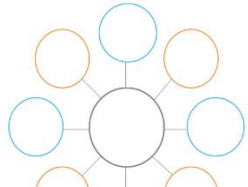
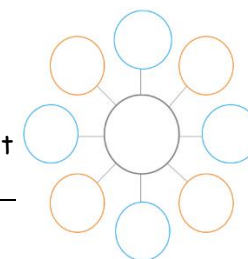



		Personal Growth Planning Spring 1 - Colours of the Rainbow - Diversity Year 2	
Life skills: <i>Understanding diversity</i> <i>Debating</i> <i>Kindness</i> <i>Community</i> <i>Link to pshe; equality and identity</i>		Cross Curricular Learning Objectives and Links: Art & Design - to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Art & Design - to learn about great artists, architects and designers in history. (Patricia Piccinini) PSHEe , - L10. what money is; forms that money comes in; that money comes from different sources PSHEe - L11. that people make different choices about how to save and spend money and debate topical issues, problems and events	
1	Starter Introduce children to the new 'personal growth' theme for this half term. Display some of the key vocabulary for children to discuss. In pairs children talk to each other to discuss visible similarities, visible differences, invisible similarities, invisible differences. Bring children back together to discuss any surprises.	Read book together https://www.youtube.com/watch?v=K3ffnj80hIU&safe=active As a class identify and write down things that the children in the book had in common. 'Strand by me Activity' The teacher starts by holding a ball of string in his/her hand and saying, "My name is ____ and I like _____. Who else likes _____?" Then still holding the end of the string, throw the ball to someone else who likes that activity. That person then says the same sentences but using a different activity or thing. As the game goes on learners will become connected by the web. Keep on going until all children connected in the web. <ul style="list-style-type: none">• How do you think someone will feel if they were not part of the web?• What will happen if someone cut the string? Photos for evidence	Resources Ball of string
2	Starter Ask children to write down things about themselves that make them special <ul style="list-style-type: none">- The way you look- What you do- The people you live with/friends with Share as a class.	Read We are All Wonders" by R. J. Palacio https://www.youtube.com/watch?v=IW0uoaAtXGE&safe=active discuss what it means to be ordinary. children share one thing they like about their partner. Children create identity circles. <ul style="list-style-type: none">- Your age, Your name , Games you like to play- Books you like to read, Things you like to do in your spare time- Things you have done that you are proud of, Places you like to visit Food you like to eat, Place you were born, Your favourite film,	Resources Identity circles 



		<p>Songs you like to sing</p> <p>Share identity circles in groups</p> <p>Photos for evidence</p>	
3	<p>Starter</p> <p>sing 'My Name Song'</p> <p>https://www.youtube.com/watch?v=95EFNsXgRhQ&feature=youtu.be&safe=active</p> <p>discuss how it would feel if someone couldn't pronounce your name.</p>	<p>Discuss how our name is part of our identity. It shares things about our background and the people who loved and named us.</p> <p>A name may be part of your culture and tradition, it's your first gift from your parents. Because of this your name deserves respect.</p> <p>Children to make name plaques.</p> <p>Photos for evidence</p>	<p>Resources</p> <p>Card, sequins, felt pens, stencils, appliques,</p>
4	<p>Starter</p> <p>Change Places Game</p> <p>1. Use aspects of the learners' identity to get them to change places across a circle, using the sentence Change Places if you.....have/are/like/etc. It is really important that the questions asked include everyone so that everyone crosses the circle.</p> <p><i>Change places if you like sunshine</i> <i>Change places if you play cricket</i> <i>Change places if you like pizza</i> <i>Change places if you can speak more than one language</i> <i>Change places if you like reading.</i></p> <p>3. At the end of the game discuss the new things learned about enjoying difference with the group and discuss the things you found people had in common. The teacher can model being comfortable with diversity and similarity.</p>	<p>Why do we have different skin tones? Watch https://www.youtube.com/watch?v=QIYLTAo54ss&safe=active</p> <p>Read the book 'Skin Again'</p> <p>spend 1 minute reflecting on the text.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • How would you describe your skin? • Is your skin colour the same as others in your family? • What do you like about your skin colour? • What does the author mean by "Skin is just a covering?" <p>In groups, children write a poem based on the story.</p> <p>Photos for evidence</p>	<p>Resources</p>
5	<p>Starter</p> <p>'the skin I'm in will always be just a covering. It cannot tell my story. If you want to know who I amall made up of stories present, past, future.'</p>	<p>Today we are going to listen to stories. You will be telling stories about yourself. What you share is up to you. What do we need to remember when we are listening to others?</p> <p>Use sound boards for LA children.</p> <p>Can children retell someone else's story?</p> <p>Photos for evidence</p>	<p>Resources</p>

	<p>Skin Again by Bell Hooks</p> <p>Ask children how it will feel to tell their story</p>		
6	<p>Starter</p> <p>If you had a magic pencil that made drawings come to life what will you draw? Children write answers on a post-it and put on the board.</p>	<p>Read, 'Malala's Magic Pencil'. https://www.youtube.com/watch?v=uSrC-GNbJQg&safe=active</p> <ul style="list-style-type: none"> Class discussion: What kind of a person do you think Malala is? what makes you say that? What do you think is the message Malala wants children to know? <p>Malala encourages children to use their voice to speak out about issues and to live their dreams.</p> <p>ACTIVITY</p> <p>If I had a magic <u>pencil</u> I would draw...</p> <p>for myself </p> <p>for my family </p> <p>for the world </p> <p>Take photos</p>	<p>Resources</p> <p>Magic pencil bubbles</p>