

Starter

Read the below out loud



Note to teacher

- The focus of this project is inclusivity. Students may struggle to include all groups as they may be in conflict with their personal or religious views.
- **Remind students that discrimination of any group is unlawful in the UK** and immoral. Tolerance is an invaluable skill which displays strength and compassion. It does not mean one is abandoning their beliefs. We have the right to our beliefs but we do not have the right to impose them on others or leave others out, even if their beliefs are in conflict with our own.
- **Examples of how to displaying various groups:** use of symbols will suffice (e.g religious ones, LGBT rainbow, Macdonalds' M, green cross for pharmacy etc...). Some students may include dialogue /greetings in various languages; festivals, restaurants, people in traditional attire.

Diversity Town

Lesson 1



Lesson Objective

- To create a **fictional town** or street that is inclusive and embraces diversity.



Outcome

Over the next 2 lessons, you will:

- Plan
- Create
- Self and peer assess

your fictional place called: 'Diverse-City'

By the end of today's lesson, you will have completed a rough draft/sketch of your new town, referring to the assessment sheet

Individual assessment task

- Your task is to design and create a **2D** or **3D** town that welcomes and includes everybody .
- A town that epitomises ‘DIVERSITY’, inclusivity, tolerance and respect for all groups of people.
- Seven Kings E Town (E is for equality)/ ***Diverse - City Or Equality Town***
- If you wish to create a 3D town, please bring in your own materials, from home, to next week’s lesson!!!

Success Criteria

- Refer to the assessment sheet and success criteria - keep these safe!
- Tick off the elements you have achieved, as you go along.

Homelearning

- Continue to develop your fictional city- ensuring you include all groups from the following from the success criteria:

Design features that allow access for those with a **disability**

Different genders are represented

Different religions/faiths are represented

Different age groups are represented

LGBTQx people are represented

Different racial and cultural groups are represented

Due next
lesson!

Plenary

- Let us share our plan/design so far and do a 'mock' self and peer assessment.

Lesson 2 starter



- This is a poster from an advertising campaign promoting diversity
- What is its message?
- How do you feel about this?
- What does diversity mean?

Main task

- **Continue building your DiverCity**
- Self and peer assess your 'DiverCities'- completing the tick sheet. Anything outstanding or not as clear must be added/developed further.
- Homework- complete your Divercity and bring in to the next lesson.

Plenary

- Students to peer assess designs so far, using success criteria.
- WWW and EBI
- Students to act upon the feedback provided as homework task.

Lesson 3 – Starter

I cnduo't bveleie taht I culod aulacly uesdtannrd waht I was rdnaieg. Unisg the icndeblire pweor of the hmuan mnid, aocdcrnig to rseecrah at Cmabrigde Uinervtisy, it dseno't mttar in waht oderr the lterets in a wrod are, the olny irpoamtnt tihng is taht the frsit and lsat ltteer be in the rhgit pclae. The rset can be a taotl mse and you can sitll raed it whoutit a pboerlm. Tihs is bucseae the huamn mnid deos not raed ervey ltteer by istlef, but the wrod as a wlohe. Aaznmig, huh? Yaeh and I awlyas tghhuot slelinpg was ipmorantt! See if yuor fdreins can raed tihs too.

Answer revealed

I couldn't believe that I could actually understand what I was reading. Using the incredible power of the human brain, according to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can read it without a problem. This is because the human mind does not read every letter by itself, but the word as a whole. Amazing, huh? Yeah and I always thought spelling was important! See if your friends can read this too!

Lesson 3

1st task:

- Cut & stick your DiverCity picture in your book
- Write a paragraph underneath about how you think you did
 - Refer to the success criteria and select which have been met.

2nd task:

- Complete the BIG QUESTION task independently (written task) – 20 minutes.

Lesson Outcomes

All students will explain what a diverse community is.

Most students will coherently express the benefits of an inclusive community.

Some students will Evaluate the issue of inclusivity, identifying the disadvantages of a diverse community.

Diver-City

Self assessment:

Looking at the success criteria for this project identify the following:

What Went Well (WWW)

Write about what parts of the project you enjoyed the most. What parts were the most successful parts of your city-modelling, drawing, how you represented/included different aspects of the city

Even Better If (EBI)

Write down what improvements you could have made. How could you have achieved this? If you could do this again, what would you change and why?

Today's Big Question

Written task

“ Diversity – is the root of conflict.”

Do you agree or disagree? Explain using WAWOS

- What is the question asking me?
- Do I Agree?
- Why do I agree or disagree?
- Other people might say...
- So, in conclusion I feel...

Success Criteria

Level 4

Basic opinion on diversity expressed clearly with 1 or 2 supporting examples

Level 5

Opinion on diversity expressed clearly with 1 very developed point or 3 or more points raised, explaining the influence/impact on individuals/family members.
Accurate use of key vocabulary

Level 6 (application of evidence)

2 very well developed points, exploring possible impact, in detail ,as well as implication for society -drawing links to real (past or present) issues– i.e. current affairs (Locally, Nationally or Globally)

Level 7 – all of the above and a conflicting P.O.V considered and explained

Reflection

What was the overall objective of the Diversity Town Task?



Lesson 4

Self-Assessment

Lesson Objectives

- To correctly identify skills used (WWW)
- To set your self appropriate targets (EBI)
- To execute the target (Green Pen)

Starter

Diversity is...

a) a range of different things

b) when people are all the same

c) showing a great deal of variety; very different



Main Task

Self-assess your written task

1. Take a look at the colour coded success descriptors.
2. Highlighting aspects of your assessment that reflect the skill used (use the correct colours)

Example:

- Your teacher will go through one with you as a class
(teacher see slide notes)



Dear World,

It's been quite a week here in London. But there's one thing we would like to make clear right now: people who were not born in this city are welcome here. Not just Europeans, everyone – no matter what nationality, race, creed, colour or shoe size.

Ask most Londoners what we love about this city and we'll say one thing: its diversity.

There is no place in this city for anyone who wants to make anyone else feel unwelcome. If you have a problem with people who look or sound different to you, you're not a real Londoner.

Our city has not changed. It remains a place that cherishes human beings of all nationalities and ethnic backgrounds. So, people of Europe and people of the world, thank you for making our city your home. No, let's rephrase that. Thank you for making YOUR city your home.

Yours, as always

Time Out London

Why have we been learning about Diversity?

Discrimination of any group is unlawful in the UK and immoral. Tolerance is an invaluable skill which displays strength and compassion. It does not mean one is abandoning their beliefs. We have the right to our beliefs but we do not have the right to impose them on others or leave others out, even if their beliefs are in conflict with our own.

Today's Task

1. Identify WWW and 1 EBI
2. How can you achieve your EBI? Set yourself a target.
3. Green Pen Time! Attempt your target.

What happened in London...

- Are these events causing us (or encouraging us) to feel differently about a group of people or community?
- Are we in danger of 'generalising' the actions of a few to a larger group or community?
- Is there any actual connection between what has happened and these communities and if there is, is it meaningful?

Peer assessment

- 2 Stars
- 1 Wish
- Look at the success criteria and stretch & challenge aspects
- You need at least 3 people to assess your work.

Plenary

Share your developed answers with the class

