

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: KS2

Main curriculum / subject area: PSHE

21st Century Skills:

To work collaboratively and to use critical literacy skills to unpack and process their understanding of certain issues.

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 relationship
be able to think about rights and responsibilities as members of families, other groups and ultimately as citizens

Session Outline

Step 1: Who am I?

Recognise elements of our own identity and identify what we share.

Draw 3 or 4 circles inside each other and write/draw the things that are important to them and make them who they are.

Model first (See Resources)

Step 2: One or both of these activities will highlight that other students will have identified the same or similar things.

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

Step 3: 'Recipe for me'

Read Benjamin Zephaniah's poem 'The British', and use it as a model to create a version for the whole class or for themselves - using their interests, hobbies and experiences.

<http://benjaminzephaniah.com/rhymin/the-british-serves-60-million/>

Differentiation: Supported group work creating a joint poem.

* The result could form a class display or part of a class assembly.

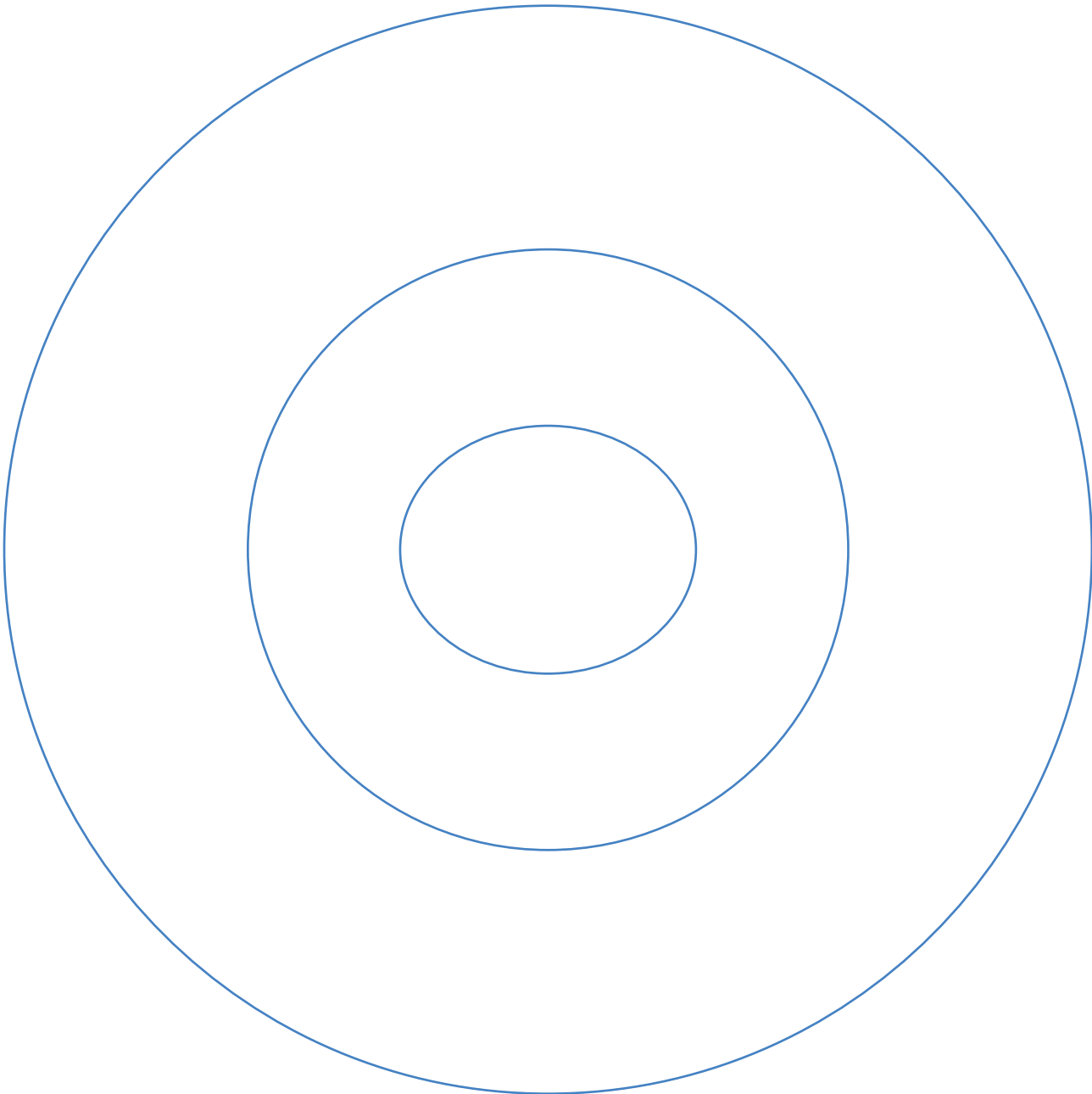
Step 4: Having established that everyone is unique but also noting that we share a lot of things in common, draw attention to the idea that not everyone is as accepting and that often people can experience negative behaviour and discrimination due to their differences.

Show the pack of cards and ask one student to select one. Read it to the class and brainstorm in pairs or small groups what they could do. Feed back to the whole class and address any issues that arise.

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

Step 1: Who am I?



Step 2

Option 1

Find someone who.....

	Me Y/N	Name
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 and 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		

Step 5: What would you do? Cards

<p>You see someone being bullied because they come from another country.</p>	<p>You and your friends hear someone saying unkind things about someone you go to school with.</p>
<p>Someone in your school doesn't have many friends and sometimes looks sad at playtime and lunchtime.</p>	<p>You see your brother fighting with one of the boys from school. You think it's because they follow another religion.</p>
<p>Someone told you that Sheffield shouldn't welcome any more people from different places as there aren't enough jobs to go around.</p>	<p>One of your classmates is having a difficult time doing their work as they find reading hard.</p>