

Equality and Diversity Lesson Plan

'The Dot': Peter H. Reynolds

Health and Wellbeing Experiences and Outcomes:

<i>Mental, emotional, social and physical wellbeing</i>				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>				
<p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				
<p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i> HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>				

Literacy and English Experiences and Outcomes:

<i>Listening and Talking – Understanding, analysing and evaluating</i>				
EARLY	FIRST	SECOND	THIRD	FOURTH
<p><i>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know.</i> LIT-07a/ LIT 0-16a/ ENG 0-17a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p>	<p><i>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions and by asking different kinds of questions of my own.</i> LIT 2-07a</p>	<p><i>I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.</i> LIT 3-07a</p>	<p><i>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</i> LIT 4-07a</p>

Progression

Early	First	Second	Third/Fourth
<p><i>I am able to share my thoughts about what makes me special.</i></p>	<p><i>I understand and value the fact that everyone is unique.</i></p> <p><i>I am able to identify what makes someone else special.</i></p>	<p><i>I understand my own skills and abilities.</i></p> <p><i>I am able to support my opinion with evidence and examples.</i></p>	<p><i>I am able to share how I have developed my skills and qualities.</i></p> <p><i>I understand how I can refine my skills and qualities across my learning.</i></p>

By the end of Early Level

❖ *I am able to share my thoughts about what makes me special.*

Resources:

'The Dot' – Peter H Reynolds
A coloured circle for each child
Mark making materials

Step 1:

Show the children the front cover of 'The Dot' and open up comments with, "***I wonder what this story might be about . . .***"

Read 'The Dot'.

Step 2:

Share – "***Vashti feels that she is different to everyone else. She thinks that she can't draw. At the end of the book we see that Vashti has all of her art work on the wall. The boy at the end thinks that Vashti's art work is really good. Vashti is good at drawing.***"

Discuss:

What are you good at? Brainstorm ideas as a class (e.g. being really good at football, being a really good drawer, being a good friend, etc.).

Step 3:

Each child to be given a coloured circle ('dot'). Each child to either draw a picture or stick a photograph of themselves on one side of the dot. On the other side, the children should draw something that they're good at, something which makes them special.

Each child should share what they think makes them special with the rest of the group celebrating what they say. All the dots should be strung together and displayed in a chain across the room.



By the end of First Level

- ❖ *I understand and value the fact that everyone is unique.*
- ❖ *I am able to identify what makes someone else special.*

Resources:

'The Dot' – Peter H Reynolds

[Life Lessons for Little Ones: Discussion Dots](#)

A coloured circle for each child divided into 4 on one side

Mark making materials

Step 1:

Show the children the front cover of 'The Dot' and discuss:

- What might this story be about?
- How might we know?

Read 'The Dot'.

Step 2:

In small groups, provide children with a Discussion Dot from [Life Lessons for Little Ones: Discussion Dots](#). In their groups children to create a mindmap with their ideas. Mindmaps to carousel around the group.

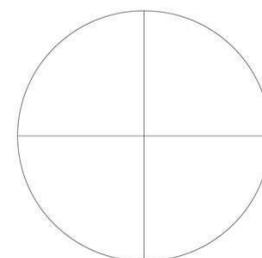
Identify the main themes in the book – celebrating difference, having confidence in what you do and not giving up. Vashti feels that she is different to everyone else in her class as at the beginning of the book she felt that she couldn't draw.

What kinds of words could you use to describe someone's personal qualities? Brainstorm personal quality descriptive vocabulary as a class (e.g. funny, friendly, kind, sporty etc.).

Step 3:

Give each child a coloured circle ('dot'). On one side children to draw a picture or stick a photograph of themselves.

The back of the dot should be divided into 4. The dots will be passed around until there is one positive descriptive word in each section written by someone else.



After each child has their own dot back, go round and share what has been written about them. Was there anything that surprised them? Were there two (or more) dots exactly the same?

String the dots together and display in the classroom.

By the end of Second Level

- ❖ *I understand my own skills and abilities.*
- ❖ *I am able to support my opinion with evidence and examples.*

Resources:

'The Dot' – Peter H Reynolds

[Life Lessons for Little Ones: Discussion Dots](#)

Mark making materials

[Creativity Skills Spider Diagram PPT](#)

Paper Copy of [Creativity Skills Spider Diagram](#) (PPT slide 1)

Step 1:

Show the children the front cover of 'The Dot' and discuss:

- What might this story be about?
- How might we know?

Read 'The Dot'.

Step 2:

In small groups, provide children with a Discussion Dot from [Life Lessons for Little Ones: Discussion Dots](#). In their groups children to create a mindmap with their ideas. Mindmaps to carousel around the group. Discuss and identify what children thought were the key themes and messages from the story.

Clarify what is meant by the terms 'skills' and 'abilities'. As a class, come up with some examples of skills and abilities. How do we measure these? What can we do if we identify something that we are not very good at?

Step 3:

Explain that in this activity we are going to create a web showing the strength of various skills and abilities under the heading of creativity skills. What is creativity? Explain that there are 5 key skills that come under the heading of creativity:

1. **Curiosity**
2. **Open Mindedness**
3. **Imagination**
4. **Applying Creativity**
5. **Problem Solving.**

At this point, you should discuss as a class, what each of the skills means and what examples/scenarios the children can provide. These should be displayed for the children to refer to throughout the activity.

Display the [Creativity Skills Spider Diagram PPT](#) on the board. Discuss the structure of the web first, 5 meaning that this is a skill which you think is a real strength. Give each pupil a copy of the web. Share the instructions on slide 2.

Share what each person's web looks like and how it compares to someone else in the class. Are there two or more people with the same web?

Kindly created and shared by the young people and adults within the Millburn ASG Equality and Diversity Working Group and the Highland Council's LGBTI+ sub-group of the Care and Learning Equalities Improvement Group.

By the end of Third/Fourth Levels

- ❖ *I am able to share how I have developed my skills and qualities.*
- ❖ *I understand how I can refine my skills and qualities across my learning.*

Resources:

'The Dot' – Peter H Reynolds

[Creativity Skills Spider Diagram PPT](#)

White masking tape

5 colours of electrical tape or string

Step 1:

Read 'The Dot' and discuss:

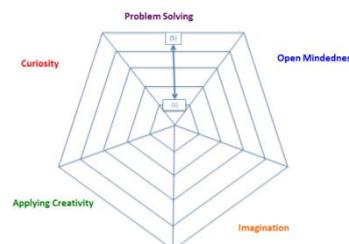
- What impact did Vashti's opinion of her drawing ability have on her self-esteem at the beginning?
- How did Vashti's teacher motivate her to succeed?
- How did Vashti's mindset about her drawing ability change throughout the book?
- How did Vashti encourage others having a positive chain reaction?

Step 2:

Explain that in this activity we are going to create a web showing the strength of various skills and abilities under the heading of creativity skills. What is creativity? Explain that there are 5 key skills that come under the heading of creativity:

1. **Curiosity**
2. **Open Mindedness**
3. **Imagination**
4. **Applying Creativity**
5. **Problem Solving.**

These lines should be marked out with white masking tape.



Prior to the pupils completing the exercise, you need to mark out a pentagon which replicates the [Creativity Skills Spider Diagram PPT](#) for each group of five children on the floor with white masking tape.

The numbers 1, 2, 3, 4 and 5 should be marked across each of the lines. Each of the 5 skills should be written round the outside of the pentagon (one per side). Working in groups (a maximum of five) young people should use the coloured electrical tape/string to rate themselves on each skill and then join them up to create their web.

Step 3:

One by one, individually within the group young people should share:

- The rating for each skill and which subject areas they develop this skill in
- Areas they are going to develop and how they're going to further hone this skill.

Following this within the group young people should discuss:

- What are the similarities?
- What are the differences?

Across the different groups young should discuss the similarities and differences for individuals, groups and across the different subject areas.