

Equality and Diversity Lesson Plan

'Whoever You Are': Mem Fox

Health and Wellbeing Experiences and Outcomes:

Mental, emotional, social and physical wellbeing				
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:

Listening and Talking – Understanding, analysing and evaluating				
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 0-07a/ 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 know the words 'same' and 'different'.</i></p> <p><i>I am able to describe things about me.</i></p>	<p><i>I understand the similarities and differences between people.</i></p> <p><i>I am able to use words and phrases to describe other people.</i></p>	<p><i>I know my own unique blend of skills and qualities.</i></p> <p><i>I understand why we need to celebrate equality and diversity.</i></p> <p><i>I am able to compare reality with a preferred future.</i></p>	<p><i>I know the qualities of an Equality and Diversity champion.</i></p> <p><i>I am able to present the findings of a topic, with evidence.</i></p>

By the end of Early Level

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| <ul style="list-style-type: none"> ❖ <i>I know the words 'same' and 'different'.</i> ❖ <i>I am able to describe things about me.</i> |
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Resources:

'Whoever You Are' – Mem Fox

I Am Special: Sesame Street: <https://www.youtube.com/watch?v=Gms-Yk7mzv4>

Finger paint/ ink pad and paper.

Step 1:

- Children to explore the terms 'different' and the 'same'. Teacher to model:
 - My hair is brown. I have a different colour of hair than...
 - My eyes are blue. I have the same colour of eyes as...

Step 2:

- Cross the River
Appoint two catchers. The catchers should allow children to cross the river if they have a certain characteristic, e.g. have blue eyes, like football or are wearing red. Once those children are safely over all other children must run to the other side without being caught. If they are caught they become catchers too.
- Watch 'I Am Special' video clip.
- Discuss: *What makes you special?*
 - I have eyes
 - I like the colour
 - I live with my
 - I like to play with etc.

Step 3:

- Read 'Whoever You Are'.
- Discuss the differences and similarities between the people in the book.
- Read 'Whoever You Are' by Mem Fox. Point out similarities between children and then ask the children what they think is special about themselves.

Step 4:

- Share: *No two people are exactly the same. We may have things that are the same, but we also have things that are different. That makes us all unique.*
- Explain that no two finger prints are the same. Children should use finger paints/ ink pad to mark their finger prints on paper.
- Line up everyone's finger prints on a table or hang on the wall. Have children use a magnifying glass to observe the fingerprints and look for similarities and differences.

By the end of First Level

- ❖ *I understand the similarities and differences between people.*
- ❖ *I am able to use words and phrases to describe other people.*

Resources:

'Whoever You Are' – Mem Fox

What I Am: Sesame Street: <https://www.youtube.com/watch?v=cyVzjoj96vs>

A3 paper

Mark making materials.

Step 1:

- Cross the River
Appoint two catchers. The catchers should allow children to cross the river if they have a certain characteristic, e.g. have blue eyes, like football or are wearing red. Once those children are safely over all other children must run to the other side without being caught. If they are caught they become catchers too.
- Watch 'What I Am' video clip.
- Discuss: *What are you?* (a focus on words which describe their personality)

Step 2:

- Read 'Whoever You Are'.
- Discuss: *What do you think the author's key message is?*
- Using the book, create a list of ways which it suggests that we are all the same and different.

Step 3:

- Each child to have an A3 sheet of paper with a human outline.
- Each child should draw who they are.
- Each child should write a post-it note for each child with '*You are special because...*'
- Post-it note should be given to each child to add to their A3 sheet.

By the end of Second Level

- ❖ *I know my own unique blend of skills and qualities.*
- ❖ *I understand why we need to celebrate equality and diversity.*
- ❖ *I am able to compare reality with a preferred future.*

Resources:

'Whoever You Are' – Mem Fox

What Makes Me, Me? BBC video clip: <https://www.bbc.co.uk/education/clips/zryv9j6>

Mark making materials

Step 1:

- Watch 'What Makes Me, Me?' video clip.
- Discuss the questions after each of the sections:
 - Is it the same ship?
 - And if it isn't, at what point did it become a different ship?
 - Does this mean that there are two Theseuses, or just one?
 - Which ship is the Theseus?
 - Am I the same person I was when I was born?
 - And if I am, what makes me me?

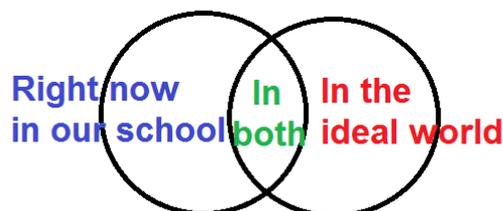
Step 2:

- Read 'Whoever You Are'.
- Discuss: *We are all unique and we need to celebrate the unique qualities of each person.*
- Discuss: *How do we celebrate equality and diversity in our school?*

Step 3:

- As a group, discuss:
 - How would we celebrate equality and diversity in an "ideal world"?
- Create a Venn Diagram comparing how equality and diversity is currently promoted in the school; with how you would promote equality and diversity in an "ideal world".
- In the middle, "in both" section, this will show how the school is on its way to the "ideal world".

Equality and Diversity - celebrating the uniqueness of each individual



By the end of Third/Fourth Levels
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| <ul style="list-style-type: none">❖ <i>I know the qualities of an Equality and Diversity champion.</i>❖ <i>I am able to present the findings of a topic, with evidence.</i> |
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Resources:

'Whoever You Are' – Mem Fox

"The Lunch Room" two-voice poem:

- ❖ Written: http://www.readwritethink.org/files/resources/lesson_images/lesson1138/TVPoemExample.pdf
- ❖ Audio: <http://media.readwritethink.org/audio/twovoicepoem.mp3>

Equality Act (2010): Protected Characteristics -

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Step 1:

- Read/ listen to "The Lunch Room" (two-voice poem) and discuss:
 - How are each of the characters feeling: Sally, Diane and Krista?
 - How are each of the characters behaving: Sally, Diane and Krista?
 - How do the characters treat one another: Sally, Diane and Krista?

Step 2:

- Read 'Whoever You Are'.
- Discuss: *How can schools ensure that all young people feel happy, healthy and safe?*

Step 3:

- Independently/ in pairs, learners to draw a human outline to create a role-on-the wall, writing **Equality and Diversity Champion** at the top:
 - inside the outline, they should use words which describe how an Equality and Diversity Champion would act, behave and feel, e.g. challenging discrimination.

Step 4:

- Using the [Equality Act \(2010\) Protected Characteristics](#) in small groups:
 - research examples of prejudice those with the Protected Characteristic have faced
 - research ways in which schools and communities can prevent and address the prejudiced behaviours linked to that Protected Characteristic
 - discuss what actions can be taken forward to support Equality and Diversity across the school.