



Check It Out First!

The main theme of this unit is that our opinions develop from our values and attitudes, which are formed from a variety of sources. These include experiences, the views of family, friends and peers, other adults and the media. It is important that we develop the ability to critically analyse the opinions we hold.

Personal Development and Mutual Understanding: Key Stage 2, Year 6
Strand 2: Mutual Understanding in the Local and Wider Community
Unit 6: Check It Out First!

Complementary Units: Working at Harmony  Speaking Up for Me  Decisions! Decisions! 

**living
learning
together**



Teaching approaches

Variety

Use a **variety** of teaching approaches according to your knowledge of the individual children in your class. We all learn in different ways, and as teachers we often teach according to our own preferred styles. Try to include cooperative games, circle work, stories, poems, songs, role play, mime, visualisation, group work, topic work, discussion, research, movement to represent silent statements, music, and art and design. The list is endless. Often something we feel uncomfortable doing ourselves will be the ideal approach for one of our children.

Getting to Know You

Get to know each other as real people. By Year 6, children usually know each other's names and a few details about each child but often they really only know a few children well. When we know each other's interests, fears, concerns, hopes, etc., we can understand our classmates and their behaviour better. Create opportunities for interactive games that allow sharing of information such as their favourite music, food, leisure activity, clothes, family activity, etc.

Closing the Circle

Always debrief Circle Time discussion to ensure a constructive and creative approach to managing situations. Often there is no right or wrong answer. Children need to learn how to be aware of their options, realise the associated consequences, know how to 'weigh up' the consequences, know where to seek advice, be able to question conflicting facts, be able to separate fact from opinion, and be able to come to a decision and justify it.

Tackling Tough Topics

Exploring controversial topics such as prejudice and discrimination gives everyone opportunities for personal development and mutual understanding. It is particularly important that you have first thought through your own values and attitudes and that the classroom ethos for discussion is open and respectful. See **Joined Up: Developing Good Relations in the School Community** pp89-104 (full reference is in the Resource section of this Unit).

Key Experiences in valuing and celebrating cultural difference and diversity

Building on Key Stage 1

Explore similarities and differences between people:

- appreciating ways we are similar and different;
- being aware of their own cultural heritage its traditions and celebrations;
- recognising and valuing the culture and traditions of one other group who shares their community; and
- being aware of the diversity of people around the world.

Working at Key Stage 2

Explore, value and celebrate cultural difference and diversity:

- examining and exploring the different types of families that exist, the roles within them, and the different responsibilities;
- knowing about aspects of their cultural heritage including the diversity of cultures that contribute to Northern Ireland;
- recognising the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols, celebrations;
- acknowledging that people differ in what they believe is right or wrong;
- recognising that people have different beliefs which shape the way they live;
- developing an awareness of the experiences, lives and cultures of people in the wider world;
- recognising the similarities and differences between cultures, for example, food, clothes, symbols, celebrations; and
- recognising how injustice and inequality affect people's lives;

Moving towards Key Stage 3

Citizenship Key Concept: Diversity and Inclusion

Progress in learning

- I can distinguish between a fact and an opinion.
- I know that I need to check facts.
- I know that I need to check that I have all the facts before I make a decision.
- I know that sometimes an opinion can be made to sound like a fact.
- I can talk about new things that I have learned about my community.
- I can talk about cultural differences in our community.
- I know I do not have to believe the opinions of others.
- I also know that others have a right to have a different opinion than I have.
- I understand that I learn more about others when I listen to their viewpoints.
- I can explain prejudice in my own words.
- I can explain discrimination in my own words.
- I can explain the link between prejudice and discrimination and bullying.

Learning intention:

Recognise and value diversity in people's lives.

Learning together

To introduce this topic and to ascertain the children's current understanding of fact, opinion, and prejudice issues, one teacher fair grouped the children into groups of five. A different statement was written at the top of each of six flip chart pages. Each group was allocated a page and given 2 - 5 minutes to write comments about the statement. The groups then progressed around the different pages taking 2 - 5 minutes each time to consider how they felt about the statement and to write their comments. On each sheet, they indicated whether they agreed or disagreed with the previous groups' comments by marking each with a tick (✓) or a cross (✗). A debrief was then held with the class.

Women are better cooks than men

Men understand machinery better than women

Prejudice is about ...

Discrimination happens when...

A fact is ...

An opinion is ...

You may find it useful to refer to Lynagh, N. and Potter, M. **Joined Up: Developing Good Relations in the School Community** (NICIE and The Corrymeela Community) p91.

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.

Being creative

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;

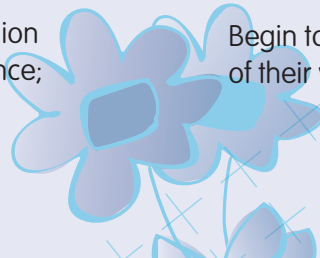
Become more self-directed by working independently or with a group;

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

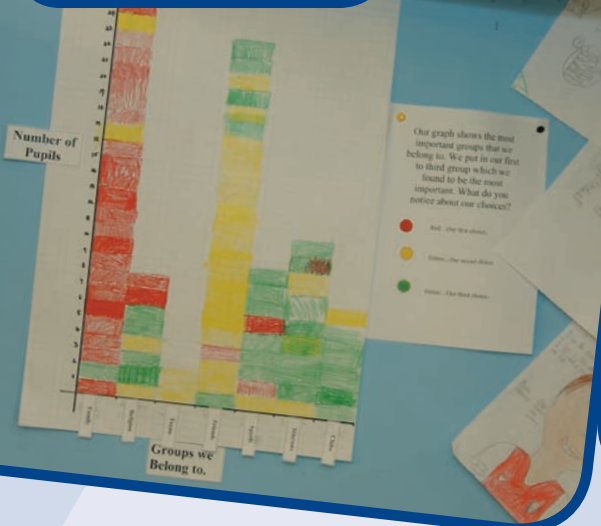
Language and Literacy



Participating in class and group discussion

Mathematics and Numeracy

Collecting, classifying and recording data



Art and Design



Discussing and evaluating work produced in co-operation with other children

Words and phrases I will hear and use

Fact

Opinion

Experience

Prejudice

Holocaust

Distinguish

Discrimination

Perspective

Segregation

Learning activities

Activity 1

I know ... I think ...

Children learn to distinguish between fact and opinion.

Activity 2

Viewpoints

Children come to understand that differences of opinion can arise from different experiences.

Activity 3

Diversity in my area

The people in the local area and what they do is explored.

Activity 4

Prejudice

Children learn how attitudes to diversity can seriously affect the lives of others.



Learning activity 1: I know ... I think ...

CORE CONCEPT

Being able to distinguish between fact and opinion helps develop critical thinking skills and determine how we interact with people and interpret events. It is important that children understand that they can be convinced by strongly held opinions that may or may not be true. This unit links with Violet Unit 7. Distinguishing between fact and opinion can also help us to understand and interpret statements that we may hear about ourselves.

SUGGESTED SUCCESS CRITERIA

We will distinguish between fact and opinion.
We will understand and value our own and others' opinions.

POINTS TO NOTE

It is important that you work closely with parents in this unit and that you send home the Letter to Parent(s)/Carer(s) (Resource A) before you start the Unit. This will help ensure that everyone remembers that they can express a point of view that may differ from others in the classroom, even if it differs from yours. It is also important to remind the children of the agreed class charter for how you work and play together. If in your classroom 'put downs' are confronted and openly discouraged; the children are encouraged to listen to each other and to share experiences;

and diversity is explored and celebrated, then the children will learn to handle difficult situations in their own lives.

WHAT YOU NEED

- Letter to Parent(s)/Carer(s) (Resource A)
- Statements (Resource B)
- Flip chart paper
- Small sheets of sticky backed paper
- Home Learning (Resource C)

WHAT TO DO

- Let's Talk
- What Is It?
- What We Think
- Carousel Activity
- Home Learning

Let's Talk

Write the following sentence stems on the board: **I think _____ and I know _____**. Ask the children to write down two or three sentences beginning with each stem. Invite them to read aloud some of their sentences. You may need to challenge some of their **I know** sentences. Ask them what the difference between the sentences is. Explore the difference between fact and opinion. (**A fact** is something that can be said to be true because it has been tested or tried and can be seen or experienced to be true. For example, it is true that nettles sting and that

Protestants and Catholics fought together at the Somme in World War I. An **opinion** is a thought from one or more people's point of view that cannot be proved - it may be true or false. For example, it's opinion that strawberries are the tastiest fruit or that 'she is very disobedient'.) Children also need to learn that sometimes not all facts about a situation are given. For example, consider the following situation: Patrick hit Joe.

What Is It?

Pair group the children into groups of four or five. Distribute copies of Resource B. Have the children design a table to show three categories: **Fact, Opinion** and **Not Sure**. Ask the children to cut the statements into individual strips and to place each one in the relevant section on their table. When they are finished, ask them how they arrived at their conclusions. Was there agreement or disagreement? As a class, discuss the viewpoints. Explore together what is fact and what is opinion within the statements of Resource B. Explain that sometimes when people express opinions, they do so in such a way as to present them as statements of fact. They believe their statement to be true and definite, but that may not be the case at all. Others may believe the opposite opinion and also express this as if it were a fact. Illustrate this with reference to some of the statements in Resource B.

What We Think

Put four large sheets of paper on the wall. Choose four words or phrases and write one in large letters at the top of each sheet, for example **Homeless People, Disabled People, People From Other Countries, People From the Town/Country**. Make small sheets of sticky backed paper freely available and ask the children to write words or phrases that each title suggests to them. When everyone has contributed, look at the responses and make links between facts, opinions, prejudices and stereotypes. For definitions of prejudice and stereotype, see Lynch, N. and Potter, M. **Joined Up: Developing Good Relations**

in the School Community, p91 (which is fully referenced in the Suggested Further Resources section of this Unit).

Discuss their responses with them and remind them of the discussion in the activity above. Sometimes children's experiences may appear to make something a 'fact', but other people may have had very different experiences. Explain that having prejudices is not necessarily wrong, but we need to be aware of our own prejudices so that we realise others might think differently. We cannot allow our prejudices to lead others toward sectarianism or racism.

Carousel Activity

Give the groups ten minutes to draw up their own list of Facts and Opinions on a sheet of flip chart paper. Encourage them to think widely as they choose their statements. When the groups have completed their lists, ask each group to move from one list to the next. Ask them to put a tick next to any statements they agree with and an 'X' at those with which they disagree. As a class, discuss the results.

Ask the children how this lesson might help them to better understand statements that they might hear or make about themselves, for example.

- I'm ugly.
- You're stupid.
- I'm no good.
- You're too slow.

How might it help them better understand statements about others, for example:

- Women make better teachers.
- Boys shouldn't cry.
- Rugby is a Protestant game.
- People of different religions shouldn't mix.

Talk with the children about times when they expressed opinions as statements of fact or when they heard others doing so. Explore with them the difficulties that might arise from this. Throughout the year, challenge any opinions you hear passed as facts.

Home Learning

Ask the children to complete Resource C with an adult at home as part of their home learning.

distinguishing between fact and opinion

Learning activity 2: Viewpoints

CORE CONCEPT

There is no one person who knows everything. Sharing our perspectives helps deepen the understanding of the entire group.

SUGGESTED SUCCESS CRITERIA

We will recognise and discuss how people have different viewpoints.
We will make and test predictions and collect evidence that may/may not support a viewpoint.

POINTS TO NOTE

If the children have already worked on 'perspective' in art and design, this can help as preparation for this learning activity. Also, remind the children of work they did in the Year 5 Blue Unit's Activity 5, Resource K: Seeing Is Believing.

WHAT YOU NEED

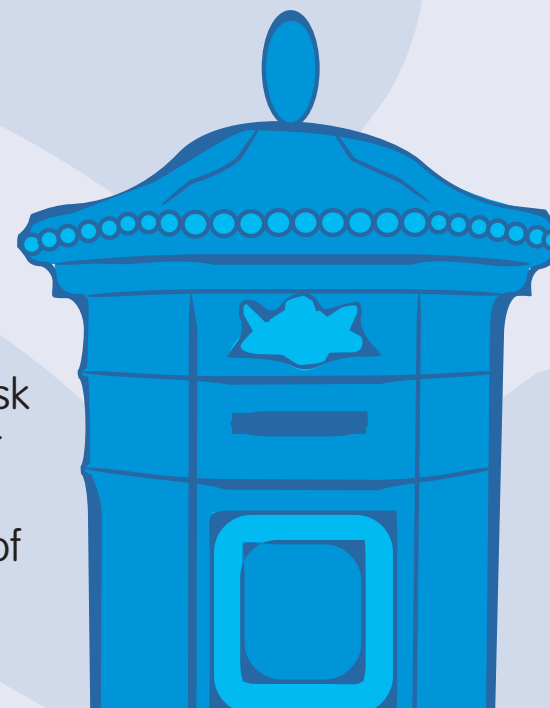
- A large box, decorated if possible, or any other suitable object
- Pencils
- Paper
- Clip boards for research activity
- Scenarios (Resource D)

WHAT TO DO

- From Where I Am
- Let's Talk
- Doing Research
- Seeing Another Viewpoint

From Where I Am

This activity works best if you can arrange an educational visit. Start by having a look in the children's local community for a building or object, for example a Victorian post box. A pedestrian area is particularly useful in a busy town as is a field in the countryside. On the educational visit, situate the children around the chosen object or building and have some of them stand while others sit. Ask the children to sketch the chosen item, adding whatever detail they can to their drawing. Collect the sketches. If a visit into the local community is not possible, then prepare a decorated box or other suitable object and set it in the middle of the room. Have the children draw the object from their different positions.



Let's Talk

When you return from your educational visit, spread the children's sketches out so that all can see them. Use the following questions to help prompt discussion:

- **What did you notice about the sketches?**
- **In what ways are they different?**
- **Which viewpoint gives the best view?**
- **Can there be the best viewpoint? Why? Why not?** (Explain the principles of perspective, if necessary)
- **What does the amount of detail in some drawings tell you?**
- **How can we relate this to our views of other people or about our views of ourselves?**

Next, discuss what have the children learned so far about:

- how they see themselves;
- how they want to be;
- what's important to us;
- the difference between facts, opinions and viewpoints; and
- how to question our beliefs?

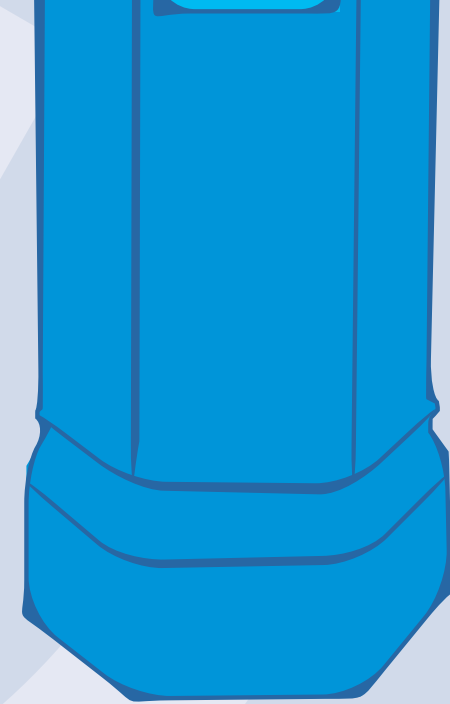
Doing Research

Fair group the children and ask them to form a viewpoint about a school-related topic, for example: most children want to come to school by car; all children love PE; or most children would rather start school at 8.30am and leave at 2.30pm. Each group could devise a different prediction or hypothesis. List the viewpoints (hypotheses) and, as a class, choose one. Do a straw poll of your class to check that the hypothesis is viable. If it is, have the class plan how they can test their hypothesis in the whole school by visiting each class and recording each child's views.

Collect the data and collate. Using the data, together decide if the class hypothesis was correct. Was the class correct in their viewpoint? Discuss what the results have shown and what might have influenced the collective viewpoint. How will the information be used in the school? What difference will it make?

Seeing Another Viewpoint

Fair pair the children and use the scenarios in Resource D to allocate a role to each child. Alternatively, group the children in even numbers, and ask each group to nominate fairly two from the group to role play a scenario. The remaining group members could be divided to 'coach' each 'actor' in the issues that should be raised. Each group can either do the same scenario or different ones. Afterwards, have the class reflect on the issues raised and the empathy shown. The children can improvise from their own experience of these issues. While the focus of the activity is on seeing another's viewpoint, you could extend the activity by seeing how the groups would suggest a compromise, if appropriate.



Learning activity 3: Diversity in my area

CORE CONCEPT

There is probably a lot more going on in my locality than I know about.

SUGGESTED SUCCESS CRITERIA

We will manage and present information about our local community in a brochure and class presentation.

We will demonstrate our understanding of another culture present in our locality.

POINTS TO NOTE

We often have a restricted idea of all the organisations, events and opportunities available to us and of all that is happening in our area. Even in rural areas, many farmers are now employing those from other ethnic backgrounds to work on their farms. There may also be organisations in rural areas (for example the Women's Institute, the Young Farmers' Club or the Farmers' Union) that we know nothing about. The following activities are designed to widen our understanding of the children's local community.

If some of the children in the class do not live in the community close to the school but travel, for example, over three miles, they could choose to explore either their own community or that of the school.

WHAT YOU NEED

- A range of brochures from around the locality

WHAT TO DO

- A Brochure
- Year Planner
- People Who Worked to Make a Difference

A Brochure

If possible, take the children to the local Tourist Information office or have someone visit the class. Look at the range of brochures available. Alternatively, read a local newspaper. Take note of the activities, accommodation and facilities in the area. Remind the children of all the work they have done so far on Facts, Opinions and Viewpoints.



Discuss how each of them will have a different idea of how their locality should be depicted. Their challenge is to design a brochure to appeal to all children of their age in their locality.

This will involve analysing what makes a brochure influence a Year 6 young person to visit a place. As a class, discuss the most important factors to appeal to a 9-10 year old. Have the children volunteer to work in various roles, for example art, music, photography, features, design and editor. When they have each volunteered for a role, assuming the numbers are reasonably well balanced, make up groups with one person from each category as a production team.

The challenge is to:

- design and produce a brochure using both sides of an A4 page;
- show three features that they already know about and at least three they have found out about the area; and
- add something else they feel is of interest to Year 6 young people.

The children may decide that they need a visit from someone from the local council, from the local churches that are different from the ones they know, or from some of the local sports clubs. For this they will need to negotiate a suitable time, prepare a written invitation, make telephone calls, prepare questions, write thank you letters and so on.

After a suitable length of time - perhaps a term - have each group present their brochure to the rest of the class in preparation for a presentation to the whole school and, appropriate invited guests. What did each group find out that they didn't know before? The brochures can be mounted later in the classroom and added to as more information is discovered.



Learning activity 3: Diversity in my area (continued)

Year Planner

Using the information in the brochures and from other sources, make a Year Planner for your locality. Include festivals and special days for all in the community so that most of the Northern Ireland cultures are represented. Ensure that all cultures found in your school are represented on the Planner.

For example, for Muslim, Jewish, Hindu, Sikh or other cultures, put a pin at the date, name the festival and attach a length of coloured thread to a photograph of the child(ren) and adults from the school community who will be celebrating that festival. Divide the children in your class into groups and assign each group a particular celebration to research. Ask them to present their information to the rest of the class using ICT. Ask them to find out if anyone in the school or in the locality celebrates the festival. Always check with parents first that this is appropriate. Decorate the planner with pictures or drawings associated with the various festivals, for example a Christmas tree, Chinese dragons, the eight-branched candlestick of the Jewish Hanukkah festival, a lighted lamp for the Indian festival of Diwali, or a guitar for the guitar festival. Invite the parents of those children from other religions or cultures in your school to share in their celebration by coming to talk to the class or by sending in a sample of the special food associated with their special time. Books and other resources are referenced in the Further Reading and Additional Resources sections of this Unit.



People Who Worked to Make a Difference

Throughout all the units, we have been learning about solving our problems in non-violent ways and in finding ways to better understand those who differ from us.

There are many people who have worked hard to make a difference where they live. Ask the children to research a character renowned for this type of work. For example, ask them to find out about Martin Luther King. Also, tell them the story of Rosa Parks, who refused to give up her seat on the bus to a white person. After Dr King helped organise a boycott of the buses where he lived, the United States Supreme Court eventually ruled that segregated seating was against the American Constitution. He also made a very famous speech with the words: **I have a dream.....** What do the children in your class want for their families, their class, school, locality, country or the world? Next, talk to the children about famous people that they have heard or read about who have made a positive contribution to society. Make a list of six or seven of these and then write each name on a piece of card. Fair group the children in groups of four and have them elect one who will pick a card. Have each group research the name that is on their card and prepare a presentation. There are various ways to present the information: through PowerPoint and commentary, a short play of a particular incident, a flow chart, a newspaper report, and the Just a Minute approach (see **Active Learning and Teaching Methods for Key Stages 1&2**, p43 for details). Helpful books are referenced in the Resources section of this Unit. Have the children discuss what they learned.

When they've prepared their presentation, allow each group to deliver theirs to the class. Finally, have the groups evaluate how well they worked together as a team. Did everyone contribute to discussion and to the presentation? Was there an allocation of roles? Was this fair? If there was a disagreement, did the group work towards compromise? How did they do this? In what ways could the group improve future presentations?



Chinese Dragons
Diwali Hanukkah

Learning activity 4: Prejudice

CORE CONCEPT

We need to be aware of our prejudices and not allow them to lead us toward sectarianism or racism. We need to realise that discrimination is prejudice in action. Thinking of people as stereotypes, bullying, prejudice and discrimination are very closely linked.

SUGGESTED SUCCESS CRITERIA

We will know what it means to be prejudiced.
We will talk about our own prejudices.

POINTS TO NOTE

Always confront statements of prejudice, for example those that arise in conversation, discussion or reading materials.

Say: "That sounds like prejudice".

WHAT YOU NEED

- What We Think! (Resource E)

WHAT TO DO

- What We Think!
- Thinking About Prejudice
- An Experiment
- The Way of a Rumour
- Lessons from the Past
- Art and Design

What We Think!

No matter how open minded we think we are, we all still have prejudices and often without realising it! To initiate discussion and to demonstrate this, use What We Think! (Resource E).

bullying

Have the children write the numbers 1-22 down a page and tell them that you are going to read out a list. Explain that you will first read out a number and then a word. As each word is read out, you want them to write down the first word that comes into their head beside the relevant number. The first word that comes into your head is often how you really think, so it is better to give the children very little thinking time in case they give the perceived 'correct' answer. To encourage honesty assure the class that you will not be collecting their responses and that they will have an opportunity to destroy them afterwards.

Read the list out and read the list out again a second time. Have the children reflect on their responses. Which words elicited negative comments? Did some words produce more negative comments than others? If a child is willing to divulge a negative comment about a category of people, ask about the experience of others. Is this always the case? Has someone given a positive comment? Why was that? For example in response to a phrase 'Nail biters' someone may have written 'dirty'. Someone else may have written 'nervous'. Sharing responses like this can help someone see a situation from a different viewpoint.

Point out that it is important to recognise our prejudices so that they don't result in us being unfair to a particular person or group of people. For example, some people do not like those with body piercings. Some people might associate people with studs as being involved in attacking old people, but often those with body piercing are very kind, caring and helpful towards older people. They just look different.

Thinking About Prejudice

To determine the children's understanding of **prejudice**, ask them to give you any words or phrases they associate with the word. Words that they might give include: **opinion, viewpoint, unfair attitude, dislike, or preference**. Can the children give you examples of any prejudice they have encountered?

Use a Walking Debate to explore the children's understanding. Indicate an imaginary line in your classroom. Name one end 'Agree' and the other end 'Disagree'. Ask the children to place themselves along the line according to what they think about each of the following statements:

- There's no nicer food than roast meat and potatoes.
- Foreign food tastes horrible.
- Pop music is the only music worth listening to.
- You have to be musical to appreciate music.
- Thin people are always dieting.
- Chelsea is the only decent football team.
- People who don't play sports are lazy.
- People from the town are more intelligent than those from the country.
- People with university degrees are more intelligent than those without a degree.
- Belfast is the best place for entertainment.
- [Pick a place children will know] is in the 'middle of nowhere'.

As the children move, ask a few from various positions along the line why they are in that position. From those who are at the 'Agree' end, ask how this might have affected their attitude. For example, how has thinking that foreign food tastes horrible affected their attitude to new food? Is this attitude a useful one? Do they have any strategies to counteract the prejudice? Make a note of any strategies for later reference.

Learning activity 4: Prejudice (continued)

An Experiment

To demonstrate how prejudice can lead to unfair or unreasonable treatment of a person or group of people, tell the children about Jane Elliott's work in response to the death of Martin Luther King. Information about her blue eyes/brown eyes experiment is readily available on the Internet (see the Additional Resources section for further information).

Then in Circle Time, set a secret criterion for smiling or shaking hands with a set of children, for example those who have their legs crossed. Have the children guess the criterion and then change to a new criterion. When children become familiar with the game, they could choose their own. Discuss with them how it felt when they were not chosen for the smile or handshake before they realised it was a game.

The Way of a Rumour

This is a fun way to show how a statement can 'grow' when spread among a group of people and from group to group.

Start by having the children sit in a circle. Say to a child beside you: **[Your own name] is not at school today.** Allow the child to add a little to the statement before passing it on to the next child, for example **Mrs Black is not at school today. She is ill.** Let everyone listen to whoever is speaking. What is added to the previous statement must be plausible. As the statement passes around the circle, allow the children to paraphrase what they have heard. When the statement comes back, discuss how it has altered from your original.

racism
discrimination
stereotypes
prejudice
sectarianism

Lessons from the Past

To emphasise the detrimental effect of discrimination at its worst and to develop empathy for those in such situations, read with the children a book such as **The Boy in the Striped Pyjamas** by John Boyne or **Faraway Home** by Marilyn Taylor. Such books will help them understand how discrimination and war affected children in different ways and what it was like to be a Jewish child during World War II. Be explicit about the links between prejudice, discrimination and bullying.

You can obtain information about Jewish refugees from various sources: the Internet, films, books, interviews, etc. For example, people in the Newtownards /Millisle area may remember or have heard stories about the camp for Jewish refugees in Millisle and that was written about in **Faraway Home**. You can

also access information about Kindertransport from the Internet (see the Additional Resources section for information).

Ask the children to think about their own experiences, for example staying away from home for the first time, and to use these memories to imagine how it must have felt/feel for the refugee children. Some children in the class may be modern day refugees. Others may have experienced leaving loved ones in another country. Be sensitive to their feelings, and talk to them first to see if they are willing to discuss their experiences.

Children like those who travelled to Millisle would have had to pack a very small suitcase probably not any bigger than the children's school bags. What would the children in your class pack?

How would they feel about leaving everything else behind? What five things would they consider to be the most important?

Ask the children to think about the scene of hundreds of children saying goodbye to parents and other family members at the train station. Who else might be there? Suitable film footage would help children to envisage the sights and sounds. How would they feel? How would those left behind feel?

Then, ask them to imagine arriving in a strange country with strange people speaking a language they do not understand and being separated from brothers or sisters who have travelled with them (as happened to those children who arrived in Millisle). Ask them to write a letter to a parent. What would they write?

Art and Design

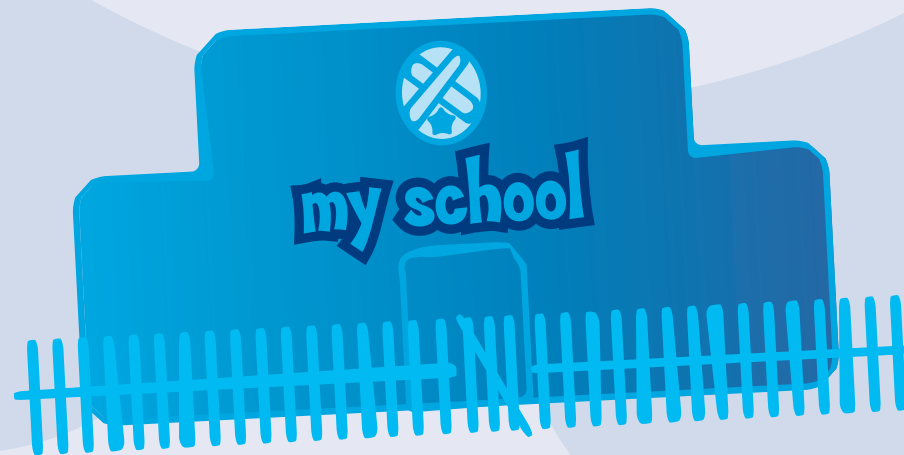
Use a variety of media to depict discrimination. Alternatively, have different groups depict different words associated with this unit: **discrimination, separation, survivor, kindertransport, concentration camp** or other words suggested by the children.

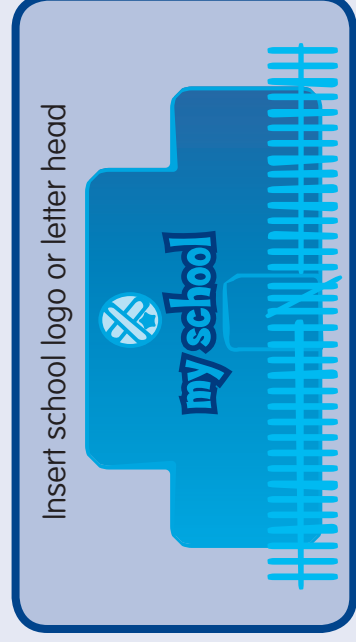
Resource A

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: I know... I think...

Parent(s) / Carer(s) Letter





Date

Dear Parent(s)/Carer(s),

Our theme for this unit is **Check it Out First!** We will be thinking about how to distinguish between what is a fact and what is an opinion in what we see, read and hear. This will help us not to jump to conclusions and instead to think through if we need any more information before we accept a statement as fact or before we form our own opinions. Sometimes people can have very strong opinions, and we need to know whether other people have equally strong but opposite opinions before we decide on our own. We also need to understand that our opinions can change according to our own experiences and information.

We will be discussing some difficult topics and thinking about how some people's values and beliefs seriously affected those who thought differently. We will do this by thinking of how the two World Wars affected children like yours. We are not asking children to change their values and beliefs; we are just asking them to think more deeply about why they hold them and on what basis. Using discussion, information and research, we would like them to understand why others have different beliefs. This unit links with the Green Unit (which helps us to listen thoughtfully), with the Blue Unit (which helps us not to be afraid to speak up in a respectful way for what we know and what we think), and with the Violet Unit (which helps us to make our own decisions, to recognise the influence of others and not to be influenced when we know something is wrong).

As the Unit progresses, your children will be doing some research about the cultures of other people living in our local and wider community. The purpose of this is to learn more about what is happening in the community and better understand those who live there. Through the various activities, we hope that children will be better equipped to deal with any difficult situations they may face in the future.

I hope you enjoy discussing this unit with your child. If at any time you want any further information, please do not hesitate to contact me.

Best wishes,

.....
Class Teacher

Resource B

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: I know... I think...

Statements

Design a table and cut up the following statements.
Sort them into three categories: Fact | Opinion | Not Sure

Belfast is the capital
of Northern Ireland.

Our lifestyle is causing
global warming

Everest is the highest
mountain in the world.

People with blue eyes
are less intelligent than
those with brown eyes.

Chelsea is the best football team.	The only even prime number is 2.	Smoking is bad for you.	Dogs make better pets than cats.
People from other countries are taking our jobs.	The five Olympic rings represent the five major regions of the world: Africa, the Americas, Asia, Europe and Oceania.	Ireland is the best place to live in the world.	Drinking too much alcohol is bad for your health.
Lough Neagh is the largest freshwater lake in the United Kingdom.	People from other countries don't know as much as we do.	People who bite their nails are nervous.	Watching the news is boring.
People in wheelchairs can't play rugby.	People with dark hair are more intelligent than blondes.	Ireland is the third largest island in Europe.	Everyone needs physical exercise.
People who can't spell are stupid.	The ocean liner Titanic was built in Belfast.		

Resource C

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 1: I know ... I think ...

Home Learning

Please discuss facts and opinions with your child. We have been discussing that a **FACT** is something that can be said to be true because it has been tested or tried and can be seen or experienced to be true. For example, it is true that nettles sting and that Protestants and Catholics fought together at the Somme in World War I. An **OPINION** is a thought from one or more people's point of view that cannot be proved - it may be true or false. For example, it is opinion that strawberries are the tastiest fruit or that 'she is very disobedient'.

Please also discuss with your child something that you may have stated as a 'fact' when he/she was younger. For example, you might have said "Eating up your porridge will make you big and strong" or "All boys and girls need to be in bed by 7.00pm so that the bogeyman doesn't get them". Did the statement have any effect on their behaviour? You may find the newspaper a useful way of finding facts and opinions.

Together make a list of the facts and the opinions you have discussed using the table below.

Facts

Opinions

Resource D

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 2: Viewpoints

Scenarios

Becky has her own bedroom, but she is not very good at keeping it tidy. Becky lives with her Dad and two brothers: one older and one younger. Dad is very busy going to his job and coming home to make meals, wash clothes, cook and clean. Dad would like some help. Becky thinks that just because she is a girl that she is being expected to do more housework than the boys.

Chloe has not produced homework on three occasions in the last four weeks. Miss Vance is going to impose some sanctions.

Jim lives in the country and travels to Ballymena to school. He enjoys working on the family farm and can't imagine living anywhere else. Sam lives in Ballymena. He enjoys all the bustle and noise of a busy town. He can't imagine why anyone would want to live anywhere else.

Adam is going to a family wedding and Mum has bought him a new jacket, shirt and smart trousers. Adam wants to wear his jeans, trainers and a football jersey.

Alicia gets £3 each week for pocket money. She likes to spend it on books, stationery and jewellery, but she never seems to have enough money for all she wants. Mum thinks she is getting quite enough.

Molly's mum likes her to be in bed by 8.30pm. She gets up at 7.00am because she needs to catch a bus at 8.00am. Molly thinks she should be allowed to stay up to 9.30pm like 'all the other people' in her class. Her Mum has to waken her every morning, and Molly finds mornings difficult.

Joe has just joined a youth organisation this year. It is about half a mile from his home. It meets from 7.00pm - 8.30pm. Joe would like to walk home on his own, but Mum is insisting on meeting him as he comes out and walking home with him.

Grace has been asked by two school friends to meet them in the town next Saturday. They plan to walk around the market and then up to the shopping centre. Mum is saying 'No!'

Patrick just loves sport. At every opportunity he is outside playing football. He has just done a trial for the school team but has been turned down. He doesn't see why.

Resource E

Personal Development and Mutual Understanding **Indigo Unit**

Learning activity 4: Prejudice

**What We
Think!**

**discrimination
prejudice**

Girls

Shopping

Tattoos

Boys

Football

Protestants

Maths

Babies

Catholics

Reading

School

Foreigners

Pigs

Smokers

Adults

Suggested stories

Fries, C. **A Pig is Moving in**

(1st American Edition Orchard Books (NY): 2000)
0 53130307 1

Gray, N. **I'll Take You to Mrs Cole**

(Kane/Miller Book Publishers: 1992)
0 91629139 1

Rosen, M. **Chanukah Lights Everywhere**

(Voyager Books: 2006) 0 15205675 0

Blume, J. **Blubber**

(Yearling: 1986) 0 44040707 9

Mark, J. **Thunder and Lightenings**

(Crowell: 1979) 0 69003901 8

Duggan, D.

Scrapbook Summer in Primary Values

(CCEA: 2001) 1 85885337 0

Taylor, M. **Faraway Home**

(O'Brien Press: 1999) 0 86278643 4

Boyne, J. **The Boy in the Striped Pyjamas**

(David Fickling Books: 2006) 0 38560940 X

Druker, O. L. **Kindertransport**

(Henry Holt and Co. (BYR) Owllet Edition: 1995)
0 80504251 2

Jonathan, M. and Oppenheimer, D.

**Into the Arms of Strangers:
Stories of the Kindertransport**

(Bloomsbury: 2000) 1 58234101 X
(this is also available as a DVD)

Fox, A. **Ten Thousand Children:**

**True Stories Told by Children Who Escaped
the Holocaust on the Kindertransport**

(Publishing Behrman House: 1998)
0 87441648 5

Frank, A. **Diary of Anne Frank**

(Longman New Edition: 1989) 0 58201736 X

Kerr, J. **When Hitler Stole Pink Rabbit**

(Collins New Edition: 2002) 0 00713763 X

Magorian, M. **Goodnight Mr Tom**

(HarperTeen: 1986) 0 06440174 X

Oppenheim, S. **The Lily Cupboard:**

A Story of the Holocaust

(Harper Trophy: 1995) 0 064433938

Hoffman, M. and Littlewood, K.

The Colour of Home

(Frances Lincoln Children's Books, 2002)
0 711219915

Suggested further reading

Lynagh, N. and Potter, M.

**Joined Up: Developing Good
Relations in the School Community**

(NICIE and The Corrymeela Community:
2005) 1 87373930 3

Richardson, N.

**People Who Need People: All kinds
of people in all kinds of places**

(Churches' Peace Education Programme
in association with Stranmillis University
College: New Edition: 2005)
0 95216363 2

Mackley, J. (Ed). **Special People of Faith
and Action and What Inspires Them**

(Christian Education Publications: 2005)
1 90402472 6

Nelson, J. and Richardson, N.

**Sikhs, Jews and Hindus in Northern
Ireland: Local People Global Faiths**

(Colourpoint Educational: 2005)
1 90424232 4

**Think of Me, Think of You: An Anti-
discrimination Training Resource for
Young People by Young People**

(Save the Children: 2004)

Connolly, P., Smith, A. and Kelly, B.

**Too Young to Notice? The Cultural and
Political Awareness of 3 - 6 Year Olds in
Northern Ireland**

(Community Relations
Council: 2002) 1 898276307

**Fairplay: talking with children about
prejudice and discrimination**

(Barnardo's and Save the Children: 2002)

www.barnardos.org.uk
www.savethechildren.org.uk

Suggested additional resources

Activity Based Learning and Teaching
Methods for Key Stages 1 & 2

www.nicurriculum.org

CCEA Primary Values

(CCEA: 2005) 1 85885337 0

Holocaust Memorial Day Trust

www.hmd.org.uk

Jane Elliott

www.janeelliott.com

Kindertransport Association

www.kindertransport.org

Naylor, N. **Stepping Out** (from the
Transforming Sectarianism - SEED Project by the
Irish School of Ecumenics, Trinity College, Dublin)

www.creni.org

Naylor, N. **Who We Are - Dealing With Difference**

(from the Transforming Sectarianism -
SEED Project by the Irish School of Ecumenics,
Trinity College, Dublin)

www.creni.org



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

☎ +44 (0)28 9026 1200 ☎ +44 (0)28 9026 1234 ☎ +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

Rewarding Learning