

# Valuing Self and Others



**Human Rights and Social Responsibility: Causes and Responses to Conflict**

The main theme of this unit is to further develop an attitude of personal and social responsibility for the way in which we work, play and interact together as family, friends and community.

Personal Development and Mutual Understanding: Key Stage 2, Year 5

**Strand 2: Mutual Understanding in the Local and Wider Community**

**Unit 5: Valuing Self and Others**

Complementary Units: **Myself and Others**  **Ups and Downs**  **Learning More About Others**  **Making Good Choices** 

**living  
learning  
together**



# Teaching approaches

## Co-operative Games

These types of games are not competitive. They help to develop a sense of community within the classroom because, unlike competitive games, everyone works together to be winners and lack of skill is less likely to be highlighted.

## Drama/Role Play

Using drama or role play activities is an ideal opportunity to discover what is happening in the lives of your young people. Give them an outline of a situation and ask them to complete the scenario through role play (for example, three friends were walking home from school late one afternoon when....)

## Groupwork Skills

These skills are important in life and work. To make sure groups work well together, allocate roles within the group (for example Manager, Timekeeper, Recorder, Reporter, Encourager etc.). Assign these roles fairly in each session, and make certain that group rules encourage everyone to contribute.

## Visualisation Skills

Being able to visualise oneself in another situation is a good way to relax and to restore calm in a stressful situation. It can also develop imagination and encourage a positive approach to a challenging activity or encounter.



# Key Experiences

in developing responsible attitudes to themselves, others and conflict situations

## Building on Key Stage 1

### Responsibility and respect, honesty and fairness as well as constructive approaches to conflict:

- identifying ways in which conflict may arise at home, and exploring ways it can be lessened, avoided or resolved;
- identifying ways in which conflict may arise at school, and exploring ways it could be lessened, avoided or resolved;
- discussing the causes of conflict in their community and how they feel about it;
- identifying members of their school community and the roles and responsibilities they have;
- beginning to understand why and how rules are made in class, in the playground and at school;
- understanding that rules are essential in an ordered community;
- identifying the people, jobs and workplaces in the community; and
- realising that money can buy goods and services and is earned through work.

## Working at Key Stage 2

### Human rights and social responsibility; the causes of conflict and appropriate responses:

- examining ways in which conflict can be caused by words, gestures, symbols or actions;
- understanding the need for rules and that they are necessary for harmony at home and at school;
- exploring and examining the rules within their families, friendship groups, and at school;
- identifying the variety of groups, their roles and responsibilities that exist within the community;
- considering the rights and responsibilities of members of the community;
- understanding that rules are essential in an ordered community and that different rules are needed in different contexts;
- examining the effects of anti-social behaviour (for example bullying and racism); and
- appreciating how and why rules and laws are created and implemented.



## Moving towards Key Stage 3

**Personal Development Key Concept: Self-awareness**

**Personal Development Key Concept: Relationships**

**Citizenship Key Concept: Human Rights and Social Responsibility**

**Citizenship Key Concept: Democracy and Active Participation**

**Citizenship Key Concept: Equality and Social Justice**

**Citizenship Key Concept: Diversity and Inclusion**

## Progress in learning

- I understand why we need to have different rules for different places.
- I can contribute to our class rules.
- I try to keep agreements.
- I recognise 'put downs' and I try not to use them.
- When someone annoys me, I explain what I need them to do instead.
- I understand my responsibilities at home and at school...
- I try to develop and break friendships without hurting anyone.
- I look for a win-win solution to solve problems.
- I listen to others and help them to solve their problems.
- I explain clearly and without accusation what happened (when a conflict arises).
- I can say sorry and why I am sorry.
- I know that bullying is always wrong.
- I know that racism is always wrong.
- I know what a witness to bullying should do.
- I know who I should tell if I witness racism.
- I am beginning to understand about stereotyping and prejudice.

Learning intentions

**Understand the need for agreed rules.**  
**Know a range of strategies to manage conflict.**

## Planning together

Actively involving children from the beginning to establish a context that matters to them is vital in providing not only a stimulus for the learning but also a reason for future work.

One suggestion on how this can be done is shown here, where the initial question:

**'What do we need to think about when we work and play together in school?'**

is asked to begin the process.



# Thinking Skills and Personal Capabilities by the end of Key Stage 2

## Managing information

Be able to ask deeper and wider questions to clarify a task and to plan and set goals;

Begin to challenge conventions and assumptions;

Be able to classify, compare and evaluate information, and to select the most appropriate methods for a task;

Develop methods for collating and recording information and monitoring progress on a task; and

Have a sense of audience and purpose.

## Thinking, problem solving and decision-making

Show the ability to use memory strategies to deepen understanding;

Identify and order patterns and relationships through a range of strategies such as grouping, classifying and reclassifying, and comparing and contrasting;

Make and test predictions, examine evidence and make links between possible causes and effects;

Discriminate between fact and opinion and question the reliability of evidence;

Understand more than one point of view;

Examine options and weigh up pros and cons;

Try alternative problem solving solutions and approaches; and

Use different types of questions systematically and with purpose.

## Creativity

Pose questions that do not have straightforward answers and seek out problems to solve and challenge the routine method;

Use all the senses to stimulate and contribute to ideas;

Experiment with different modes of thinking;

See opportunities in mistakes and failures;

Learn from and build on own and others' ideas and experiences;

Value other people's ideas;

Experiment with objects and ideas in a playful way;

Make ideas real by experimenting with different ideas, actions and outcomes; and

Begin to develop value judgments about the merits of their work.

## Working with others

Become more independent in social and interpersonal skills;

Work in different roles in a group and take responsibility for appropriate tasks;

Be willing to help others with their learning;

Understand and learn to respond to feedback; and

Work with peers to reach agreements and begin to manage disagreements.

## Self-management

Evaluate what has been learnt and compare approaches with others;

Make links between learning in different contexts;

Become more self-directed by working independently or with a group;

Learn ways to manage own time;

Seek help from a variety of sources;

Work towards personal targets identified individually or jointly with the teachers; and

Be more confident in the knowledge of personal strengths and weaknesses.



# Across the Curriculum: Connecting the learning

Helping Others To Learn

The Arts

Language and Literacy



Taking responsibility for others.

Exploring issues, for example by enacting a bullying scene.



Organising and planning how to go about a task.

**Words and phrases I will hear and use**

**Win-win**

**Responsibility**

**Fair**

**Rights**

**Co-operation**

# Rules

# Passive

# Aggressive

# Assertive

## Learning activities

### Activity 1 Ways of working in the classroom

Creating a Class Agreement, Contract or Rules.

### Activity 2 Ways of working with friends

Making agreements/contracts with friends.

### Activity 3 Ways of working with family

Making agreements/contracts with family.

### Activity 4 Conflict

Working towards win-win solutions.

### Activity 5 Bullying and racism

Reviewing bullying, exploring prejudice and examining the connections between them.



# Learning activity 1: Ways of working in the classroom

## CORE CONCEPT

To create a classroom atmosphere or environment in which everyone feels both physically and emotionally safe, happy, respected and valued, there needs to be mutual agreement about appropriate ways of working and playing together. The resulting contract/agreement/class rules will also act as a context for all learning and should reflect your school's rules.

## SUGGESTED SUCCESS CRITERIA

We will develop a charter/agreement/set of class rules that reflect the school's rules and ensure a safe, happy and fair learning environment for all. We will all take responsibility for creating and sustaining a positive learning environment.

## POINTS TO NOTE

This is a good unit to use at the beginning of a school year. It is the process that is most important. Make certain that all classroom adults contribute to the process so there is a shared understanding of what everyone needs to feel safe, happy, respected and valued in what they say and what they do. The agreed selection should reflect the particular needs of everyone in the room. The letter (Resource A) explains to parent(s)/carer(s) that this unit will help everyone to develop good ways of working together.

## WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Paper, pens and pencils
- A4 paper
- Large sheet of paper
- Digital camera
- Flip Chart

## WHAT TO DO

- Getting to Know You
- Mutual Agreement for a Way of Working Together
- Display
- Discussion

## Getting to Know You

It is easier to be happy and to respect and value the people with whom we work and play if we know them well. Many children in your class will know a small number of children well and only a little about the rest.

Use Circle Time to mix children up from their friends and play name games, for example **'My name is Lori and this is Malik; My name is Malik and this is Bronagh'** and so on. Alternatively, play **'My name is David and I like dates; This is David and he likes dates, and my name is Hannah and I like herbs; This is David and he likes dates, this is Hannah and she likes herbs, and I am Michael and I like milk'** and so on. You can also try getting-to-know-you sentence completions: **'The best thing that happened to me this summer was...'**, **'My favourite dinner is...'**, **'A place I like to go is...'**, **'Something I'm looking forward to in this class is...'**, **'Something I'm a bit worried about in this class is...'**

## Mutual Agreement for a Way of Working Together

Begin by asking the children why they need to discuss and agree a way of working and playing together. Write down all suggestions without comment or question. Next, fair group the children (5-6), allocate roles, and ask them to write down suggestions that they think would make the classroom a good place to be and learn - a place where they feel free to make suggestions when asked and feel able to try something new when they aren't sure how to do it. Suggest a limit of, for example, five suggestions. Ask classroom adults to form a group and write their suggestions, too.

Join two groups (10-12) together to form five agreed suggestions. Then ask the groups to write these on a flip chart. Put up each large group's suggestions around the room. Clarify suggestions that are unclear, then discuss the suggestions and delete any that, with discussion, everyone agrees do not apply or are inappropriate.

Explain the concept of 'consensus', then discuss the final suggestions and compare these with the original list of why an agreed way of working is needed. Ask if the final suggestions satisfy the original list of reasons. Are they fair to everyone? Do they include safety issues? Ask if there is anything missing or if they have questions about any of them. Finally, ask the children to look for common themes and lead a discussion on the number and final wording of the list.

## Display

Decide whether this is a Class Charter, Class Agreement or a set of Class Rules. Then write the statements on a large sheet of paper and display them prominently in the classroom for reference. You might decide to have a group of children write them out, illustrate them, etc. If some children in the class find reading or the language difficult to understand, think of ways to convey the list's meanings in another form. For example, take digital photographs showing the agreed responses. Ensure that photographs are changed regularly so that every child in your class appears at least once. Perhaps it will need to be translated into a different language.

Ask everyone in the room to sign their name underneath if they agree with the selection. It is important that the chosen suggestions can apply to adults and to children. An A4 version could be taken home for discussion.

## Discussion

- Were your ideas listened to in the small group?
- Which good listening skills did you use?
- How did you arrive at your list of suggestions?
- Did everyone contribute?
- Was everyone asked, by name, for their thoughts and to contribute?
- Was there much discussion, and what helped it move forward?
- Is there anything that would have helped you to work better?
- What links can you make between these and the school rules?
- How often do you think they should be reviewed?
- How will we know if they are working?
- What will we do if they are not working?
- Also, talk through a range of responses, including discussion at class or school council, if the agreed Charter/Agreement/Rules are not kept.

# Learning activity 2: Ways of working with friends

## CORE CONCEPT

While there are written rules that keep us safe in class and school, there are often unwritten rules or expectations for the way we interact with friends that are also intended to keep us safe. When these are shared, discussed and agreed, we understand them better and share responsibility for keeping them.

## SUGGESTED SUCCESS CRITERIA

We will think of ways to act responsibly with our friends when both in and out of school.  
We will draw up a Friendship Charter.  
We will discuss and evaluate the benefits of the Friendship Charter.

## POINTS TO NOTE

This is an opportunity for children to share and clarify common, but usually unwritten, rules about friendship. The next activity will look at similar issues with family, and it will be easier for the children to examine these when the issues have been related first to friendships.

## WHAT YOU NEED

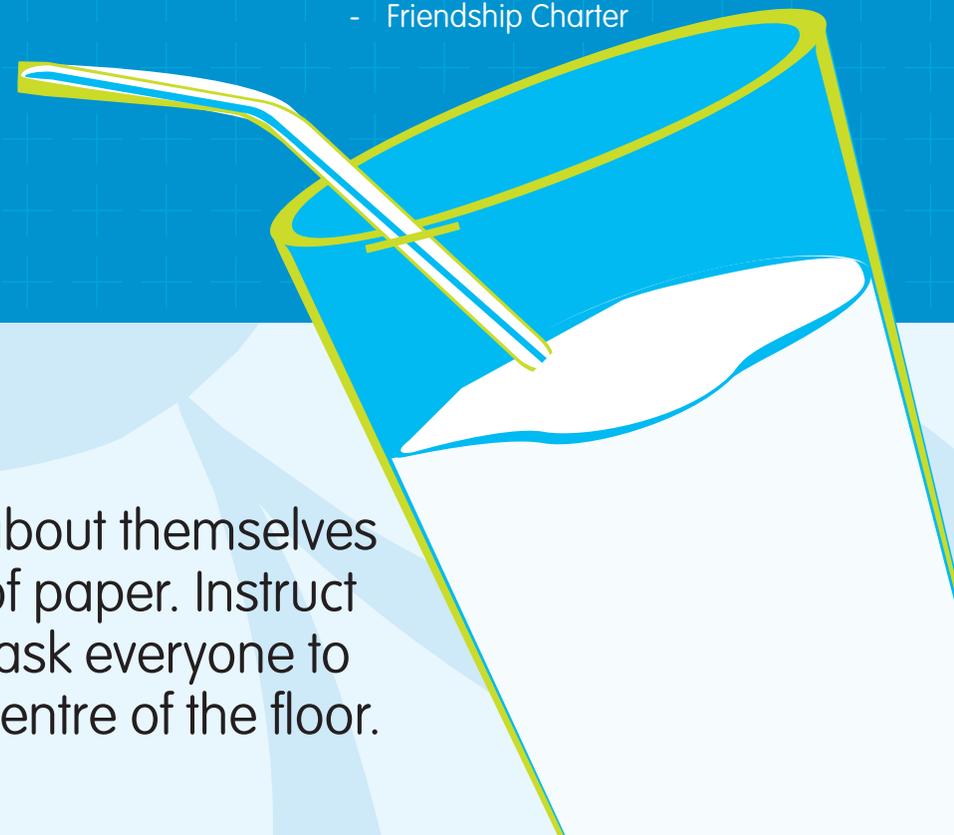
- A4 sheets of paper cut into quarters
- Primary Values p233
- Thoughts About Friendship (Resource B)

## WHAT TO DO

- Two Things About Me
- Discussion
- Thoughts About Friendship
- Friends Should...
- Friendship Charter

## Two Things About Me

Ask each person in the room to write two things about themselves that others may not know on a quarter A4 sheet of paper. Instruct them not to write their name on their sheet. Then ask everyone to fold the piece of paper in four and place it in the centre of the floor.



Mix up the papers, then ask each child to lift a paper, read it and find its author by asking questions. The questions should not directly ask what is on the paper. They should, instead, be constructed to obtain information related to the statement on the paper. For example, if a child's paper reads **'I have a dog called Kyla'**, the child could ask: **'Do you have any pets? Does your pet bark?'**

Have the children and adults move about the room asking each other questions until each person has found who wrote their paper. Ask people to sit down when:

1. They have found the person whose paper they picked up; and
2. They have been found by the person who picked up their paper.

This activity helps children construct questions and to clarify information while getting to know more about each other.

## Discussion

After the above activity, the children have learned something about other children that they may not have known before. Discuss the activity and the issue of getting to know one another. You can use the following prompts:

- How would you feel if this information was used to make you feel embarrassed or told to others outside the class?
- Are there certain ways in which we treat our friends and those with whom we work?
- Do they differ depending on whether or not it is a close friend?
- Is it different if it is in school or out of school?

- Are there certain 'rules' we need to think about? Why?
- Explain to them about the UN Convention on the Rights of the Child (for example Articles 12, 13 and 14), which concerns a child's rights to be listened to, to have his/her views taken seriously and the fact that no one should break the rights of others. (The UNCRC document can be found in CCEA's Primary Values resource, p233).
- What can a friend expect from you?
- What do you expect from a friend?

Check that they are familiar with the meaning of the words 'rights' and 'responsibilities'.

## Thoughts About Friendship

Ask each child to complete the 'Thoughts about Friendship' section of Resource B.

In pairs or small groups (ensuring no one feels left out), have the children discuss what was common on each person's sheet and what was different. Then ask them to think about advantages and disadvantages of those points that are different and whether or not they are important.

## Friends Should...

Next, children should join pairs to make groups of 4 - 6, agree roles, and instruct each group to complete 'Friends Should...' (Resource B). Ask groups to nominate fairly one or two people to present their thoughts to the rest of the class. Encourage questions and comments from listeners. Encourage listeners to respond, **'Yes, I think that is fair because...'** or **'No, I don't think that is fair because...'** Then discuss any concerns raised.

## Friendship Charter

As a whole class, discuss and agree a Friendship Charter, then on a flip chart, monitor for a few days how it is working. You may be able to monitor the whole charter and consider it on a daily basis. Alternatively, you may find it more appropriate to consider one aspect for one specific period, for instance morning break for a week.

Evaluate the results. After adjustments, agree who will record the Charter (and in what format) for display in the classroom. You can also choose to record one aspect and to add to the charter as appropriate.

# Learning activity 3: Ways of working with family

## CORE CONCEPT

While there are written rules that keep us safe in class and school, there are often unwritten rules or expectations for the way we interact with family that are also intended to keep us safe. When these are shared, discussed and agreed, we understand them better and share responsibility for keeping them.

## SUGGESTED SUCCESS CRITERIA

We will think of ways that we can act responsibly with our family.  
We will draw up a Family Charter.  
We will discuss and evaluate the benefits of our Family Charter.

## POINTS TO NOTE

This is an opportunity for children and parents to use interactive discussion to share and clarify common, but usually unwritten, 'house' rules and to make them explicit and more easily understood by everyone. Adapt this unit for those children whose families may have language difficulties or who have different cultural attitudes. Some children may also have other difficulties that require your sensitivity and that may require you to adapt the activities.

## WHAT YOU NEED

- How Well Do We Know Each Other? (Resource C)
- What We Like About Our Family (Resource D)
- We All Have Rights (Resource E)
- Our Family Charter (Resource F)
- Primary Values

## WHAT TO DO

- How Well Do We Know Each Other?
- What We Like About Our Family
- We All Have Rights
- Our Family Charter

## How Well Do We Know Each Other?

Explain to the children that they now need to think about the unwritten rules and expectations that exist in families. Why do we need to talk about Family Rules?



‘How well do we know each other?’ (Resource C) is designed to be part of Home Learning and is intended to initiate discussion rather than to be a test! When we know each other well and value the relationship, it is easier to see the other’s point of view.

## What We Like About Our Family

There are many things we often want to change about our family (for example, see **‘The Second Princess’** by Hiawyn Oram and Tony Ross and associated activities in Primary Values). However, we also need to appreciate and talk about what is good about our family. Instruct the children to complete ‘What We Like About Our Family’ (Resource D) at home with members of their family. After discussion at home, you can make the children’s finding a part of Circle Time.

## We All Have Rights!

Check that children are familiar with the use of the words ‘rights’ and ‘responsibilities’, and remind everyone that no one should break the rights of others.

Adults have rights too! Have children and their parent(s)/carer(s) discuss/complete ‘We All Have Rights’ (Resource E), but try to ensure that responsibilities are not a list of duties. For example, children might list their right to play but also list their responsibility to tell their parents where they are and to be back at the agreed time.

## Our Family Charter

Instruct the children to use ‘Our Family Charter’ (Resource F) to create a Family Charter with their parent(s)/carer(s). They will be experienced doing this after completing the previous activities. **‘The Second Princess’** by Hiawyn Oram and Tony Ross and activities in Primary Values are other useful resources for this activity.

Remember, it is the process of discussion here that is paramount, so these activities cannot be completed in one evening!

When you monitor and evaluate the Classroom Charter, refer also to the Friendship and Family Charters to ensure children and families are monitoring, evaluating and reviewing these other charters too.

Finally, ensure that children understand that we always have the responsibility to speak up, at the time or later, if that would be safer, when we see another’s rights being denied. Your school may already use materials that reinforce this message.

# Learning activity 4: Conflict – working towards win-win solutions

## CORE CONCEPT

Everyone needs to feel able to express disagreement in an assertive, polite way that does not intentionally hurt others. The way you manage conflict needs to reflect your school's policy.

## SUGGESTED SUCCESS CRITERIA

We will recognise and practise strategies designed to deal with conflicts. Through ongoing discussion, we will verbalise the benefits of managing problems peacefully.

# Stop Think

## What is Conflict?

Fair group the children into fours or fives and assign them roles. Then give each group five minutes to discuss what they think 'conflict' is. Ask a reporter from each group to tell the rest what was discussed and record the response on a flip chart. Encourage questions from the others to clarify the group's thoughts.

## POINTS TO NOTE

Working towards win-win solutions may not be the conflict approach used by parents/carers. So explain this approach to the children clearly. It is important that this is a shared approach by both adults and children, that it is modelled by all staff, and that the children receive consistent messages.

When children can manage their own conflict situations constructively and without aggression, they develop confidence and see conflict as a positive opportunity for change and for moving forward. This is more likely to be successful when everyone involved understands and values the need to: deal with conflict, to listen to and understand another's

point of view, and to work towards a solution. We do not have to agree with someone in order to understand their position. All work in groups, work to develop good relationships, clear communication and opportunities to explore and appreciate diversity will all support this topic.

## WHAT YOU NEED

- Animal Cards (Resource G)
- Animal Descriptions (Resource H)
- Sam Has a Bad Day (Resource I)
- Scenarios (Resource J)

## WHAT TO DO

- What is Conflict?
- Causes of Conflict
- Win-Win Situations
- Scenarios

# Listen

# Listen

# Decide

## Win-Win Situations

Use prompts such as: Is this always the case? Does anyone else think this? Can conflict be a good thing? Why might it be good? This will foster an understanding that conflict is a problem to be solved and a part of everyday life. (It is how we deal with conflict that will determine whether it is constructive or destructive, good or bad). Next, give each group a set of the 'Animal Cards' (Resource G). Ask each child in the group to pick one card that s/he thinks most represents her/him and to explain why to the rest of the small group. How might this affect how you deal with conflict? You can give out the description that goes with each animal afterwards (Resource H). Do the children agree that this description is a true reflection?

## Causes of Conflict

Read 'Sam Has a Bad Day' (Resource I) to the class. Then ask the children to sum up the cause(s) of the conflict in a few words. If the children have difficulty coming up with the cause, explain that the cause isn't simply the action or 'who did what'. It's the reason why the action was taken. Explain that most conflicts are caused by lack of resources (time, money, property), basic needs (feeling part of the group; having the ability to do what is asked; having some sense of choice; fun), or values (beliefs, attitudes, what you think is important).

Then ask them to reconsider what might have been the cause of the conflict? When we understand the cause of a conflict, it is easier to want to resolve it.

In twos (with adults joining in, if necessary, to make up a pair) have the children discuss a conflict situation that they have each had in school or with someone their own age outside school. What do they now think might have been the cause of the conflict/problem/argument?

In the same pairs, have them talk about what they did in the above situation. How did they feel about the situation? How do they think the other person felt? Do they think they were both happy with what happened? Looking back, would they do anything differently?

Next explain the concept of a win-win situation to the children. Then, go back to 'Sam Has A Bad Day' and ask the children to think about each of the following scenarios and whether it would create a win-win situation, What might Sam do next if Michael:

- **Pushes him back (Aggressive - Lose: Lose);**
- **Says something nasty (Aggressive - Lose: Lose);**
- **Starts crying (Passive - Win: Lose or Lose: Lose);**
- **Moves to make a space and quietly asks, 'What's wrong?' (Assertive - Win: Win).**

Discuss responses that make situations worse. How is Sam feeling? How is Michael feeling? What are the needs of each boy? What are the facts of the situation? Discuss the need to know 'the big picture' and how gestures and words can affect other people. What would be a Win-Win situation here? Use this as an opportunity for groups to role play.

Finally, explain that they can achieve win-win solutions to their own conflicts by using the following steps:

- Stop** Find out the problem. Use 'I' statements: 'I felt... when you... because...'
- Think** How is the other person feeling? Attack the problem, not the person.
- Listen** To each other's explanations, if not immediately then arrange a time and place later.
- Decide** Discuss possible solutions and agree on one. Remember! We are each responsible for what we say and what we do.

## Scenarios

Cut up the Scenario Cards (Resource J). Fair pair children, then ask each pair to pick a card and to role play the situation. What might be a solution?

# Learning activity 5: **Bullying and racism**

## CORE CONCEPT

Bullying and racism are always wrong.

## SUGGESTED SUCCESS CRITERIA

We will discuss and understand what bullying is.  
We will understand what racism is and its connections with bullying.

# Cultural Identity

## POINTS TO NOTE

Your whole-school community needs to reach consensus on the issue of bullying, and consequences of bullying must be enforced consistently. Ethnic minorities should be supported in retaining their own cultural identity while also being encouraged to participate in the local community.

Incorporate work on bullying and racism into all work in Mutual Understanding, the wider curriculum and all wider aspects of school life to help ensure that its lessons are effective and valued. Holding prejudices and bias is not, in itself, wrong, but we need to explore our own prejudices and challenge them before we

try to consider the prejudices of others. Definitions of 'prejudice', 'stereotype', 'discrimination', 'racism' and 'sectarianism' are available in Lynagh, N. and Potter, M. *Joined Up* (NICIE and the Corrymeela Community: 2005, p91).

## WHAT YOU NEED

- Flip chart paper
- Two photographs of the same person, each with a different caption
- Seeing is Believing (Resource K)

## WHAT TO DO

- Circle Time: Bullying
- Ending Bullying
- Prejudice and Perceptions
- Defining Racism

## Circle Time: Bullying

Ask all the children to stand closely together in a circle. Ask a volunteer to stand outside the circle. The object of the game is for the person outside the circle to try to get in to the centre and for everyone else to work together to try to prevent it. Go over the class rules to ensure everyone is mindful of safety. Stop the game after five minutes or so (the secret for getting into the circle is to tickle someone!).

## Ending Bullying

Next, form a circle and discuss the game and bullying:

- **What was it like being the outsider?**
- **What was it like being part of the bigger group?**
- **Have you ever felt like an outsider when someone was deliberately keeping you out of a group or activity?**

Ask the children to complete the sentence **'I feel bullied when...'** and have an adult record their responses on a board or flip chart. Show that you value all comments equally. Then discuss which situations might be described as teasing, and point out that what is funny to one person may not be funny to someone else. Teasing and taunting are wrong because they make people feel uncomfortable. Draw out that bullying happens over a period of time and more than once. Bullying is seriously wrong.

As a group, brainstorm a number of examples where individuals can stop or prevent bullying easily and one example where the class can work together to prevent a situation happening again. Then take suggestions from the class on how to stop or prevent the bullying. Have the children that wish to offer suggestions begin with **'Would it help if...?'** Then have the child who first gave the situation reply by saying **'Thank you'** and stating whether the suggestion would help or not. Helping to make the identified situation better becomes a class target, and other children become responsible for implementation of action and its monitoring and review. (This strategy is adapted from the Jenny Mosley Quality Circle Time model. See Resources section.)

## Defining Racism

What do the children think 'racism' means? Draw on recent local reports from the media. Use the following prompts to draw out discussion:

## Prejudice and Perceptions

Prepare two identical photographs of the same person. (It would be interesting to test perceptions by using a picture of a girl!). Then prepare a caption heading for each:

- 1 Young Person Rescues Elderly Woman From Fire.
- 2 Young Person Involved in Burglary.

Divide the class into two groups using a fair method, and ask the groups to work well away from each other. Then present each group with one of the captioned photographs. Ask each group to write a short newspaper report according to the caption heading on their photo. This should include a background, where the incident happened, who was involved, etc.

When they've completed their reports, bring both groups together. Compare the photographs and point out how it's the same person. Then compare the newspaper reports (and children's perceptions). Ask children what they think of the person in the picture now. What do they need to know before forming an opinion? Draw out the need for facts, the 'big picture' (remember 'Sam Has a Bad Day'), their own knowledge and experience (we all see things differently). Stress that it is wrong to form an opinion of someone without knowledge or reason. Discuss other prejudices - food, people (old, young), race, etc. Finally, pass out 'Seeing Is Believing' (Resource K). What do the children see? Explain that how, like these optical illusions, people aren't always as they appear or as we originally perceive.

- Do the people in these reports treat those with a different skin colour or from a different country fairly?
- In what way are they unfair?
- What is our local community doing to help?
- Is there anything we can do to help?

- Tell children that the Race Relations (Northern Ireland) Order 1997 (RRO) makes racism illegal.

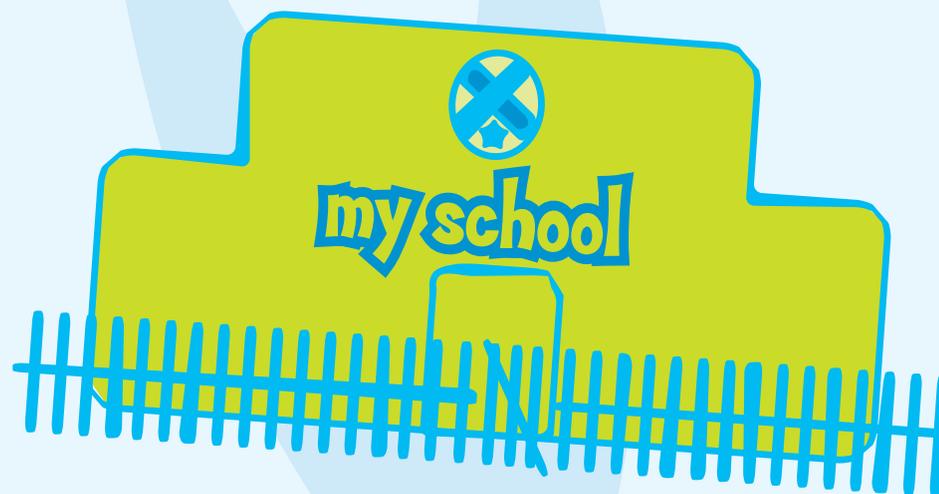
Finally, consider introducing ethnic foods, music, language or stories to help children become more aware of others.

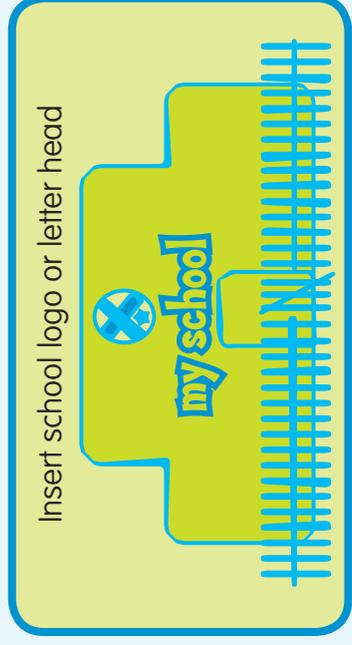
# Resource A

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 1: Ways of working in the classroom

# Letter to Parents/Carer





Date .....

**Dear Parent(s)/ Carer,**

We are beginning a new unit of work, which will help us to develop good ways of working together that recognise the rights and responsibilities of all of us. We will be examining these rights and responsibilities as they apply to different situations: school, friends and family.

We go on to look at how we can work towards a 'win-win' situation when trying to solve problems with family or friends. It is difficult for children when they receive inconsistent and contrasting messages. You can help us by talking to your daughter/son about what they have learned in school and encourage her/him to follow a similar process at home. We are asking the children to follow the steps below when faced with a problem with someone else:

- STOP** find out the problem. Use 'I' statements: 'I felt... when you... because...'
- THINK** how is the other person feeling? Attack the problem, not the person.
- LISTEN** to each other explain, if not immediately then arrange a time and place later.
- DECIDE** discuss possible solutions and agree on one.

We will complete this unit with a session on bullying and racism. This unit strongly reinforces that bullying is always wrong and that racism is always wrong. Legislation is in place in both these areas, but we would like the children to know and understand why it is wrong. Your support in following the school's policy in these areas is very much appreciated. Discussing with your child what individuals and society can do to stop/prevent bullying and racism will support, and be a valuable extension to, the work being done in school.

We are happy to talk to you about these topics.

Best wishes,



**Class Teacher**

# Resource B

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 2 : Ways of working with friends



# Thoughts About Friendship

**Fill in this part yourself, and then discuss in your group**

**What friends can expect from me:**

**What I expect from friends:**

**Record your group discussion here: Friends should...**

**Have the right to:**

**Have a responsibility to:**

# Resource C

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 3: Ways of working with family

## How Well Do We Know Each Other?



## Fill in these sections together

What we discussed	Family Member	Me
The best thing that ever happened to me		
Three important times in my life and why		
Three places that are special to me and why		
Three people that are special to me and why		
Things that you do that make me happy		
Things that you do that really annoy me		
What is my favourite meal?		
Something I would really like you to help me with		

# Resource D

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 3 : *Ways of working with family*

# What We Like About Our Family



Family Member	What I Like About Our Family

**One thing we all agree about our family is:**

# Resource E

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 3 : Ways of working with family

**We All  
Have Rights**



**Parent(s)/Carer(s) should discuss and work with their child to complete the following tables about rights and responsibilities.**

**In our family we think parents should have a right to:**

**In our family we think parents should have a responsibility to:**

**In our family we think children should have a right to:**

**In our family we think children should have a responsibility to:**

# Resource F

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 3 : Ways of working with family

# Our Family Charter

The background features a large, stylized sun with rays in shades of light blue and white. Below the sun is a wide, light green banner with a blue border, which serves as a backdrop for the main title.

**We have talked about what is important for the way we live in our family. To be fair to everyone, we have agreed:**

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# Resource G

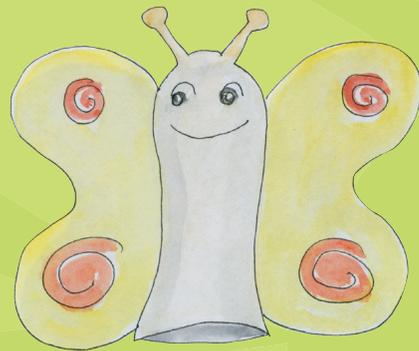
Personal Development and Mutual Understanding **Blue Unit**

Learning activity 4 : Conflict – working towards win-win solutions

## Animal Cards

Sourced from **Who We Are - Dealing with Difference** written by Yvonne Naylor as part of the Transforming Sectarianism - A Project of the Irish School of Ecumenism (Trinity College, Dublin) from the research findings of **Moving Beyond Sectarianism**





# Resource H

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 4 : Conflict – working towards win-win solutions

# Animal Descriptions

Sourced from **Who We Are - Dealing with Difference** written by Yvonne Naylor as part of the Transforming Sectarianism - A Project of the Irish School of Ecumenism (Trinity College, Dublin) from the research findings of **Moving Beyond Sectarianism**



## Owl

The owl keeps her distance and thinks about everything before she speaks or acts.



## Lion

The lion is brave; and also gets in and fights in order to defend his corner.



### **Teddy**

The teddy is nice to everyone in the hope that they will be nice back.



### **Rabbit**

The rabbit is a good listener and also runs away as soon as she senses conflict or tension.



### **Donkey**

The donkey is hard-working and contributes a lot. A donkey can also be stubborn about changing a point of view.



### **Monkey**

The monkey brings humour into the situation but can also chatter a lot and prevent serious discussion.



### **Butterfly**

The butterfly brings colour into a situation; and always seems to be on the move flitting from one thing to another.



### **Parrot**

The parrot is a good talker and also incessantly answers back without taking time to listen.

# Resource 1

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 4 : Conflict – working towards win-win solutions

## Sam Has a Bad Day

Sam's Gran has been very ill and Mum has had to spend a lot of time at the hospital. When she comes home at night, she is very tired after a day at work followed by a visit to the hospital. Sam misses his Gran. Sam loved his Gran but he didn't like to tell anyone. She was lots of fun. She played games with him, listened to his music and listened to him.

She looked after Sam after school and always had a drink and something tasty and ready to eat. **'Here, Sam, have a drink of milk,'** she would say. **'I've just chopped up some fruit. Sit down and tell me what you did today.'** Sam could talk to her about anything - when the day had gone well and when it hadn't. After Sam finished homework, they would often go to play football in the park or take Gran's dog, Kyla, for a walk and throw sticks for her to bring back. Sometimes Gran allowed Sam to bring friends from school, and they all would go to the park. It was great fun to laugh and play with friends outside of school.

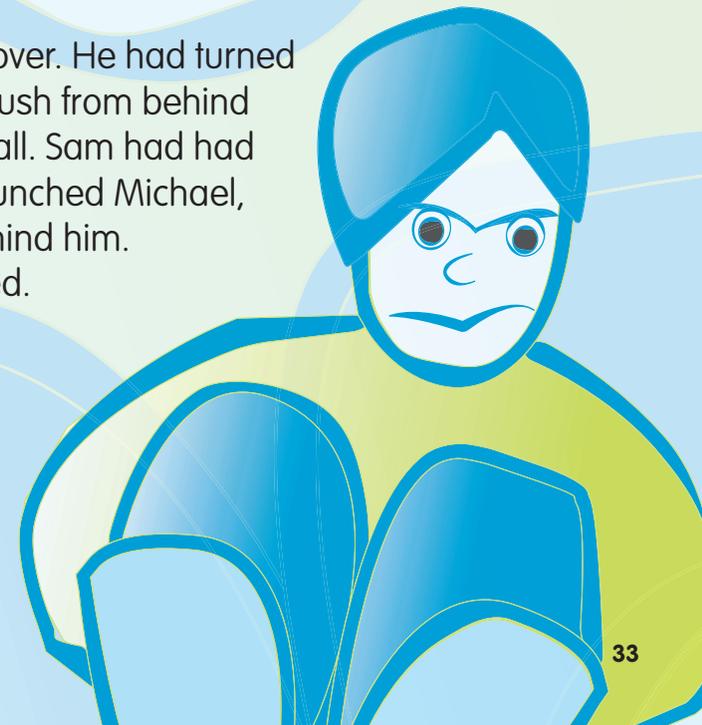
Now a neighbour, Mrs Trojanowski, looks after Sam until Mum comes back. She doesn't have much time because she has four children of her own, so there's no one to listen to how Sam's day has gone. It's very noisy when trying to do homework, so sometimes it isn't finished. The trips to the park have stopped, and there's definitely no chance of having friends round. Even his friends don't seem to notice how quiet he's become, and now that he isn't his usual sparkling self, they have stopped including him in their playground games.

Mum tries to make sure Sam has everything needed for tomorrow and to check homework when she comes home, but sometimes she is just so busy making supper, answering telephone calls about Gran, washing and ironing to make sure everyone has clean clothes (and Gran has clean nightdresses) that Sam doesn't like to ask her about the unfinished homework.

One Friday morning Sam woke up to discover it was already half past eight! Mum had slept in! Sam didn't want to get up. It was warm and cosy in bed; it was icy cold outside. Homework wasn't finished again and now he was going to be late for school as well. **'Why did Gran have to take sick?'** he thought angrily. **'Why can't it be like it used to be? Nobody understands. I've nobody to talk to now. Everybody's so busy.'**

He woke Mum, dressed quickly, ran out of the house without any breakfast and arrived at school just as his class disappeared into assembly. Everyone looked up as he came in. His face reddened. He had to sit at the end of the row, on his own in the aisle. Tom smirked in his direction and looked pointedly at his watch. Two girls nudged each other and sniggered.

Eventually assembly was over. He had turned to line up when he felt a push from behind and went flying into the wall. Sam had had enough. He turned and punched Michael, who was immediately behind him. **'Stop pushing!'** he shouted.



# Resource J

Personal Development and Mutual Understanding **Blue Unit**

Learning activity 4 : Conflict – working towards win-win solutions

# Scenarios Looking For Win-Win



<p>You are busy doing your homework and you ask your Mum to remind you when your favourite television programme comes on. She forgets and you are really annoyed!</p>	<p>You received a really good remote-controlled truck for Christmas. Your younger cousin comes later in the day and wants to play with it. You let him but he breaks it. His Dad says, 'He didn't mean to. He was too young to be playing with it.'</p>	<p>You and your sister both need to use the computer to get the information you need for homework. You argue over who should use it first.</p>
<p>Your Mum likes the house to be clean and tidy. She doesn't like clutter and she likes things to be in their proper place. Your bedroom is a mess but you want to go out with friends.</p>	<p>Your neighbour is young and likes pop music, which he plays very loudly late at night. You are in your 70s and prefer classical music. You like to be in bed by 10:30 p.m. each night.</p>	<p>You like to eat fish but your sister hates it. Your Mum refuses to cook two different meals.</p>
<p>Your friend loaned you a DVD to watch, but now you cannot find it.</p>	<p>Your Mum has made you a new dress, but you prefer to wear trousers. You know she would like you to wear the dress to your Grandfather's birthday party.</p>	<p>You are watching television and your Mum asks you to help set the table for dinner. You ask if you can wait until the programme is finished, but then you forget. Mum is really cross!</p>
<p>You are at a school friend's birthday party along with other members of your class. Your friend had her bedroom redecorated and you would like to see it. She says she will show it to you at the party but she doesn't. Back at school you discover she has shown it to another girl.</p>	<p>Your mum is good at making clothes and she has made you a new skirt. You chose the style and the material and you really like it, but your friend has laughed at it and asked you where you found it.</p>	<p>By the time you arrive in the playground, your friends have already sorted themselves into two equal teams for a game. You would really like to join in.</p>

# Resource K

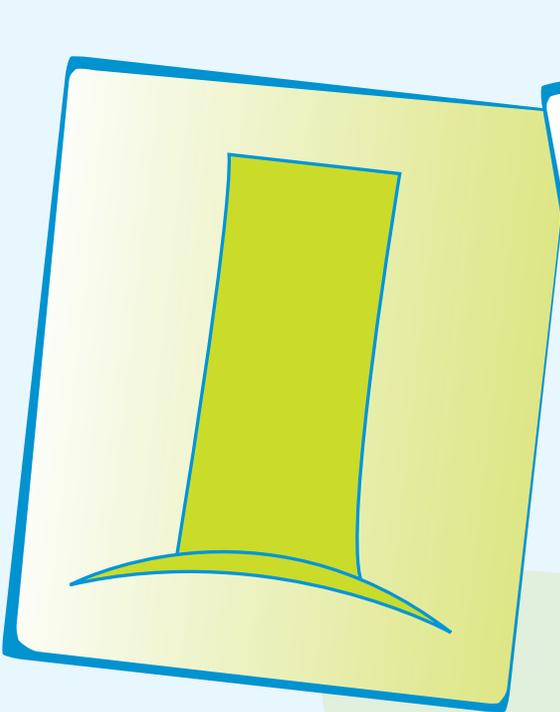
Personal Development and Mutual Understanding **Blue Unit**

Learning activity 5 : Bullying and racism



Seeing is  
Believing

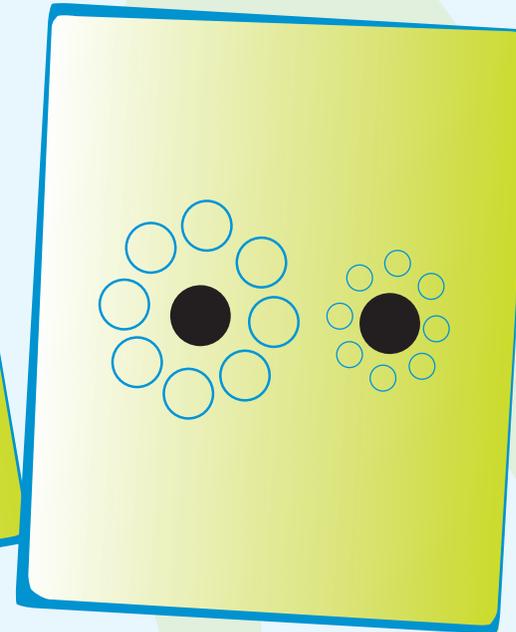
When we look at a picture we must realise that what we see in the picture might not be the same as that which other people see.



Is this hat higher than it is wider?



What can you see in these patches of black and white?



Are the black circles in the middle the same size?



Describe what you see in this drawing

notes





## Suggested stories

\*Hoffman, M. and Binch, C.

### **Grace and Family**

(Frances Lincoln Ltd: 1995) 0 71120869 7

\*Oram, H. and Ross, T. **Second Princess**

(Collins Picture Lions: 1995) 0 00664412 0

Fine, A. **The Angel of Nitshill Road**

(Egmont Books: 2002) 1 40520184 3

Breslin, T. **Bullies at School**

(Canongate: 1994) 0 1216940389 2

Cate, D. **Bernard's Gang**

(Walker Books: 1998) 0 74457242 8

Dunbar, J. **Secret Friend**

(Walker Books: 2004) 0 74456390 9

Cole, T. and Cressey, J.

**Fourteen Rats and a Rat Catcher**

(A & C Black: 1976) 0 71361651 2

Brown, R. **If At First You Do Not See**

(Anderson Press: 1997) 0 86264760 6

Hoffman, M. **Amazing Grace**

(Dial Books: 1991) 0 80371040 2

Katz, K. **Colours of Us**

(Rebound by Sagebrush: 2003) 0 61369238 1

\* see activities in CCEA's Primary Values

## Suggested further reading

Drew, N. **Learning the Skills of Peacemaking**

(Jalmar Press Inc: 1995) 1 88039642 4

Goldthorpe, M.

**Poems for Circle Time and Literacy Hour**

(LDA: 1998) 1 85503269 4

Kissinger, K. **All the Colours We Are:**

**The Story of how We Get Our Skin Colour**

(Redleaf Press: 1994) 0 93414080 4

Kreidler, W.J. **Creative Conflict Resolution**

(Scott Foresman & Co: 1984) 0 67315642 7

Lynagh, N and Potter, M. **Joined Up:**

**Developing Good Relations in the School**

Community (NICIE and the Corrymeela

Community: 2005) 1 87373930 3

Mosley, J.

**Quality Circle Time in the Primary Classroom**

(LDA: 1997) 1 85503229 5

'Parachute Games', located within

Mosley, J. and Sonnet, H. **Making Waves**

(LDA: 2002) 1 85503357 7

## Suggested additional resources

**Ideas for Connected Learning**

(CCEA: 2007), the '**Mighty Me**' resource

CCEA, **Primary Values**

(CCEA: 2005) 1 85885337 0

Naylor, Y. **Stepping Out** (from the Transforming Sectarianism

- SEED Project by the Irish School of Ecumenics, Trinity College Dublin)

[www.creni.org](http://www.creni.org)

**Racial Equality in Education Good Practice Guide**

by the Equality Commission for Northern Ireland

[www.equalityni.org](http://www.equalityni.org)

Circle Time Resources

[www.circle-time.co.uk](http://www.circle-time.co.uk)

Puppets

[www.puppetsbypost.com](http://www.puppetsbypost.com)

**Lift Off: Introducing Human Rights Education Within the Primary Curriculum**

Amnesty International

Information about human rights and social responsibility can be obtained from [www.ccea.org.uk](http://www.ccea.org.uk)

