

<b>Date:</b>	<b>Learning Challenge:</b> Can I explore human diversity and equality?
<p><i>Outline of the session:</i></p> <p><b>Activity 1: Diversity 10 mins</b></p> <p>Write the word 'diversity' on the board. Ask the children to offer suggestions as to what it means, (i.e. difference), and make a list of the ways in which we are different, within this class and also more generally. Discuss whether those are positive differences or whether they can be negative differences at times. Is it the difference that is positive or negative, or people's reaction to it?</p> <p><b>Discussion Points:</b></p> <p>In what ways are human beings different? The same?</p> <p>How does it feel when we're the same as others? (e.g. a sense of belonging, safety, included?)</p> <p>How does it feel when we're different to others?</p> <p>Can you think of a time when you felt very different to others?</p> <p><b>Activity 2: Equality 15 mins</b></p> <p>Place a large piece of paper (A2 or A1 size) on each table and write one type of human diversity on each one, e.g. race; religion; gender; sexual orientation and family, discussing what each one means. Ask the children to work in groups to brainstorm ways in which people can be different within that aspect, e.g. religion – considering different types of religion, faith, spirituality; and thinking how people can be persecuted for this type of diversity. (What it means, how you can be different, how you can be targeted and victimised)</p> <p><b>Activity 3: Sexual Orientation 10 mins</b></p> <p><a href="https://www.youtube.com/watch?v=2REkk9SCRn0">https://www.youtube.com/watch?v=2REkk9SCRn0</a> This is a great animated film to support this area.</p> <p>Explain to the children that for the remainder of this session we will look at sexual orientation, and next session we will look at family diversity. Explore as a class what we mean by sexual orientation, and ask the children what they already know or have heard about being gay or straight, reaffirming that there are no right or wrong answers and placing an emphasis on giving mature, responsible and respectful answers. Put their answers on the board, whether they are accurate or not. Explore where they have heard these things before, making a note on the board. Ask the children to explore how they feel about talking about this subject, and ask them to consider how they think gay young people would feel in their school or community.</p> <p><b>Activity 4: Language 10 mins</b></p> <p>Ask the children to list some terms that they've heard for gay people. Write them on the board. Ask them to list some other unkind names they've used or heard being used in the past and write them on the board. Discuss why we wouldn't use those names and words, referring to the Feelings Ladders to explore how it makes people feel. Therefore, discuss why it is unkind to use the terms discussed first for gay people, exploring what we're properly saying when we say 'that's so gay' i.e. a derogatory term.</p> <p><b>Activity 5: Quiz 15 mins</b></p> <p>Give each child a copy of the anti-homophobia quiz, asking them to complete it individually. Discuss the answers as a class.</p> <p><b>Activity 6: R Time 15 mins</b></p> <p>Randomly pair children up and ask them to:</p> <ul style="list-style-type: none"> <li>· Say hello to their partner, using their name and discuss 3 ways in which they're the same as that person.</li> <li>· Discuss: What do we mean by homophobia?</li> <li>· Feedback some answers</li> <li>· Discuss: How do you think someone would feel if they were gay and in this school or community?</li> </ul> <p>Feedback some answers</p> <ul style="list-style-type: none"> <li>· Give copies of the postcard template: ask each pair to complete the postcard.</li> </ul>	

- Feedback some answers.
- Thank partner

**Conclusion:** Changing Views **5 mins**

Ask pupils if looking at sexual orientation and homophobia has changed their views at all? In what way? How would they now react if they knew someone who was lesbian or gay?

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<b>Date:</b>	<b>Learning Challenge:</b> Can I explore family diversity?
<p><i>Outline of the session:</i></p> <p>Recap on the content covered in the last session, and re-establish what we mean by ‘diversity’ and ‘sexual orientation’, discussing any issues or comments that have arisen over the week since the last session. Explain that this week we will be focusing on families. With the children seated in a circle, start the session with a ‘no outsiders circle’, asking pupils to consider the class as a whole and say “This class is like a family because....” moving around the circle until everyone has been included. Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week, without using other pupil’s names.</p> <p><b>Activity 1: Different Families 20 mins</b></p> <p>Discuss with the class that today we are looking specifically at families and how families can be different. Discuss with the class that in the U.K. people used to talk about there being a ‘nuclear family’, and this was “normal”. A nuclear family would be a mum, dad and their children. Discuss how ‘normal’ this is now, or whether families have changed. It may also be of use to encourage children from different cultural backgrounds to highlight what is considered to be a ‘normal family’ where they or their parents are from. Ask pupils to list different family types and write them on the board. If pupils are willing, you may wish to conduct a straw poll to see how many pupils identify with each type of family.</p> <p>Finally, display the graph of U.S. family make-up on the Smart Board. Discuss the difference in the figures between 1970 and 2000. Why is this?</p> <p><b>Activity 2: One Dad, Two Dads... 15 mins</b></p> <p>As a class, read the book ‘One Dad, Two Dads, Brown Dad, Blue Dad’ by Johnny Valentine.</p> <p><b>Discussion Points:</b></p> <p>What is the author trying to tell us?</p> <p>What other messages can you find in this book?</p> <p>Key point is that we all have different families and that is what makes us special. Look at the Stonewall poster ‘Different Families, Same Care’.</p> <p><b>Activity 3: Family Links 40 mins</b></p> <p>If the weather is nice, this activity can be done outside. If not, you will need a large space, such as the hall, and large pieces of paper – A2 or A1 size per child (flipchart paper is ideal) and some balls of wool.</p> <p>(If outside)</p> <p>Explain to the children that we will be drawing our families, using chalk, on the playground. They must draw not only themselves, but everyone else who is in their immediate family or to whom they are closely linked or related, e.g. they may wish to draw themselves, their brother and sister, mum, dad, uncle, gran, aunt and two cousins. Pupils can draw as many of their family members as they wish, time allowing. Once complete, ask the children to think about whether their family is connected in some way to anyone else’s drawn on the playground. Discuss ways in which they could be connected, e.g. they live in a similar area or nearby, they are from the same place, they go to school together, they are friends, they have the same family make-up, they are related, they have the same pet, they have the same religion, same age, etc. Ask the children to then draw a line from their drawing to anyone else’s drawing to whom their family is connected in some way. It is likely that you’ll have plenty of lines all over the playground!</p> <p>(If Inside)</p> <p>Repeat the activity as above, but instead of chalk ask the children to draw their families on one or a few pieces of large paper. To connect the families to others, they can cut lengths of wool and lay them from one drawing to another.</p> <p><b>Discussion Points:</b></p> <p>Looking at the different families drawn, did it surprise you to see what types of families your classmates come from?</p> <p>What did you notice about the drawings?</p>	

What did you notice about the connections to other families?  
 How does it feel to be connected to so many other families in so many ways?  
 Why do you think people make fun of other people's families, and why do people get so angry when this happens?  
**Plenary:** Ask the children if their view of families has changed at all since the start of the lesson. In what ways? How will they now react to children whose families are very different to them, e.g. children who have two dads or two mums, who are adopted, in foster care or who only live with their one dad, or their mum, or even gran or granddad?  
 Referring to the Feelings Ladders made, ask the children how they would feel if people teased them about their family.

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