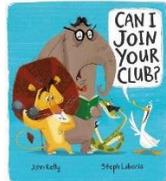
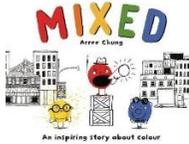
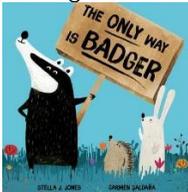


STRAND PLANNING:
Diversity & Equity #1
 Glossary of terms included for teaching aid



	Year 2	Year 3	Year 4	Year 5	Year 6
Week 1 Life	<p>KLO: To understand differences. SLO: To reflect on the meaning and messages of a book. As a whole class, read 'How to be a lion'.</p>  <p>Show the children the front cover of the book. How do you think Lions are expected to behave? If this book was an instruction manual for lions, what would be the first three, most important instructions? How is Leonard different? Look at the page where Leonard and Marianne walk together; what can we learn from these animals? How do you think Leonard feels when the other lions come prowling around? Why are the other lions so angry towards Leonard? Look at the page where Leonard walks away in the rain – how is he feeling? Why? How do you think Leonard feels when he goes back to speak to the other lions?</p>	<p>KLO: To understand differences. SLO: To reflect on the meaning and messages of a book. As a whole class, read 'Can I join your club?'</p>  <p>What is a club, what is a club for? Is anyone in the class a member of a club? Why might someone join a club? Look at the front cover of the book and the body language of the animals- what do you think this story is about? Read "Can I join your club?" after the story discuss with the children the following questions Why did Duck want to join a club? Why did the different animals turn him away? How did this make Duck feel? When tortoise asked to join Duck's club, why didn't Duck check if tortoise could make a good quack noise? Tortoise is very different to duck, why did Duck approve tortoise?</p>	<p>KLO: To understand differences. SLO: To reflect on the meaning and messages of a book.</p>  <p>Read "Mixed" stop at points in the story to discuss following questions and predict what comes next: The first time a Red shouts, "Reds are the best!" how do the other colours react? (Look at their faces) Look at the faces of the different colours when they divide the town; why are they looking so sad? "Life felt so vibrant!" what does this mean? Why were the other colours unhappy about Blue and Yellow being friends? Why was Blue and Yellow's child the colour green? Why did the town tear down the walls? - What did the colours learn at the end of the story? Put the class in to groups of three and give each person a colour to work with (red, blue, and green). Each group to create a poster to show the three colours work together</p>	<p>KLO: To understand differences. SLO: To reflect on the meaning and messages of a book.</p>  <p>Look at the cover of the book; what do you see? Look at the language used and the images; what do you think this story is about? The title doesn't make sense; what is missing from the title sentence? Why do you think the author has chosen this title? Children work in pairs to cut out different colour shapes, stick them on to a poster with a title, "Being different is the best thing ever!" Discuss what happened in the book when different colours and shapes joined the story. How did life change for the colours? What did the colours learn? Look at the faces when the rules are up and contrast to faces at the end of the book – why are they all happy at the end of the book At the start of the story, why did the colours think they couldn't be friends? Why do the colours say at the end, "Being different is the best thing ever!"? How are we different in our</p>	<p>KLO: To understand differences. SLO: To reflect on the meaning and messages of a book.</p>  <p>What does Freedom of speech mean? Explain it is the freedom to say what you think. Can words hurt people? What if someone says a group of people should be hurt – is it always ok for people to say what they think? Read "We are all Badger" stop at points in the story to discuss following questions: How does Badger make other animals listen to him? Discuss the language Badger uses such as "I'm only trying to help you" – why is this effective? When Badger starts chanting "No deer here" what is the impact on a) deer b) other animals? Why does Badger interrupt Moose when he says, "I really think..." Why do the smaller animals skip in to the small badger burrows, how are they feeling?</p>

	<p>"Why don't you be you and I will be I." what does Leonard mean?</p> <p>Show the page where Leonard has doubts; "Must I be fierce? Must I change?" Children draw the image and write their response to Leonard to help him feel confident. Encourage children to give examples in our school of ways we are different or unique, but we work together. Children could explain what No Outsiders means and how it relates to this story.</p> <p>Why is this story about No Outsiders? If you see someone feeling unconfident or feeling like an outsider, how can you help?</p>	<p>Why did Duck choose to call the club "Our Club" instead of "Duck Club"?</p> <p>- What did the animals learn at the end of the story? Say to the children what you like about the club we have invented today is that it is full of people who are different; no one is the same but no one is left out! Ask children to create a "Our club" poster and around the lettering draw children and label differences – identify and celebrate differences in the class first (say the best thing about our class is that we have differences – different skin, eye colour, hair, genders, some wear glasses, some have inhalers etc)</p> <p>Children shouldn't name individual children from the class with their differences on the poster, rather create a poster showing generic children with differences. When Lion says Duck hasn't got the right roar, why doesn't Duck try harder and learn to roar properly so that Lion lets Duck in the club? Why doesn't Duck learn to make different noises to fit in? What can we learn from Duck? Why is this story about No Outsiders? Who was made to feel like an outsider in the story? What can we do in our school to make sure no one feels like an outsider?</p>	<p>successfully/ They can use words and images, but the aim is to show the three colours united.</p> <p>What does Red learn at the end of the story?</p> <p>If you hear someone behaving like Red, what can you do? If you don't feel able to speak up at the time, who can you tell? Remember, not everyone understands about or agrees with No Outsiders, but anyone can change their mind. If you hear someone saying something like, "Reds are best," what can you say? You need to tell them about No Outsiders. Tell them about our school / town and how we're all different – different skin, different religion, different families, but we all get on and it works!</p>	<p>class? What can we learn from this book? Why is this book about No Outsiders?</p>	<p>When Badger instructs the animals to bark, why does rabbit say, "I don't like where this is going?" what is rabbit realising?</p> <p>Why does Badger end up alone? What does Badger learn at the end of the story?</p> <p>The ending is very quick. Does Badger really understand or is he only changing his behaviour because all his friends have left? What happens next? Do you think the animals accept Badger? Continue the story to show what happens next and show how the animals make sure this never happens again, or devise a lesson plan for young animals in the forest school to teach about diversity and difference so that this never happens again. Consider freedom of speech- what is it? Should Badger have freedom of speech? Do you think if we had a discussion with Badger at the start, we could have changed his mind or maybe stopped animals having to leave? If Badger believed all deers should be killed, should he be allowed to say that? Would Badger just change his mind by himself? How do people change their minds? How do we get people to hear and think about different ideas? What is freedom of speech? Should everyone have freedom of speech? Is there a time when someone should be denied freedom of speech? Why is this story about No Outsiders?</p>
<p>Week 2 Healing</p>	<p>KLO: To begin to understand gender differences. SLO: To reflect on the meaning and messages of a book by answering questions.</p> <p>Read the book 'The sissy duckling.' Poor Elmer doesn't conform to traditional gender roles, and gets called a sissy for it. The main message is</p>	<p>KLO: To know what it means by Prejudice. SLO: To be able to identify language that is seen to be prejudice and what harm it can do.</p> <p>Prejudice – women are bad drivers – discuss! Boys should not cry – discuss!</p>	<p>KLO: To know the term gender stereotyping. SLO: To understand the shift from traditional roles of a particular gender to roles in the present day.</p>	<p>KLO: To know the different ways to bully someone. SLO: To understand that we have choices and what the consequences are. Ally or bystander? Explain to the students that this activity looks at situations where you must decide, in that moment, how to react if you see someone being teased or bullied. Sometimes you may do</p>	<p>KLO: To know the meaning of gender stereotyping and homophobia. SLO: To understand the impact these issues have on lives.</p> <p>Give the children a very broad statement e.g. pink is for girls! Boys are not supposed to dance! Discuss – make a point of stereotyping but in fact many people have succeeded in non-traditional fields</p>

accepting one's self and others' opinions. Discuss. Discuss that boys and girls are equal and that it is right for children to accept each other, no matter what their differences are. Play fruit salad – children move places with someone if they like something that the teacher calls out e.g. dance, football, pink etc. Discuss outcomes. Look at pictures of baby faces – are they girls or boys? Why do we not know? Show a girl playing football, boy dancing. Can they come up with activities they like doing? List.

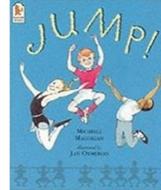
Using worksheet 15, students read extracts from newspapers that feature Prejudicial views towards a particular group. Children should use pens to highlight the prejudicial views and think about the negative consequences of this attitude. Use the slides to discuss.

https://www.equalityhumanrights.com/en/file/6956/download?token=ehHz_lcF

As a fun plenary, present the riddle on slide 28 followed by the questions that will reveal prejudicial and stereotypical thinking. Highlight that it is important to be aware of our own prejudicial and stereotypical attitudes and to think about how they will make other's feel.

<https://www.equalityhumanrights.com/en/file/6966/download?token=gWiWmnlf>

Read the book 'Jump:'



Every Saturday Steven watches his sister at her ballet class - jumping and dancing - and he longs to join in. But his mother says that real boys don't dance; they play games like basketball. However, there's one skill that you need for both ballet and basketball - and, fortunately for Steven, it's the thing that he loves doing best! Michelle Magorian says her inspiration for Jump! came from the comments people used to make about her eldest son when he was still in nappies, saying "I was surprised to hear people talking about all the "boyish" activities he would take part in when he was older and thought, 'What if my son preferred dance to rugby?'"

Read this book with the class – discussing some of the issues that come out of this book. Discuss gender stereotyping and show examples of people who have made a difference doing a job in a non-traditional role e.g. women's football, astronauts, Billy Elliot etc.

Discuss that although there has been a shift of acceptance and rights – talk about issues that still arise today e.g. gender pay scale, same sex marriages in churches etc.

something. Sometimes you may not. It often depends on the situation, how well you know someone, if they are older or younger, etc. This activity involves movement and action.

- For each situation, children will make a decision regarding how they will respond using the following four choices. Briefly discuss them to ensure that your students understand each one.

- o Ignore the situation or walk away.
- o Intervene Myself.
- o Talk to the person in private.
- o Seek help from an adult or someone older.

- Read the scenarios that you have chosen out loud to the class.
- To generate further discussion after you have presented the scenarios, ask some open-ended questions:

- o Did you respond differently to the different scenarios?
- o What are some of the reasons you chose one corner versus another?
- o With whom did you feel most comfortable intervening?
- o When were you more likely to ignore the situation? Why?
- o Would you respond in some other way not represented by the four corners?
- Discuss what it means to be a bystander.
- o How do you think the person being teased feels if people don't do anything?
- o How do you feel when you don't do something?

The important message is that if students witness bullying behaviour, they take some kind of action. If they are not sure whether to do something, this means it is a good time to talk with someone about it.

- A classmate or friend constantly makes fun of a another student because they are small for their age.

such as Mae Jamison – Astronaut and Bill T. Jones – the dancer. Show a clip from Billy Elliot to demonstrate how good a boy can be at dancing and how this is accepted!

Discuss Homophobia – what is it? Can you discuss examples? How could it make us feel? How can we put a stop to it?

				<ul style="list-style-type: none"> • An older student makes fun of a younger student because they are small for their age. • At recess, you hear two other students calling your friend "fatty." • A friend of yours teases another student because their pants are too small. <p>GENDER EXPRESSION / GENDER IDENTITY</p> <ul style="list-style-type: none"> • When you are with a group of friends, one of them makes fun of a younger student because of the way they dress. • A friend of yours keeps saying to other boys, "Hey, stop acting like a girl." • A boy in your school that you don't know very well keeps saying to other boys, "Hey, stop acting like a girl." • A friend in your class teases a younger boy for having a teddy bear or a doll. • A student in your class teases a boy for wearing a pink t-shirt and nail polish. • A girl in your class teases another girl for always dressing like a boy. • A friend of yours keeps asking a new student if they are a boy or a girl. <p>RACE / ETHNICITY / CULTURAL IDENTITY</p> <ul style="list-style-type: none"> • A new kid at school calls your friend a bad name because of their skin colour. • A friend of yours calls a new kid at school a bad name because of their skin colour. • A kid you don't know calls another kid you don't know a bad name because of their skin colour. • You hear another classmate tease a new student about what they are wearing. The student is wearing traditional clothing from their home country. • You see two students making fun of another child's school lunch because it 	
--	--	--	--	---	--

			<p>has food that is different from what their family eats.</p> <p>DISABILITY</p> <ul style="list-style-type: none">• A friend of yours teases another student for not being in the same math group.• You see two kids making fun of another student because they are reading "baby books."• You notice that a student in a wheelchair is not included in basketball or four square during recess.• You notice that no one picks a certain student for their team during physical education because they have trouble moving quickly. <p>WHO YOU LOVE / FAMILIES</p> <ul style="list-style-type: none">• A new kid at school calls your friend "gay."• A group of students your age keeps saying "that's gay" to mean they don't like something.• A group of students your age keeps saying "that's gay" to mean they don't like something, and you know that your friend's dads are gay.• Your classmate has two moms, and you hear a child ask them which one is their real mom.• You hear a classmate ask another student, "Why do you have such a big family?"• You hear a classmate ask another student, "Why don't the people in your family match?" <p>SOCIOECONOMIC LEVEL</p> <ul style="list-style-type: none">• You see two kids making fun of another child because they eat school lunch.• You hear a child acting shocked that another student's family doesn't own a computer.• A classmate makes a negative comment about the old car someone's parents drive. <p>MULTILINGUALISM / HOME LANGUAGE</p>	
--	--	--	---	--

				<ul style="list-style-type: none"> You see two kids making fun of/copying another student's accent/way of talking. A friend of yours angrily tells another student that they should go back where they came from. <p>RELIGION</p> <ul style="list-style-type: none"> Someone in your class says something mean to another student in your school because of their religion. A kid you don't know is asking another student why they don't celebrate a certain holiday. You see two kids making fun of another student for the clothing that their family wears that is part of their religious expression. (Examples: hijab, yarmulke) 	
Week 3 Sunlight	<p>KLO: To understand the term 'challenging stereotypes'. SLO: To complete a social study based on the life of an influential person.</p> <p>The dance Bill † Jones Mae Jamison</p> <p>Use Ipads to research this person/s and work in small groups to produce a social study presentation to the rest of the class. This may take 2 weeks to produce and to present.</p>	<p>KLO: To understand the term 'challenging stereotypes'. SLO: To complete a social study based on the life of an influential person.</p> <p>Rachel Carson, the scientist</p> <p>Use Ipads to research this person/s and work in small groups to produce a social study presentation to the rest of the class. This may take 2 weeks to produce and to present. Or see extensive list of influential people form LGBTQ+ community.</p>	<p>KLO: To understand the term 'challenging stereotypes'. SLO: To complete a social study based on the life of an influential person.</p> <p>Bessie Coleman</p> <p>Use Ipads to research this person/s and work in small groups to produce a social study presentation to the rest of the class. This may take 2 weeks to produce and to present.</p>	<p>KLO: To understand the term 'challenging stereotypes'. SLO: To complete a social study based on the life of an influential person.</p> <p>Alice Walker</p> <p>Use Ipads to research this person/s and work in small groups to produce a social study presentation to the rest of the class. This may take 2 weeks to produce and to present. Or see extensive list of influential people form LGBTQ+ community.</p>	<p>KLO: To understand the term 'challenging stereotypes'. SLO: To complete a social study based on the life of an influential person.</p> <p>Bayard Rustin, a key strategist for Martin Luther King Jr.</p> <p>Harvey Milk as the first openly gay politician</p> <p>Use Ipads to research this person/s and work in small groups to produce a social study presentation to the rest of the class. This may take 2 weeks to produce and to present. Or see extensive list of influential people form LGBTQ+ community.</p>
Week 4 Nature	<p>KLO: To know the meaning of the term 'diversity'. SLO: To understand that there are many different types of families but who share the same goals.</p> <p>Read 'And Tango makes 3' This story is about 2 male penguins who find a penguin egg –these penguins are still in the zoo today. Discuss families – ask</p>	<p>KLO: To know the meaning of the term 'diversity'. SLO: To understand that there are many different types of families but who share the same goals.</p> <p>Our family video INTRODUCE THE FILM https://www.youtube.com/watch?v=cTqC4U_98Xo</p>	<p>KLO: To know the meaning of the term 'diversity'. SLO: To understand that there are many different types of families but who share the same goals.</p> <p>Different families – same love – create a family tree – stick pictures of special people in their family among the branches. Use other pictures to represent other families too to show diversity.</p>	<p>KLO: To know the meaning of the term 'diversity'. SLO: To understand that there are many different types of families but who share the same goals.</p> <p>Use Every kind of family Power pint presentation from Twinkl – class discussion about how there are so many different kinds of families but</p>	<p>KLO: To know the meaning of the term 'diversity' SLO: To understand that everyone has a choice.</p> <p>Read this book as a whole class – I am Jazz</p>

who is in their family. Show pictures of some other families including 2 mummies, 2 daddies. Explain that love is love and that there are lots of different families across the world.

"We will be seeing a video about families. You will see parents/caregivers and children talking about their families. Some will be with their grandparents, some will be speaking two languages, some will have two mums who are married to each other. We will talk about the video and share what we notice. As we discuss the video, remember to be respectful of the many families and students that you see, especially families that are different from yours."

In groups of 2-4, children discuss these questions followed by a full class discussion.

- Which families did you choose that have something in common with you and your family? Why? What are the things that are the same in this family and yours?
- Which families did you choose that are different from your family? How is their family different from yours?

Discussion as a class: ◦ Did you see any families like your family?

◦ Did you see any families that are like families of your friends?

◦ What differences did you notice between your family and some of the families in the video?

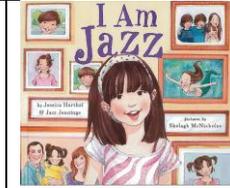
◦ What are the similarities among families in the video? Are there things they seem to have in common?

At the end of the video, Nathan says, "It is important to have diverse children, to have diverse families in a school so you know how to include everyone... you don't just go to



share similar goals – what are these goals – love, safety etc.

In small groups – discuss their own families and who is in their family – play spot the differences – does it make anyone any less loved?



The book purposefully introduces you to Jazz—what she likes to do, her favourite colours and her friends—before mentioning that she is transgender. Avoid introducing it as a book about a transgender girl.

Instead, you could simply say that this is a story based on the real-life experiences of a girl named Jazz.

Prompts for discussion:

++ Jazz says that her favourite colours are silver and green. What are your favourite colours?

++ What are some things you have in common with

Jazz? What are some things that are different?

++ How does Jazz feel when other kids at school make fun of her because she's transgender?

How does it make you feel when someone teases or bullies you?

++ If Jazz went to your school, what could you do to help her feel safe and welcomed?

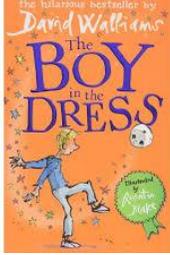
++ In the book, Jazz says that she is transgender.

Who can describe what transgender means?

You can define the word transgender as: when your gender identity (how you feel) is different than what doctors/midwives assigned to you when you were born (girl/boy, she/he pronouns or sex assigned at birth).

++ Being transgender is just one part of Jazz's identity. What other things have we learned about Jazz that make her who she is?

		<p>the people who are like you, you reach out and embrace everyone." ◦ What do you think he means?</p> <p>◦ <i>Why do you think it is important to get to know everyone, not just people who are like you?</i></p> <p>Use the <i>Different? / Similar? / I Wonder?</i> handout below: DIFFERENT? / SIMILAR? / I WONDER?</p> <p>1. What family is different from yours? List the differences:</p> <p>2. What family is similar to yours? List the similarities:</p> <p>3. What family makes you wonder something?</p>			<p>++ How does Jazz feel when other kids at school make fun of her because she's transgender? »» How does it make you feel when someone makes fun of you? »» What can you do if you see someone making fun of another student?</p> <p>Note: Students have many options. Mention some of these ideas if they are not brought up by your students: Speak up in the moment; tell a caring adult, such as a parent or teacher; talk to either the student who is being made fun of or the student who is being mean later, in private; cause a distraction so the mean teasing stops; or help the student who is getting teased to get away from the situation. EXTENSIONS Write "I Am Me" poems. (See the Welcoming Schools lesson Creating Community in Your Classroom: "I Am Me" Poems.) Governor visit – Q&A session.</p>
<p>Week 5 Serenity</p>	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Art activity – discuss what we have learnt so far – everyone is unique but share a common goal – to be happy! Children will work in small groups to create handprint circles to show unity and love for everyone.</p> 	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Make fruit kebabs using fruit that represents the colours of the LGBTQ= community e.g. strawberries, melon, pineapple, green grapes, blueberry, purple grapes.</p> 	<p>KLO: To know the meaning of 'rights and responsibilities' SLO: To understand the impact this has on ourselves and others.</p> <p>Rights and responsibilities – Discuss what your basic rights are e.g. you have a right to be fed, clothed, watered, access to free medical care through the NHS, Schooling, vote once 18 etc. What are your responsibilities? E.g. Abiding by the law, schooling etc. What would you feel like if you were denied these responsibilities? Talk about the fact that in some countries this in fact does happen. Some people are not allowed to have a freedom of expression.</p> <p>Read an extract from The boy in the dress</p>	<p>KLO: To know the meaning of 'rights and responsibilities'. SLO: To understand the impact of the Stonewall riots.</p> <p>Discuss basic human rights. Imagine that these rights are taken off you, what would be the impact?</p> <p>Now discuss LGBTQ rights and how the Stonewall riots in 1969 changed the course of these rights.</p>	<p>KLO: To know the historical meaning behind the LGBTQ+ flag. SLO: To use research skills to develop understanding.</p> <p>Research the LGBTQ+ flag – the historical meaning behind it/colours and what it means to people today. Present findings on a background of these colours.</p> 

			 <p>What are his rights and responsibilities? How would he feel if he wasn't allowed to dress in what he likes? Why shouldn't he be able to do this? Class debate – school uniform – skirts/trousers/dresses.</p>		
<p>Week 6 Spirit</p>	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Recipe for the future! Think about what we would put in a bowl to make a cake e.g. flour, eggs, sugar etc, mix it all together and make a beautiful cake. What would we add to the bowl if we were to make a recipe for everyone around the world to love on another by accepting each other for who they are? This could include 1 cup of understanding, 5 tablespoons of caring etc. Can the children come up with their own ideas – make a display out of this?</p>	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Art activity – Complete a thumbprint tree using the colours of the LGBTQ+ flag.</p> 	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Art activity – Love is love Rainbow heart transparencies.</p> 	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Art activity – Ask a partner to draw around them and vice versa – now take the outline of your body and complete a self-portrait using art materials to show what is important to you – use pictures, quotes etc (refer to staff wellbeing meeting – self portraits).</p> 	<p>KLO: To know how to create expression through art work. SLO: To recognise why this art work has meaning.</p> <p>Art activity – melt crayons (colours of the LGBTQ+ flag and use this as a background to create their own posters in support of love is love and how we should all accept each other for what we are.</p> 