

# Respect 4 All

## Respect Myself

Books: Biographies - author Julia Donaldson, musician Vanessa Mae, poet Benjamin Zephaniah

A circle game activity focusing on the ways children are similar and different from others in class. Children to sit in a pair with someone they know less well in the class. Ask them to find 2 visible similarities between them (e.g. both have two ears, both wearing shoes, both have brown eyes) and their partner, then repeat for visible differences. Next ask the learners to find 2 invisible similarities (e.g. both have 2 sisters) then repeat for invisible differences. Use a question hand. This may open up wider discussions within your class. Extend children's discussions to include topic of interests e.g. sport, music, food and how we all choose to dress differently when not in school uniform.

web link: [www.schoolslinkingnetwork.org.uk/resource-area/teaching-resources/whoare-we/visible-and-invisble-differences/](http://www.schoolslinkingnetwork.org.uk/resource-area/teaching-resources/whoare-we/visible-and-invisble-differences/)

### SUGGESTED QUESTIONS:

- Do you have things in common and things that are different from each other?
- Did you find out anything that surprised you about your partner or anyone else in the class?
- Could someone else describe your identity for you?
- Do we 'label' people and sometimes decide who they are / what they like without knowing?
- Do you have something that makes you unique?
- What would it be like if everyone was the same? (Music: Song by Groove Armada: If everybody looks the same)

### RESOURCES

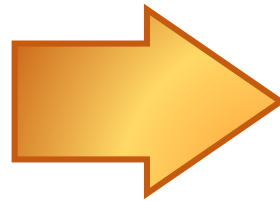
Question hand

Benjamin Zephaniah: My Story (Collins Big Cats Band 17)

Musician: Vanessa Mae (Oxford Reading Tree Fireflies Stage 8)

Julia Donaldson A biography (Oxford Reading Tree Fireflies Stage 5)

# Respect



## Respect My Friends

Book: Something Else by Kathryn Cave

Begin with an activity based on the differences and similarities in the story, e.g. move around the room and then move to a part of the room if you have a brother, if you have brown hair, etc. Then bring children back together and discuss how there were some times when they were similar to each other, and some when different.

web link: [www.schoolslinkingnetwork.org.uk/resourcearea/teaching-resources/who-are-we/something-else/](http://www.schoolslinkingnetwork.org.uk/resourcearea/teaching-resources/who-are-we/something-else/)

### SUGGESTED QUESTIONS:

- Why do they treat Something Else differently?
- Why is he not like them?
- Why do you think that they have said he is 'not like us'?
- Why don't they include him?
- Why does Something Else tell the new creature, Something to leave?
- Why does Something Else change his mind?
- Why do you think they welcome the boy who arrives at the end?
- Is there a time where Something Else is similar to his friends at school?
- Is there a time where Something Else is similar to the new creature?
- Is there a time where Something Else is similar to the boy at the end?
- What things about us might be weird to some people? (e.g. the food we eat, games we play, how we look)
- When you want to be friends with people, do you ever do the things that they do?
- How do we include others?

### RESOURCES

Think, say, feel bubbles

Create question cards from the suggestions (working wall)



## Respect My Community

### Our House

Obtain a map of your locality. A good scale Ordnance Survey map or Google Maps might be sufficient for this.

Locate geographical features:

web link: [www.schoolslinkingnetwork.org.uk/resource-area/teachingresources/who-are-we/mapping-who-are-we/](http://www.schoolslinkingnetwork.org.uk/resource-area/teachingresources/who-are-we/mapping-who-are-we/)

Places of worship, Parks or playgrounds, Schools/Colleges, Community Centres, Leisure facilities, Shopping Centres, Public buildings, Natural features (river or hill for example)

- Study the map and identify the different places they use.
- Draw a rough map of the places that are important to them on large paper.
- Look at their maps together and talk to each other about the community spaces.
- Add any other important places from discussion.

### SUGGESTED QUESTIONS:

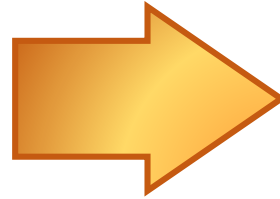
- Can you find your home?
- What places do we all use?
- Are there places you go to that are different to your friends?
- Which places are important to you? Why?
- Where do other members of your family live?
- How might it be different if you lived somewhere else?

**Moving further afield:** Make links with neighbouring schools or further afield which may be of different faith (e.g. use teacher links at other schools). Forging a link with a school in a contrasting area will allow opportunities for rich and varied discussion. This will hopefully open links with other topics and discussion points, e.g. cultures and faith.

### Possible joint activities:

- Plan opportunities to share activities, e.g. if in walking distance have a shared story time or teddy bears picnic. If possible, use public transport (cheaper!) and visit each other's schools/communities.
- Develop links with year group topics / joint projects and celebrate in a portfolio or Moodle.
- Use maps from introduction activity and share / compare with link school.
- If it's not possible to visit for this joint activity, the large scale children's maps could be sent through the post which would generate excitement and enthusiasm from the children for the project.
- Compare similarities and differences between the communities.
- Refer back to suggested questions to generate discussion.

# Respect



## Respect My World/Country

Everyone has a different background. You may have been born in another country, or perhaps your parents or another relative was. Using a map of the World and British Isles, locate countries where children have been on holiday, where family live abroad or have come to Britain.

### POSSIBLE ACTIVITIES:

- Class family heritage audit - talking homework - ask parents about family origins.
- Whole school family heritage audit - tick list of where parents/grandparents come from. Audit across the classes.
- Use information to create a family tree using ICT textease template or 2simple 2connect.
- World celebration - investigate different foods you'd find in a supermarket and discuss their place of origin (talking homework). Record findings back in class on world map.
- International food day - invite people from school community to present food from their traditions or perhaps visit local authentic pizza parlour!
- Create a 'We are Britain' collage. Draw a body outline on a role of paper. Colour different sections of this body to look like flags or pictures of food, objects, places to show the countries that you are connected to or have an interest in.
- Discover festivals of light e.g. Chinese Moon Festival, Christmas, Diwali.
- Use poem "Festival Candles" by Brenda Williams. Take advantage of children in school who practise different religions and ask to share their experiences and knowledge.
- Create a faith display - Share and Compare e.g. Diwali and Christmas. Read e-book Special Days Poems which features poems from across all cultures.
- Play music from across different cultures in the classroom whilst carrying out activities.

### SUGGESTED QUESTIONS:

- Where were you born?
- Were your parents born in the same place?
- Do you know where our town is on the map of the British Isles?
- Where have you been on holiday?
- Do you know where that is on the map/globe?
- Do you know where different foods come from?
- When do you celebrate special days?

### RESOURCES:

World Map; Map of British Isles; Music from audio network plc; Special Days Poems - Chosen By John Foster

[www.oxfordowl.co.uk/Ebooks/Special\\_Days\\_Poems/](http://www.oxfordowl.co.uk/Ebooks/Special_Days_Poems/)

"Festival Candles" by Brenda Williams:

[www.education.scholastic.co.uk/resouces/51828](http://www.education.scholastic.co.uk/resouces/51828)



## Respect Suggestion Box

### Why don't you...?

- Explore characters in books by hot seating in small groups
- Freeze frames using think, say, feel bubbles
- Compare similarities and differences between different communities.
- Think of follow up questions to pose to new friends at link schools. These
- Questions could be sent to the link school via teacher / class email.
- Dance: organise a dance workshop to include a variety of different dance forms e.g. street dance, bhangra, country dance, Irish dancing, Morris dancing. Dance workshops could be held over a series of sessions focusing on each dance form. Conclude with a joint performance of children's best bits.
- Share and compare range of faiths within our schools e.g. places of worship, traditions, songs.

## Respect My World/Country

### Thinking Skills

#### ENQUIRY

- Use techniques to collect and organise information
- Use techniques to collect and organise information
- Ask relevant questions
- Use a range of data gathering techniques
- Ask different types of questions and decide how to find answers
- Draw conclusions

#### PROBLEM SOLVING

- Consider a range of possible solutions
- Ask questions and record information relevant to the problem

#### CREATIVE THINKING

- Discover and make connections through play and experimentation
- Ask 'why', 'how', 'what if' or unusual questions
- Reflect critically on ideas, actions and outcomes
- Respond to ideas, tasks and problems in surprising ways
- Make connections and see relationships
- Try alternatives or different approaches

#### INFORMATION PROCESSING

- Understand what is relevant information
- Know where to find information
- Talk about and recognise similarities
- Use first hand experiences and simple information sources to answer questions
- Summarise information

#### REASONING

- Explain what they have done and why and the conclusions they have reached as a result
- Predict and anticipate events
- Recognise and challenge assumptions
- Use the language of similarity and difference Offer evidence to support reasoning

#### EVALUATION

- Use given criteria to make judgements
- Express their own views, opinions and preferences
- Evaluate the quality of an outcome
- Draw on a range of evidence sources to support evaluation