

RESOURCES

Resources include:

- storybooks from a range of places and contexts around the world
- photographs and other images from different countries
- maps (local, national and world)
- *Start with a story – supporting young children’s exploration of issues* (Tide~, 1991, 2001)
- *Fat felts and sugar paper – activities for speaking and listening about issues* (Tide~, 1998)
- *You, Me, Us!* (from the Citizenship Foundation)
- *Skills for the primary child* and *Sameness and difference* (from Actionaid)

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 1 and 2 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Citizenship education: the global dimension (includes information and resources for key stages 1 and 2)
- Commonwealth Institute (information about their work, resources and education programmes)
- Commission for Racial Equality (information about their work and resources)
- Actionaid (for information about their work, and resources and materials for schools)
- Cool Planet (an Oxfam site; includes resources)
- Teachers in development education (a teachers’ network providing information, resources and materials on development issues)

EXPECTATIONS

At the end of this unit

<i>most children:</i>	recognise and describe their identities, and know that they belong to different groups and communities, including family and school. They begin to understand that all humans have basic needs. They know that it is wrong to tease or abuse others for any reason, including their race. They contribute to group and class discussions. They find out and communicate what it is like to live in a different place. Through their enquiries, they start to see how we are all connected with other countries in the world. They develop skills of empathy and learn to respect diversity.
<i>some children have not made so much progress and:</i>	recognise and talk about themselves as individuals and as members of communities, including family, class and school. They begin to understand that people in different places are connected with each other.
<i>some children have progressed further and:</i>	recognise that they have their own identities, and that these are related to their membership of different groups and communities, including family, class, school and neighbourhood. They contribute to group and class discussions. They understand that all humans have basic needs and rights, regardless of who they are or what they look like. They know and understand that it is wrong to tease or abuse others for any reason, including their race, and suggest ways of supporting those who have experienced such treatment. They develop skills of empathy and learn to respect diversity. They find out and communicate what it is like to live in a different place. They understand that people around the world are connected, and that communities in different places and countries are interdependent. They describe examples of interdependence, drawing on what they found out in their enquiry.

Unit 5 Living in a diverse world

ABOUT THE UNIT

In this unit, children learn about their identities and communities and about different places in the world. Through a range of activities, they explore sameness, difference and diversity. They learn that, as humans, we are all equal, have basic needs and rights, and belong to a range of groups and communities, including school and family. Children learn about the importance of respecting each other, and that it is wrong to abuse people for any reason, including their race. Through a theme such as toys or clothes, they explore what other places are like and how we are connected with different countries in the world (interdependence). At the end of the unit, children have the opportunity to reflect on what they have learnt and to share their ideas with others in the school community.

This unit provides opportunities for children to talk about issues through pair and group work, circle time and class discussion. The activities build on the early learning goals. For example, within ‘Knowledge and understanding of the world’, as children begin to know about their own cultures and beliefs and those of other people. The activities in the unit can be linked with unit 7 ‘Children’s rights – human rights’ and unit 10 ‘Local democracy for young citizens’. There are also opportunities to link with work in other subjects, including geography (geographical enquiry, sustainable development, a study of a contrasting locality); history (the history of the local community, the social, cultural, religious and ethnic diversity of societies, historical enquiry); English (work on literacy using story and speaking and listening); and religious education. Some links are indicated in the ‘Points to note’ section.

WHERE THE UNIT FITS IN

This unit addresses the following aspects of the non-statutory framework for PSHE and citizenship at key stages 1 and 2:

Key stage 1

1b, 1c, 1d

Preparing to play an active role as citizens

Pupils should be taught:

- 2a to take part in discussions with one other person and the whole class
- 2b to take part in a simple debate about topical issues
- 2e to realise that people and other living things have needs, and that they have responsibilities to meet them
- 2f that they belong to various groups and communities, such as family and school
- 4a, 4b, 4c, 4d
- 5a, 5b, 5c, 5e, 5g

Key stage 2

1a, 1b

Preparing to play an active role as citizens

Pupils should be taught:

- 2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences
- 2i to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- 4a, 4b, 4e, 4f
- 5a, 5b, 5c, 5e, 5f, 5g, 5h

VOCABULARY

Through the activities in this unit, children will be able to understand, use and spell correctly words relating to:

- citizenship, eg *identity, community, responsibility, environment, connections, race, racism, religion, language, diversity, interdependence, culture, tolerance, respect*

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

HOW ARE WE THE SAME AND HOW ARE WE DIFFERENT?

- to recognise and show respect for similarities and differences
 - about identities and the things that contribute to our identity, including our membership of different groups
 - to take turns in speaking and to respond appropriately to others
 - that all children have basic needs and rights as human beings, regardless of their gender, ethnicity, size, ability, etc
 - to develop strategies to deal with prejudice, including racism, and to support others who encounter it
- Remind the children of the agreed ground rules for discussion. In circle time, help them to identify things they have in common and differences between them by saying, "Come into the circle and join hands if you ...". (*eg have long hair, wear glasses, have lived in this [city/town/village] all your life, can speak Bengali, have family in another country*). Finish by saying, "Come into the circle if you are in [year 1] and shout 'We are!'". The children learn that all these different factors help make up their individual identities. They draw a badge or coat of arms to illustrate their identity.
 - In pairs, the children discuss the things they have in common and the differences between them. They consider the characteristics all humans share, *eg they need water, food and shelter in order to stay alive*. They make a list of these, and then list some of the differences between people, *eg what they look like, the language(s) they speak, their interests/hobbies*. Each pair joins with another pair to share their findings. Every member of the group identifies, with the help of the others, something that is special about them because it is unique to the group. In a 'round', each child says in turn, "I am special because ...". (*eg I can speak Chinese, my cousins live in Australia, I was born in Scotland*). A variation on this could be for the children's partners to report back, saying, "[Name of partner] is special because ...".
 - Each child draws a self-portrait with a speech bubble saying something about them. Then the children draw a similar portrait of a friend or the person sitting next to them. Ask them to describe what is the same and what is different about the two drawings.
 - The children sit in a circle. Ask them to make 'silent statements', saying, "Cross the circle if you ...". (*eg are wearing short socks, have a pet, feel hurt if someone makes fun of you or your family, would help a classmate who was unhappy*). In pairs, the children discuss what they would do if someone made fun of them or their family. They identify and list things that make them feel sad at school, *eg being teased or called names, being left out of a game at playtime*. With the class, identify and establish those things that are morally wrong and why they are wrong, *eg it is wrong to tease someone because of their race or if they have a disability, because we are all special members of our class and must not hurt each other's feelings*. The class lists things they could do to make someone else happy, *eg sharing something, talking to someone in the class who feels lonely, including everyone in games at playtime*. The children make a class chart – using pictures and/or words – of their list.

- know that there are similarities and differences between every child in the class
- know that different things contribute to our identity, including our membership of different groups
- take turns in speaking and respond appropriately to others
- know that as humans we all have basic needs and rights, and give examples of these
- demonstrate respect for difference and communicate this to others
- know that it is wrong to tease someone because they are different, including because of their race
- understand that some people are threatened by difference, *eg difference of race*
- develop strategies to support others who may encounter prejudice or discrimination

- Additional circle games can be used; for example, one child (or the teacher) starts by saying, *eg "I like football and so does Abdul"*, throwing a ball to Abdul. Abdul then chooses something he has in common with someone else, *eg "I have a dog and so does Carrie"*, and throws the ball to Carrie, and so on.
- Link with English: En1 S&L 2d, 3a in the key stage 1 programme of study and En1 S&L 2e, 3a in the key stage 2 programme of study.
- Many schools have well-established circle times, and these activities can be incorporated into them. Where circle time is not established, the activities can be adapted for use by the whole class/groups.
- A puppet could be used to tell the children about things that make it unhappy. The children give it advice about what to do, and say what they will do to help.
- This section could be linked with unit 7 'Children's rights – human rights'.
- As the children get older they will be able to understand more complex issues relating to racism and discrimination.
- Link with art and design: unit 1A 'Self-portrait' in the scheme of work.
- Link with geography: 3d, 3e, 6b in the key stage 1 programme of study and 3f, 3g, 6b in the key stage 2 programme of study.

WHAT ARE COMMUNITIES LIKE?

- about different communities, including family and school
 - to discuss and communicate their feelings and opinions about their communities
 - to recognise and respect diversity within their communities
 - to work in pairs or small groups to share their views
- As part of a circle time session, ask the children to come up with words that describe the things they like and dislike about school, *eg happy, sad, quiet, noisy, fun, boring*.
 - The children investigate the ways in which their school is part of a wider community. In pairs or small groups, they talk about what the school is like and what they like and dislike about it. Then ask them to imagine that they are writing a letter/e-mail to describe their school community to someone in another country. What would they say? Encourage the children to think about the school's location, the different members of the community (including teachers, pupils, lunchtime/playtime supervisors and other staff), the uniform, activities and lessons, rules, the food, links with the local community, etc. This could be done as part of a school-linking project. Then, reflecting on the discussions in the previous section, the class make a list of the other communities and groups to which they belong, *eg class, school, family, the suburb/town/village where the school is located, clubs, religious communities*. It is important that the children begin to recognise that there are some communities to which we all belong and some that only certain people are members of.
 - Ask the children to draw a picture of a home (their own or a home from a story they know). They stick their picture onto a larger sheet of paper, and write some words, including their feelings about the word 'home', around the border. The children then compile the pictures to make a whole-class display, collage or montage. In groups or as a class, they discuss the similarities and differences between the different homes and the words used. They consider what they like and dislike about their homes. What words did they use? What would they like to change about their homes?
 - Invite other children or family/community members from different regional, cultural, ethnic or religious backgrounds to speak to the class. They may also be able to help arrange visits to places of worship, *eg churches, chapels, mosques, synagogues, temples*, or other important sites.

- discuss and express their feelings using appropriate language
- recognise and respect each other's needs and differences
- recognise and respect diversity within their local community
- understand that they belong to different groups and communities, including school and family

- Be aware that some children will have negative as well as positive feelings towards their home. It is therefore very important to reinforce the class ground rules (see page 49 of the *Teacher's guide*) and to give the children a choice between illustrating their own home and illustrating a fictional one. Another alternative would be to use the family as the focus for this activity.
- Link with geography: this work could be linked with a locality study; 3a–e in the key stage 1 programme of study; 3a–g in the key stage 2 programme of study; unit 1 'Around our school – the local area', unit 6 'Investigating our local area' and unit 18 'Connecting ourselves to the world' in the scheme of work; and with other work on the local community or environment at this key stage.
- School-linking projects are a good way to access comparative information from children at another school. Links could be made with a school in another part of the UK, in another country in Europe, in the Commonwealth, or elsewhere. Children can then exchange letters, e-mails, digital photographs of the local area, etc. Guidelines on establishing links between schools can be obtained from the British Council's Education and Training Group, which also provides information about grants available to UK schools for these projects.
- The school's policy on visitors should be observed (see the guidance on pages 54–55 of the *Teacher's guide*). In addition, children could establish class rules for guests who come into the classroom, *eg 'we value what people bring to our class'*.
- Link with history: 2b, 3 in the key stage 2 programme of study.
- Link with RE: unit 2D 'Visiting a place of worship – generic' in the scheme of work.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

WHAT ARE DIFFERENT PLACES LIKE?

- about different places, drawing on their own and others' experience
 - to devise an enquiry into life in another type of community
 - that there are similarities, as well as differences, between communities in other parts of the world and our own
- In groups, the children identify on maps different places they have visited, been on holiday to, lived in, or where they have relatives. They discuss what they think the similarities and differences are between living in those places and living in their own locality. Encourage them to talk about their experiences of visiting other places.
 - Use stories to introduce places that contrast with the school's locality. The children work in small groups to explore the lives and relationships of the characters in the stories/pictures. They devise questions for an enquiry, eg *What is it like in the place where the story is set? How is it the same as/different from where we live? What would it be like to live there?*
 - Ask the children to try and put themselves in the place of some of the characters, considering how they might react if they were in the story. They could do this by: writing word bubbles for what characters might be saying; role-playing a discussion between two characters; drawing themselves on a post-it note and putting it on a favourite illustration, then describing what it would feel like to be 'in' that picture; collecting material for a story sack of artefacts and images, eg *from travel magazines, photo packs*, about the places in the story.
 - Help the children to discuss the similarities and differences between their own locality and places in the stories through the use of prompt statements, eg *"Some of the things I can see that I use and do in my everyday life are ..."*.

- begin to develop a sense of empathy and commonality with people in other places
- devise questions for a citizenship enquiry
- begin to consider the feelings and points of view of others, both in their own community and the wider world
- begin to recognise and respect the similarities and differences between people in different places

- Link with geography: 2c, 3a–d, 6a, 6b in the key stage 1 programme of study; 2c, 3a–g, 6a, 6b in the key stage 2 programme of study; unit 1 'Around our school – the local area', unit 3 'An island home', unit 5 'Where in the world is Barnaby Bear?', unit 6 'Investigating our local area', unit 10 'A village in India', unit 13 'A contrasting UK locality – Llandudno' in the scheme of work. See also QCA's guidance on developing enquiry skills in geography (ref. QCA/98/258).
- It is important to draw on the children's experiences of other places. The activities in this section would be reinforced by a visit to a different place.
- This section could be linked with unit 10 'Local democracy for young citizens'.
- A range of stories are available from local Development Education Centres. Care should be taken to balance images in stories or pictures to avoid stereotyping and over-generalisation. For example, 'traditional' images from rural India might be balanced with modern, urban images. Materials such as *We are a family* by Parentline Plus or *A Life Like Mine* from Unicef contain positive images of children and families from a range of backgrounds.

HOW ARE WE ALL CONNECTED?

- to find evidence that they live in an interdependent world
 - that their actions affect themselves and others at a variety of levels, from a family/classroom level through to a global level
 - to reflect on what they have learnt about their identities, their communities and how places in the world are interdependent
 - to listen to and reflect on the words of others in the class
- The children investigate their links with other places. Using their clothes/toys/a basket of food from the supermarket, they devise and answer questions for an enquiry, eg *Where did the items in the basket come from? Where were my clothes/toys made? What does it say on the labels/packaging? Where did the raw materials for the goods come from? What is it like in the place where the toys/clothes were made/food was grown?* Show the children images of people and places in the countries identified.
 - A class chart, 'Our connections', is constructed, with string or ribbons linking the location of the school with the countries identified through the labels, packaging, etc. Older children could discuss the reasons for importing food and clothing from other countries, the ways in which people in those countries depend on their trade with the UK, and how the UK depends on products and resources from other countries. The class produce artwork or poetry on the theme 'we are interdependent' or 'our global community'.
 - In groups, the children review what they have learnt by showing the badges/coats of arms they made at the beginning of the unit, evaluating the class chart about ways of making others happy (are they putting their suggestions into practice?), looking again at the montage of their homes and the chart 'Our connections', and sharing their artwork and poetry about interdependence. They each choose what they think is the most important thing they have learnt, and report it to the class.

- identify ways in which they are connected to people and places throughout the world
- understand that they belong to different groups and communities at a variety of levels, from the family/class to the 'global community'
- identify ways in which we are dependent on people in other places and they are dependent on us, and know the word 'interdependent'
- review, evaluate and communicate what they have learnt about diversity and the interdependence of the places in the world

- Resources that lend themselves to work on 'tracking' products include *The whole world cake* (Christian Aid) and *Waking up* (Birmingham Botanical Gardens Study Centre).
- Magazines (such as *National Geographic* or Sunday supplements) or images from photo packs can be used to support the work on connections. *Learning today with tomorrow in mind* (Tide~, 2000) includes a poster designed for a similar activity.
- If the school has a link with a school in another country, both schools could undertake similar exercises, comparing their results.
- Link with geography: 3e in the key stage 1 programme of study; 3g in the key stage 2 programme of study; unit 18 'Connecting ourselves to the world', unit 24 'Passport to the world' in the scheme of work.
- Link with English: En1 S&L 9a in the key stage 1 programme of study and En1 S&L 9c in the key stage 2 programme of study.
- Link with history: unit 6 'Why have people invaded and settled in Britain in the past?', unit 10 'What can we find out about ancient Egypt from what has survived?', unit 13 'How has life in Britain changed since 1948?', unit 15 'How do we use ancient Greek ideas today?', unit 19 'What were the effects of Tudor exploration?' in the scheme of work.