





WICKED: LKS2 Inclusion Lesson Pack

<p>Aim:</p> <p>R13 To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in Equality Act 2010).</p> <p>R14 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, the use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>L6 To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or others at risk.</p> <p>I can identify ways to promote inclusion and celebrate diversity.</p>	<p>The Big Questions:</p> <p>What can cause people to feel excluded?</p> <p>How can we celebrate diversity?</p>	<p>Resources:</p> <p>Lesson Pack</p> <p>Coloured pens and pencils</p> <p>Strips of paper (one per child)</p>
<p>Success Criteria:</p> <p>I can explain how it feels to be excluded.</p> <p>I can discuss ways to include others.</p> <p>I understand the importance of respecting diversity.</p>	<p>Key/New Words:</p> <p>Exclude, leave out, include, inclusion, friends, respect, discrimination, behaviour, differences, similarities.</p>	<p>Preparation:</p> <p>I'm In! Picture Cards Discussion Pack - one per small group</p> <p>Script Extract - one per pair</p> <p>Who's In? Scenario Cards - one per small group</p> <p>Reaching Out Recording Sheet - one per child</p> <p>Inclusion Poster - one per child</p> <p>Diversity Display Banner - one for display</p>

Special Considerations












The lesson discusses some challenges children might face. Be aware of the needs of the children in the class and ensure issues are dealt with sensitively and that children will have time and opportunity to ask questions or discuss any issues they are concerned about.

Learning Sequence

	<p>Reconnecting: How Do We Feel Included? Display the Lesson Presentation and invite children to discuss the aims and success criteria in small groups. Provide each group with a picture from the I'm In! Picture Cards and allow some time for discussion. What do children think their card shows? Invite some feedback from groups and use this to form a baseline assessment of children's understanding.</p>	
	<p>Exploring: Why Might People Not Feel Included? Explain that we will be looking at issues of exclusion and discrimination brought up in WICKED. Provide the children with the Script Extract to look at with their partners. Can they identify a way that each character on the board is suffering feelings of exclusion or discrimination? Guide the discussion to realise that Elphaba is being discriminated by the fact that she looks different, Glinda feels she needs to be 'helped' to be more like her and Nessarose is being treated as if she needs help without her consent. Display the slide on the Lesson Presentation. Invite contributions to the discussion to identify as a group why certain groups in society might feel marginalised or excluded. Remind the children of the pictures they have just looked at on the Lesson Presentation. How do they think being excluded from certain things would feel? Do they have any experience of this?</p>	

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 This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Learning Sequence

	Exploring: Who's In? Explain to the class that we will now work in small groups to devise role plays from the Who's In? Scenario Cards . Allow each group some time to work on their scene and prepare to perform it to the rest of the class.	
	Exploring: Reaching Out – Explain that we will now watch the performances from each group and identify how the main character would feel. Discuss how we can be a good audience for each other. Draw the attention of the class to the word bank on the Lesson Presentation and ensure everyone is confident in the use and meaning of each word. Watch the performance from each group and discuss character feelings after each performance. What words would children use to explain how the main character felt? Invite children to record on their Reaching Out Recording Sheet what the problem was that caused the character to feel excluded, words to describe how they might have felt and ways that this could have been avoided.	
	Reflecting: Celebrate Diversity – Display the Lesson Presentation and read through the slide with the children to emphasise that diversity should be celebrated. While ensuring people feel included, we should also make sure we celebrate ways in which we are different and use these to learn from each other. In partners, invite children to identify one thing that has happened today that would not have been able to happen if we were all the same. This could be the solution to a maths problem worked out in partners or learning from a friend how to play a new game. Remind the children how boring the world would be if we were all the same! Invite children to write one way they can ensure people feel included on a strip of paper and be ready to display it on the Diversity Display Banner .	
	Consolidating: All In – This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Using what they have discussed through watching the drama performances, children can make a poster showing all the ways we can make sure people feel included.	
	Supporting: Ensure children are working in mixed ability groups for the tasks involving reading.	
	Extending: Children can be given time to devise their own drama performances with the title 'Exclusion' or 'Include Me'.	
	Developing: Children could organise and promote an event in the school to recognise and celebrate diversity.	

Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

Policies:	If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.
Rules:	Remind children of the class agreement or ground rules for discussion.
Expect:	Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.
Procedures:	Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.
Ask:	Encourage children to ask any questions they may have before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.
Respond:	Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.
Enable:	Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.