Text: *This is our house* – Michael Rosen.

Learning intention: **Year 3.1 To understand what discrimination means**

Success criteria: I know what discrimination is/I can recognise discrimination/I know how to make sure discrimination doesn't happen in my class.

RSE objectives: **Caring friendships**: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Starter: how an image of children on a playground and ask what is happening in the picture. Is anyone left out in this photo? How can you tell? If someone is left out, what would you say to make them feel included?

Main: Read *This is our hous*e and discuss:

What are the different reasons George gives for not allowing people into his house? How is George behaving?
How are his decisions affecting people around him?
Who in this story is being made to feel like an outsider?
What makes George change his mind? What does George learn?

Class activity: What does discrimination mean? How is George discriminating? (because he is not allowing groups of people into his house because of the way they look or because of who they are).

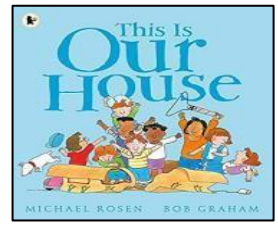
Ask the children how they would feel if you behaved like George in our class. How would class be different if you used language in the same way that George uses language?

Say you are going to pretend to be George. Say you have a house in front of you and you are going to ask people to join you. 'Who wants to join me in my house?'

As children come up to you, ask them a frivolous question: what is your favourite food? What is your favourite colour? What games do you like to play etc.? Whatever they answer, use their answer to turn them away: eg, 'people who like apples can't be in my house'.

As each child is turned away, they should sit down. Children might find this part of the role play funny, that's fine as it is the discussion afterwards that is important.

After a few children have been turned away, say you are not enjoying this game. Ask the children why they think you are not enjoying it. Say it feels unnatural to you to be turning children away and you don't like doing it. Ask the children to come back and ask again and this time allow them in, 'People who like apples are very welcome in my house!'



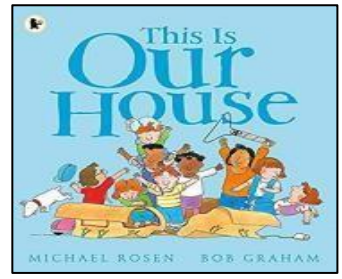
Recording idea: Discuss the questions you asked. They were very simple reasons for turning people away, was that an example of discrimination? Would it be different if you had said children were not welcome because of their skin? How would children feel if you had said, 'Children with white skin are not allowed,' or 'Children with brown eyes are not allowed.'

Why would that be an example of discrimination?

What do we say in our school about differences and discrimination?

Children design a poster 'This is our school', showing how children are different in our school and everyone is welcome.

Plenary: What can we learn from this book? Can we learn anything from George? (George did change his mind at the end – is that a good thing?) What can George learn from us?



Text: *We're all wonders* – RJ Palacio.

Learning intention: **Year 3.2 To understand what a bystander is**

Success criteria: I know we are all different/I know sometimes people try to fit in/I know why people sometimes try to fit in/I can recognise my differences/I am proud of my differences.

RSE objectives: **Respectful relationships**: The importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

Starter: Use the image at the top of this BBC article from 2017 as a starter

'They called me names like Scarface, Joker, Buttface' - BBC News

https://www.bbc.co.uk/news/health-42083338

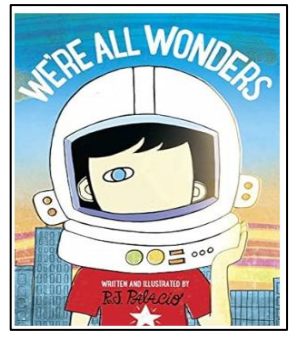
Don't show the headline, rather use the image and ask children to talk about it, noticing similarities and differences. The boy on the left is Marcus, he is a talented trampolinist and plays as part of a team at a trampoline club. Interestingly, the children at trampoline club have never mentioned that Marcus looks a bit different. After all, why would they? He's just Marcus and we all have differences. In contrast, children at Marcus's school often call him names and it upsets him. What does that show about children at Marcus's school and children from Marcus's trampoline club? What are the children at school yet to understand about difference? What message would you give to them?

Explain this book is the story of a boy like Marcus. It was made into a film called *Wonder*, and the other boy in the picture is the actor who played the boy like Marcus in the film.

Main: Read *We're all wonders*. Remind about bullying: several times on purpose.

Stop at the page where he is being bullied and note the children at the bottom of the picture who are witnessing the name-calling but choosing not to do anything about it. What is the name for someone who sees bullying happening but chooses to remain quiet? (Bystander). What could the children do instead?

Continue the story and ask what the boy means by 'We're all wonders'. What is a wonder? (Short for wonderful).



Class activity: Say you like the term 'We're all wonders'. Sometimes we forget that we are all different and unique, we try to fit in and be the same, but we are all different and we need to be proud of our differences. We all have a wonder; today we are going to think about what that wonder is. Ask children to think about what is special about them; what makes them unique? There are lots of ways we are unique; it may be we have beautiful unique skin, hair, freckles, maybe we have a talent, maybe we are great at times tables, drawing, making things, maybe we pay an instrument, can do a backflip, are really good at football; maybe we have a different family, or our family moved here from somewhere else, or we speak a different language or have a different religion. Talk at length about possibilities of difference and be enthusiastic about them. As you are talking, give out post-it notes and when everyone has them, ask children to write down their wonders on their post-it notes. Explain we are not going to read these out and no one will know what you have written. When you have written your wonder down, fold it and enclose it in your fist. Explain when you see everyone holding their fist up you know where are all ready.

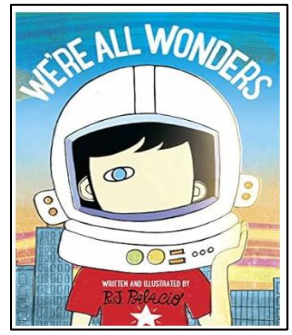
Now show the class you have an envelope or jar and explain this is a difference envelope/difference jar. You are going to collect everyone's differences one by one. When you approach each child, they should say, 'I'm different' and put their folded-up difference in the envelope/jar. You then say to that child, 'You belong in my class'. Repeat for each child so that each child says 'I'm different', and is told, 'You belong in my class'.

Ask children once you have collected all the differences, 'how did you feel when you were told you belonged in my class?'

Recording idea: Children draw a self-portrait and list things they are proud of around the portrait.

Plenary: Say you are going to seal the envelope/jar but first ask, is anyone absent today? Why are you checking that? How would that person feel if they came back and saw the envelope/jar and they weren't included?

Once the jar/envelope is sealed, decorate it, or get everyone to sign it and place it somewhere prominent in the classroom. It reminds us that we are all different and we all belong.



Text: *The truth about old people* – Elina Ellis.

Learning intention: **Year 3.3 To recognise a stereotype**

Success criteria: I know what a stereotype is/I can recognise a stereotype/I can challenge stereotypes.

RSE objectives: **Respectful relationships**: What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Starter: What is a stereotype? Can anyone think of any examples of stereotypes?

Show an image on the board of a child and an elderly person. What are the similarities, what are the differences? Ask children what they know about old age. What can an elderly person do? Is there anything an elderly person cannot do? (this is a good opportunity to challenge stereotypes straight away). This might also open a discussion about, how old is old?

Main: Read *The truth about old people* and discuss:

How are stereotypes used in this book?

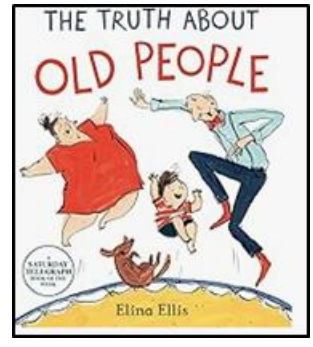
Where do you think stereotypes come from? Why do some people say old people are not much fun?

What do you think the boy in the book thinks about that?

Do you think the boy narrating the story agrees with the stereotypes in this book? Why not?

Why does the boy think his grandparents are amazing?

Consider why the author has chosen to use illustrations as a response to each stereotype rather than having the boy say, 'But I disagree'. How do the illustrations help the reader?



Class activity: In the book is a list of stereotypes about old people. Are they true? What is the best way to respond to a stereotype? Are there also stereotypes about children?

There is a nursery rhyme thought to have been written around 1877 by British poet Robert Southey. It is called 'What are little girls made of?' and has two verses, one each for girls, and for boys. What do you think the stereotypes were for girls and boys 150 years ago? Ask children to predict the sort of language used in the poem:

What are little boys made of?

Frogs and snails and puppy dog tails,

And that are little boys made of.

What are little girls made of?

Sugar and spice and all that's nice.

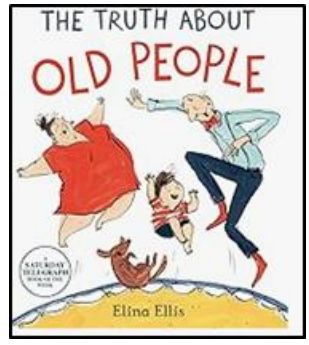
And that are little girls made of.

Respond to the poem, how are the chosen words describing boys and girls used, what are the stereotypes and why do you think those words were selected?

Discuss phrases like 'Throw like a girl' – what do these phrases suggest? Are they true?

Recording idea: Shall we write our own version of this poem for 2023? Do we want to even separate girls and boys in our new version? What new words might you want to use? How about using children rather than their gender? How about using feelings or our school values to describe what children are made of: respect, friendship, trust etc.?
Alternatively, they could draw older people doing very adventurous things that people wouldn't expect or they could write about an older person they know who breaks a stereotype.

Plenary: If we don't challenge stereotypes, what can happen? Do they become more widely believed? Why is it important to respond to a stereotype when we hear one?



Text: *I am Nefertiti* – Annemarie Anang and Natelle Quek.

Learning intention: **Year 3.4 To show respect**

Success criteria: I know everyone has a name/I know why names are important/I know why I don't get to decide what to call you.

RSE objectives: **Respectful relationships**: The importance of respecting others even when they are very different from us (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.

Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.

That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Starter: Say you are going to call the register for the afternoon but you are going to pretend you don't know how to say names properly. As you say the names on the register, deliberately mis-pronounce them, so Sam might become Same, Joshua might become Joeshooa, Sophie might become Sope-hee etc. The children will find it funny, but don't join in laughter, persevere.
At the end of the list, ask children how they felt to hear their name pronounced wrongly. They will probably say it was funny, then ask how they would feel if their name was always pronounced like that, every day, and if everyone did it.

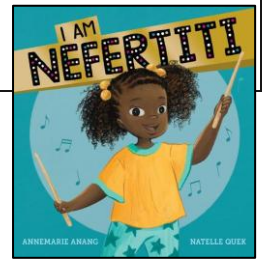
Does it matter how we pronounce names?

Main: Read *I am Nefertiti*. When you get to the part when Nefertiti tells Pippa what Miss Potts needs to do, ask the class what they think she says. After the story, discuss:

Why did Miss Potts choose to call Nefertiti 'Nef'? Is that ok? Surely, it's just being friendly? Explain your answer.

'Nefertiti's skin tightened up and her body seemed to shrink, just a little.' Why is this happening? How is she feeling?

Look at the page where Nefertiti shrinks. Did Nefertiti really shrink to the size of your thumb? What's happening here?



Why is the band higgledy-piggledy? What do they need?

When Mrs Potts first says 'Nefertiti', why is she nervous?

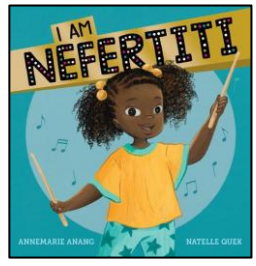
'Say it like you mean it!' Why is this important?

Did Miss Potts need to apologise? Explain your answer.

Class activity: The key moment in the story is when the whole group chant Nefertiti's name 'Ne-fer-ti-ti! Ne-fer-ti-ti!' and Nefertiti grows little by little until she is back to her normal size. How did Nefertiti feel when children chanted her name? Could we do that for all the names in our class? What is the aim of this exercise? (We want everyone to know they belong). Sit in a circle so that everyone can see each other (if you're in a classroom you can still do this with everyone sitting or standing at their desks). Start a clap rhythm two slaps on the legs and two claps, then chant 'Ne-fer-ti-ti' over the rhythm till everyone joins in. Now choose one child to start off our chants. The child chants their own name and the children listen and then join in. Each name is chanted two or three times by the class and then the next child starts a new chant using their own name and the class joins in. Continue around the class till every child has heard their name chanted.

Recording idea: Look how the author spells out Nefertiti's name in the story 'Ne-fer-ti-ti' to help the teacher remember how to say it. Children write out all the names in their class as we chanted them, 'To-mmy', 'E-den', 'O-livia', 'Bro-gan', 'Ka-ra' etc. This could be made into a colourful advert for the class – 'we use our names in here'.

Plenary: This has been a fun lesson; I saw lots of children grinning when their name was chanted. How did hearing your name chanted make you feel? How do you think it would feel if your name was often mis-pronounced, does it matter? How is this about respect? If you are not sure how to pronounce someone's name, what can you do? Ask again, Does it matter how we pronounce names? Is it respectful to mispronounce someone's name or call them a new name that you like?



Text: *Shu Lin's Grandpa* – Matt Goodfellow and Yu Rong.

Learning intention: **Year 3.5 To show welcoming behaviour**

Success criteria: I know we were all new in class once/I can remember how it feels when you don't know anyone/I can show empathy.

RSE objectives: **Caring friendships**: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Starter: How does it feel to start a new school, what are the challenges facing someone stepping into a class where they know no one? How are those challenges magnified if that person speaks a different language?
What does empathy mean and how can we show empathy?

Main: Read *Shu Lin's Grandpa* and discuss as you go along:

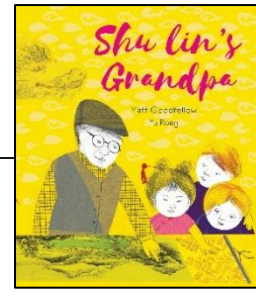
On the first page, what do you notice about Shu Lin's body language?
On the playground and at lunch Shu Lin stands alone. Why? Would that happen in our school?
Shu Lin cannot understand English so does it matter when Barney says, 'uurgh, how can she eat that?'
'Let's make Dylan feel at home… but I didn't at the start'. Why do you think Dylan is remembering this now?
Describe Grandpa's painting; what do you like about it? What do you notice?
Why do you think Shu Lin's Grandpa chose to paint that scene in particular?
Why did Grandpa choose to remain silent? What is he demonstrating to the children?
Shu Lin says only one word in the story. Why do you think the author chose this word for Shu Lin to say?

Class activity: Barney is an interesting character in this story. During the story, what is the impact on Shu Lin and what do you think is the impact on the other children in the class? How would you describe Barney's understanding of difference and diversity?

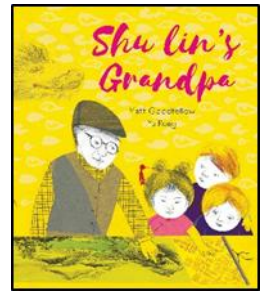
Why do the other children say nothing when Barney comments each time? How would you respond to Barney if he was in our class?

Take each Barney comment and ask the children to discuss and come up with responses that support Shu Lin.

- 'What's up with her?'
- 'How can she eat that?'
- 'What's the point if he can't even speak English?'



Recording idea: You could paint an art response to this story, the art by Grandpa is beautiful and children could paint or draw their own responses. Children could write thank you letters to Shu Lin's grandpa, or children could write up their responses to Barney's comments.
Plenary: The story is narrated by someone other than Shu Lin, why do you think the author chose to do that? What can we learn from this story?



Text: *My Brain is a Race car* by Nell Harris

Learning intention: **Year 3.6 To look after my mental health**

Success criteria: I have some strategies to help my brain when it is going too fast / I know that some people's brains work differently to mine

RSE objectives: Neurodiversity – Recognising that some people's brains work differently to ours / To know that some people, including myself, may need more time or space to keep their brain 'on track'

Starter: Tell me what you know about race cars. *They go fast; they race on a track; they need fuel; they need pit stops; sometimes they crash.* Could watch a short clip of Formula 1 and a pit stop to see how fast they work.

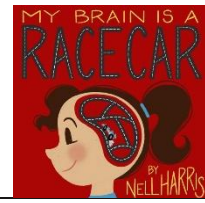
Main: Before we read the book, how might our brains be compared to those ways you described a race car?
Do we need fuel? Pit stops? Can we go fast sometimes? Our mental health can't always be seen – not like our physical health if we were to injure ourselves – but it is just as important.
As you read, encourage children to think about times when they have felt the same. Encourage them to think about when they may have seen others behave like this.

When we don't look after our race car brain and it erupts as frustration, anger or mean words, do we really mean it? Do our friends ever do this? If they're real friends, they don't really mean it – they are struggling. How can we support them to get back on track?

Why does the race car brain not like it when it is too loud or in a big crowd? *It is already full of noise – overwhelmed.* Discuss why the race car doesn't like waiting at the lights – it is raring to go!
You might not always feel these emotions yourself, but do you think you could recognise them in others? Every person has a unique brain that interprets situations and responds differently. Pitstops will be different for everybody.

Class activity: Generate a class list of ideas for what we can do to 'pitstop and recharge' our brains. There are mindful regulation sheets available using the QR code on the back of the book.

Recording idea: Draw the racetrack and race car to represent your brain and how it feels sometimes. Pupils could draw around it, the 'fuel' they need to get back on track (food, water, sleep, appropriate sound levels, temperature, a map, kindness from others, time).



Plenary: How can we help others if we notice that they need a pitstop? How can we work as a class to ensure the 'racetrack' is not too loud and overwhelming for other race cars?