

ST CUTHBERT'S & ST. SEBASTIAN'S FEDERATION

PREVENT LESSON PLAN

Teacher: Aimee Ankrah	Class / Set: Foundation 1	Supportive staff: Karen Williams	Curriculum Links: Understanding the World: <i>Knows some of the things that make them unique. (30-50m)</i> <i>Can talk about some of the similarities and differences in relation to friends and family.(30-50m)</i>
Creative Curriculum Theme SEAL: Welcome	Number in class: 20	Prior Learning	Personal Social and Emotional Development: <i>Aware of own feelings and knows that some actions and words can hurt others feelings.(30-50m)</i>
Related PREVENT Theme: G1, A3, A2, A9, B4, C4	Objectives: Children are able to appreciate differences and similarities between themselves and their peers.		
	Learning Outcomes: Children are able to talk about themselves and their peers in positive terms.		

Structure of Lesson

Time (mins)	Activities: Adult Led – Construction Carpet	RESOURCES
15 mins		
	<p>Gather whole class together on construction carpet. Read 'Elmer the Elephant' by David McKee on IWB. Invite individual children to make predictions about the story and anticipate what might happen next. Point out key features of elephants; colour, size, shape etc. Encourage children to talk about Elmer's differences and how they make him special. How would they feel if they looked very differently compared to their friends? Do we all look the same? Why?</p> <p>Show children the 'mystery box' what do you think may be inside? Sing the mystery box song then invite children to guess what might be inside by shaking/listening to what is inside the box. Tell children that we are going to pass the box around the circle and they can look at something very special which is at the bottom of the box (a mirror).</p> <p>Sing 'Have a look and pass it on' as the box is passed around the circle. When every child has looked inside the box ask the class what was the special thing that they could see? Me!</p>	<p>Interactive Whiteboard story</p> <p>Mystery box</p> <p>Mirror (placed at bottom of box)</p>

Time (mins)	Activities: Adult Led – Creative Area	RESOURCES
10 mins		
Teacher led:		Mirrors
In small groups (5/6 children) give each child a mirror and ask them		Skin, hair, eye colour paint

<p>to talk about their special features; hair colour, eye colour, skin colour etc. tell children that they are going to be painting their own portraits.</p> <p>Pupil Activity:</p> <p>Give each child a piece of paper and support them in completing a self-portrait. Talk in positive terms about their special features. All pictures to be displayed on ‘Welcome Wall’ in quiet room.</p>	Paper
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Time (mins) Non-restricted	Activities: Child Initiated	RESOURCES
	<p>Reading Area: Provide a set of story masks for children to role-play the story of ‘Elmer.</p> <p>Play-dough Area: Provide rainbow coloured play-dough and ‘Elmer’ Playdough mats.</p> <p>Mud Kitchen: Provide grapes for children to squish and squeeze – encourage children to talk about why Elmer did this in the story.</p> <p>Inside/Outside Writing Areas: Allow children the opportunity to make their own story books using readily available resources. Provide children with a range of writing frames.</p> <p>Creative Area: Provide a range of collage materials and Elmer frames for children to make individual Elmer collages.</p> <p>Role-Play Area: Provide a range of coloured materials for children to re-enact the story of ‘Elmer’.</p>	<p>Role-play masks</p> <p>Rainbow Playdough</p> <p>Purple Grapes</p> <p>Writing frames</p> <p>Collage materials</p> <p>Coloured materials.</p>

Time (mins) 15 mins	Activities: Key Person Group	RESOURCES
	<p>Plenary /Homework</p> <p>In Key Person Groups discuss the reasons for Elmer the colourful elephant painting himself, why did he pretend to be a grey elephant when he wasn’t? Why people might hide who they really are to ‘fit in’. Show children some self-portraits; who are they? Invite individual children to talk about what makes them special.</p>	<p>Quiet rooms</p> <p>Big Book ‘Elmer’</p> <p>Self-portraits</p>

*Send letter to parents requesting photograph of child's family.	
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ASSESSMENT	SIGNPOSTING Sensitive issues of prejudice , racism experienced by pupils may arise . Teachers may wish to inform class of School reporting Systems
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