**OBJECTIVES:**
- to discuss the types of differences between people
- to communicate without using words

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<th>Time</th>
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<tr>
<td><strong>Starter</strong>&lt;br&gt;1.35</td>
<td>Ask students to move across the room according to instructions. Eg brown hair to corner A. Etc. Ask students to sit and ask them what they thought of exercise, what where we doing? Explain that we are all very different. Create 2 lists on board. Visible and non visible characteristics get children to contribute.</td>
<td>Move around the classroom according to instructions. Give feedback on what do they think the exercise was about. Copy down table from board, feedback to teacher what they think is a visible or non visible attribute.</td>
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<td><strong>Phase 1</strong>&lt;br&gt;1.45</td>
<td>Split class in pairs, unlikely matches – ask them to identify similarities and differences between them. Get feedback: which were easiest to spot and why? Any surprises? Lead discussion, what does it tell about assumptions we make about other people? Explain students will create their own identity cards, and they have to tell others about their identity, however they can only use symbols and no speaking! -try and think of symbols that can represent their identity. – What influenced it the most. (2 mins each to guess).</td>
<td>Work in pairs, continue with table, ask partner about similarities and differences between each other. Participate in discussion, listening carefully to others’ contributions. Create identity cards through symbols, once done, in pairs try and understand what the other person’s biggest influences are.</td>
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<td><strong>Phase 2</strong>&lt;br&gt;1.55</td>
<td>Work in pairs, continue with table, ask partner about similarities and differences between each other. Participate in discussion, listening carefully to others’ contributions. Create identity cards through symbols, once done, in pairs try and understand what the other person’s biggest influences are. Give thoughts as to how many</td>
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| Phase 3 | lesson – how many communities are represented in Britain.  
- list them on board.  
- Discussion- How differences can cause problems – lead discussion but try and let students do most of the speaking.  
- Encourage them to think about acceptance and tolerance – link with bullying. |
|---|---|
| 2.05 | List on board, pros and cons of multiculturalism – introduce concept.  
- ask students to think of their own communities and how it can benefit from having people from all over the world.  
Advice students to write a letter about how they feel about belonging to their own community.  
Ask pupils to share letters.  
- point out how people who are different from us but living in our communities may feel the same way. |
| Phase 4 | Bring thoughts to an end, show video of diversity (See below for selection). |
| 2.15 | communities are there in Britain, give opinions about differences and how to solve issues such as racism and discrimination.  
Think of ways in which we contribute to our community and how having people from different places can benefit it highly.  
Write letter about feelings on belonging on a personal level – do they like being part of the community etc.  
Share letters with class. |
| Conclusion | Pack away watch video of diversity. |
| 2.30 | 1. being british  
http://www.youtube.com/watch?v=BdcwkCIYkLw  
2. simple cartoons  
http://www.youtube.com/watch?v=MuZeE_4PyTs  
3. ceremony handover clip  