

## After the Mules – EXTRA!

*More follow-up activities for teachers, parents and others*



### FOR THE CLASSROOM: A 'Two Mules' lesson to explore Diversity and Inclusion

#### ***Aims***

- To encourage interdependence and a greater understanding of diversity and inclusion
- To increase mutual respect and understanding within the classroom, and
- To provide resources that will enable further engagement with other schools

#### ***Approach***

1. Invite the class to look at the picture of the five children from Miss Brown's class on page 3 of the story book and to consider what they see.
  - Can you write a story about what is happening inside each or one of the children's thought bubbles?
  - Can you tell how they are/might be feeling?
  - What might help?
2. Divide the class into small groups of 5 or 6 children each
  - Let each group choose one of the characters from Miss Brown's class and write their stories
  - Act out (role-play) each of the conflict scenarios in turn allowing the rest of the class to observe; give some feedback/peer assessment
  - Think of the different ways the conflicts might be resolved/managed or transformed
  - How might the children be enabled to co-operate more so that the same conflicts might not be repeated in the future?
  - Did anyone suggest inviting a storyteller in as Miss Brown did? Can the children name any storytellers in their own family or community or on TV?

- Can they think of other stories that might encourage children (and adults!) to co-operate? Some suggestions are given below in the **Other Resources** section (*More Stories to Read*).
3. On page 41 look at the five children from Miss Brown's class who are not in uniform in this picture. Ask the children to see if they can identify the following items, and then discuss the questions that follow.

A Kippah or Kippot

A Sari

A Hijab

A Shalwar Kameez

A Diwa lamp

The ends of a Tsitsit or Tallit

- What different religious or cultural backgrounds do you think these children are from?
  - What countries do you think they or their families – parents; grandparents, etc – might have come from? How can you tell?
  - What festivals or special times might they be celebrating?
  - What stories might these children have about where they were born, where they live now or how they might find living in a new country?
- 3a. Taking the festivals discussion further (perhaps in a follow-up lesson – in RE or PDMU) - discuss with the children:
- Can you name any festivals or special times that focus on the theme of light? Do you celebrate any of these occasions, or do you know anyone else who does?
  - Are there any similarities between these different occasions? (For background information, see the *Events* section in **Stepping Out**, on the Northern Ireland Curriculum website: <https://ccea.org.uk/key-stages-1-2/curriculum/personal-development-mutual-understanding>.)

4. On page 47 look at the games the children are playing.

The mules are watching Miss Brown and the children playing some games in the classroom. Do you know or can you guess:

- what game they are playing?
- why they are playing it?
- what the aim or purpose of the game might be?

*(The children are playing 'Hands in the Middle'. Try playing it with the class.)*

## HANDS IN THE MIDDLE

### *Aims*

- To help the group to focus
- To help them to team-build
- To help them to learn more about similarities and differences

### *Method*

- Ask the group to sit in a circle on the floor with their hands spread in front of them palm down. Miss Brown has her class standing in small groups with their hands in the air so feel free to adapt!
- Everyone raises their right hand and places it to the right of the left hand of the person on their left.
- Everyone takes turns to tap/wave each hand in turn in the circle. If the group is able to manage this, a double tap/wave reverses the direction of the tapping/waving.
- *OR* everyone looks at the pair of hands in front of them and takes turns to talk about the similarity/difference in shade, tone etc.

*Another possible follow-up game:*

### **HUMAN KNOTS**

#### *Aims*

- To help the group to focus
- To help them to team build

#### *Method*

- Break a bigger class into smaller groups of 8 -10
- The group stands in a circle, hands outstretched and crossed in front of them
- With eyes closed they reach into the circle to take hold of other's hands – not those of the people on either side of them nor hands belonging to the same person!
- Ask them to untangle themselves to form a circle without letting go of any of the hands

*How do they feel playing the games? Would these games help the children in Miss Brown's class to co-operate?*

## **Co-operative Games**

- *Elephant and Palm Tree.* (With younger children you should rehearse this first.) Someone stands in the middle of a standing circle and calls "Elephant" or "Palm Tree", pointing to someone in the circle. "Elephant" means that the person in the middle bends down with arms in front like an elephant's trunk while the two on either side make flapping ears with their outside arms; "Palm Tree" means that the person in the middle stands upright like the trunk of a tree while the two on either side make waving branches with both their arms. The person pointed to is always in the middle.
- *Moving Statues.* The group stands in a line and one person stands apart to make a regular movement such as circling arms. The second person comes close and does another movement like bobbing up and down (without touching or crashing), and so on until all the group are involved. As a variation, sounds could be added. The final moving tableau should work like a clockwork machine.

- *The Clock/Machine Sound Game*. Get a steady rhythm going and add new sounds from different groups. You can use untuned percussion instruments or just voice or hand sounds. The pattern might look like this:



- *Co-operative music-making* could involve: playing tuned and untuned instruments to accompany a song; learning some rounds; simple part-singing.
- *Partners Blind Trust*. One person is blindfolded and another is selected to be the partner. The rest of the group form themselves around a space into motionless “obstacles” (lying, standing, crouching, etc.). Without using words the blindfolded person is led around the obstacles safely. At first the partner can hold on firmly to the person being led, but as trust builds up this can be relaxed and movements can be directed just by a gentle touch. The group can change places and the procedure is repeated. This game may lead to interesting discussion afterwards.

*There are many other similar games, and the following books might be a very good place to start:*

***Let’s Co-operate*** – Mildred Masheder (Green Print) ISBN: 978-1854250902

***Let’s Play Together*** – Mildred Masheder (Green Print) ISBN: 978-1854250131

***Games that Work: Co-operative Games and Activities for the Primary Curriculum*** – Susan Hill (Eleanor Curtain Publishing) ISBN: 978-1875327164

***Learning Together: Global Education 4-7*** – Susan Fountain (WWF/Stanley Thornes) ISBN: 978-0748704392.

## More Stories to Read

Cave K & Chris Riddell, ***Something Else*** (London: Puffin), 1995.

*This is a lovely story illustrating inclusion, exclusion and associated feelings – Key Stage 1.*

Flake, Sharon, ***The Skin I’m In*** (London: Corgi), 1998.

*Inspirational story about a young girl coming to terms with difference and finding the courage to accept, like and be herself – Key Stage 2+.*

Fine, Anne, ***Crummy Mummy and Me*** (London: Puffin), 1989.

*This is an amusing story about a young girl and her relationship with her mother and other members of the family - Issues of diversity and inclusion between the generations – Key Stages 1/2.*

Hoffman, Mary, **An Angel Just Like Me** (London: Frances Lincoln), 1997.

*This is a lovely Christmas story about a little boy who wonders why there aren't any black or boy angels – issues of gender as well as ethnicity – Key Stage 1 up.*

Hoffman, Mary, **Grace and Family** (London: Frances Lincoln), 1995.

*Grace learns that families are what you make them rather than the 'stereotype' she expects them to be - issues of family life, difference; acceptance – Key Stage 2.*

Hoffman, Mary, **Amazing Grace** (London: Frances Lincoln), 1991.

*Grace wants to be Peter Pan in the school pantomime. In spite of class mates' objections that she is the 'wrong' gender or colour, her mum and Gran support her to try anything she wants – Key Stage 1.*

Innocenti, Roberto, **Rose Blanche** (London: Red Fox), 2004.

*A beautifully illustrated book that describes a child's experiences of war, having no answers to the questions and knowing that something terrible is happening – set in Germany – Key Stage 2.*

King-Smith, Dick, **Just Binnie** (London: Puffin Books), 2004.

*The story of a young girl caring for her family after their parents have been lost on the Titanic and the impact of the war on the family at home – Key Stage 2.*

McKee, David, **Elmer** (London: Andersen Press), 1989.