

FIGHTING FOR OUR RIGHTS

FFR13 Building resilience

Subject/theme:

PSHE

Year Group:

Year 6

Cross curricular links:

History

Learning Objectives:

To explore the similarities and differences between people and discuss social and moral dilemmas they will face when dealing with challenging situations and accommodate diversity in all its forms.

Success Criteria:

Pupils to understand the lives of people with disabilities and the ways they think their lives are like others who do not have a disability.

Resources:

- Smart board
- White boards
- Group activities
- iPad for self-study and research
- 'Disability and Child Protection | UNICEF' video <https://www.youtube.com/watch?v=3SzazN2OrsQ>
- Interview transcript and audio material by Shelia Cannings from <http://www.kingston-fightingforourrights.co.uk/sheila-cannings/>

NC Ref:

- Consider personal identities and the factors that can affect a positive sense of self
- Appreciate the importance of diversity
- Recognise that bias and prejudice should always be challenged appropriately

Strategies for pupils with specific learning difficulties and disabilities:

Class teacher or TA to support SEN/EAL pupils. The activities have been carefully selected so pupils can work at their own pace and understanding level.

Implications from previous learning:

Links with FFR2

Pupils should have some knowledge of the impact that disability might have on a person's life.

Role of other adults:

CT or TA to provide prompts through effective questioning and use of learning objective and success criteria

Standards Related Professional Development Focus:

TS2, TS3 and TS7

LESSON OUTLINE**TIME****Starter**

- Asking the pupils if they know of anyone who might have certain needs that other people don't. Discuss with the class what 'disability' is and collect their feedback. This will indicate what their previous knowledge is. In the most sensitive way clarify what the terms 'special needs' and 'people with specific learning needs' mean.
- Watch this video with the whole class. <https://www.youtube.com/watch?v=3SzazN2OrsQ>
- After they have watched the video ask them to share some of the commonly held views on disability and give their views of those with disabilities. Ask them to talk to their talk partners and discuss what it means when someone says, "I have a disability, I am not disabled."

10 minutes**Main Activity**

- Class teacher to create groups of four or five and give out copies of Sheila Cannings interview transcript.
- Pupils to discuss the physical, social, emotional and mental effects that Sheila's disability has had on her life.
- Pupils to record their discussions in writing and demonstrate their understandings of how people with disabilities are sometimes treated and how Sheila maintained a positive attitude.
- Ask pupils to write down the main life requirements for Sheila after her disability was occurred. Ask pupils to imagine how it would feel to be like Sheila.
- With reference to the interview, ask pupils to collect a list of support that was available to Sheila.
- Ask them to say what, if anything else, they think could be done to improve her life experience.

20 minutes**Plenary**

- Ask pupils to write a diary entry describing a typical day in Sheila's life from their point of view
- Ask them to include a description of their social interactions and her feelings as well as an account of her activities

10 minutes**OPPORTUNITIES FOR AFL**

- Mini plenaries throughout the lesson
- Children's group activities
- Writing down their ideas on the whiteboards
- Group discussion
- Class teacher observing each group and making notes on how well they are working



Sheila Cannings
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