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LO: Understand the universal legislation on human rights
<u>Starter</u> : What is the declaration of human rights? Why was it written? What is happening around the world to make people want to invent a universal declaration of human rights?
<u>Main</u> : Read text.
Activity: The declaration is split in to sections; split children in to groups of four and given them copies of the 30 articles. Ask children to consider which of the 30 are most important and to label them 1-10 in order of importance. Glue on to a sheet and present to the class with explanations. AS children are presenting ask a child to count scores for each article mentioned. At the end present a class result – were any missed out completely? Why do you think that is? Was there a clear winner? Why? Does anyone want to change their mind?
<u>Plenary</u> : In our activity I forced you to discard a large chunk of declarations but in truth every one of them is important- why? Take the ones that got no points and ask children to say why we need them in the declaration. Children to pick three of the declarations that got least class points and record in books why they are important.
AFL questions: What have we learned about today? / Pick an article you think is very important and write an explanation in your book.

Challenging Homophobia Year 6

Andrew Moffat

<u>Text</u> : 10,000 dresses by Marcus Ewert and Rex Ray
<u>Resources</u> :
<u>SEAL Outcomes</u> : Getting on and falling out: I try to recognise when I or other people are pre-judging people and I make an effort to overcome my own assumptions Good to be me: I accept myself for who and what I am

LI To consider what it means to be transgender

Starter: Check understanding of LGBT- in small groups children come up with definitions

Main : Read 10,000 dresses. At the beginning of the story do we think Bailey is a boy or a girl? What makes us think that? Does Bailey feel like a boy? Does Bailey feel like a girl? At no point in the story does Bailey identify as a boy or a girl; does wearing a dress make a child a girl?

Bailey's family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel? What changes everything for Bailey? (meeting Laurel) Does Laurel make any comment about Bailey being a boy or a girl? Does Laurel care if Bailey is a boy or a girl?

What does transgender mean? (We are all assigned a gender at birth. Some people feel different to the gender they were assigned at birth; they live as the gender they identify with)

Student led activity: whole class: watch the CBBC "My Life" series episode 1 "I am Leo" on youtube . 28 minutes long, very positive and perfect for understanding about life as a transgender child. [https://www.youtube.com/watch?v=0x\\_u2cs8Dpl](https://www.youtube.com/watch?v=0x_u2cs8Dpl)

Independent activity: In pairs children discuss and answer the following questions:

How does Leo describe what transgender means/ How did Mum feel at first when Lily became Leo? What did she do?/ Why is Leo's passport so important to him/ What went wrong at primary School and why? / What do you think Primary School should have done differently / How did Steven Whittle change the law?

Plenary: If Bailey, or Leo came to our school what would be the response? Do we accept children for who they are without judgement? Remind children of the No Outsiders school ethos. What would you do if you heard others saying negative remarks to Bailey or Leo?

Suggested AFL questions: Today I have learned.../ If someone was Transgender in my class I would...