

# Arrivals Project

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For further information see:  
<http://www.decsy.org.uk>  
OR  
<http://www.jeremyabrahams.co.uk/arrivals>

## 'Who are we? What would you do?'

**Age group:** KS1

**Main curriculum / subject area:** PSHE

**21st Century Skills**

To work collaboratively and to use critical literacy skills to unpack and process their understanding of key issues of identity, respect and acceptance.

**Cross Curricular links:**

Literacy:

To be able to express themselves and communicate ideas and opinions both verbally and in written form.

**Students will**

identify the key things that make them who they are  
have the opportunity to learn how to respect equality and diversity in relationships  
think about how to promote a culture of respect and acceptance

### Session Outline

**Step 1:** Use a selection of these activities to highlight that we all have something in common with each other.

**Option 1:** 'Find Someone Who....' Using the resource, find members of the class whose responses match their own.

**Option 2:** Standing in a line or circle, ask a question and ask those who it applies to to step forward. A physical way of demonstrating the things we share.

**Option 3:** Bingo – give students the grid and move round the room asking each other questions to find a similarity. Record on grid and first person to fill grid and shout bingo wins. (See Resource)

**Differentiation:** Working in groups nominate a scribe (Different ways of recording are ok

– words/pictures) Go through the questions/language to ensure that the meaning is clear.

### Step 2: Iceberg representation of self.

This section builds on the idea of identity and things that are important to different individuals and how these things can influence your thoughts, attitudes and values.

Show a picture of an iceberg and ask the class to tell you what they see (See Resources). Elicit the response that you only see a small percentage of the iceberg, only the bit above the water, and yet there is so much underneath the sea.

Demonstrate how to complete the picture by drawing or writing words or pictures that represent what people 'see' in you, and what they don't 'see' but that is important to you. If appropriate share icebergs in small groups but ensure that the setting is safe. Think about setting some ground rules or talking about how to respond to comments in a positive manner.

### Step 3: Faceless Portraits/Class Portrait &/or Museum

Option 1: Developing on from the previous activity draw or represent in any way, a 'portrait' of themselves. This can be done by placing actual objects on a piece of paper or could be pictures from a magazine.

Option 2: As a whole class create a Class Portrait or Museum – here students decide what objects or values/beliefs etc are important and representative of them. Because this is a collaborative project it's important to discuss what they choose and why and to ensure that there is an equal and accurate representation. This can form the basis of a class display.

Step 4: Having established that everyone is unique but also noting that we share a lot of things in common, draw attention to the idea that not everyone is as accepting and that often people can experience negative behaviour and discrimination due to their differences.

Individually or in small groups think about how they could encourage or promote a culture of acceptance and respect. This could manifest as a poster which raises awareness and give 'top tips' and advice for other students, a class assembly.

- This could also filter in to a buddy system and be used to help support new students in the school.

Step 5: Finish the session by reviewing what has been covered and what the students have learned. Really elicit the concept of diversity and difference as a positive, and stress that everyone has a role to play in promoting an accepting and welcoming environment.

## Resources

### Option 1

Find someone who.....

	Me Y/N	Name of person
Likes football		
Likes listening to music		
Can count to 10 in 2 or 3 different languages		
Has travelled to a different country		
Likes playing computer games		
Has brothers or sisters		
Can play a musical instrument		
Is the oldest child in their family		
Was born in Sheffield		
Always does their homework		
Can cook something		
Has a pet		

Bingo



# Iceberg

