

Edward Peake C of E VC Middle School



Subject: PSHCE	Unit: Relationships Education	Term/Duration: Autumn 1 / 7 Weeks	Year Group: 7
<p>Valuing Differences Friendship & Diversity</p> <p>Respectful relationships and conflict resolution, including online Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p>PoS: H2, R1, R3, R4, R5, R9, R13, R14, R16, R17, R19, R27, R28, R29, R37, R38, R39, R40, R41, R42, L3, L4 L20, L22, L23, L26, L27</p>		<p>Key Vocabulary</p> <p>Friendships, positive, respect, help, qualities, peer pressure, support, services</p> <p>Cyberbullying, bystander, to conform, influence, social media, discrimination, blackmail, sexting</p> <p>Harassment, race, culture, ethnicity, sex, gender, sexual orientation, prejudice, physical, verbal, equality, bullying, stereotypes, diversity</p> <p>Learning difficulty, autism, disablist, inclusion, empathy, identity</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • Learn how to develop self-worth and confidence to support decision-making • Learn about gender identity, transphobia and gender-based discrimination, homophobia and biphobia, racism and religious discrimination; and disability discrimination • Learn how to access support services in relation to inclusion or discrimination • Identify the qualities of positive friendships • Consider how a good friend should behave and assess if they are a good friend online • Describe the meaning of bullying and cyberbullying and the impact it can have on an individual • Explain the impact of gender identity and sexual orientation stereotypes and how the law protects people from discrimination • Ensure understanding for SEND pupils, the definitions for key terms • Investigate other LGBT+ individuals who have campaigned for change • Describe what happened at the Stonewall Riots and how they have impacted LGBT+ people's lives today • Explain what HBT bullying is • Demonstrate an increased understanding and awareness of people with learning disabilities and autism • Recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism 			

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Most pupils will be able to:

- Learn how to manage influences on beliefs and decisions
- Learn strategies for managing group-think and persuasion
- Describe strategies for dealing with challenges in friendships
- Define peer pressure and give examples of how it can happen online
- Explore challenging scenarios and their appropriate responses
- Explain where to seek support and advice on bullying/cyberbullying
- Explain how The Equality Act (2010) protects people from discrimination
- Understand the effects of what HBT bullying can have on people
- Describe or demonstrate ways of challenging disablist language, bullying, discrimination and prejudice

Some pupils will be able to:

- Learn strategies to challenge prejudice-based bullying and discrimination
- Explain where and how to access support and help, including from professionals
- Give advice to others about how to resist peer pressure online and offline
- Suggest ways we can help stop people being bullied for being different and ways to get support
- Identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism

	Learning Objectives	Content	Resources /Health and Safety	Success Criteria
1	LO: To learn about friendships and how to deal with some of the challenges that can arise	<p>Give out exercise books; label Title Page – Year 7 PSHCE</p> <p>Establish Ground Rules for PSHCE: <i>We will listen to and respect everyone</i> <i>We will keep the conversation in the room</i> <i>We will use language that won't upset other people</i> <i>We will use the correct words and if we don't know them, we'll ask</i> <i>We will comment on what was said, not the person who said it</i> <i>We won't use names (share our own, or our friends', personal experiences)</i> <i>We won't put anyone on the spot</i> <i>We have the right to pass if we don't want to speak</i></p>	<p>Ask It Basket</p> <p>Exercise books from Year 6</p> <p>Rise Above – forming positive relationships</p> <p>Post-it notes</p> <p>Plain A4 paper</p> <p>Rise Above resources:</p>	<p>I can identify the qualities of positive friendships</p> <p>I can describe strategies for dealing with challenges in friendships</p> <p>I can explain where and how to access support and help,</p>

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	<p>Complete the PSHCE Classroom Charter – either pupils copy the rules above or teacher types them up and sticks in pupil exercise books after lesson.</p> <p>Starter: Show: <i>A new student has just moved to the school halfway through the year. What tips would you give them about how to make new friends?</i> Create a mind map with your tips</p> <p>Base Assessment: How do you feel? Pupils should answer the three baseline questions on a confidence scale (0 = not confident, 10 = extremely confident) for each of the following questions:</p> <p>A) How confident are you in knowing what makes a good friend? B) How confident do you feel about managing change in friendships? C) How confident are you in knowing how to support a friend?</p> <p>Main: <u>Activity 1: What makes a good friend? Graffiti Wall</u> Watch: https://riseabove.org.uk/article/suli-breaks-on-friendship/ <i>*Listen to 1:00 and then skip forward to 1:15 as there is a swear word between these times*</i> This graffiti wall activity should be done in groups:</p> <ol style="list-style-type: none"> Put pieces of A3 paper up around the classroom with the following headings: <ul style="list-style-type: none"> Good friends do... (how do they add to your life?) Good friends don't... (what do friends avoid doing?) The most important qualities of a friend are... Conflicts that can arise in friendship include... Moving around the room, ask groups to add their comments under each heading 	<p>https://riseabove.org.uk/article/suli-breaks-on-friendship/</p> <p>https://riseabove.org.uk/article/doug-armstrong-on-health-relationships/</p> <p>https://riseabove.org.uk/article/how-to-comfort-a-friend-in-need/</p> <p>https://riseabove.org.uk/relationshipsticks/</p> <p>https://riseabove.org.uk/article/how-to-spot-a-frenemy-with-madem-on-the-wall/</p> <p>https://riseabove.org.uk/article/cherry-wallis-on-friendship/</p> <p>Chromebooks</p>	<p>including from professionals</p>
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	<p>3. Ask pupils to respond to what other groups have written. They can add to other groups' statements, tick if they agree with comments and build on or challenge other people's statements.</p> <p>4. As a class, look at everyone's opinions while discussing the questions below:</p> <ul style="list-style-type: none">• What did people agree on and why?• What did people disagree on and why? <p>Challenge:</p> <ul style="list-style-type: none">• Why do some people have different expectations of what a 'good friend' means?• Are there similarities in these qualities to positive sibling relationships?• In what ways might our expectations of friendships change over time? <p><u>Activity 2: When things get tricky...</u> Pupils work in pairs to look at some of the challenges that can arise within friendships.</p> <p>Watch https://riseabove.org.uk/article/doug-armstrong-on-healthy-relationships/</p> <p>Pupils make notes of all the possible challenges or tricky situations that can arise between friends Then create a challenging scenario that can take place between friends. This can be in the form of creative writing or a storyboard. E.g. one friend is left out of a trip to the cinema, one friend lies to another friend about where they were at the weekend. In their pairs, create a solution for the scenario and add to their work. Use the resource for ideas: https://riseabove.org.uk/article/how-to-comfort-a-friend-in-need/</p> <p><u>Extended Activity:</u> https://riseabove.org.uk/relationsticks/ - pupils will need Chromebooks for this activity</p> <p>Plenary:</p>		
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		Look back at the mind map from the start of the lesson and ask pupils to add on anything new they have thought about or reflected on in the lesson		
2	LO: To understand what peer pressure is and the role of a bystander	<p>Re-establish Ground Rules</p> <p>Starter: Ask the pupils what they understand by the term 'peer pressure'</p> <p>Ask: How does peer pressure make you feel? (pressurised, scared, nervous, hopeless, guilty, no way out)</p> <p>Who can put peer pressure on you? (close friends, popular groups)</p> <p>What is the difference between pressuring and encouraging someone?</p> <p>What can peer pressure look like online?</p> <p>What can you do if you feel peer pressure? (choose your friends wisely, tell a trusted adult, believe in yourself and be confident in your decisions)</p> <p><u>Base Assessment:</u> Read some statements about peer pressure and pupils must decide if they believe them to be myths or truths. Thumbs up = truth Thumbs down = myth</p> <p>Reveal answers in plenary</p> <p>Main: Watch https://vimeo.com/191863532 Ask:</p>	<p>Ask It Basket</p> <p>Childnet – Crossing the Line</p> <p>Myth or Truth statements</p> <p>Worksheet 3.1</p> <p>Worksheet 3.2</p> <p>Plain A4 paper</p>	<p>I can define peer pressure and give examples of how it can happen online</p> <p>I can consider how a good friend should behave and assess if they are a good friend online</p> <p>I can give advice to others about how to resist peer pressure online and offline</p>

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	<p>Is this story realistic? Is it difficult sometimes to know what the right thing to do online is, especially when it comes to standing up for your friends in cases of cyberbullying, or to your friends if they're encouraging you to make bad decisions?</p> <p>Crossing the Line – Leah says in the film that Charlie always goes 'too far'. In this film, where do you think the line was crossed from harmless banter, to cyberbullying?</p> <p>The film is about how friends deal with online bullying, which friend's response do you relate to most? Jenna? Ben? Leah? Jack? Why?</p> <p>How do the different friends react? Why does Jack go along with what Charlie is doing? Why is Charlie able to manipulate him?</p> <p>Are Jack and Charlie equally responsible for bullying Jason, as for example, Jack allowed Charlie to use his phone?</p> <p>If others like the pictures or share them, are they also joining in with the bullying?</p> <p>A bystander is someone who sees bullying happen and although they don't get involved, they don't speak out against it either. Can you name the bystanders in this film? (Jenna, Ben)</p> <p>Ben, Jenna and Leah are Jason's friends, why are they reluctant to stand up for Jason or to get involved? Do you think they are bad friends? Would you expect your friends to stick up for you online? (Fear of getting involved or Charlie targeting them instead)</p> <p>What would happen if Jenna, Leah and Ben wrote back on behalf of Jason and said something mean back to Charlie?</p> <p>Taking Action Why do you think Ms Thomas wants to speak to Jack?</p>		
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	<p>Charlie says the picture with the mean comment 'will disappear in a second. No harm done'. Is this true?</p> <p>Do we know who stepped in to take action to report the cyberbullying to the school? Leah? Ben? Someone else anonymously? Why did they step in at that point? Was this the right thing to do?</p> <p>What do you think happens at the end of the film? Does the situation improve?</p> <p>What do you think would happen if no one reported or said anything about the cyberbullying to the school? Is there a reason why you might not report to the school? (fear of the school overreacting, being perceived as 'weak')</p> <p><u>Activity 1: What is a good friend?</u> Groups of 3 Hand out worksheet 3.1 Ask the pupils to rank the qualities of a good friend into a diamond nine shape, with the most important quality being at the top.</p> <p>What makes a good online friend? Do they need to change or amend any of the qualities of a good friend to being a good online friend? Using the back of the worksheet cards, write other examples of qualities of a good online friend. E.g. Not sharing embarrassing photos, always liking my profile pictures, sharing funny content, not posting mean comments</p> <p>Share some ordering ideas</p> <p><u>Activity 2: 'What would you do?' quiz</u> In pairs, hand out the worksheet 3.2 Ask each other questions and to be as honest as possible.</p> <p><u>Activity 3: What advice would you give?</u></p>		
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		<p>Discuss the advice the pupils might give to others who feel peer pressure online. Create a mind map of options e.g. report it, block the person, laugh it off</p> <p>Devise a slogan that would encourage others to resist peer pressure online.</p> <p>In pairs: come up with 3 more examples of slogans they could use to encourage others to resist peer pressure online or peer pressure. e.g. <i>Don't share it!</i> <i>Choose your friends wisely</i> <i>Ask for help!</i> <i>Be strong. Be brave</i> <i>Stay true to yourself</i> <i>Think before you post</i> <i>Be genuine</i> <i>Be a good friend online</i> <i>Don't add to hatred</i></p> <p>Plenary: Review myths and truths</p>		
3	LO: To learn about the meaning and impact of bullying and cyberbullying	<p>Re-establish Ground Rules Starter: Show: <i>Feeling sad...why won't people just leave me alone?</i></p> <p>How would you respond to the friend? Think about:</p> <ul style="list-style-type: none"> - What would your first action be after reading this? - What other words would you use to describe your friend's emotions? - Why do you think your friend has posted this? - How would you support your friend? (face-to-face contact, online discussion?) - Would you involve other people such as family or friends? 	<p>Ask It Basket</p> <p>Rise Above – Bullying and Cyberbullying</p> <p>Post-it notes</p> <p>Resource 1 – Circle of Support sheet</p> <p>Chromebooks</p>	<p>I can describe the meaning of bullying and cyberbullying and the impact it can have on an individual</p> <p>I can explore challenging scenarios and their appropriate responses</p>

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	<p>Base Assessment: How do you feel? Pupils to answer the four baseline questions on a confidence scale (0 = not confident, 10 = confident) for each of the following questions:</p> <p>A) How confident are you about understanding the meaning of bullying/cyberbullying? B) How confident are you at describing the impact of bullying/cyberbullying?</p> <p>C) How confident are you about knowing how to respond appropriately to bullying/cyberbullying?</p> <p>D) How confident are you about knowing where to seek support and advice on bullying / cyberbullying?</p> <p>Main: <u>Activity 1: Trouble Online</u> Discuss and then make notes of their responses: What stressful situations occur online? What causes online arguments? What are the effects of online arguments? How can we avoid or get out of conflict online?</p> <p>Challenge: How does cyberbullying differ from other types of bullying? Why do you think this? Why can stopping bullying be so difficult? How is this made even harder when the bullying is online?</p> <p>Watch: https://riseabove.org.uk/article/do-most-fights-start-online/ Children to build on their answers in a different coloured pen.</p> <p><u>Activity 2: Circle of Support</u></p>		<p>I can explain where to seek support and advice on bullying/cyberbullying</p>
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	<p>In small groups or pairs, pupils to pick a scenario about someone who is experiencing bullying and create a 'circles of support' diagram. Pupils to draw concentric circles and label them: Individual Friends School Other (family, police, youth clubs, websites)</p> <p>Pupils then write down in the circles how each of these groups could respond to the scenario and give support in resolving the conflict, using the Rise Above website to find ideas.</p> <p>Which actions would be the most supportive and why? Which circle of support is the most important in your scenario?</p> <p>Challenge: What may be the barriers to accessing these circles of support and how could they be overcome? Why might some types of bullying be more serious and require more support than others?</p> <p>Plenary: As a class, pupils have 3 minutes to come up with as many bullet points on post-it notes that should be included in the school anti-bullying policy based on the topics covered in the lesson. Remember to reinforce the message that students must reach out to trusted adults or friends if they are experiencing bullying or suspect that someone they know is being bullied – either in person or online. Signpost students to Childline and their pastoral system in school, form tutor or Year Lead.</p> <p>How do you feel? Pupils think back to the confidence line that they shared at the start of the lesson and consider the same questions: A) How confident are you about understanding the meaning of bullying/cyberbullying?</p>		
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		<p>B) How confident are you at describing the impact of bullying/cyberbullying? C) How confident are you about knowing how to respond appropriately to bullying/cyberbullying? D) How confident are you about knowing where to seek support and advice on bullying/cyberbullying? Ask pupils to consider if their scores have changed and why, and give an example of something new they have learnt or thought about. This can be discussed in pairs or written down.</p>		
4	<p>LO: understand that identities are made up of different characteristics</p>	<p>Re-establish Ground Rules Starter: Ask pupils to use the anonymous question box throughout the lesson if they have any questions</p> <p>Ask pupils to describe the images of babies, then the images of adults. Discuss and highlight that our identities are made up of different characteristics that develop and change over time. Explain that identities are 'who we are'</p> <p>Main: <u>Activity 1: Guess Who</u> Using the worksheet, pupils complete a profile of themselves. Collect everyone's profile and choose one profile. Pupils can ask questions to gain clues, and try to Guess Who Repeat several times Explain that all the clues are characteristics, which the pupils have used to identify the person. Highlight that our identities have multiple layers.</p> <p>What characteristics make up our identity? In pairs Pupils list as many characteristics as they can that make up people's identities. Go round the class, each pair suggesting a characteristic.</p>	<p>Ask It Basket</p> <p>Guess Who worksheet</p> <p>Diamond 9 worksheet</p> <p>Chromebooks</p> <p>Plain paper</p>	<p>I can understand that identities are made up of characteristics</p> <p>I am aware that there are differences and similarities between our identities</p> <p>I am able to describe my individual identity</p>

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		<p>Through questioning, cover the following: Sex, religion or belief, disability, race, age, sexual orientation</p> <p><u>Activity 2: My Identity Wordle</u> Pupils use words to describe their identity and create a Wordle www.wordle.net or write the biggest characteristics in the biggest writing, and smaller ones around it if Chromebooks not available.</p> <p><u>Activity 3: Different or the Same?</u> In pairs: Discover things that they don't have in common. Go round the class, sharing Repeat, finding things that they share in common. What does this show us?</p> <p>Even when people's identities are different, we can always find characteristics in common. Even when we share similar identities, we will always have something which makes use individual.</p> <p>Plenary: Diamond 9 Create nine cards with different characteristics. Ask pupils to rank them in a diamond shape with the most important at the top.</p>		
5	LO: To understand that people can have negative attitudes and what is meant by prejudice and stereotypes	<p>Re-establish Ground Rules Starter: Provide each pupil with the 6 cards from worksheet 14 that each contains a first name and line them up on their tables. Explain that the pupils are working in the role of an entrepreneur, like Alan Sugar and will need to recruit an engineer to go into space and set up life on the moon. Each time you reveal a slide with more information, the pupils need to 'fire' someone by removing them from their line up until there is one left who is 'hired' The final slide reveals each person's qualifications.</p>	<p>Ask It Basket</p> <p>Worksheet 14 – The Apprentice</p> <p>Worksheet 15 –Prejudice news 16 – Prejudice script (extension)</p>	<p>I am able to recognise my own and others' stereotypical and prejudiced attitudes</p> <p>I am aware of the negative consequences of</p>

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	<p>Discuss their choices, highlight any prejudice and stereotypes and conclude you can't prejudge on such little information.</p> <p>Main: <u>Activity 1: Gender Stereotypes</u> Using imagery from Billy Elliot, explore pupils' attitudes towards a boy doing ballet. You could play a clip to engage them. Introduce gender stereotypes. In pairs: Pupils introduce themselves as stereotypical 'girls' and 'boys' using statements on slides. Discuss the stereotypes and the associated problems with these labels. Highlight that we are all individuals. The video shows a scenario of gender discrimination. https://www.youtube.com/watch?v=Qyg8XTuRvZc&feature=emb_logo Labelling Young People In pairs: Create a stereotypical views of young people. Select some pupils to present their images or statements and explore how it feels to be labelled in this way. Discuss issues relating to prejudice against young people e.g. hoodie wearers being banned from shops, young people gathering in large groups being considered intimidating. How is this reflected in the media? How does it affect adults' attitudes and behaviour?</p> <p><u>Activity 2: Challenging Stereotypes</u> Explore the negative effects of labelling other groups of people. Using a list of statements on the slides, pupils work in pairs to role-play one person making a stereotypical statement and the recipient explaining how it makes them feel and why it is wrong or unfair. They choose 5 statements each.</p> <p><u>Activity 3: Read all about prejudice</u> Using worksheet 15, read extracts from newspapers that feature prejudicial views toward a particular group. Pupils should use pens to highlight the prejudicial views and think about the negative consequences of this attitude.</p>		<p>prejudice and stereotypes</p>
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		<p>Plenary: Present the riddle followed by the question that will reveal prejudicial and stereotypical thinking. Highlight that it is important to be aware of our own prejudicial and stereotypical attitudes and to think about how they will make other's feel.</p>		
6	LO: To explain that HBT bullying is not acceptable	<p>Re-establish Ground Rules Starter: Revisit ground rules Remind pupils of anonymous question box</p> <p>Pupils to write their name vertically down the margin of their book. For each letter, the pupils need to think of a positive adjective to describe themselves (e.g. ANDREW = A - awesome, N - nice, D - dynamic, R - reliable, E - energetic, W - wise) Pupils can ask their partners for examples to help them.</p> <p>Main: Discuss the phrase HBT bullying. Do the pupils know what this means or what the letters stand for? Show the pupils the definition of HBT bullying and what each letter stands for.</p> <p>Show the pupils the video within the slides about how we could stay silent and not do anything about HBT bullying or how we should STAND UP and SPEAK OUT</p> <p>Pupils are to think about the impact of HBT bullying and come up with an acrostic poem using the letters HBT BULLYING to think about the feelings of the target of bullying.</p> <p>This could be a potentially triggering activity for those who may have experienced bullying so if pupils prefer, they should be given the opportunity to write about how it feels to feel supported and encouraged to be who you are by others.</p> <p><u>Class Pledge</u></p>	Ask It Basket Barnados Secondary School Resources Pack page 27, 50 - 60	<p>I can explain what HBT bullying is</p> <p>I can increase my confidence in assisting the school community in taking steps to combat HBT bullying</p> <p>I can think of positive strategies to help prevent HBT bullying in my community</p>

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		<p>Ask pupils to work together to make a class pledge (to be written on a piece of card/paper) stating how they intend to make school a safer/better place for LGBTQ young people, staff, etc. e.g. "We won't assume that everyone is heterosexual"; "We will challenge the use of homophobic language every time we hear it"</p> <p>Plenary: As the activity could be quite emotive, it is important to ensure pupils 'de-role' after writing this poem - perhaps by explaining how they are different to the person in the poem or through completing a fun end-of -lesson game.</p> <p>Ensure sufficient time for young people to ask questions - use the Ask It Basket if needed.</p>		
7	<p>LO: To know ways to challenge disablist bullying, prejudice and discrimination as individuals, as a community and within society</p>	<p>Re-establish Ground Rules Starter: Revisit ground rules Remind pupils of anonymous question box</p> <p>Tell all pupils who have blue eyes to stand up and move to the back of the classroom, facing the wall. Explain that it's a new Government seating strategy.</p> <p>How does it feel to be treated this way? Was it fair? What is the word that describes this kind of treatment? (Discrimination)</p> <p>Show the definition: <i>The unfair or prejudicial treatment of someone based on a characteristic that they cannot change'</i></p> <p>Ask pupils if they are able to identify any possible ways in which some people may be discriminated against based on a characteristic that they cannot change? (gender, race, height, disability, sexual orientation)</p>	<p>Ask It Basket</p> <p>#ImWithSam: raising awareness of learning disabilities and autism</p> <p>Resource 1: Fact or Myth? Cards</p> <p>Resource 2: Fact or Myth? answers and further information (for teacher use)</p> <p>Resource 3: A Day in Sam's Life</p> <p>Resource 4: Challenging Stereotypes information sheet</p>	<p>I can demonstrate an increased understanding and awareness of people with learning disabilities and autism</p> <p>I can recognise disablist language and bullying: how, where and why it happens and the potential physical and emotional impacts of these behaviours on people with learning disabilities and autism</p> <p>I can describe or demonstrate ways of challenging disablist language, bullying,</p>

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	<p><u>Baseline Assessment</u> Pupils create a mindmap for: 'Diverse Society'</p> <p>What does this phrase mean?</p> <p>Who is included?</p> <p>What examples can you give?</p> <p>Main: <u>Activity 1: Fact or myth?</u> Share the definitions of 'learning disability' and 'autism'</p> <p>In pairs or groups, ask pupils to sort the Fact or Myth? Cards into three piles: 'Myth', 'Fact' and 'Not Sure' Take answers as a whole class Are pupils surprised by any answers?</p> <p><u>Activity 2: A day in Sam's Life</u> In small groups, ask pupils to read the story of Sam, an adult with an unspecified learning disability. Explain that Sam is someone they might see every day in their street, on a bus, in a shop. After they have read the story of Sam's day, ask them to consider some or all of the points below. You could divide these up between each group, or ask each group to look at all of them, whichever suits your organisation best. Take feedback from the groups at the end.</p> <ol style="list-style-type: none"> 1. Make a list of the feelings Sam might be experiencing at the different times in the day, and what might have made Sam feel this way. 2. Why do people speak to and treat Sam in the way they do? 3. What effects could the words 'weirdo' and 'retard' have on Sam? 4. Why do people use these sorts of words to describe Sam? 	<p>Resource 5: Challenging disablist words and behaviours sheet</p>	<p>discrimination and prejudice</p> <p>I can identify and evaluate steps that have been taken or could be taken in law and in the community, to change attitudes towards and support people with learning disabilities and autism</p>
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	<p>5. On what do people base their opinion of Sam? 6. Who showed Sam understanding and acceptance? How might these people have made Sam feel? 7. What stereotypes of people with learning disabilities are shown in the story? 8. Is there anything about Sam's day which surprises you, or that you didn't expect? Why?</p> <p>For pupils who may need support: Using someone to work alongside them if possible, ask pupils who need more support to make a list of the things which happened to Sam during the day which made Sam feel good, and the things which made Sam feel not so good. Can they say why each thing they have identified made Sam feel that way?</p> <p>Extension: To challenge pupils further, ask them to think in what other ways might people behave towards someone with a learning disability which is disablist or discriminatory? Why do people use the words or behave in the ways they have identified? Ask pupils to think beyond basic reasons such as 'they're just not very nice' to deeper emotions such as fear, or wider issues such as society's perceptions and treatment of people with learning disabilities and autism.</p> <p><u>Activity 3: Challenging stereotypes</u> Explain to pupils that it is said that if you know one person with autism then you know one person with autism – just like anyone else, people with autism are individuals with their own likes, dislikes and aspirations. Ask pupils to reflect on why we give people labels such as autism. When is it useful to give someone a label (e.g. helps them access support)?</p> <p>When is it unhelpful? Help them understand that labels become unhelpful when someone is only seen for the stereotype behind the label, or not seen to have characteristics and attributes beyond that label.</p>		
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	<p>Ask pupils if they can think of, or name, any celebrities or someone in the public eye who has learning disabilities or autism. Ask them to think of reasons that people with learning disabilities are less visible in our society and media. Are any of the reasons down to discrimination or unhelpful labelling?</p> <p>Share the Challenging Stereotypes sheet with pupils and discuss ways in which the people featured challenges or have challenged the stereotype of people with learning disabilities and autism. It might also be interesting to extend the discussion into ways that these people were or are perceived and treated by the media and society as a whole, and why this could be.</p> <p><u>Activity 4: Disablist words and behaviour</u> Discuss the meaning of the words 'disablist' and 'discrimination' with pupils. List the feedback of words and/or actions in the story of Sam's day that could be described as disablist, and why. Are there other words or phrases which they have heard generally which could be interpreted as disablist? Talk to pupils about disablist language being as offensive as racist, HBT or sexist language, and why this is so. Using the Challenging disablist words and behaviours resource, or another way of recording, ask pupils to think of ways in which they or others could have challenged the words and behaviours if they had heard them being used, or said or done something differently to demonstrate understanding.</p> <p>Plenary: As way to assess learning and demonstrate progress, ask pupils to write an email to the teenagers in Sam's story. Pupils should explain why the teenagers' behaviour was disablist, challenge any stereotypes or labelling, and offer suggestions for what the teenagers could do instead in a similar situation. Ask pupils to include persuasive techniques to convince the teenagers to change their ways, such as statistics, rhetorical questions etc. The emails could be used to check understanding and address misconceptions through a series of lessons. In addition, you</p>		
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	could revisit the baseline mindmap activity from the start of the lesson to evaluate any progression in pupils' learning and understanding.		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.