



Good To Be Me

YEAR 4

Teacher notes

**Please see footer on slides for session notes and key points for these 2
Good To Be Me lessons**

Printable resources are at the end of the slides

Racial Literacy Curriculum Framework

Objectives – Session 1

- 2.13 Explore what living in a community means and different groups that make up their community (**PSHE L6**)
- 2.14 Be aware of the diversity *within* nations, cultures, communities and religions (**PSHE L8**)
- 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (**PSHE L8**)
- 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (**NC Geog**)

Racial Literacy Curriculum Framework

Objectives – Session 2

- 2.13 Explore what living in a community means and different groups that make up their community (**PSHE L6**)
- 2.14 Be aware of the diversity *within* nations, cultures, communities and religions
- 3.8 Recognise the diversity of Britishness and be able to challenge narrow stereotypes of Britishness (**PSHE L8**)
- 3.9 Recognise diversity within countries and cultures and be able to challenge narrow stereotypes of countries and cultures (**NC Geog**)

Teacher Information

**Assessment opportunities:
Record/or display in PSHE Think
books**

**Lesson 1: Can the children create
a backpack that describes
different parts of their identity?**

**Lesson 2: Can the children
describe their family heritage?**

IMPORTANT – TEACHER NOTE

We are conscious that all of us of all ethnic backgrounds have grown up with misinformation about issues surrounding race and the ethnic diversity of our species – the same way as has happened with misinformation about gender and sexuality.

Until we unlearn this misinformation, we are at risk of repeating it and causing harm to all our students. As a response to this, brief teacher notes have been written in the Notes section beneath each slide in order to support you in teaching these lessons safely and effectively. These notes form **essential CPD** to ensure you are able to grow your understanding and teach your class safely and respectfully of all their ethnic heritages.

Non-exhaustive list of suggested descriptive words for skin tones/ shades* (see notes section below)

Due to experiences of discomfort when discussing issues of race, it can be challenging for adults to find words that they feel are safe words to describe skin tones/ shades. Here is a non-exhaustive list of words you might wish to choose from while teaching. These words are used in various GTBM lessons across EYFS and KS1-2, and hopefully they will be helpful if you feel uncomfortable about what language you might use.

Be aware that sometimes the skin of people of colour has been described with food words in ways that sound offensive. As a consequence, some people of colour may find it offensive to use food words to describe their skin colour, and some may not. The important issue here is the problem of people of colour having their physical appearance treated disrespectfully; and one solution is to emphasise that whatever words people use, they should always treat people with dignity and respect.

blue-black

brown

caramel

dark/ deep brown

earthy

ecru/ beige

golden

ivory

light brown

pale pink

peachy-brown

peachy-white

pink

pinky brown

pinky white

reddish brown

rosy

sandy

yellowy – brown

yellowy – white

Lesson 1

Our learning journey

**What makes
you, you?
What are the
different parts of
your identity?**



**What is diversity?
What is
my family heritage?
How can we
feel good about our
heritage?**





Lesson 1

Thinking Questions:

**What makes you,
you?**

**What are the different
parts of your identity?**





How can we make sure that
**everybody feels safe and
included** in this lesson?



Protective Behaviours



We all have the
right to feel safe
at all times.

before you speak

THINK

T ~ is it true?

H ~ is it helpful?

I ~ is it inspiring?

N ~ is it necessary?

K ~ is it kind?

Feeling safe and included

- Think about what you share
- Respectful comments
- Listen carefully
- Other ideas?



Thinking about our understanding and skills at the start of the lesson

How confident do you feel in your understanding of what the phrase, 'what makes you, you' means?

Can you explain what 'identity' means?



On a scale of 1-10, show me!

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

What do you know already?

Date

Title

Can you complete
the sentence:

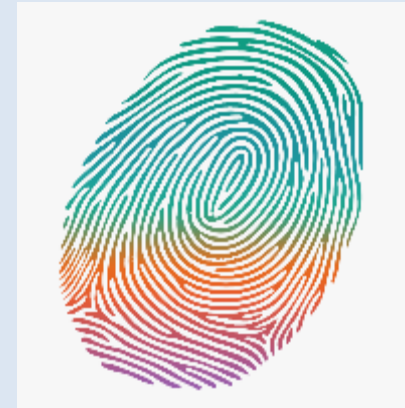
Identity is ...



Record your
thinking in your
PSHE Book – fill in
your '**before**'
confidence score
(out of 10)



Can you explain the word: **identity**?



**Can you think of any examples
or connections?**

**Do any other words or phrases that
come to mind?**

Proud
to be
Me

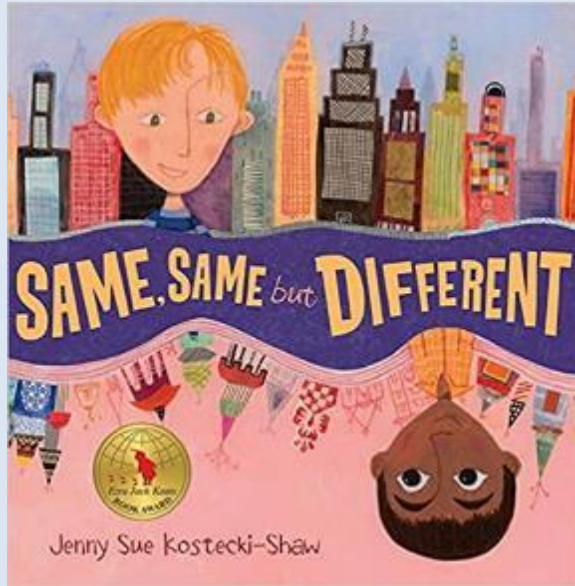
Who am I?



Our identity is a bit like a back-pack filled with aspects of ourselves. What makes you, you.

This might include: where we live, what we like doing, what we look like, our families and our family heritage.

Unfolding identities



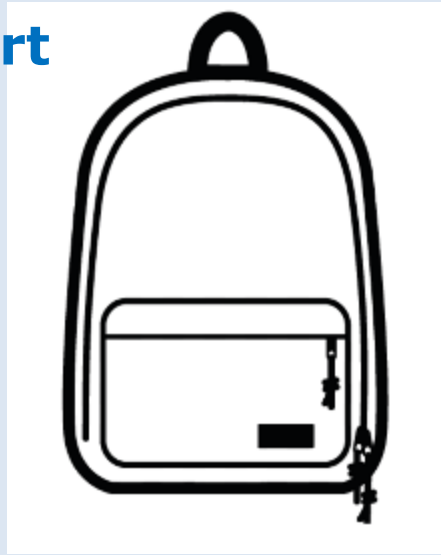
same, same but different

Let's read this story and think about the things that make up the identities of Elliot and Kailash.

Which of these things could you put in the backpack for Elliot and Kailash?

Likes and dislikes:

- Challenges
- Activities you like doing
- Hobbies and sport
- Favourite food
- Favourite music



Appearance:

What you look like: skin, hair, eyes, disability, gender

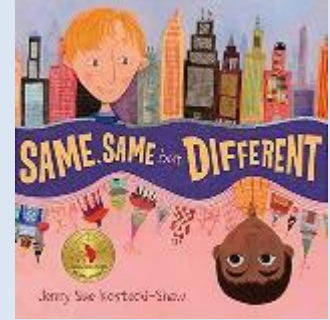
Family and relationships:

- family heritage
- where you live
- where you born
- languages you speak

Your character:

- friendly, kind, strong, brave, hopes and dreams, strengths and challenges
- Beliefs/ Faith

Unfolding identities



On your white boards write down the different things we learn about the two characters

Elliot

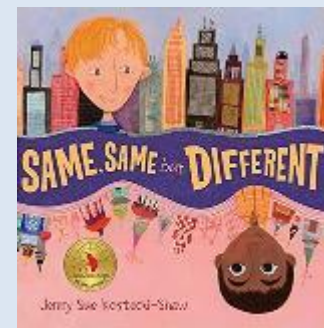


Kailash

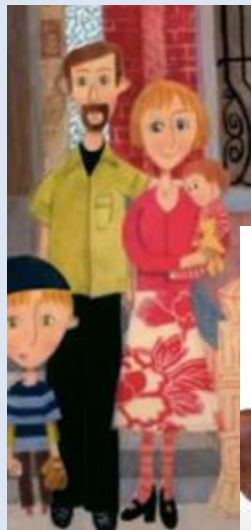
Proud
to be
Me

Unfolding identities

In pairs talk about what you have that's the same as Elliot and Kailash and what you have that's different.



Elliot



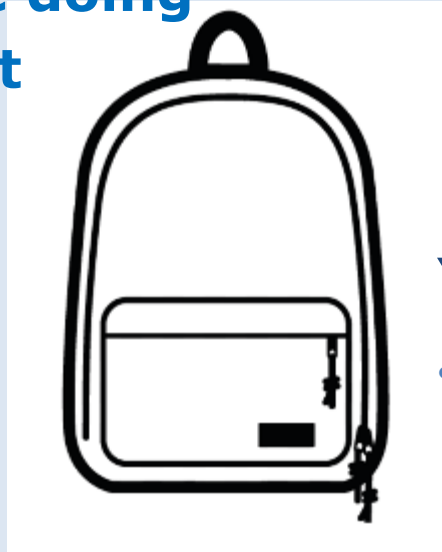
Kailash



With your partner talk about what makes you, you. What could you put inside your backpack.

Likes and dislikes:

- Challenges
- Activities you like doing
- Hobbies and sport
- Favourite food
- Favourite music



Appearance:

What you look like: skin, hair, eyes, disability, gender

Family and relationships:

- family heritage
- where you live
- where you born
- languages you speak

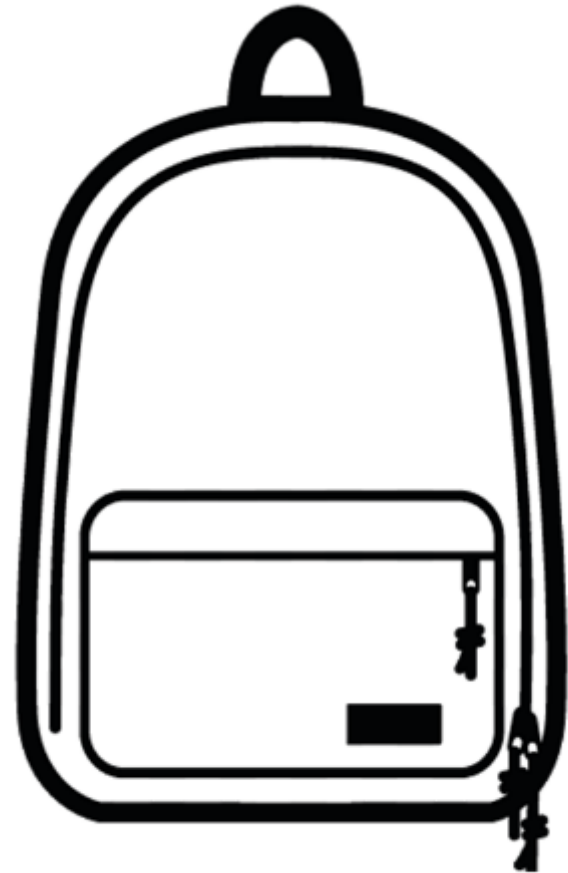
Your character:

- friendly, kind, strong, brave, hopes and dreams, strengths and challenges
- Beliefs/ Faith

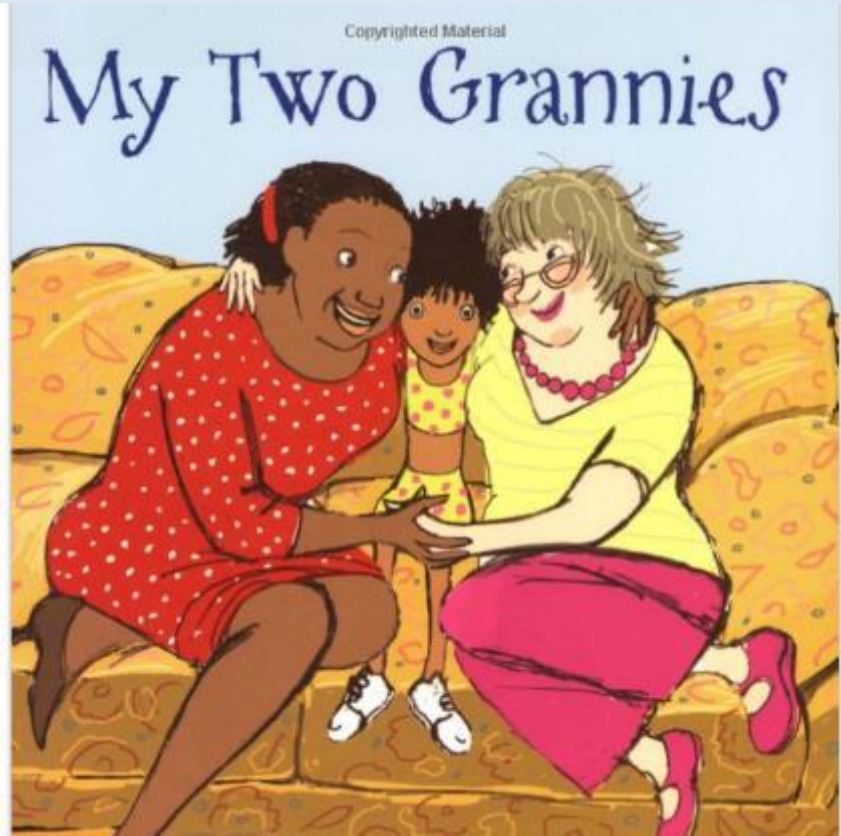
My "Who I am" backpack !



We are all going to fill our own who I am backpacks with all the words and information that describe our own identities



Who am I?



Some families may describe themselves as dual heritage or mixed heritage.

Let's read about one family.

Has it given you any more ideas for your backpack?

Sharing our backpacks



- How could we share the contents of our backpacks?
- How could we show respect for each other with our voices and with our bodies?



How can we share our backpacks respectfully?



How can we share our backpacks respectfully?



- smiling
- sharing
- giving space
- taking turns
- including
- answering
- asking
- encouraging
- listening
- helping
- waiting
- tone of voice

Sharing our backpacks



- What did you find out?
- Did you have anything in common?



My unfolding identity



- What do you think will always be in your identity backpack ?
- What do you think might change or be added to your backpack as you grow up?



All different all equal



- Sometimes children choose to be mean to each other about something included in somebody's identity backpack.
- **This is not ok.**
- Remember to tell a trusted adult at school if someone is mean to you or someone you know, about how your identity, for example how you look, who is in your family or what you like doing.

Have we answered our thinking questions?

- What makes you, you?
- What are the different parts of your identity?
- Record your thinking in your PSHE Book – fill in your 'after' confidence score
- (out of 10)



Record any new learning and reflections in a different colour pen



**"We all have
the right to
feel safe
all the time"**

**"We can talk with
someone about
anything, even if it
feels awful or small"**



**If this lesson has made you feel
worried,
or you have a question,
or something you want to talk about
remember your trusted adults**



Ask for some

time to talk

Let's join in and sing with Will.i.am!



Lesson 2



Lesson 2

Thinking Questions:

What is diversity?

What is my family heritage?

How can we feel good about our heritage?



Our learning journey

We have already thought about.....

What makes you, you?

What are the different parts of your identity?

This lesson we will think about theses learning questions.....

What is diversity?

What is my family heritage?

How can we feel good about our heritage?



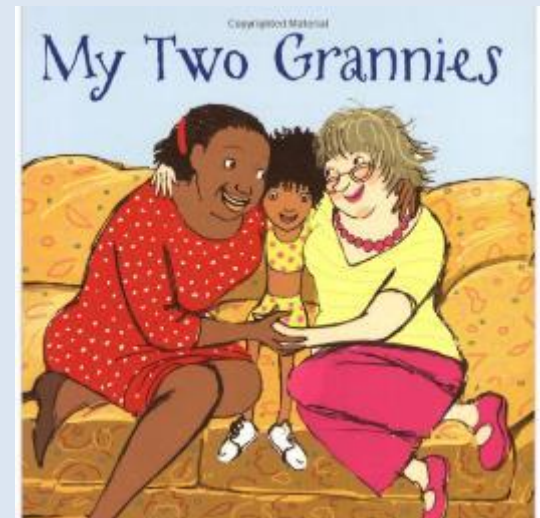
Let's recap our learning!



- Can you complete this sentence?
Identity means...
- What are the things that make up our identities?



What does dual or mixed heritage mean?



Thinking about our understanding and skills at the start of the lesson

How confident do you feel in your understanding of what 'diversity' means?



Can you explain what family heritage means?



On a scale of 1-10, show me!

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

What do you know already?

Date

Title

Complete the sentences:

Diversity is ...

Family heritage is ...

Record your thinking in your PSHE Book – fill in your '**before**' confidence score (out of 10)





How can we make sure that
everybody feels safe and
included in this lesson?



Protective Behaviours



before you speak

THINK

T ~ is it true?

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Feeling safe and included

- Think about what you share
- Respectful comments
- Listen carefully
- Other ideas?



Let's have a debate to warm up our thinking!



A debate is when we talk about something together and there's no right or wrong answer. We all give our opinion and try to work out what we think. Sometimes we agree and sometimes we don't agree – it's all right to disagree!

Remember to disagree agreeably!

- Use a friendly tone and try to give a reason
- I agree because...
- I disagree because...



Let's use our debating skills to talk about this statement

It would be better if everybody looked the same, liked the same things and thought the same things.

Do you agree or disagree?

Remember to disagree agreeably!

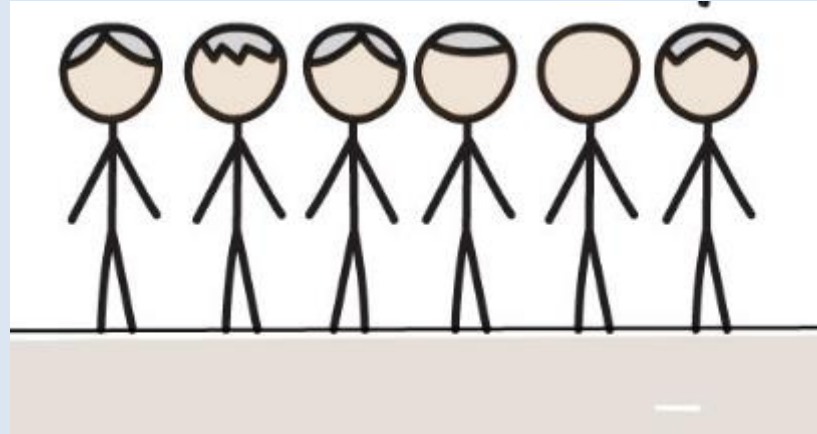
Use a friendly tone and try to give a reason.

I agree because...

I disagree because...

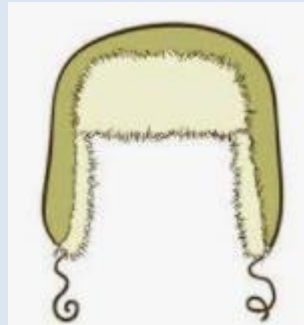


If everybody was the same we would get bored looking at each other!



Differences can be a positive thing but sometimes people can be scared or confused about things that are different from them.





Look at these pictures.

What can you see?

What links the pictures?

When things or people are different from each other we call it diversity.

Diversity means variety.



There is a huge amount of diversity in the world! Not just in hats but in everything – animals, food, plants, languages and of course human beings!



When we talk about diversity among people, we mean that everyone is different from each other – even identical twins have different fingerprints!



Share some stories to celebrate our diversity





'Family heritage' means the places our families come from. These give us connections to places, people, languages, food, music, stories and histories from different parts of the world.

**Family heritage is part of our identity.
Let's grow our understanding of what it means...**

Let's grow our language skills:

Family Heritage

Here in the UK we all share British culture, our heritage is something that is passed along to us from our ancestors (the people in our families who lived before us):

- it can be a physical thing like a pot or a necklace or a house.
- Heritage can also be ideas, thoughts, beliefs or ways of doing things – the language we speak, styles of music and dance, what to eat and how to cook. This kind of heritage is called cultural heritage.

Everyone has a family cultural heritage. Some people will have a family cultural heritage that only comes from Britain. They might have relatives from different parts of the UK.



Let's grow our language skills: Family Heritage



Many people have connections to cultural family heritage from around the world. As well as British culture, they have the culture – the way of doing things - that has been passed to them from family who lived in different places in the world or ways of doing things that comes through their religion.

Britain is a diverse country!

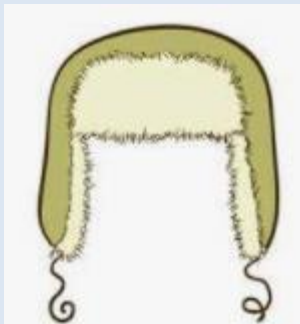
In Britain there are many communities and families that are all different from each other.



British culture has been influenced by cultures from around the world

People in Britain are all different, there is lots of variety.

They are all hats
– but they are all
different from
each other



They are all British-
but they are all
different from each
other



Where in the world? Our Family Heritage

Some families are all born in the same place.

Some families include people who were born or lived in different places.



At our school we want everyone to feel good about where our families have lived in the past and where our families live now.

We all belong in our school community.



Where in the world? Our Family Heritage

Let's think about the diversity of our class community, thinking particularly about our family heritage and all our global connections.



In pairs share some of the places in the world that you are connected to. You can use these sentence starters to help you.

My family used to live in...

My mum, dad, aunty, grandmother, uncle was born in...

I was born in...

My cousins live in...

Some of my family grew up in...

Some of my family have moved to...



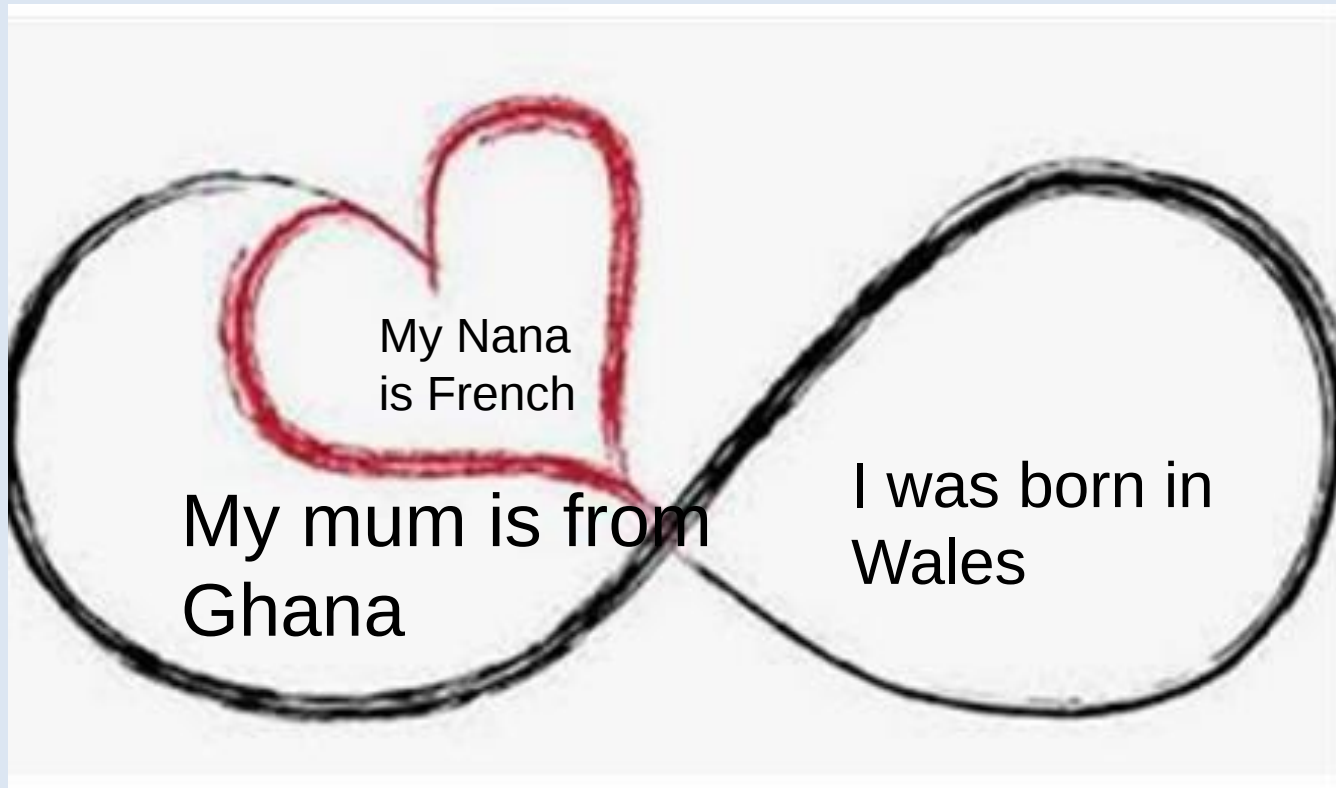


Can you find the places you are connected to around the world?



Where in the world? our family heritage

Write in three sentences about your global connections and family heritage



Sharing our family stories examples

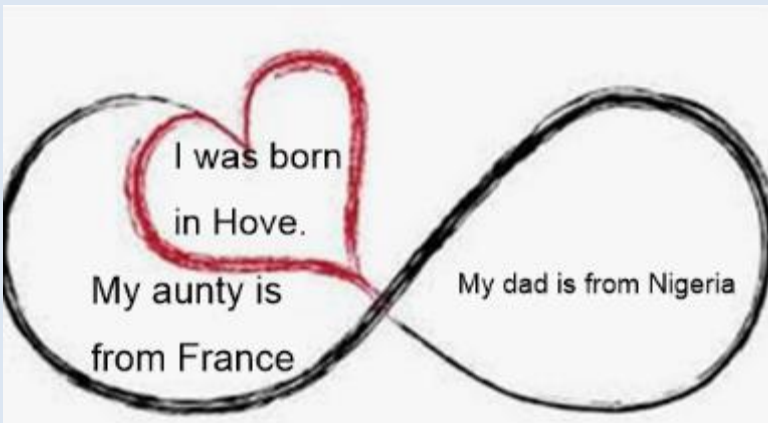


How can we keep everyone feeling safe and feeling good about their family and their family



- **Be respectfully curious**
- **Remember diversity is a good thing – if we were all exactly the same it would be a boring world!**

Volunteers share in a circle



Have we answered our thinking questions?

What is diversity?

What is my family heritage?

How can we feel good about our
family heritage?



Record any new learning
and reflections in
a different colour pen.

Record your thinking
in your PSHE Book –
fill in your '**after**'
confidence score
(out of 10)

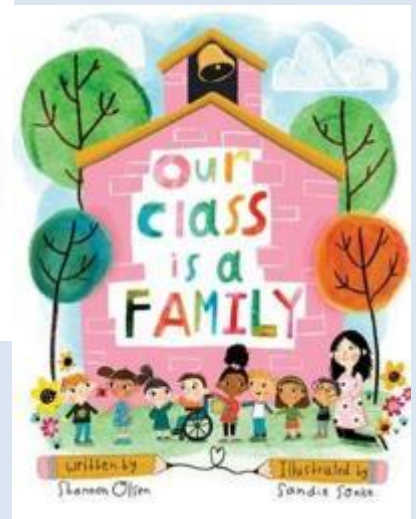
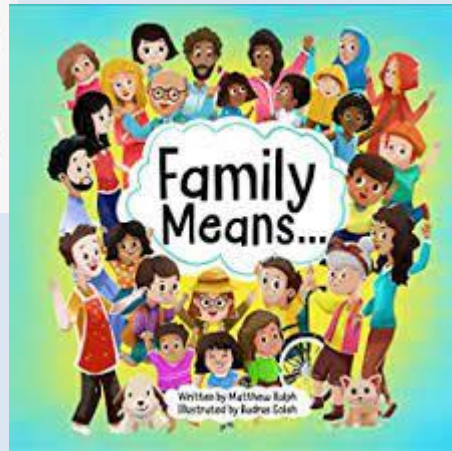


Close your eyes and breathe in and out (slowly) three times...

Think about...

What makes you feel happy to be part of your family or part of our class?

What do you like about your family heritage or the diversity of our class?



“We all have the right to feel safe all the time”

**“We can talk with
someone about
anything, even if it
feels awful or small”**



**If this lesson has made you feel worried,
or you have a question,
or something you want to talk about
remember your trusted adults**



Ask for some



time to talk

Share some stories to celebrate the diversity of cultural heritage that exists in our school, in Brighton and in the world!

