

Exclusion - Chair Game & Guess the Rule Game

KS 2-4

Learning Objectives:

To help pupils understand (or remind them) what it feels like to be excluded.

Suitable for:

Key Stages 2-4

Time needed:

30 minutes including discussion

You will need:

Enough chairs randomly arranged in a large space (free of tables) so that there is one chair per pupil.

What to do:

1. The Chair Game

You will need to set some ground rules (i.e no running and no pushing/physical contact.) Ask all the pupils except one to sit on the chairs. Tell the remaining pupil that his or her task is to try and sit down on the empty chair. Tell the other pupils to try and prevent this from happening by moving from one chair to another.

2. Guess the Rule

All the class should sit in a circle except one person who is sent out of the room. While that one person is out of earshot the class needs to agree on secret rule e.g. always cross your right leg over your left when answering; always lie when answering; always say 'Umm' in your answer.

The excluded person returns and stands in the middle of the circle. They must question the class in order to guess the rule. The questions need to be frequent, rapid and fairly simple for the game to be most effective.

Discussion (following both activities)

Ask the 'excluded' pupil how they felt as a lead-in to a facilitated discussion on what it is like to be excluded from a group and (for the second activity) not to know the rules and have the insider knowledge that everyone else has. The discussion could also address questions such as 'why are people excluded'.

Option:

If you wish to devote more time to this issue, consider asking pupils to generate questions or issues they would like to explore following the activity and then to choose from the list which question they would like to focus on. Agreed ground rules such as treating each other with respect and listening to all contributions should be drawn up first.



Source: Karen Mee, Tipton School, Sheffield

Curriculum

Links:

English:
KS2 En1
2e, 4c
KS3 1.2c
KS4 1.2c
PSHE(PW):
KS3 2.1e,
2.3ed
KS4 2.1d,
2.3ed
SEAL Y5-6
GO&FO
P21

Prejudice - 'Our Group'

Background:

Many people are victims of some type of prejudice or stigmatization for aspects of their identity, whether it relates to their ethnic background, hobbies and interests or simply the area of town they live in. This activity gives pupils an opportunity to explore their own experiences of prejudice and to help them relate to other people who are victims of prejudice.

Learning Objectives:

- For pupils to identify how individuals are categorised and stigmatised.
- To acknowledge pupils' own experiences as valid and relevant
- To reflect on their own experience of prejudice as a first step towards developing empathy with the experience of others

Suitable for:

Most suitable for Key Stages 3-4

Time needed:

40 minutes

You will need:

White board, flip chart paper and pens.

What to do:

Agree ground rules (for example, to treat each other with respect, to be willing to listen to other people etc.) Ask pupils to suggest groups represented in the room that face discrimination. For example:

- people who come from...
- people labelled 'Swot' girls
- 'short' people
- people who wear glasses
- people with 'red' hair

When each idea has been written up on the board, pupils vote individually

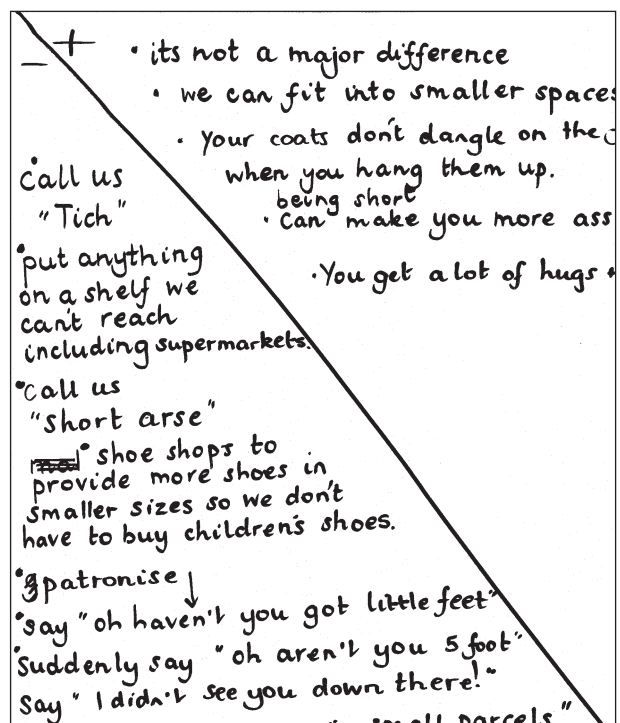
for which group they would like to work on. (This should normally be a group of which they are a member.) Pupils then assemble in their groups which should be between two and six in number. If there is only one person in a group, it can be suggested that they choose another group to join of which they are also a member. (Alternatively a volunteer 'ally' can join the person to make a group of two.)

Each group answers the following two points on a sheet of flip chart paper (or similar) divided diagonally (see example below):

'What we never want to have said, thought, or done, to us or people in our group again'

'What we want the whole world to know about our group'

The groups then come together and present their sheets to each other. This can be followed by a discussion about what the different groups have in common.



Curriculum Links:
 English: KS3 1.2cd, 2.1g
 KS4 1.2cd, 2.1g
 PSHE(PW): KS3 1.5ab, 2.3a-d
 KS4 1.5ab, 2.3a-e
 Citizenship: KS3 SoW Unit 4
 KS4 SoW Unit 3

Source: various incl. NCBI