




<p><b>Learning Objective:</b> To understand the qualities of a respected member of the community</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To identify the community groups that we belong to</li> <li>To explore the diversity in our community</li> <li>To understand why respect is important for a peaceful community</li> <li>To understand what a stereotype is and identify stereotypes in the community</li> </ul> <p>Thinking Skills</p> <ul style="list-style-type: none"> <li>Identify big ideas in a stimulus and ask questions related to these</li> <li>Support and build on the ideas of others</li> <li>Keep focussed on the matter at hand</li> <li>Explain how ideas are linked</li> <li>Explore a range of different possibilities</li> </ul>	
<p><b>Vocabulary:</b></p> <p>Stereo-types Diversity Community Respect Tolerance</p>		
<p><b>Suggested Lessons</b></p>	<p><b>Aims of Sessions:</b></p>	<p><b>Content:</b></p>
	<p><b>Recap of prior learning:</b></p>	
<p><b>1</b></p>	<ul style="list-style-type: none"> <li>About a variety of different jobs, including those done by people they know or people who work in their community</li> </ul>	<p>L.O. To identify the community groups that we belong to</p> <p>Skills Focus: Identify big ideas in a stimulus and ask questions related to these</p> <p>Recap – What is a community? What places are in your community? What groups in your community are you a part of? (i.e. clubs, scouts, brownies, sports teams, church, after school clubs etc.). Children to discuss in groups of 3 or 4 and record ideas on A3 paper. Read the book Hey Wall to the children. Discuss how the community come together to reflect the diversity of where they live.</p> 

<p>2</p>	<ul style="list-style-type: none"> <li>• What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them</li> <li>• What children have in common and how they are similar or different to others</li> </ul>	<p style="text-align: center;"><b>Lesson 2/3</b></p> <p>L.O. To explore the diversity in our community</p> <p>Skills Focus: Explain how ideas are linked</p> <p>Recap the story Hey Wall and the learning about the diversity of the community depicted. Give children a copy of the final mural-</p>  <p>Children to discuss the mural and identify what makes the community diverse. Record ideas as a class. Give each child a square piece of plain paper. Children to draw one thing that is important to them/that they like/interested in/makes them special or unique. Each square will then be put together to represent the diversity in the class as a mural.</p>
<p>4</p>	<ul style="list-style-type: none"> <li>• How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>• Know what friendly behaviour is and what makes you a good friend</li> <li>• How their actions can affect people's feelings</li> </ul>	<p>L.O. To understand why respect is important for a peaceful community</p> <p>Skills Focus: Support and build on the ideas of others</p> <p>Show the children their class mural- discuss the different pictures that make the class diverse. What makes a peaceful community? What is our responsibility towards others? Mind map ideas. Explain that we are going to focus on respect.</p> <p>Read "I Don't Care!" Learning About Respect by Brian Moses and Mike Gordan. Think about the main character at the beginning of the story and at the end of the story. Create a role on the wall for each one.</p> <p>Discuss the following questions- How did he feel at the beginning and end? What were his relationships like at the beginning and at the end? How did he behave at the beginning and at the end?</p> <p>What advice would you give to someone who was feeling/behaving the same, in order for them to fit into the community?</p>
<p>5</p>		<p>L.O. To understand what a stereotype is and identify stereotypes in the community</p> <p>Skills Focus: Explore a range of different possibilities</p>

		<p>Display pictures of different people who may be stereotyped in some way around the classroom i.e. firefighter, female nurses, male delivery drivers, male builders, male mechanics, female TA's etc. Ask children to walk around the room and think about what they notice about the pictures.</p> <p>Come into a circle -</p> <p>Show children the pictures of a doctor in and out of his uniform, one at a time.</p>  <p>Ask children to name the personality traits of each person. What do you think they are like as a person? What stands out in their appearance? Do you think they are kind/unkind? What is their profession?</p> <p>Use this as a stimulus to start a discussion about stereotypes in our community. Can children think of any others? Why do we stereotype people? How does it make people feel? How does it prevent a peaceful community?</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>• That they belong to different groups and communities outside of your immediate family</li> <li>• What makes a community diverse; how the local/wider community around the school is made up of different groups</li> <li>• How recognising and valuing the contributions of others helps everyone within the community feel included</li> <li>• How to be respectful towards people who live different lives than they do</li> </ul>
<p><b>Resources needed for project:</b></p>		<ul style="list-style-type: none"> <li>• Hey Wall by Susan Verde</li> <li>• Photocopies of Hey Wall mural page</li> <li>• "I Don't Care!": Learning About Respect by Brian Moses and Mike Gordan</li> <li>• Pictures of stereotyped people</li> </ul>
<p><b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p><b>SEND:</b></p>		<p>Consider people who are not part of the community- i.e. criminals, homeless people- why have they been excluded? Is this fair? What advice could you give them to re-integrate into the community? Write a speech about challenging stereotypes. Why is it important to challenge them? Who does this affect? How does this relate to equality?</p> <p>Pre-vocab session</p> <p>Read the books before the session and talk through the pictures/ characters, answering the key questions</p>