



Diversity - Year 9



Theme Assembly

THEME: Diversity

ASSEMBLY TITLE

Teachernet Assembly - Racism

INTENDED OUTCOMES

This assembly for KS3 and KS4 deals with the theme of racism by a short adaptation of the “blue eyes, brown eyes” experiment in 1968 following the assassination of Martin Luther King. The adaptation uses coloured cards, randomly distributed, rather than physical attributes. The assembly aims to challenge students:

- to think about the effects of racism and prejudice in their own school community
- to think about the effects of racism and prejudice in a broader context

RESOURCES

- Videos
- A Class Divided - the reunion of the children involved in the blue eyes-brown eyes experiment (PBS Video)
- www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view
- Websites
 - Commission for Racial Equality www.cre.gov.uk
 - Institute of Race Relations www.irr.org.uk
- Music - Snow patrol - Chasing Cars or Michael Jackson - Man in the Mirror

ASSEMBLY PRESENTATION/DESCRIPTION

Introduction

Today you are going to learn something new about your community, about the people around you and, most importantly about yourself.

Main Presentation

When students enter the assembly room, hand some of them red cards and some of them green cards. They do not have to be equally split; they can be handed out quite arbitrarily but make sure that each pupil feels as if they have been specially selected for either a red or a green card.

The presenter of the assembly starts in role. Outline the new “school policy”: green cards are better than red cards and entitled to certain privileges.

- **Green cards** may be first in the lunch queue
- **Green cards** may enter classrooms first and sit where they choose
- **Red cards** must stand aside for them
- All cards must be displayed for identity purposes
- Red and green cards must not mix

(This list can be amended or added to according to the school’s context.)

Give the students time to respond to this. Let them ask questions. Through your answers, reiterate that the staff have done a lot of research to reach these conclusions and that none of this can be altered. The decision has been made. Emphasise that any dissent will be dealt with extremely seriously and that any green cards who try to stick up for their red card friends will lose their green card status and will be severely punished.

Now ask the students to think about the following questions:

- How do you feel about what is happening to you?
- What does it feel like to be in your group?
- Are any of your friends in the other group? How does that make you feel?
- If you felt angry and wanted to protest, but the teachers refused to listen to your objections, how would that make you feel?

Ask students to imagine that this is the way it is going to be for the rest of their lives. Give them time to think about this.

The presenter now comes out of role and explains that this was just a little taste of an exercise that was carried out in the late 1960s which has become world famous. At this point show clip from the film ‘A class divided’ to demonstrate the impact of being on the receiving end of discrimination and how this affected the 8 year olds in the experiment.

Teacher's notes:

The day after Martin Luther King Jr was killed, a teacher decided to change her lesson plan. Jane Elliot wanted to explain to her students how Martin Luther King came to be assassinated; to show that racism and prejudice can occur when people (even best friends) are assigned to an "out group". She divided her all white third-grade students into two groups: one blue-eyed and one brown-eyed. She told the blue-eyed students they were smarter, nicer, cleaner and deserved more privileges than the others. What she discovered was amazing. Blue-eyed students were not only better behaved, but also more likely to learn. One dyslexic boy learnt how to read for the first time. One smart brown-eyed girl who could multiply very well started to make mistakes less than two hours after she was told she was inferior. Friendships were torn apart. Most of the children who were "better", behaved arrogantly and aggressively towards the others who became withdrawn, ashamed and angry.

Explain to students that it is not just eight year-olds who have reacted in this way. Jane Elliot conducted her experiment on the Oprah Winfrey show in 1992 with adults. As the discussion moved towards racism, the audience said that they knew what was happening was wrong but that they were afraid to stand up for what they knew was right. Isn't that what a lot of us do every day? How many of us have been witness to racist jokes or comments and said nothing?

Define racism and pose a further question. Racism is the belief that some "races" are superior to others. This is mostly based on the false idea that different physical characteristics (like the colour of someone's skin) or ethnic background make some people better than others. As unbelievable as it may seem, many people think that people with similar skin colour have similar characteristics — can students think of instances where people may have thought this?

Remind students that racism is not just a black/white issue. Ask them to think about Nazi Germany, Rwanda and Bosnia - and ask them to look around them in their own communities.

Summary

Today we have looked at a simple experiment which highlights how discrimination makes us feel. Although racism in the whole of our society is a complex issue, perhaps today's assembly has enabled us to think about the effects of racism, what it is, and to make links with our own lives and behaviour both in school and beyond.

Any form of discrimination is based on issues of similarities and difference.

REFLECTION

Play an appropriate piece of music eg. Michel Jackson - Man in the mirror and display lyrics.

Ask students to quietly reflect

Then at the end of the song show a slide that says: Change starts inside the individual - look at yourself in the mirror.....

NOTES

This assembly is a popular but powerful resource that uses the common differences in appearance between students to highlight the consequences of prejudice. The text should be read thoroughly by the teacher prior to delivering the assembly, and consideration given to its suitability for the age and emotional maturity of the students listening.

Additional notes

For the purposes of this assembly it is strongly recommended that teachers do not use physical characteristics of students to identify them, but that the students are given a token (such as the cards suggested). The beginning of the assembly will be enhanced if all staff present help to hand out the cards. This assembly can be adapted to for any size of group. If the assembly is for a large number of students it will take longer to hand out the cards. In smaller groups, more time could be spent on the question/answer section.

Extension/shortening tip**To shorten**

- Cut the practical activity and focus on the experiment.

To extend

- Give more weight to practical activity - separate students out according to the card colour, give the green cards chairs to sit on, and so on
- Consider including Martin Niemöller's untitled poem, First they came for the communists... (1945)



Diversity

Thought for the week

Variety is the
spice of life.

(American Proverb)

A group of diverse people, including men and women of various ethnicities, are shown in a park-like setting. They are all smiling and have their arms raised in the air, suggesting a moment of joy, celebration, or a protest. The background shows trees and a clear sky. The overall tone is positive and inclusive.

Diversity

Thought for the week

We have become
not a melting pot
but a beautiful
mosaic. Different
people, different
beliefs, different
yearnings,
different hopes,
different dreams.

(Jimmy Carter, Former US President)



Diversity

Thought for the week

Differences
challenge
assumptions.



Diversity

Thought for the week

We all live with
the objective
of being happy;
our lives are all
different and yet
the same

(Anne Frank)

A group of diverse people, including men and women of various ethnicities, are shown from the waist up, celebrating with their arms raised in a park-like setting. The image is overlaid with a semi-transparent orange filter. In the top left corner, there is a decorative element consisting of several chains hanging from a circular frame.

Diversity

Thought for the week

If we cannot
now end our
differences
at least we
can make the
world safe for
Diversity

J.F. Kennedy, (Former US President)

A group of diverse people are dancing in a park. In the foreground, a woman in a white hoodie and pants is dancing with her arms raised. In the background, a man in a white t-shirt and dark pants is also dancing with his arms raised. The scene is set in a park with trees and a paved path. The overall tone is joyful and celebratory.

Diversity

Thought for the week

Diversity is the
one true thing
we all have
in common.
Celebrate it
every day.

Diversity Year 9
Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
2	Teacher's TV	Divided camp (Six children discover what it means to be British)	Teacher's TV
3	Teacher's TV	Building Bridges (Six children have their idea of 'Britishness' challenged)	Teacher's TV
4	Teacher's TV	Am I British? (Teenagers prejudices and alliances are challenged)	Teacher's TV
5	Teacher's TV	Migrant Stories (KS3 Geography for Pupils)	Teacher's TV

Kaleidoscope - Related Aspects - Diversity Year 9 - Spring Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.5.a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.</p> <p>P1.5.b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p> <p>P 2.1.a reflect critically on their own and others' values</p> <p>P 2.3.d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</p>	<p>E 1.4.a Understanding the economic and business environment.</p>	<p>Make a Positive Contribution Develop positive relationships and choose not to bully and discriminate</p>	<p>1 PSHE 1. uses the PSHE framework to deliver a planned programme of PSHE, in line with DCSF/QCA guidance</p> <p>4 EHWB 5. has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination.</p>	<p>Self-awareness Empathy Social Skills</p>	<p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values etc.).</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them</p> <p>32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p>	<p>I understand my personality traits. I can challenge and question my beliefs and attitudes and decide whether they are valid or not. I can make reasoned adjustments to my expectations of myself in the light of the expectations of others. I can track the important events in my life - changes, losses, things that have hurt me and things that have helped me - and have some awareness of how they might affect my emotions now. I can take account of the thoughts and feelings of other people even when different from my own. I can put aside strong feelings against another person and have a sense of empathy towards them</p>	<p>Article 36 - Children should be protected from any activities that could harm their development</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P2.3.e challenge prejudice and discrimination assertively.</p> <p>P3.j different types of relationships, including those within families and between older and young people, boys and girls, and people of the same sex, including civil partnerships</p> <p>P3.m the similarities, differences and diversity among people of different race, and sexual orientation and the impact of prejudice, bullying, discrimination on individuals and communities. (individual local, national racism). (Amended)</p>					<p>35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.</p> <p>40. I can take others' thoughts and feelings into account in how I manage my relationships.</p> <p>43. I can work and learn well in groups taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>50. I can be assertive when appropriate.</p>	<p>I can see situations from a range of points of view, and, even in situations of disagreement, try to take into account other people's perspective.</p> <p>I can put aside my own thoughts and feelings to put myself in someone else's place and feel something of what they are feeling.</p> <p>I can empathise with people who are very different from me I show respect for people and groups of people from other backgrounds and ages.</p> <p>I can work with others to address bullying, prejudice and discrimination.</p> <p>I can recognise and celebrate the similarities and differences between myself and others.</p> <p>I can recognise that my life is enhanced by knowing and interacting with people from a variety of different backgrounds and with beliefs and personalities that are different from my own.</p> <p>I can balance the needs of the people who are important to me.</p> <p>I can choose different ways to resolve a conflict.</p>	

Overview of Lessons

Theme: Diversity

Year: 9

Lesson Title	Intended Learning Outcomes
1. Images of Britain	<ul style="list-style-type: none"> I understand the meaning of the word Diversity (P1.5a) I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I value differences between people and demonstrate empathy and a willingness to learn about people different from myself (P2.3d) (SEAL 35)
2. Being British	<ul style="list-style-type: none"> I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I value differences between people and demonstrate empathy and a willingness to learn about people different from myself (P2.3d) (SEAL 35) I can see the world from other people's point of view. (SEAL 33)
3. Building Bridges	<ul style="list-style-type: none"> I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I value differences between people and demonstrate empathy and a willingness to learn about people different from myself (P2.3d) I can show respect for people from diverse cultures and backgrounds (SEAL 35)
4. Attitudes and Influences	<ul style="list-style-type: none"> I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I value differences between people and demonstrate empathy and a willingness to learn about people different from myself (P2.3d) (SEAL 35) I can see the world from other people's point of view. (SEAL 33)
5. Refugees	<ul style="list-style-type: none"> I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I value differences between people and demonstrate empathy and a willingness to learn about people different from myself (P2.3d) (SEAL 35) I can see the world from other people's point of view. (SEAL 33)
6. Graffiti Wall	<ul style="list-style-type: none"> I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation (P 1.5a) I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences. (SEAL 35) I can work and learn well in groups taking on different roles, cooperating with others to achieve a joint outcome. (SEAL 43)

End of Theme Product/ Project Outcome:

By the end of the unit students will have an increased awareness of prejudice and discrimination on the lives of individuals and groups especially in the lives of refugees and migrants. They will have an awareness that a diverse society has many benefits and can be celebrated.

The end of theme task will enable them to consolidate and communicate what they have learned in the form a group Graffiti style display.

THEME: Diversity: Images of Britain

LEARNING INTENTION/’I’

I understand the meaning of the word Diversity

I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

I value differences between people and demonstrate empathy and a willingness to learn about people different from myself

Independent enquirers

Explore issues, events or problems from different perspectives

VOCABULARY

Respect, values, diversity, empathy, isolated, fear, excitement, prejudice.

RESOURCES

- Pictures - ‘Images of Britain’

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that the ground rules are established in order that the environment for discussion is safe, supportive and respectful. E.g. Students all agree to respect each other and value each others contributions etc.

Ask six students to come to the front of the class and stand in a line

Give one picture of the Images of Britain to each of the six students. Explain that all of the people in the pictures live in this country

Read out the following questions and ask the students to take a step forward if they think the statement applies to them

- I feel I belong to my local community
- I have a good group of friends around me.
- My religion is important to me
- I like living in this country
- I didn’t choose to come to this country
- My parents have good jobs

Ask the student why their character did not perhaps move forward or why they did take a step forward. Discuss the feelings that diverse people experience/face every day.

Core Activity

Share again with the students the ‘Images of Britain’ Pictures

Then look at all of the six pictures and think about which one might face the most difficulties if they arrived at your school for the first time as a student. Would they face any prejudice if they moved into your street? Discuss ideas as a class reminding the students that these people would consider themselves to be British and yet are from diverse backgrounds.

In groups they need to choose one of the pictures or the teacher needs to ensure that all the pictures are covered by one of the groups. Discuss the following questions in their groups.

- What difficulties might this individual face in your community?
- Would they face the same difficulties in other areas/countries?
- Would this person face any prejudices? If so, who from? If so, would this prejudice be the same in other areas?
- What might this person bring to society as something which could be celebrated?
- What might you have in common with this person?

Feedback and discuss

Ensure that the key messages are brought out which include:

That there are similarities and differences amongst people in Britain.

That diversity needs to be celebrated.

There are reasons why people may experience prejudice.

Plenary

Ask each person in the class to think up a word or phrase that describes how their person may feel or how they feel about the person.

E.g. Isolated, interesting, valued, different, scared, excited.

Each student is then asked to write their word or phrase onto card or paper as a graffiti slogan.

These need to be kept as they will form the starting point for the final graffiti wall display.

KEY QUESTIONS

What are the reasons why people experience prejudice?

What feelings might you experience through prejudice?

AFL

Opportunities for personal reflection arising from group discussion.

DIFFERENTIATION

Through group selection to ensure maximum involvement of discussion for all students.

CROSS CURRICULAR OPPORTUNITIES

Drama

Art

NOTES

(NB. The class need to be divided into groups for this lesson and then need to stay with these groups for each subsequent lesson in this unit of work.)

Be aware of the sensitivity needed if you have refugees, new class members form different backgrounds. This may be an opportunity for them to share their experiences of what living in Britain is like for them. It may be that some of their parents/ grandparents may also be willing to talk to the class.

For the final product for this unit of work - the Graffiti Wall Art Display (Diversity in Britain) it will be important to have identified how best this can be done in your setting, ideally if there is a wall in the school that could be used then negotiations may need to be started. Alternatively a large display area needs to be identified for the students to work on and to display their work.













THEME: Diversity: Being British

LEARNING INTENTION/’I’

I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation
 I value differences between people and demonstrate empathy and a willingness to learn about people different from myself
 I can see the world from other people’s point of view



VOCABULARY

Respect, values, diversity, empathy, isolated, fear, excitement, prejudice, stereotyping.

RESOURCES

- Teacher’s TV Programme Clip:
- ‘Divided Camps’

TEACHING/LEARNING ACTIVITIES

Engagement

Recap on ground rules
 Recap on what is Diversity in Britain?
 Discuss with the class the title what does the word ‘British’ mean?
 Divide the class into groups and give each group a large strip of paper with the heading ‘What is British’ on the top of it. This paper is passed around the group with each student writing a word or phrase that describes what is British. When each person writes their phrase the paper is folded so the rest of the group can not see other people’s work.
 One person from each group reads the completed phrases. It may be interesting to look at the photos from lesson one and see whether these phrases would reflect these people.

Core Activity

Watch the Teacher’s TV DVD clip - Divided Camps (15 mins)
 Discuss in groups with one person scribing and someone else able to feed back the following questions:

- Who will get on?
- Who might not get on?
- What are the problems going to be?
- Who might make friends?
- Who might fall out the most?
- What groups might emerge?
- What do you think the main arguments might be about?

Feedback

Plenary

Describe to the students that by the end of this unit of work they will be creating a graffiti wall display, (either on an actual wall somewhere in the school building, or on a portable display board). The display will have the title ‘Diversity in Britain’ and each week they will be keeping an element of their work as preparation for the final display which they will put together in Lesson 6. They therefore need to keep their ‘What is British?’ strips of work from the engagement task.
 As a circle round complete the sentence stem.... ‘Being British means.....’

KEY QUESTIONS

See above

AFL

Opportunities for personal reflection arising from the plenary task, what being British means.

DIFFERENTIATION

Through group selection to ensure maximum involvement of discussion for all students.

CROSS CURRICULAR OPPORTUNITIES

Drama
 Art

NOTES

(NB. The class groups from lesson one need to remain for this lesson and each other one in this unit of work due to the final graffiti wall display when all their ideas will come together.)

Be aware of the sensitivity needed if you have refugees, new class members from different backgrounds. This may be an opportunity for them to share their experiences of what living in Britain is like for them. It may be that some of their parents/ grandparents may also be willing to talk to the class.

THEME: Diversity: Building Bridges

LEARNING INTENTION/'I'

I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

I value differences between people and demonstrate empathy and a willingness to learn about people different from myself

I can show respect for people from diverse cultures and backgrounds



VOCABULARY

Respect, values, diversity, empathy, prejudice, stereotyping.

RESOURCES

- Teacher's TV Programme Clip:
- 'Building Bridges'

TEACHING/LEARNING ACTIVITIES

Engagement

Recap on ground rules

Recap on last weeks DVD on Niall's view of people from other cultures and why Marianna does not feel British. Discuss where do these views come from? Fear, unknown, home, environment, school.

Core Activity

Watch the Teacher's TV DVD clip - Building Bridges (15 mins)

Stop the DVD before the students show their drawings of the shields that represent each other.

Divide the class in to six groups and give them a character from the film to focus on. Ask each group to complete a shield that represents their character.

Start the DVD again and when each character shares their shield ask the student groups to share theirs as well and discuss similarities and differences. Did you agree/disagree?

Complete the rest of the DVD. Feedback any key thoughts and debrief the final part of the DVD

Plenary

Think about where their own views come from and write each idea down on a post it note. (eg. Teacher, environment, parent/carers, friends, school, internet, magazines, news etc.

Now with their own post its join with three other students to form a group of four and discuss results. Students then select six that they feel are the strongest influences and on a sheet of A4 title it 'Our influences' and write the six ideas down in rank order.

If time - design work in graffiti style for use in final display.

KEY QUESTIONS

What influences our beliefs and perceptions of other people?

What are our strongest influences?

What makes someone 'British'?

Can we change our views?

Do you feel proud to be 'British'?

AFL

The questioning techniques will enable students to reflect on their own understanding, experience and to challenge their own perceptions.

DIFFERENTIATION

Through group selection to ensure maximum involvement of discussion for all students.

CROSS CURRICULAR OPPORTUNITIES

- Drama
- Literacy
- RE
- Art

NOTES

(NB. The class groups from lesson one need to remain for this lesson and each other one in this unit of work due to the final graffiti wall display when all their ideas will come together.)

Be aware of the sensitivity needed if you have refugees, new class members from different backgrounds. This may be an opportunity for them to share their experiences of what living in Britain is like for them. It may be that some of their parents/ grandparents may also be willing to talk to the class.

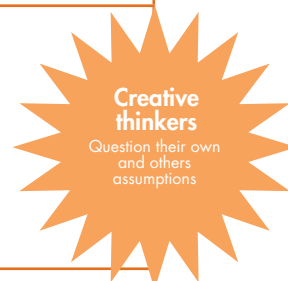
THEME: Diversity: Attitudes and Influences

LEARNING INTENTION/’I’

I appreciate that in Britain there are similarities as well as differences Between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

I value differences between people and demonstrate empathy and a willingness to learn about people different from myself

I can see the world from other people’s point of view.



VOCABULARY

Respect, values, diversity, empathy, isolated, fear, hope, excitement, prejudice, stereotyping, refugee.

RESOURCES

- Teacher’s TV Programme Clip:
- Am I British?

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that the ground rules are established in order that the environment for discussion is safe, supportive and respectful. E.g. Students all agree to respect each other and value each others contributions etc.

Recap on the journey so far of the children in the film.

Who do you think is changing their attitude the most?

Who do you think hasn’t changed at all?

Who do you think will remain friends when they return home?

Core Activity

Activity one:

Watch the Teacher’s TV DVD clip - ‘Am I British?’ (15 mins)

Ask the students at the end of the DVD who stayed in touch with whom. (You may have to replay the last part of the DVD to capture this information. In groups discuss:

Why have some of them kept in touch?

What did some not keep in touch at all?

What influences impact upon whether they remain in touch or not?

Refer back to lesson three, does this match their own influences?

Activity 2

Thinking carefully about the six teenagers in the film, which ones have been refugees?

Ask students to discuss what is a refugee. (See notes for Wikipedia definition). Share the Wikipedia definition.

In their groups discuss what might be the key problems that refugees may face. (language, trauma, lack of decent housing, prejudice,)

Then discuss the emotions that a refugee may feel. (relief, anxiety, fear, hope).

If time - write these words or phrases in graffiti style or draw images that could be depicted to represent the words.

Plenary

Share the ideas that the pairs came up with in their discussions of problems and feelings that refugees may face.

Remind students about the positive attitude and opportunities that Anesu from the film showed and make the point that whilst refugees may have experienced difficulties, many are positive and enjoy living in a new country that they can call home.

KEY QUESTIONS

See above

AFL

Use sufficient wait time to enable students to reflect, share ideas and ask questions for themselves during the class discussions.

DIFFERENTIATION

Lists of vocabulary could be displayed to support students in discussion and recording of ideas.

CROSS CURRICULAR OPPORTUNITIES

The emphasis throughout the lesson on questioning and dialogue will support the development of speaking & listening skills across the curriculum and in particular in English, Drama and Humanities.

NOTES

A refugee is a person who flees to escape conflict, persecution or natural disaster.
en.wikipedia.org/wiki/Refugee

(NB. The class groups from lesson one need to remain for this lesson and each other one in this unit of work due to the final graffiti wall display when all their ideas will come together.)

Be aware of the sensitivity needed if you have refugees, new class members from different backgrounds. This may be an opportunity for them to share their experiences of what living in Britain is like for them. It may be that some of their parents/ grandparents may also be willing to talk to the class.

THEME: Diversity: Refugees

LEARNING INTENTION/’I’

I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

I value differences between people and demonstrate empathy and a willingness to learn about people different from myself

I can see the world from other people’s point of view



VOCABULARY

Respect, values, diversity, empathy, isolated, fear, hope, excitement, prejudice, stereotyping, refugee, migrant, asylum seeker.

RESOURCES

- Teacher’s TV Programme Clip:
- ‘Migrant stories’

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that the ground rules are established in order that the environment for discussion is safe, supportive and respectful. E.g. Students all agree to respect each other and value each others contributions etc. Recap on what is a refugee?

Core Activity

Watch the first half of the DVD - the story of Saranda - A Kosovan refugee. Whilst watching the DVD work in pairs to scribe down key points from the film. One person in the pair writes down all the emotions that are described throughout her journey (happy, fear, terrified, sad etc). The other person in the pair writes down how her physical needs changed (housing, food, safety needs). This work may be needed for the final graffiti wall and could be used as stimulus for a poem, slogans, or an image in graffiti style.

After the DVD extract discuss how the emotions and the change in physical needs are linked. Share ideas.

Key questions for reflection:

How was she received in the UK?

How does she feel about/ what is the difference in how she feels about living in the UK and living in Kosovo?

What might have been the hardest barriers for her to overcome?

What helped her to become settled in the UK?

In preparation before showing the second half of the film ask the students what is the difference between a refugee and a migrant. (see notes below for definition).

Watch the DVD about Anne - Marie- a migrant from Italy and Mauritius.

Discuss the differences between the two families in terms of their experience in coming to the UK, how they were received, how they felt about their situation.

Ensure the following key points are drawn out and discussed:

- Saranda and her family had to flee from their home whereas Anne- Marie and her family chose to come to the UK for a better life.
- Why is it that Saranda wants to return to Kosovo someday but Anne- Marie makes no mention of returning to Mauritius
- What are the reasons that people come to the UK?
- What might be the issues in relation to this and what might be the benefits?
- Do you think that one of these characters had more ‘right’ to come to the UK?

Plenary

What do you think are the current issues that we face at the moment with immigration - both positive and negative? Discuss and share ideas.

KEY QUESTIONS

See above

AFL

Use sufficient wait time to enable students to reflect, share ideas and ask questions for themselves during the class discussions.

DIFFERENTIATION

Lists of vocabulary could be displayed to support students in discussion and recording of ideas.

CROSS CURRICULAR OPPORTUNITIES

Drama

Literacy

RE

Art

NOTES

A refugee is a person who flees to escape conflict, persecution or natural disaster.

en.wikipedia.org/wiki/Refugee

Someone who flees their home country and seeks asylum in another; a refugee.

en.wiktionary.org/wiki/asylum_seeker

A person who leaves his/her country of origin to seek residence in another country - migrant.

www.trackitt.com/glossary/

(NB. The class groups from lesson one need to remain for this lesson and each other one in this unit of work due to the final graffiti wall display when all their ideas will come together.)

Be aware of the sensitivity needed if you have refugees, new class members from different backgrounds. This may be an opportunity for them to share their experiences of what living in Britain is like for them. It may be that some of their parents/ grandparents may also be willing to talk to the class.

THEME: Diversity: Graffiti wall

LEARNING INTENTION/'I'

I appreciate that in Britain there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values, and I am interested in, enjoy and celebrate differences

I can work and learn well in groups taking on different roles, cooperating with others to achieve a joint outcome



VOCABULARY

Respect, values, diversity, empathy, isolated, fear, hope, excitement, prejudice, stereotyping, refugee, migrant, asylum seeker.

RESOURCES

- Display material - paints etc.
- Display boards/wall
- Fabric sheets
- Graffiti display pictures

TEACHING/LEARNING ACTIVITIES

Engagement

Ensure that the ground rules are established in order that the environment for discussion is safe, supportive and respectful. E.g. Students all agree to respect each other and value each others contributions etc.

In their established groups draw together all the information and work from previous sessions:

Definitions of Diversity graffiti slogans

Feeling words of being new

What is British statements

Character and culture shields

Our influences ranking list

Key problems refugees face

Core Activity

Each group is given an area to display their work (Wall, board, large sheets of paper, fabric sheet).

Groups then display their work in an abstract form under the overall title 'Diversity in Britain'.

The displays don't need to be ordered or neat but in the style of a graffiti image that presents strong images, colour, slogans. This is intended to make people stop and discuss the work and to encourage different interpretations of what the work means. If time, a poem could be written as part of the display or further visual images can be created.

Plenary

Each group displays their work or the whole work is joined and displayed together and students are then invited to comment on the work as a whole.

KEY QUESTIONS

What is Diversity?

How is Diversity depicted in Britain and how is it/ can it be celebrated?

AFL

Peer assessment and critical reflection in the plenary.

DIFFERENTIATION

Lists of vocabulary could be displayed to support students in discussion and recording of ideas.

CROSS CURRICULAR OPPORTUNITIES

Drama

Literacy

RE

Art

NOTES

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KALEIDOSCOPE

KS3

Certificate of Achievement

Diversity Year 9

has successfully completed the
programme of study on Diversity

signed

date



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students

Photocopy/print, then cut here



Diversity Resources

Stereotyping; Disability and Sex Discrimination; Fair Trade; Racism; Equal Opportunities

Organisation	Contact Details	Resource
Association for Citizenship Teaching	www.teachingcitizenship.org.uk	Knowledge, skills and resources from the professional subject association for those involved in citizenship education.
Children's Legal Centre	www.childrenslegalcentre.com Phone: 0845 345 4345 Monday to Friday 9.30am-5pm	Independent charity providing legal advice, information and legal representation for children and young people.
Citizenship Foundation	www.citizenshipfoundation.org.uk	Website of independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society.
Channel 4 PHSE resources	www.channel4.com/learning www.4learningshop.co.uk/C4Shop	Educational DVDs and CD-Roms.
4 Children (formerly Kids Club Network)	www.4children.org.uk	Publications on participation, bullying.
Direct.gov	www.direct.gov.uk	Direct.gov provides information from across UK government departments including disability and sex discrimination act and equal opportunities.
Equality and Human Rights Commission	www.equalityhumanrights.com	Statutory body with responsibility to protect, enforce and promote equality across the seven "protected" grounds - age, disability, gender, race, religion and belief, sexual orientation and gender reassignment.
Fair Trade Foundation	www.fairtrade.org.uk	Authorises fair trade marks and provides information.
Festival Shop	www.festivalshop.co.uk	Multifaith, multicultural and global resources including citizenship, self esteem, understanding each other, coping with difficulties/ solving problems.
Little Book of Children's rights and responsibilities	www.unicef.org.uk	Illustrated summary of the United Nations Convention on the Rights of the Child ideal for young people. Also available as a leaflet.
Oxfam	www.oxfam.org.uk/education	Range of resources including fair trade, global citizenship.
Participation for Schools	www.participationforschools.org.uk	Offers teachers a comprehensive guide to participation in all aspects of school life, and provides free resources and case studies.

Organisation	Contact Details	Resource
People First	www.peoplefirstltd.com 020 7820 6655	Organisation run by and for people with learning difficulties to raise awareness of and campaign for the rights of people with learning difficulties and to support self advocacy groups across the country.
PETA Foundation	www.petaf.org.uk	The PETA Foundation is a registered charity committed to helping end animal suffering by providing all people - from legislators to children - with the information they need to make informed and compassionate choices.
Rights of Women	www.rightsofwomen.org.uk 020 7251 6577	A women's voluntary organisation informing, educating and empowering women concerning their legal rights.
Save the Children	www.savethechildren.org.uk	Education Unit promotes global child rights education in schools and youth groups. Teaching resources
STANCE: resource for challenging homophobic bullying in schools	www.stance.org.uk	STANCE Against Homophobic Bullying is a resource pack which will help schools address homophobic bullying in a whole school approach. Includes staff training materials, information for pupils, curriculum resources and policy guidance.
Teachernet	www.teachernet.gov.uk	Links to resources, lesson plans.
Unicef and Rights Respecting Schools	www.unicef.org.uk	Education resources, young peoples website, children's rights, Rights Respecting Schools Award.

Local Organisations

Organisation	Contact Details	Resource
DEED - Development Education in Dorset	www.deed.org.uk 01202 739422	Resource centre, inset training, workshops in schools- aims to increase understanding of the economic, social, political and environmental forces that shape our lives, and to help develop our skills attitudes and values that enable people to work together to bring about change.
Race Equality Council	Pan Dorset www.dorsetrec.org.uk 01202 553003 Wiltshire www.wiltshire.org.uk	Charity aims to eliminate racial discrimination and promote shared values of peace, responsibility and racial harmony.
Unity in Vision	www.unity-in-vision.org.uk	Based in Boscombe, Bournemouth. A group of people from various cultures aiming to bring diverse communities together, to help develop a healthy perspective of cultural differences, through education, and social programs.