their understanding of the terms stereotype, discrimination, prejudice and discuss examples if possible. |
| **Development:**   * Group children into groups of six. * P7 LLT Indigo Book pg.15 What Age Are You activity, creating a young and old person poster. Use these posters to identify common stereotypes associated with young and old people. Discuss are these stereotypes always accurate, e.g. Are all older people unable to move around freely? Do all young people dislike school? How do you think it would feel to being treated differently based on a stereotype or a difference? * Give each group a scenario from Resource D P7 LLT Indigo Book pg. 34 and 35 and explain that they must discuss who is involved, how they feel and which stereotypes/prejudices are involved. * *Each group will create a freeze frame based on their scenario using facial expressions to portray how each member of the group feels. Thought-tracking will be used to explore these feelings further.* |
| **Plenary:**   * Discuss each group’s freeze frames. * Focused questioning to assess the success criteria, e.g. can you think of an example when stereotypes are incorrect? (My grandfather is very active and coaches are local team etc). |
| **Resources:**   * LLT Yr.7 Indigo Book * Discrimination scenario cards |
| **Evaluation:** |



**PD&MU Session 4**

**KS: 2**

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**Class:** P 6 **Teachers:**

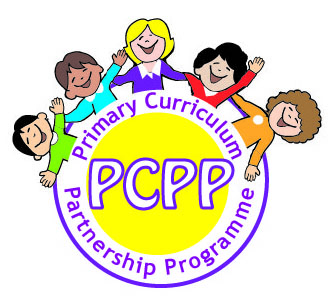
**Topic:** Exploring identity, prejudice, discrimination and anti social behaviour.

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­4

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| **Learning Intentions:**  We Are Learning To:   * Consider the challenges and issues that arise when people hold prejudices and negative attitudes towards others and how this can be avoided, lessened or resolved. |

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| **Success Criteria:**   * The children will use drama strategies to explore how to deal with difficult situations and scenarios. * Children will learn more about building positive relationships with people who are different. * Children will practise empathy by viewing situations from different perspectives. |

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| **Cross-curricular themes:**   * Drama, Talking and Listening and working with others |
| **Introduction:**   * 10 minutes free time to meet with friends. |
| **Development:**   * Read the first half of “Old Friends New Friends” and stop at “*sniggering and laughing at me.”* * Question pupils on their understanding of the story. * In groups the children will freeze frame an opening, middle and end of the story which demonstrates understanding of the key messages and themes of the story. * Thought-Track the Freeze-Frame to get a greater insight into what the characters are feeling. |
| **Plenary:**   * Do a conscience alley – where the children are split into 2 sides- nasty vs. nice- something you could say to someone new to your class/ something you wouldn’t say and then swap sides. * Inform pupils of what we will be doing in the last session. |
| **Resources:**   * Old Friends New Friends story; * Primary Values * Drama Games Booklet. |
| **Evaluation:** |



**PD&MU Session 5**

**KS: 2**

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**Class:** P 6 **Teachers:**

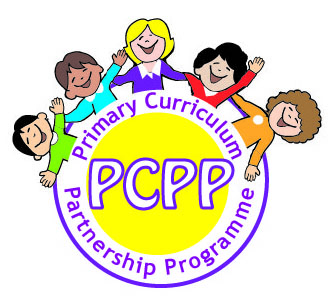
**Topic:** Exploring identity, prejudice, discrimination and anti social behaviour.

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­5

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| **Learning Intentions:**  We Are Learning To   * Consider the challenges and issues that arise when people hold prejudices and negative attitudes towards others and how this can be avoided, lessened or resolved. |

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| **Success Criteria:**   * The children will use drama strategies to explore how to deal with difficult situations and scenarios. * Children will learn more about building positive relationships with people who are different. * Children will practise empathy by viewing situations from different perspectives. |

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| **Cross-curricular themes:**   * Drama, Talking and Listening and working with others |
| **Introduction:**   * 10 minutes free time to meet with friends. |
| **Development:**   * Read the second half of “Old Friends New Friends.” * Question pupils on their understanding of the story. * In groups the children will freeze frame an opening, middle and end of the story which demonstrates understanding of the key messages and themes of the story. * Thought-Track the Freeze-Frame to get a greater insight into what the characters are feeling. |
| **Plenary:**   * Hot seating activity in small groups. |
| **Resources:**   * Old Friends New Friends story; * Primary Values * Drama Games Booklet. |
| **Evaluation:** |



**KS: 2**

**Year: 2013/14**

**PD&MU Session 6**

**Class:** P 6 **Teachers:**

**Topic:** Exploring identity, prejudice,discrimination and anti social behaviour.

**PDMU Theme:** Similarities and Differences **Session No:**­­­­­­­­­­­­­­­­­­­­­­­­­­6

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| **Learning Intentions:**  We are learning to:   * Develop an understanding of the term anti social behaviour. * Be able to recognise forms of anti social behaviour in school and the community. * Recognise similarities and differences between each other’s identity, e.g. age, culture, race, religion, sporting interests, abilities and work. |

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| **Success Criteria:**   * The children will be confident in identifying and discussing the term anti social behaviour. * The children’s group A3 Consequence Wheel and their feedback session will demonstrate a clear understanding of how anti social behaviour affects our entire community. * They will also be able to clearly identify the similarities and differences between each other’s identity. |

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| **Cross-curricular links/skills:**   * TS&PCs: working with others, turn taking, listening to each other’s views and opinions, managing information, group roles and responsibilities. * Art and design: Designing and creating a groupA3 Consequence Wheel * Literacy: talking and listening during feedback sessions. |
| **Introduction:**   * Circular ice breaker, The Number Game to bring cohesion to the group pg.17 KS2 ice breakers booklet * Revisit the previous session’s learning e.g. what is ageism, prejudice, stereotyping? Etc. Discuss a number of examples. * Share the learning intentions and success criteria. * Discuss the term anti social behaviour. |
| **Development:**   * Display Resource E, P7 LLT Indigo Book. Explain this is an example which illustrates how everyone can be affected by anti social behaviour. * P7 LLT Indigo Book pg. 19 Wool Web activity. Gather the class into a circle and explain that you are going to use a ball of wool to show how a destructive system connects people. Make a statement, e.g. a child deliberately damages the classroom whiteboard, consider who this would affect and why etc. This continues until neither the pupils nor you can think of any other player in the system. Encourage everyone to think widely and creatively. Use this activity to highlight how a destructive system can affect so many people. * Give each group a blank A3 Consequence Wheel and inform them that they must work together to complete this wheel, which contains anti social behaviour. E.g. damaging other people’s property, school equipment not cared for, noisy and disruptive behaviour. |
| **Plenary:**   * Give a selection of groups the opportunity to feedback their incident and who is affected. * Focused questioning to assess the success criteria, who is affected, is that fair/unfair? |
| **Resources:**   * LLT Yr.4 Indigo Book * Blank A3 Consequence Wheels * Balls of wool |
| **Evaluation:** |