



Community Relations In Schools

Celebrating Diversity Key Stage One Buddy Up! Programme



Teacher Guide

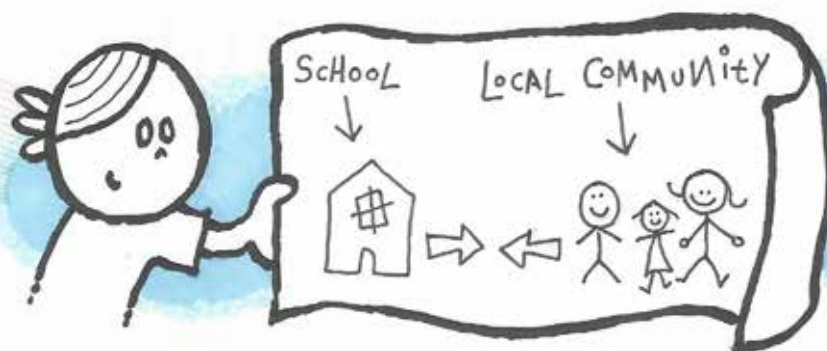
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Contents

Chapter	Page Number
Overview and Aims of the Programme	2
Programme/ PDMU Grid Key Stage One	4
Session One: Individual classroom preparatory workshop	6
Session Two: Building Relationships and Meeting our Buddies (joint session)	9
Session Three: Creating our Self Portraits (classroom session)	12
Session Four: Exploring Feelings and Me (joint session)	13
Session Five: Understanding Empathy and Diversity (joint session)	16
Session Six: Celebrating Different Identities (joint session)	21
Further Activities Appendix	25



Overview and Aims of the Programme

Programme Overview

- Key Stage 1 programme that can be amended to suit the needs of the group and work space available.
- The project is made up of 4 shared workshops and 2 classroom sessions.
- Children will be allocated 'buddies' in their partner class(es), who they will work with during the shared sessions and will have the chance to build a meaningful relationship with during the course of the programme.
- The 'Celebrating Diversity' programme specifically explores the themes of good talking and listening skills; self-identity; inclusion/ exclusion; similarities and differences in families; similarities and differences in the wider community; global diversity; and respect for self and others.
- The programme is specifically designed to support and enhance the N.I. Curriculum - Personal Development and Mutual Understanding (PD&MU).
- The project will culminate with a shared arts event.
- Schools can consider completing their project with a shared community event by inviting parents/ carers and other family members to the final session or to an event to showcase the work of the pupils.

Programme Aims:

- To provide participants with an opportunity to explore and develop key transferable skills such as communication, cooperation and problem-solving through active and experiential learning.
- To enable children to get to know the children in their partner classes and to form a meaningful relationship with 'buddies' from the other school(s).
- For participants to see and understand themselves as unique and special and to develop an awareness of the important people in their lives.
- To explore and gain a better understanding of self-identity, similarities and difference, religious and cultural diversity, emotional intelligence and respect for self and others.



- To underpin the entire programme with the core values of equality, mutual understanding, respect for diversity and interdependence.
- For participants to have an educational, interesting and fun learning experience.

Sessional Overview:

Session 1:

Individual class preparatory workshop (teacher led)

Session 2:

Building relationships and meeting our buddies (joint workshop)

Session 3:

Creating our self-portraits and exploring our identity (individual classroom workshop - teacher led)

Session 4:

Exploring 'Feelings' and 'Me' (joint workshop)

Session 5:

Understanding Diversity and Empathy (joint workshop)

Session 6:

Celebrating Different Identities (joint workshop)

PDMU GRID - KEY STAGE 1

CRIS Course Content	Direct PDMU Themes (Addressed throughout the course)	Indirect Themes (incorporated through pupil participation in the course)
Agreement/Class Rules	<p>Theme 6: Rules, Rights and Responsibility</p> <ul style="list-style-type: none"> begin to understand why and how rules are made in class, in the playground and at school understand that rules are essential in an ordered community 	<p>Theme 1: Self Awareness Theme 3: Learning to learn Theme 4A: Safety Theme 5: Relationships Theme 9: Learning to live as Members of the Community</p>
Communication: Good Talking and Listening	<p>Theme 1: Self Awareness & Theme 3: Learning to Learn:</p> <ul style="list-style-type: none"> Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals <p>Theme 9: Learning to live as Members of the Community:</p> <ul style="list-style-type: none"> Be aware of how the school community interacts; how they listen and respond to each other and treat each other 	<p>Theme 2: Feelings and Emotions Theme 4A: Safety (in relationships) Theme 5: Relationships Theme 7: Managing Conflict</p>
Uniqueness: Personal Qualities and Abilities	<p>Theme 1: Self Awareness</p> <ul style="list-style-type: none"> Feel positive about themselves and develop an understanding of their self-esteem and confidence Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals <p>Theme 3: Learning to Learn</p> <ul style="list-style-type: none"> Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals 	<p>Theme 2: Feelings and emotions Theme 5: Relationships</p>



PDMU GRID - KEY STAGE 1

<p>Diversity in the Local and Global Community: All Kinds of People/Homes/ Beliefs</p>	<p>Theme 8: Similarities and Differences</p> <ul style="list-style-type: none"> • Be aware of the diversity of people around the world <p>Theme 9: Learning to Live as Members of the Community</p> <ul style="list-style-type: none"> • Be aware of what influences their views, feelings and behaviour 	<p>Theme 2: Feelings and emotions Theme 3: Learning to learn Theme 5: Relationships</p>
<p>Empathy: Using empathy as a tool in managing conflict</p>	<p>Theme 7: Managing Conflict</p> <ul style="list-style-type: none"> • Identify ways in which conflict may arise and explore ways in which it could be lessened, avoided or resolved <p>Theme 8: Similarities and Differences</p> <ul style="list-style-type: none"> • Discuss the causes of conflict in their community and how they feel about it <p>Theme 9: Learning to Live as Members of the Community</p> <ul style="list-style-type: none"> • Be aware of who and what influences their views, feelings and behaviour at home/school • Understand how their environment could be made better or worse to live in and what contribution they can make 	<p>Theme 1: Self Awareness Theme 2: Feelings and emotions Theme 3: Learning to learn Theme 4A: Safety (in relationships) Theme 6: Rules, Rights and Responsibility</p>
<p>Evaluation</p>	<p>Theme 3: Learning to learn</p> <ul style="list-style-type: none"> • Acknowledge that everyone makes mistakes: that attempts can fail and have disappointing outcomes but that this is a natural and helpful part of learning • Recognise how they can develop and improve their learning 	<p>Theme 1: Self Awareness</p>



Session One:

Introducing the programme, partner school and rationale for the shared project (individual classroom session)

Aims:

- Introduce the programme and the teacher/ facilitators who will be involved by giving the children a chance to ask questions and build knowledge
- Create a safe and interactive learning environment
- Learn about welcome and respect
- Should school staff have selected the buddy groups, it provides a preparatory session to learn the names of the children who they will be buddied with

Learning Intentions

We will:

- Get to know more about our ourselves and others
- Learn about the programme
- Learn new skills –communication, cooperation and problem solving
- Develop greater understanding of ‘welcome’ and ‘respect’
- Develop greater confidence and social skills to build relationships with people from other schools, communities and backgrounds

Suggested Success Criteria

We can:

- Talk about and share thoughts with others
- Ask questions
- Try something new
- Talk about what we have learned
- Enjoy starting the new project



Session One (30 mins)

Time	Activity	Resources
30 mins	<p>Welcome & Introduction to ‘Celebrating Diversity’ Project through Circle Time activities</p> <ul style="list-style-type: none"> • Teacher/ Facilitator Introductions • Energiser - Group Shake Down Activity • Today is the information session to ask question and learn more about the Celebrating Diversity project and the Buddy Up approach • Inform the children about the project and the opportunities for making new friends, to join in, play games, sing songs and learn about each other. <p>Suggested Questions:</p> <ul style="list-style-type: none"> • <i>How do we welcome people we have never met before?</i> • <i>Has anyone been to another school before? If so what was it like?</i> • <i>How do you feel about meeting new people and working closely with a new buddy from another school?</i> • <i>How do you think adults can feel before they meet new people? Debrief: People can feel excited/ nervous/ shy/ curious/ - all feelings are natural everyone can feel similarly or differently about meeting new people or being in a new situation!</i> • <i>How does it feel whenever others show us respect? (Teachers can ask pupils to fill out the ‘respect’ page on page 3 of pupil workbook)</i> • <i>What does the word ‘special’ mean?</i> • <i>Introduce ‘All About Me’ activity in pupil workbooks and ask children to complete this task prior to the first shared session</i> • Introduce one of the fun songs the children will sing together with their buddies on the first shared session. <p>Action Song: “Fred the Moose”</p>	<p>Whiteboard and Markers</p> <p>Buddy Up pupil workbooks</p> <p>Talking object</p>



Teacher/ Facilitator Notes:

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Session 2: ***Building Relationships and Meeting our Buddies***

Aims:

- Introduce the programme, introduce the facilitators and the 'Buddy Up!' Methodology.
- Create a safe and interactive learning environment
- Learn about the programme
- Meet, play and work with children from our own and the other school(s)
- Learn about our buddies – what makes us unique and special?
- Develop our skills – listening, communication and cooperation

Learning Intentions

We will:

- Get to know more about our ourselves and others
- Learn about the programme
- Learn new skills – talking and listening; communication; teamwork
- Explore personal qualities and interests
- Be more aware of the similarities and differences that exist between us
- Develop more confidence to socialise and learn with people from another school(s), communities and backgrounds

Suggested Success Criteria

We can:

- Talk about and share experiences with others – names and what we like to do
- Work with a partner(s) from another school
- Try something new
- Talk about what we have learned
- Enjoy starting the new project

Session 2 (1 hour 40 mins + break)

Time	Activity	Resources
15 mins	<p>Welcome & Introduction to “Celebrating Diversity” Project:</p> <ul style="list-style-type: none"> • Facilitator and teacher/school staff introductions (including welcome/ health and safety and housekeeping by host school) • Recap of the words “Welcome”, “Respect” and “Special” (reminder of Session 1) • Introduction of “hats” and expectations from facilitator 	<p>School hall Name labels Flipchart stand and paper Hats Markers</p>
15 mins	<p>Building Relationships and Energising:</p> <ul style="list-style-type: none"> • Group Shake Down • All Change (controlled questions) • ‘Walking by Numbers’ demonstrating speed of pace for number for 1-5 • Incorporate greetings in different languages for freeze frame moments 	
15 mins	<p>Developing the Learning Environment:</p> <ul style="list-style-type: none"> • Introduce the ‘Magic Bobble’ – talking and listening aid • Listening Role Plays (led by teacher/ facilitators from the front) • Group Agreement (creating set of ground rules with the children) 	<p>Flipchart and Board Markers Magic Bobble</p>
20 Mins	<p>Break time: Children are reminded about welcoming the other children and staff to their school. They are also encouraged to help their buddies to locate toilets and get around the play ground</p>	<p>Snacks</p>
15 mins	<p>Gathering Back and Story Time: Prepare the group for listening and read the “<i>All Kinds of People</i>” story book Questions:</p> <ul style="list-style-type: none"> • What makes people special and different? • What similarities do we have with others? • What differences can we think of? • Introducing the word – ‘Identity’ (Flip chart conversation) 	<p>All kinds of People book Talking object</p>



Time	Activity	Resources
25 mins	<p>Buddy Up Meetings:</p> <ul style="list-style-type: none">• Facilitators explain about 'buddy' system (school staff are buddied up and now the children will meet their buddies too)• Line up and find my 'buddy'• Teachers call out the children's names and ask them to find a space and sit together <p>Finding out about my buddies:</p> <ul style="list-style-type: none">• Answer shared questions• Complete the "All About My Buddies" sheet in pupil workbook• Selected feedback	Buddy lists Buddy worksheets
10 mins	<p>Close and Evaluation:</p> <ul style="list-style-type: none">• Pass a clap challenge or rainstorm closing activity• Thumbs evaluation and feedback• "My Self Portrait" worksheets for homework	"All about me" worksheets

Teacher/ Facilitator Notes:

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Session 3:

Completing 'My Self Portrait' Worksheets

(Time: Exercise should take approximately 30-45 mins)

Overview:

This is a teacher led art activity that supports all pupils to explore their own identity and create a self-portrait which they will share in buddy groups during session 4.

Instructions:

We will:

- Recap on the word identity from Session 2 allowing the pupils to explore their own understanding.
- Draw up a list of all the things that make up our identity (such as families; interests; likes and dislikes; cultural identity; nationality)
- Introduce the personal picture frames to the children and inform them that they are to create a self-portrait.

Teacher/ Facilitator Notes:

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Session 4: **Exploring 'Feelings' and 'Me'**

Aims:

- Reintroduce the school staff/ facilitators and provide opportunity for children to ask questions about the programme
- Create a safe and interactive learning environment
- Develop skills – listening, communication, cooperation
- Explore feelings
- To explore what it means to be unique

Learning Intentions:

We will:

- Get to know about ourselves and others
- Practice and develop our skills
- Develop understanding of feelings and how they affect behaviour
- Explore aspects of personal identity
- Be more aware of the similarities and differences that exist between us

Suggested Success Criteria:

We can:

- Talk about our feelings
- Work together in small groups
- Share our thoughts and opinions and listen to others
- Understand that everyone is unique and special
- Enjoy taking part in the programme

Session 4 (1 hour 40 mins + Break)

Time	Activity	Resources
15 mins	<p>Welcome & Re-introduction to “Celebrating Diversity” Project: Facilitator and teacher/school staff introductions (and welcome/ housekeeping by host school)</p> <ul style="list-style-type: none"> Recap of Group Agreement Re-introduction of “hats” and expectations from facilitators Theme for the day – “Feelings and Me” 	Hall Group Agreement Name labels School staff Hats
15 mins	<p>Human Bingo: Facilitators introduce Human Bingo Game. (An energising challenge game for pupils supporting them to mix with other pupils)</p> <ul style="list-style-type: none"> Facilitators take feedback from pupils from each school 	Pens/ Pencils Human Bingo Sheets
20 mins	<p>Introducing Feelings:</p> <ul style="list-style-type: none"> Settle in for story time Read “All Kinds of Feelings” <p>Debrief:</p> <ul style="list-style-type: none"> What feelings do you remember from the story? What are feelings? Are they important? Let’s write a list! The feelings game? Can you guess the feelings by how people are looking or from other body language? Using the feelings game explore how we can help other people to feel good about themselves. 	Talking Object All kinds of feelings book Flip chart and page
20 Mins	Break	Snacks
25 mins	<p>Buddy Up! and sharing our Self Portraits:</p> <ul style="list-style-type: none"> Gather in after break and have a talk together about meeting our buddies again! How do we greet each other? Sharing our Self Portraits – Facilitators share theirs first as an example. Go find your buddies and share your sheets and answer directed questions 	All about me sheets and talking object Buddy List
20 mins	<p>Small Group Sharing: Group sets of buddies together in small groups of no more than 10. Using the sharing cards the children are asked to answer the questions and share with their peers</p>	Sharing cards
5 mins	<p>Closing Activities: Action song and thumbs up/ thumbs down’ evaluation Preparation for next week</p>	



Teacher/ Facilitator Notes:

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Session 5: **Understanding Empathy and Diversity**

Aims:

- Create a safe and interactive learning environment
- Develop our skills – listening, communication and cooperation
- Explore similarities and differences
- Explore the meaning and importance of empathy
- Talk about how to make people feel welcome in our school and community

Learning Intentions:

We will:

- Learn more about our buddies
- Learn about similarities and differences
- Practice communication skills – talking and listening
- Explore how we can show empathy to others
- Learn about how people feel when they are included and excluded from groups

Suggested Success Criteria:

We can:

- Understand that everyone is different and special
- Know how people can be made to feel welcome and included
- Understand what it feels like to be welcome and also what it feels like to be excluded
- Enjoy taking part in the project



Session 5 (1 hour 40 mins + Break)

Time	Activity	Resources
5 mins	<p>Welcome & Re-introduction to “Celebrating Diversity” Project: Facilitator and teacher introductions (and welcome/ housekeeping by host school)</p> <ul style="list-style-type: none"> • Recap of Group Agreement • Re-introduction of “hats” and expectations from facilitators • Theme for the day – “Understanding Empathy and Diversity” 	Hall Name Labels Group Agreement Hats
15 mins	<p>Energising Activities:</p> <ul style="list-style-type: none"> • Group Shake Down • Head and Catch • Action Song • 1,2,3 red lights 	Balls
25 mins	<p>Venn Diagrams:</p> <ul style="list-style-type: none"> • Activity is introduced by school staff/facilitators by demonstrating with a completed Venn Diagram. • Pupils to be grouped with buddies and asked to complete individual Venn Diagrams which illustrate individual and shared aspects of identity and interests. • Pupils will be asked to talk about the people, places and hobbies which matter to them and encouraged to share with one another. • A few groups will be selected for show and tell 	Venn Diagram Sheets Pens/ pencils Buddy List
20 Mins	Break	Snacks
10 mins	<p>Gathering In and Story Time: Facilitators read the story of ‘Something Else’ and ask questions for Feedback:</p>	Something Else Book
15 mins	<p>How do we welcome?: This is an opportunity to support the pupils to look at diversity and how we make others feel welcome. This should be a front led session modelling respectful communication and keeping focus for 15 minutes.</p> <ul style="list-style-type: none"> • Introduce the words “Welcome” and “Empathy” to the pupils and ask for feedback. • What do they mean? • How do you know you are welcome? • How do we make others feel welcome? • Chart up pupil feedback 	Flipchart Markers ‘Talking Object’ Diversity puppets

Time	Activity	Resources
5 mins	<p>Activity - Step Forward If....</p> <ul style="list-style-type: none"> • Get pupils to create one large circle and inform them that you are going to ask a series of questions or make a series of statements. If they agree/relate, then they take two steps forward. If they disagree or don't relate, then they stay put. After each question the facilitator asks for selected feedback – the purpose of the activity is to highlight how we all have different needs, likes and wants: <ul style="list-style-type: none"> • Chocolate is my favourite thing • I love to play football • I love to dance and sing • I am happy to make new friends • I like to play big games with lots of people • I find it easy to speak up and ask questions • I like working and playing in small groups • I can sometimes be shy • I love going to school • I have visited another country • I have lived in another country <p>Invite the pupils to look around them and ask for feedback on the different positions at the end of the activity. Highlight empathy and diversity as new words.</p> <p>“New Pupil”</p> <ul style="list-style-type: none"> • Introduce one of the diversity puppets to the large group and tell them that they are a new pupil visiting the school <p>Ask the pupils:</p> <ul style="list-style-type: none"> • What do you notice about the new pupil? What can you tell me about them? • How do you think they might be feeling about coming to our schools? (EMPATHY) • What can we do to help them feel welcome? How can we help them settle? <p>Inform the pupils that it is important that we all feel welcome in each other's schools and that we know of ways to support others to not be strangers and to become friends.</p>	



Time	Activity	Resources
5 mins	<p>Large group work - How do we feel when we're included and excluded:</p> <ul style="list-style-type: none">• Group discussion: what do 'exclusion' and 'inclusion' mean?• Question: Can we tell how people feel from their faces?• Activity: One person leaves the room, everyone else agrees a feeling and when the person comes back in, the person has to try and guess what feeling the rest of the class is showing• If time allows (otherwise follow up in classroom) – feelings pages of workbook• Closing discussion – can we always tell how people are feeling from their faces and body language?• Expressions and body language give us an idea but not the whole story. To understand how someone is feeling we need to get to know them and ask them how they are.	Children's Workbooks Pencils Talking object
5 mins	<p>Closing Activities: Evaluation (Thumbs Up/ Middle/ Down) Action song Large group challenge</p>	



Teacher/ Facilitator Notes:

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Session 6: ***Celebrating Different Identities***

Aims:

- Create a safe and interactive learning environment
- Develop skills – listening, communication, cooperation
- Learn about the needs of all people
- Talk about cultural celebrations from around the world
- Create shared art

Learning Intentions:

We will:

- Practice communication skills – talking and listening
- Develop our cooperation skills and ability to work with others
- Learn about cultural celebrations
- Create shared art

Suggested Success Criteria:

We can:

- Understand that people living in different countries have different experiences from others
- Understand different cultures
- Develop shared art work
- Become more confident when working with people we don't know
- Enjoy taking part in the project

Session 6 (1 hour 40 mins + Break)

Time	Activity	Resources
10 mins	<p>Welcome & Re-introduction to “Celebrating Diversity” Project: Facilitator and teacher/school staff introductions (and welcome/housekeeping by host school)</p> <ul style="list-style-type: none"> Recap of Group Agreement Re-introduction of “hats” and expectations from facilitators Theme for the day – “Celebrating different identities” 	School Hall Agreement Name Labels Buddy List Talking Object Hats
10 mins	<p>Energising Activities:</p> <ul style="list-style-type: none"> Action Song “Herman the Worm” All change (Evaluating Questions) Clumps (evaluation questions) 	
15 mins	<p>The Big, Big World of Northern Ireland – Introducing the word ‘Diversity’</p> <ul style="list-style-type: none"> Gather everyone up to the front of the hall with the world map and introduce the different continents and examples of some countries. Introduce the big world of ‘Name Community Area’ – that we are big, inclusive school communities with many different cultures and backgrounds. Can we find some places that our families and friends come from on the map? That maybe we come from? People that we love or know? Places we have been? Talk with the group about how this makes XXXXX a positive place – a diverse place that is welcoming to many, many different people. 	World map Pack of dots/ stars
15 mins	<p>Exploring Community Area Diversity in Small Groups:</p> <ul style="list-style-type: none"> Ask the children to go find their buddy groups and give them an opportunity to reconnect before grouping them into small groups of 12 In their small groups give everyone a chance to introduce themselves If time permits facilitate some teambuilding “line up” activities <p>Small Group Work:</p> <ul style="list-style-type: none"> What makes our schools and our community area special? What is special about all the people here? Can we come up with a list of words that represents all of us and our school communities? Large Group Feedback and then lists are brought 	Prepared Flip chart paper
20 mins	BREAK	Snacks



Time	Activity	Resources
20 mins	Our Diversity Leaves: <ul style="list-style-type: none">• In our small groups (and with help from our adults) create our hand leaves. In our hand leaves we will put our name in the centre and colour them in. We can write or draw the things that are special about our identity.• Once we are finished we bring our leaves to place on our Diversity Trees	Art resources Tree template Scissors Glue
15 mins	Affirming our Diversity <ul style="list-style-type: none">• Come back into large circle with our trees in the centre• Offer space for comments and affirmation• Talk to the children about where our tree will go	
10 mins	Closing Activities: <ul style="list-style-type: none">• Evaluation (Can use walking debate cards for a more investigative evaluation)• Ask the children if they would like to stay in touch with their buddies?• How might they do this?• How can the schools help to support the continuation of relationships?• A good opportunity for group photo?• Group Song	Flipchart and Markers Walking debate cards



Teacher/ Facilitator Notes:

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FURTHER ACTIVITIES – Appendix

Relationship Building Activities:

PATTERN BALL

METHOD:

- Members of the group sit in a circle
- A beanbag is thrown from the leader to another person in the circle to catch and their name is called. That person throws to another and so on until it returns to the leader. The group memorizes the pattern.
- The pattern is repeated a few times and different coloured bags are thrown in at different stages to test concentration. Another test for the concentration is to reverse the order of the pattern
- A variation is to have three different smaller patterns within the larger group using a different coloured beanbag.

PAIR SHARE

METHOD

- Members of the group pair up with someone they don't know so well.
- They find out 2-3 pieces of information about one another that they don't think others in the group know and that they don't mind the rest of the group knowing about
- Each person in the group, introducing their partner, shares their partner's information with the others.

Communication Activities:

CLASS LEADER ROLE PLAYS

METHOD

- Teacher or classroom assistant will think of a story to tell the other teacher/leader
- The first time the teacher tells the story, the other will role play NOT LISTENING:
No eye - contact;
Look out of the window or at their watch;
Look bored;
Wave at the children etc
- The second time the teacher tells the story, the other will role play GOOD LISTENING:
Good eye - contact;
Appropriate facial expression and body language
Look interested;
Nod etc
- Discussion - ask the children to share their observations;
- Teacher who was telling the story - share feelings about the different responses
- Make a list of Rules for Good Listening

Activities to Explore Similarities & Differences:

GATE GAME

METHOD

- The facilitator stands/sits in a chair and the rest of the group lines up in front of him/her.
- The facilitator has thought of a category by which s/he will 'sort' the members of the group e.g. gender; wearing/not wearing glasses; hair/eye colour (light; dark) etc.
- The group members go into the sub groups designated by the facilitator until all are 'sorted'.
- Can group members work out the category?
- Repeat the game using a different category. People have been sorted into different groups.
- Talk about feelings; minority/majority; multiple identity; discrimination; fair/unfair; stereotypes

CLUMPS

METHOD

- Invite the members of the group to walk around the room
- Call out a number 4; 6 etc. whereupon the people have to get into 'clumps' of that number. Invite the group to move again, and call out a different number and so on
- Ask people afterwards how inclusive/exclusive they were. Did they look out for friends or accept the 'stranger'. How did people who didn't find a place in a clump feel?

MAGIC EYE TRICK

(From the book 'Sarah and the Whammi')

http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/pdmu

METHOD

- Ask the children to follow these instructions:
- Pick one of the puppets
- Put their hand into the puppet – forefinger and middle finger in the head and thumb and ring & small finger in the hands
- Close one eye
- Look at the puppet you have chosen with the other eye
- Whisper the magic word empathy three times
- Explain to the children that if the magic works, they will be able to see inside the puppet's head and see what they see
- Ask them to tell the puppet's story
- When everyone has had some time to introduce their character, ask them to talk about how they felt with their particular skin tone, background, language, accent, religion, identity... and what would help them feel happy, included etc
- Talk about the magic eye trick (empathy) and what it means and encourage the children to use it in real-life experiences



CLOSING & EVALUATION ACTIVITIES:

AFFIRMATION CHAIRS

METHOD

- Have people sitting in a circle with one seat empty
- The person sitting to the right of the empty chair names someone in the circle and invites them to sit in it, so affirming that person.
- The person sitting to the right of the newly vacated chair is next to invite someone different.
- The game continues until everyone has moved and been named/ affirmed. Remind the group that once someone had been named and moved they don't move again. Everyone moves just once

RAINSTORM

METHOD

- All sitting in a circle
- Begin by explaining that whatever action the person on their right passes them, they do. Continue that action until the person on the right passes a new one. Do not copy anyone else.
- The facilitator starts and changes each action. Start by rubbing palms together; then click fingers; clap hands; clap laps; thump feet; then work back through the actions (in reverse) until you get back to silence after rubbing your palms together
- Why does it work/not work?
- Talk about the need for co-operation; interdependence etc

THUMB EVALUATION

METHOD

Ask for a separate evaluation of each of the sections/activities in the session and then another for how they felt – if they enjoyed it etc.

- Thumb Up if they are confident that they met the objectives and again if they enjoyed the activity
- Thumb sideways if they feel that they had partial success in meeting the objectives and again if they thought the activity was okay
- Thumb down if they think they have made little or no progress at meeting the objective and didn't enjoy the activity
- Debrief – what might have hindered the pupils' progress in meeting the objective, what else they would like to achieve and how they might do that

A Guide to Developing Diversity Puppets

PATTERN - KNITTED PUPPET

1. Cast on 32 stitches
2. Knit 6 rows in stretchy moss stitch (1st row Knit 1, Purl 1 etc; 2nd row Purl 1, Knit 1 etc) or garter stitch (both sides plain knitting)
3. Knit 6 rows in stocking stitch (plain one side and purl the other)
4. Decrease 1 stitch (Knit 2 stitches together) at the beginning and end of the next row
5. Repeat the last 7 rows two more times
6. Knit 8 rows on 26 stitches
7. Cast on 6 stitches at the beginning of the next two rows for the arms
8. On 38 stitches knit 12 rows
9. Cast off 10 stitches at the beginning of the next two rows for the shoulders
10. On 18 stitches change wool to the colour you want the puppet's skin to be
11. Increase one stitch at beginning of next 8 rows
12. On 26 stitches knit 10 rows
13. Decrease one stitch at beginning of next 8 rows
14. Cast off 16 stitches
15. Knit another piece the same
16. Knit an extra head – i.e. cast on 18 stitches and knit as from 10 - 14
17. Sew eyes, a nose and mouth onto the puppet's face
18. Sew together the face and the extra head piece, right sides together and leaving neck open. Turn right side out and stuff. Sew neck seam to keep stuffing in. This makes the head less floppy.
19. Sew the puppet right sides together; then turn right sides out.
20. Make hair from wool or other material available
21. Decorate puppet with extra clothes, badges, ribbons, buttons etc. as appropriate



THE KNITTED PUPPET

EXTENDING THE STARTER PACK OF SIX

- Please use the starter pack initially
- Send the pattern home with any children who might have knitters at home; in the community
- Encourage them to extend this valuable school resource by knitting a puppet or two and sending them into school
- Dress and decorate each according to the character you require
- Enjoy



ACTION SONGS



FRED the MOOSE

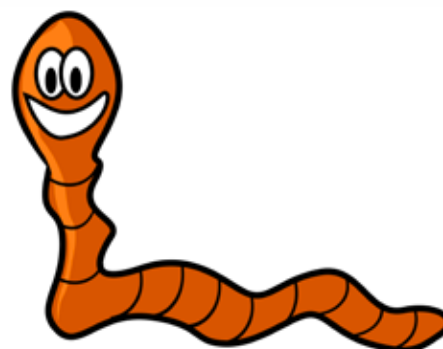
There was a moose
There was moose
He liked to drink a lot of juice
He liked to drink a lot of juice
There was a moose
There was a moose
He liked to drink a lot of juice
He liked to drink a lot of juice
Singin' oh way oh
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh
WAAAY oh way oh
WAAAY oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh
The moose's name was Fred
The moose's name was Fred
He liked to drink his juice in bed
He liked to drink his juice in bed
The moose's name was Fred
The moose's name was Fred
He liked to drink his juice in bed
He liked to drink his juice in bed
Singin' oh way oh
Singin' oh way oh

Way oh way oh way oh way oh
Way oh way oh way oh way oh
WAAAY oh way oh
WAAAY oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh

One night in bed
One night in bed
He spilled the juice up on his head
He spilled the juice up on his head
One night in bed
One night in bed
He spilled the juice up on his head
He spilled the juice up on his head

Singin' oh way oh
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh
WAAAY oh way oh
WAAAY oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh
One sticky moose
One sticky moose
One sticky moose is on the
LOOOOOOOOSE
One sticky moose is on the
LOOOOOOOOSE

Singin' oh way oh
Singin' oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh
WAAAY oh way oh
WAAAY oh way oh
Way oh way oh way oh way oh
Way oh way oh way oh way oh



HERMAN THE WORM

I was sitting on a fencepost, chewing on my bubble gum,
chomp, chomp, chomp, chomp
Playing with my yo-yo, woo-hoo
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?
And he said
I just ate my mama!

I was sittin' on a fencepost chewing on my bubble gum, chomp, chomp, chomp, chomp
Playing with my yo-yo, woo-hoo
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?
And he said
I just ate my daddy!

I was sittin' on a fencepost slapping on my left knee, chewing on my bubble gum, chomp,
chomp, chomp, chomp
Playing with my yo-yo, woo-hoo
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?
And he said
I just ate my granny

I was sitting on a fencepost, chewing on my bubble gum, chomp, chomp, chomp, chomp
Playing with my yo-yo, woo-hoo
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?
And he said
I just ate my granda

I was sittin' on a fencepost, chewing on my bubble gum, chomp, chomp, chomp, chomp
Playing with my yo-yo, woo-hoo
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?



And he said
I just ate my teachers !
I was sittin' on a fencepost, chewing on my bubble gum, chomp, chomp, chomp, chomp
Playing with my yo-yo, do op, do op, do op do op.
And then along came Herman the Worm
And he was this big.
And I said
Hey Herman baby, what's happening?
And he said
I burped!!!

THE BANANA SONG!

Bananas of the World –Unite!

Peel bananas,
Peel-peel bananas!
Peel bananas,
Peel-peel bananas!

Chop bananas,
Chop-chop bananas!
Chop bananas,
Chop-chop bananas!

Smash bananas,
Smash-smash bananas!
Smash bananas,
Smash-smash bananas!

Mix bananas,
Mix-mix bananas!
Mix bananas,
Mix-mix bananas!
Eat bananas,

Eat-eat bananas!
Eat bananas,
Eat-eat bananas!

GO BANANAS!
GO-GO BANANAS!
GO BANANAS!
GO-GO BANANAS!







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