



# One Community

## **Scheme of work: for learners in Key Stage 3**

This scheme of work has been developed on behalf of Barnardo's Cymru to promote understanding of integration, inclusion and tolerance. The One Community project delivers a comprehensive information, support and signposting service for BME/Migrant families in Flintshire.

The One Community project aims to:

- Ensure access to services for BME/migrant communities
- Improve community cohesion and integration across Flintshire
- Improve services awareness of the needs of BME/migrant families
- Develop social networks for more isolated families

## Scheme 1: Britain's Got Diversity.

<p><b>Britain's Got Diversity:</b> Pupils in groups put together a small presentation that promotes integration, inclusion and tolerance, using a chosen medium.</p>	<p><b>Resource ideas:</b> The use of ICT    Map of the World    truetube.co.uk clips Ask adults Research in books both fiction and non-fiction, poetry and information books Leaflets, poster Music/instruments (See below for relevant website material)</p>
<p><b>Introduction:</b> Students form a circle and begin with a discussion on what we know about integration, inclusion and tolerance. Do the students have an interesting story or fact they would share with the group.</p>	<p><b>Differentiation:</b> Learners can work in both ability and non-ability groups. Be mindful of individuals who may have differing views.</p>
<p><b>Session:</b> Put together multiple choice questions record their answers and assess. Then get the students to draw an animal, the teacher says that the animal must have four legs, eyes, ears, a nose and a mouth. Ask the students to colour their animal in a colour of their choice. Next share pictures with students in the group. Notice how everyone has drawn something different, discuss what the differences are, this will show diversity within this class. What sort of world would it be if everyone had answered the same question and drawn the same animal? Students get into groups to present a creative message about integration, inclusion, tolerance and promoting diversity and cultural awareness. This could be extended across two lessons to allow students time to develop a winning audition. The work could be presented to the whole</p>	<p><b>Learning Outcomes:</b> Working with others to produce an item to promote diversity and cultural awareness Access an appropriate range of sources Develop their use of ICT, following safe practices Moral and spiritual development Developing thinking, listen attentively and communicate confidently views through a range of appropriate methods. Take part in debates The skills to be developed through PSE are: Developing thinking Developing communication Developing ICT Developing number Working with others Improving own learning.</p>

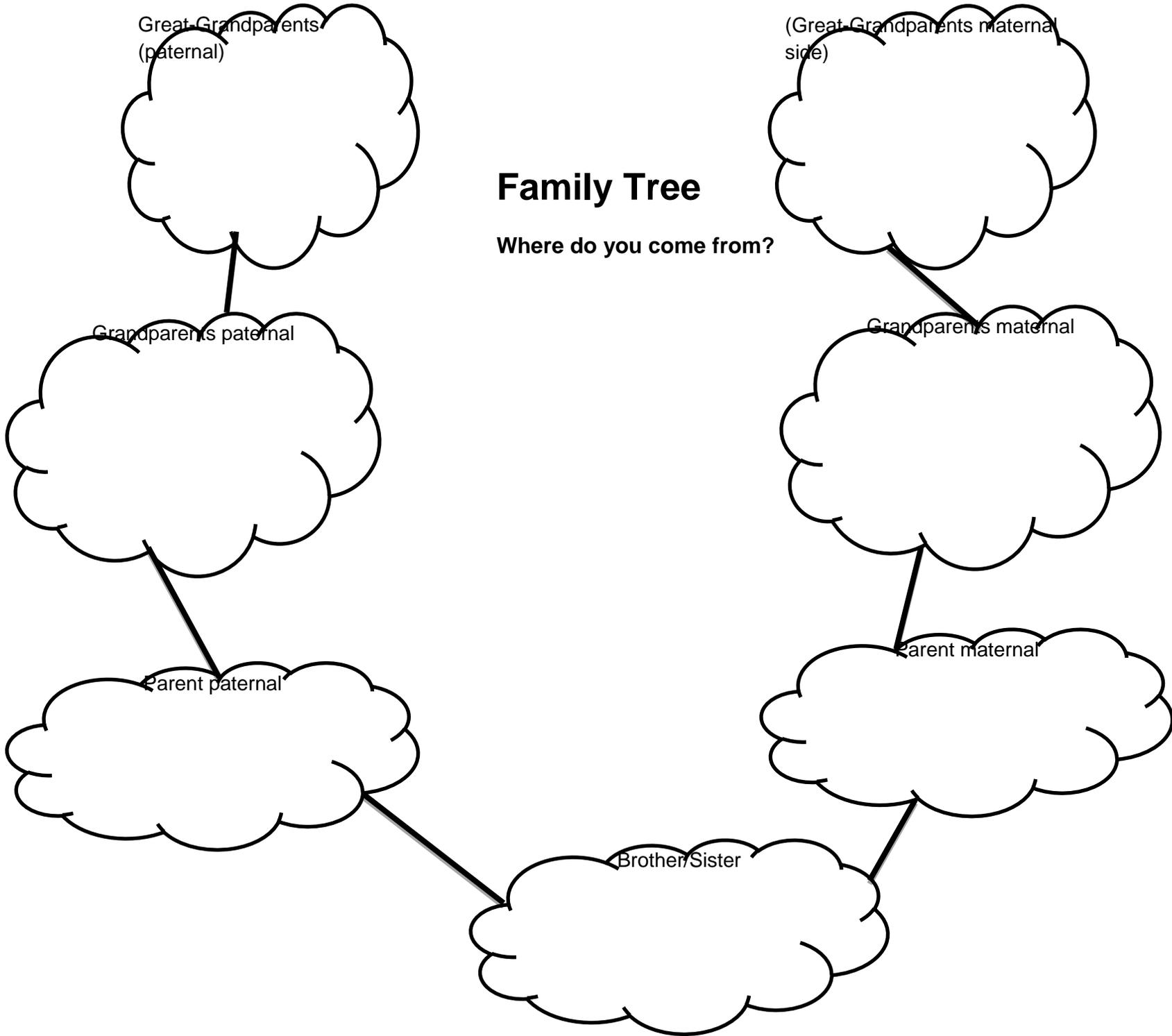
school through an assembly or display.	
<p><b>Plenary:</b> For 10 minutes at the end of the session, each group can share a brief description of what they have put together so far.</p>	<p><b>Extension and reflection:</b> There is lots of opportunity to develop learning further in Geography, History and RE, exploring topics such as migration, population, colonization, religions and beliefs, the British Empire and multiculturalism. Also to develop number skills by looking at population trends, different languages, data analysis, interpreting and using statistical information.</p>

## Scheme 2: Family Tree

<p><b>Family tree:</b> Pupils will work in pairs completing their own family tree, using the template sheet. Students explore immigration and relocation within the UK, within their own family and create a family tree. It can help them to appreciate that most of us have diverse backgrounds and links to other countries.</p>	<p><b>Resources:</b> Coloured beads, coloured card to create stick people. Large piece of card. Template Family Tree worksheet. ICT for research purposes. Autobiographies and biographies. Homework research where your heritage comes from by asking family members for information on family history.</p>
<p><b>Introduction:</b> Ask students to make a circle, either chairs/tables. Place card on the floor in the middle of the circle. Present one colour of the beads/stick people onto the card. Ask 'What would our world be like if we were all the same?' Discuss the 'ifs' and 'whys'? Variety is much more interesting! What would life be like if we were all the same? Discuss with your partner, share your views.</p>	<p><b>Differentiation:</b> Be mindful for those students who are fostered/adopted, or are not with or have little or no contact with their parents. These pupils could work with a partner and research a celebrity family tree. The BBC programme 'Who Do You Think You Are?' is a good source.</p>
<p><b>Session:</b> Who are we? Where do we originate from? This debate should generate an interesting and informative discussion. Workings in pairs get students to complete a family tree, using ICT and print it off, this can be used as an assessment evidencing students' knowledge and understanding. Famous sporting personalities are also a useful source.</p>	<p><b>Learning Outcomes:</b> Working with others Access an appropriate range of sources Develop their use of ICT, following safe practices Moral and spiritual development Developing thinking, listen attentively and communicate confidently views through a range of appropriate methods. Take part in debates and vote on issues.</p>
<p><b>Plenary:</b> Come back to the circle, discuss: Who are we? What did you find out?</p>	<p><b>Extension and reflection:</b> By presenting the assorted beads/stick people on a bright, eye-catching wall display, this will encourage further discussion and interest about who we are? Highlighting that everyone is different. Promote diversity, embrace pupils' backgrounds and share through discussion and display.</p>

# Family Tree

Where do you come from?



## Scheme 3: I think you're great!

<p><b>I think you're great!</b> The students will watch a clip from youtube.com showing Gok Wan, the popular television presenter and how he dealt with being an overweight teenager, who is also Chinese and gay.</p>	<p><b>Resources:</b> <a href="http://www.youtube.com/user/EqualityHumanRights#p/search/38/HJrBv-G2QGQ">www.youtube.com/user/EqualityHumanRights#p/search/38/HJrBv-G2QGQ</a> ict, internet search books media: magazines, newspaper, leaflets</p>
<p><b>Introduction:</b> Watch the YouTube clip on Gok Wan, discuss how he felt, what message is he trying to convey? Why do you think he has decided to speak so openly about personal issues? Discuss Gok's key message about being different. Do students agree or disagree? Should anyone be treated differently because of their weight, sexual orientation or race?</p>	<p><b>Differentiation:</b> Leaners can work in both ability and non-ability groups. Be mindful of individuals who may have differing views.</p>
<p><b>Session:</b> The students come together in groups of no more than five. Together they chose a famous personality who they regard as 'great' and research where they are from, why are they different, what makes them different, how is their heritage promoted? What have they achieved in promoting diversity and acceptance? The students can chose any one from history or the present day.</p>	<p><b>Learning Outcomes:</b> Working with others to produce an item to promote diversity and cultural awareness Access an appropriate range of sources Develop their use of ICT, following safe practices Moral and spiritual development Developing thinking, listen attentively and communicate confidently views through a range of appropriate methods. Take part in debates The skills to be developed through PSE are: Developing thinking Developing communication Developing ICT Developing number Working with others</p>

	Improving own learning.
<b>Plenary:</b> During the plenary the students can present their 'great person' to the rest of the class. Allow time for questions and discussion.	<b>Extention activities:</b> You could also play and discuss the interview with SanjeevBhaskar: <a href="http://www.youtube.com/user/EqualityHumanRights#p/search/4/tqMQVACpLqE">www.youtube.com/user/EqualityHumanRights#p/search/4/tqMQVACpLqE</a> This activity can be taught over a period of lessons; it can cross the curriculum with English, number, Welsh, History, geography and Art.

## Scheme 4: The Feel Good Factor

<p><b>The feel good factor:</b> This is an engaging activity, aimed at improving the self-esteem of everyone involved. Students can praise their peers and some students will be surprised to discover the positives that others see in them.</p>	<p><b>Resources:</b> Media headlines showing positive and negative articles Hello magazine is a good source for positive articles Paper for students to write their comments Use Inside/outside circle (depending on floor space) Post-its Table groups</p>
<p><b>Introduction:</b> Begin by discussing how negative the media is with celebrities, pop stars and others. How do you think the people who are targeted actually feel, how does it affect them and their family. Show the students both positive and negative headlines and use these to begin the discussion. Would it be a good idea if a newspaper printed positives comments about celebrities, pop stars and others? As a class ask students to come up and write a positive describing word onto the interactive whiteboard/flipchart.</p>	<p><b>Differentiation:</b> This activity will encourage discussion about differentiation within the group and this should help students with differences to have their diversity highlighted and understood. Be aware that some students may need support in writing positive comments and finding the correct vocabulary. Be ready for the unexpected comments.</p>
<p><b>Session:</b> Students put their chairs into four smaller circles, the teacher begins by saying that everyone is unique, and we all have good and bad qualities. This activity we are going to focus on the good qualities. Ask everyone to write their name on the top of their piece of paper. Ask the students to pass the paper to the person to their left. The teacher again stresses to write a positive comment about that person. You can write something good about that person, something you like or something good they have done. Write the comment on the bottom of the page and then fold the bottom of the page over to cover what has been written, then pass on to the next person in the circle.</p>	<p><b>Learning outcomes:</b> Working with others to produce an item to promote diversity and cultural awareness. Peer development. Access an appropriate range of sources. Moral and spiritual development, particularly to feel positive about themselves. Developing thinking, listen attentively and communicate confidently views through a range of appropriate methods. Encourage the students to find positive qualities in others, whilst also recognizing similarities and differences in other people.</p>

<p>Stop when the sheet returns to the original person. Everyone then takes their chair along with their 'feel good factor sheet' goes back to the table, reads their own sheet. Depending on available floor space the students can use 'Inside/outside circle' or work in table groups.</p>	
<p><b>Plenary:</b> During the plenary the students can say what comments surprised them and why. How will these comments have an effect on their self-esteem?</p>	<p><b>Extention activity:</b> An alternative idea is to use 'post-its' and stick the comments onto the person, some might not be comfortable with this and may find it intrusive. This activity could be used on a termly basis, particularly if a student in the class is experiencing difficulties with others. This helps to build self-esteem but also can be used to address unwanted behaviour. Create a bright and attractive wall display showing the positive comments from the students, there is no need to include any names. The role of Drama can be incorporated within this session, students could act out what it feels like to be isolated and marginalized.</p>