

Lesson 4: Diversity

Overview

After learning where our diversity comes from and the benefits it brings to students' own lives, they then celebrate difference by creating a pop group for Diversity Factor. There is lots of opportunity to develop learning further in Geography, History and RE, exploring topics such as migration, population, colonisation, the British Empire and multiculturalism.

Starter

Activity 1 (Option 1) (5mins): Variety or not? (Slides 3-5)

Present one flavour of Jelly Babies or the image on the slides, and ask students if Bassett's would sell them. Why not? Would a bag with mixed flavours be more or less popular? Variety is much more interesting! What would life be like if we were all the same? Another option is provided on slide 5 and shows a plain image versus a patterned image.

Activity 1 (Option 2) (5-10mins): Diversity in the class (Slides 6-13)

Use the slides to deliver a set of multiple choice questions that students must respond to independently. At the end go through each question and record the number of students' responses. This should reveal diversity in the class. Ask what it would be like if everyone answered the same for each question. What does this mix of interests and beliefs do. It makes the class more interesting. Introduce the lesson using slide 13.

Main

Activity 2 (10mins): Celebrating diversity (Slides 14-30)

Use the slides to present a map with arrows pointing to the UK and ask what it shows. Reveal that it is immigration to the UK. Use the images to promote the rich mix of culture that diversity adds to our society. Two minute challenge in pairs; ask students to list things that are important to their lives and which are influenced or come from other countries. Share as a class with no repetition between pairs.

Activity 3 (15-20mins): Diversity Factor (Slides 31-37)

Group in mixed ability 4-5s. Use the slides to introduce an activity where students create a pop group to compete in the Diversity Factor. The pop group will represent and celebrate diversity and will appeal to our diverse population. Students should be encouraged to be creative about how they will pitch their group to the judges. Time students and provide a countdown. This could be extended across two lessons to allow students time to develop a winning audition. The work could be presented to the whole school through an assembly or display.

Activity 4 (20mins): Judging

Each group will take it turns to play the judges. Points for them to consider when judging are on the slides and they can record their feedback on worksheet 13. Students will have two minutes to present and judges will have 1min to feedback.

Learning objectives

- ▶ Understand our country has a diverse population.
- ▶ Know where our diversity comes from.
- ▶ Appreciate the benefits of diversity and celebrate difference.

Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Drama
- ▶ Geography
- ▶ RE
- ▶ History
- ▶ Art

Resources

- ▶ Slides: Lesson 4
- ▶ Worksheets:
13 - Diversity Factor

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Plenary

Activity 5 (5mins): Voting (38)

Every student votes for their favourite group via a show of hands or paper vote. They can't choose their own. The group with most votes wins Diversity Factor. Highlight all the positive elements of diversity that were brought out through the pop groups.

Support notes

Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

Extension 1: Judging criteria

Students create judging criteria for how they would select the winning pop group.

Extension 2: Family tree

Students explore immigration and relocation within the UK, within their own family and create a family tree. It can help them to appreciate that most of us have diverse backgrounds and personal links to other countries.

Extension 3: Unique - celebrity interview

Play an interview with Gok Wan, celebrity TV presenter, talking about how being overweight, Chinese and gay made him feel 'unique' from a very young age: www.youtube.com/user/EqualityHumanRights#p/search/38/HJrBv-G2QGQ

Discuss Gok's key message about being different. Do students agree or disagree? Should anyone be treated differently because of their weight, sexual orientation or race?

You could also play and discuss the interview with Sanjeev Bhaskar: www.youtube.com/user/EqualityHumanRights#p/search/4/tqMQVACpLqE

Extension 4: Migration

Develop students' understanding of migration and colonisation through History and Geography, enabling them to develop their own informed opinions about immigration in the UK and Britain's diversity and multiculturalism. Students could debate whether our borders should be open or closed. This could be a House of Commons style debate with more able students. They could discuss and develop ways of promoting community cohesion between different ethnic groups.

Extension 5: Multi-faith society

Explore Britain's multi-faith society in more detail. Review the main faiths in the UK. How are people's different faiths supported in the UK i.e. different places of worship, faith schools, media for faith groups etc?

Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation

- ▶ **Useful links** - useful links to external education resources on diversity.
- ▶ **Glossary** - glossary of key words.

Visit the training section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/training

- ▶ **Equality and human rights training video** - training tips for delivering interactive topics.

Lesson 4:

Diversity

Can a multi-faith society create any issues i.e. racism or extremism? What causes this, e.g. lack of understanding? What can be done to encourage community cohesion between faith groups? If you have studied human rights (lessons 8-10), introduce Article 9 - Freedom of thought, conscience and religion (European Convention on Human Rights) and discuss how different people's rights conflict and how can they be balanced. More information on balancing human rights can be found in lesson 10.

Extension 6: Immigration - what's in the news?

Source some news headlines about immigration that portray a negative picture. Discuss the impact of these headlines on our attitudes towards diversity. Are they based on fact or opinion? What stereotypical images do they create? Is this true or fair? Discuss the importance of knowing the facts about immigration before making any prejudgements. This could extend to lesson 11; Influencing attitudes.

Extension 7: Visualising diversity

Students create a piece of artwork to show all the things that they love about the diversity of the UK and how it impacts on their lives. These could be displayed in school.

Differentiation ideas

- ▶ Mixed ability groups or paired ability groups.
- ▶ Give students the freedom to present their pop group as a written piece, PowerPoint presentation or poster.

Prior learning

- ▶ Understanding of the words ethnicity and culture.
- ▶ Awareness of the British Empire and Commonwealth will aid learning.

Preparation and planning

- ▶ Review the PowerPoint slides and tailor them to suit your teaching and class ability.
- ▶ Decide which starter activity you will do and amend the slides accordingly.