

## Lesson 4 – Who are we? Games – Lesson Plan



The Linking Network

| Learning Objective  | Teaching and Learning Activities   |
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| L.O. To learn about similarities and differences and celebrate who we are as a class community.   | <i>Games give a chance for everyone to take part and build sense of belonging. If both classes have played the same games, they have a shared currency.</i>  |
| <b>Purpose of this Lesson</b>   |  |
| The purpose of this session is to explore and celebrate who the children are as a class and support children to be comfortable with both similarity and difference. We hope this session can create a special space and time where children can enjoy being together and build relationships within the class. This lesson helps answer The Linking Network Question <b>Who are we?</b> | <p><b>Introduction:</b> Explain to children that this session we are going to explore the questions ‘Who am I?’ and Who are we? as a class. We’re going to play 2 or 3 games that will help us to think about ourselves and others, the things that we have in <b>common</b> and the things that make us different. Our link class will also be playing the same games and finding out lots of things about each other. Maybe they will be able to send us over some things they find out about each other.</p> <p><b>Starter - Game 1 Mime-A-Like</b></p> <p><b>Introduce the concept of ‘mime’ and plan the likes we will share</b> - We are going to play a game called ‘Mime Alike’ where we mime something we like to do - a ‘mime is when someone acts out actions without using words. <b>The game can be played sat at tables and if children need to face forward the teacher at the front can copy each child’s mime so that everyone can see. If social distancing allows it can be in a circle. (See video instructions in the PowerPoint)</b></p> |
| <b>Key Questions</b>  |  |
| What makes me, me? What makes you, you? What do we have in common? What is different? What is invisible about us that no-one can tell unless they talk to us? Can anyone else describe your identity for you?   | <p><b>Model</b> saying several things you like to do to give children ideas. e.g. I like drinking tea, I like running, I like reading, sitting in the sunshine... <b>Give</b> children around 30 seconds to think about something they like doing and then tell the person sitting closest to them.</p> <p><b>Model</b> miming one thing you like to do e.g. raising an imaginary cup to your mouth to show they like drinking tea. <b>Give</b> children another 30 seconds to think about how they would mime out the thing they like and show the person sitting closest to them.</p>  |
| <b>Exchange Information</b>   |  |
| You could exchange a photo of the outcomes - the things the class found they had in common in Game 3.   | <p><b>Play the Mime-A-Like Game - Explain</b> the rules. The teacher models by saying the statement “My name is .... and I like....” and acting out their mime at the same time. The child to the left then continues with their statement and mime. And continue till everyone has had a go. Go round the room again in the same order and when a child has said their name, the thing they like and their mime, all the children and teacher respond by repeating back “His/Her/Their name is ..... and he/she/they like.....” whilst doing the same mime e.g. His name is Mr Fox and he likes running. <b>This embeds the learning about each other.</b></p>  |
| <b>Family Engagement</b>  |  |
| <p><b>Play at Home</b> - Visible &amp; Invisible Game. This might be a phone call to a grandparent, or an aunt.</p> <p><a href="https://thelinkingnetwork.org.uk/schools-linking-2020-2021/family-engagement/">https://thelinkingnetwork.org.uk/schools-linking-2020-2021/family-engagement/</a></p>  | <p><b>Reflection</b> - That game was really interesting. I got to learn so much about you. I learnt that (name of child) likes.... and (name of child) likes ...It is so much more interesting that we have differences as well as similarities. <b>Ask:</b> Who can remember what someone in the class liked? Did anyone learn something new about someone in the group? Take feedback from children: I wonder if any children in our link class like the same things as we do? I’m looking forward to finding about if we have things we like in common and things we haven’t thought of.</p>  |
| <b>Resources</b>  |  |
| <p>Lesson 4 PPT Who are we games</p> <ul style="list-style-type: none"> <li>- Video instructions</li> <li>- Invisible Similarities Outcome Sheet Download from: <a href="https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-4-who-are-we-games/">https://thelinkingnetwork.org.uk/schools-linking-2020-2021/lesson-4-who-are-we-games/</a></li> </ul>                    | <p><b>Game 2 – I like, you like, we like.</b></p> <p><b>This needs to be played with pace. (If you have linked before this game is a version of the Change Places circle game.)</b></p> <p><b>One Statement Game</b> - When I read out a statement you like doing then stand up/or hold up the white or green card. Examples of I Like Statements: <b>Stand up/Show your green card if you like</b> - splashing in muddy puddles/if you like to play outside/if you like reading/if you like pizza/if you like watching/playing/supporting a football team/like sunshine/like snow days/would like to climb a tree/if you would like to catch a snowflake on your tongue/like chocolate. (Obviously keep asking inclusive questions so that everyone says yes to something!) <b>Model</b> commenting on the results of the statement e.g. so in our group we have a lot of children who like pizza I wonder if</p>   |

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| <p style="text-align: center;"><b>Additional TLN Resources</b></p>  |   |
| <p>- TLN Circle Games and icebreakers PPTs and Games Instructions<br/>- Videos of Games Instructions<br/>- The Huey's and the new jumper. People Equal Poetry.</p>  | <p>the children in our link class like pizza too? Perhaps we can ask them? Was there anything we all like? In our class there were lots of people who would like to climb a tree, but a lot less would like to catch a snowflake on their tongue. I've never done that either, but I think I'm definitely going to try next time it snows. Is anyone else going to try and do that? I wonder if our link class like snow too?</p>   |
| <p style="text-align: center;"><b>Curriculum Links</b></p>  |   |
| <p>See PSHE, Citizenship, RSHE, SMSC and English objectives that are addressed through the Linking Programme:<br/><a href="https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/">https://thelinkingnetwork.org.uk/schools-linking-2020-2021/teacher-cpd/</a></p>   | <p><b>Choice of Statements Game - Show</b> children two statements and asking them to choose which they like most between the two e.g. Would you rather eat pizza or eat pasta? Do you prefer rain or wind? Do you prefer cats or dogs? You can either ask children to do something physical – stand up or put hand on their head. Or ask them to hold up a specified colour of card in the air for each choice. (the PPT Uses green or white) You can also allow them to hold up both! (After lots of teacher led examples from you, you can ask children to suggest extra statements.) Ask children to reflect on the results e.g. What do you think most people liked? Do we all like the same things? Has the person next to you chosen the same thing or something different. This allows children to begin to observe, reflect and be comfortable with similarities and differences as well as learn more about one another.</p>  |
| <p style="text-align: center;"><b>Teacher Notes</b></p>   | <p style="text-align: center;"><b>Game 3 – Visible and Invisible Similarities and Differences THIS IS THE KEY GAME OF THE LESSON</b></p>  |
| <p>Sensitivity, awareness and understanding of your class and community is essential before exploring any activities relating to identity.</p> <p>It can be useful to begin activities by sharing information about your own identity to help children be confident about sharing information about themselves. However, it's important to recognize that some children may be uncomfortable or may not wish to share some things. It is valuable to teach children that they should only share what they want to share.</p> <p>Activities are written with social distancing measures in mind with no shared objects or contact. At all stages, exchanges of information should be sent via teachers in line with their school policies.</p> | <p><b>Arrange for children to be able talk with a partner (ideally someone they know less well in the class).</b></p> <p><b>Play the Game:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain</b> that they will need to find <b>3 visible similarities</b> between them and their partner. These are three things that we can <b>see</b> that we have in common e.g. we both have brown eyes, are wearing a red jumper and have short hair. <b>Model</b> this with a child in the class. <b>Children talk</b> to their partner and find 3 visible similarities. Ask pairs to <b>feedback</b> one similarity they found with their partner.</li> <li>• <b>Repeat</b> for <b>3 visible differences</b> – explain these are things about us which we can <b>see</b> that are <b>different</b>. Model this with a child in the class e.g. You have long hair and I have short hair. Children talk to their partner and find 3 visible differences. Take some feedback.</li> <li>• Repeat for <b>3 invisible similarities</b> - 'things that we have in common that we can't see with our eyes' – to discover these we have to ask questions. <b>Model</b> this with a child in the class. Ask questions such as 'I like pizza. Do you?' 'Do you play any sports? I play football.' So, I like pizza and you like chips - that's a definite difference. Explain they will need to keep asking questions. Children talk to their partner and find 3 invisible similarities and feedback. <i>This part of the lesson can take many interesting and challenging directions.</i></li> <li>• <b>Repeat</b> for <b>3 invisible differences.</b></li> </ul> <p><b>Written Outcome</b> On post-it notes/sheet of paper each child to write down a list of similarities and differences they found with their partner. Alternatively, the children could make a small leaflet showing their similarities and differences on the inside. (See PowerPoint for example)</p> <p><b>Plenary:</b> Go round the class and ask pairs of children <b>to share</b> one similarity – one thing they had in common. <b>Answers recorded and photographed could make a great exchange to the link class.</b> Discuss the question 'Could someone else describe your identity?'</p> <p><b>Ending: Sharing My Special Thank You - Model</b> digging into your 'magic pocket' and act out carefully pulling out an imaginary object. Tell children that this object is called 'a special thank you' and you'd like to share it with the class for sharing and taking part in today's activities. Children to dig into their magic pockets and see if they can dig out their special thank you. <b>Model</b> polishing your 'special thank you' because it means so much and is such a valuable thing to share with others. Ask children to use their sleeves to polish their 'thank yous.' <b>Countdown</b> from 5 and ask children to throw their 'thank yous' in the air so they shower down on everyone. Everyone ends by giving themselves a round of applause.</p> |