

A Rich Tapestry



ART:

- D&T - use strips of cloth to create children's own piece of tapestry. Link to tartan and how the design of the tartan is unique to Scottish families.
- Heraldry - Create a family badge. Talking homework - discuss ideas with family members and research family links. Bring ideas back to class to create a family coat of arms using illustrations of key symbols.

Music:

- World of people - action rhyme to broaden children's ideas about a diverse culture.
- The Shopping Bag Song - fun, multicultural song.
- www.education.scholastic.co.uk/resources/5448

Dance:

- Children to learn Bhanghra dance moves. Choose a favourite move and create own dance. Ask children to create their own Bhanghra dance move and add it to their sequence. Each group to perform their dance as a celebration e.g. use familiar Jai Ho dance tune. (Resource: India PowerPoint by Janet Longbottom)

History:

Look at the story of Mary Seacole - a nurse with a Scottish father and mother from the West Indies who overcame prejudice and went to help British soldiers in the Crimean War. Discuss how her determination served to help others and that she was celebrated for her work during the war when she returned and settled in Britain. There was a campaign to remember Mary Seacole's hard work by creating a memorial sculpture/bust to display in London. Ask children to trace a portrait of Mary Seacole as a design for the sculpture to celebrate her life.

<http://www.bbc.co.uk/schools/famouspeople/stand/and/seacole/index.shtml>

<http://www.mylearning.org/mary-seacole/p-1263/>

Worship:

Looking at our multicultural community, develop children's awareness and understanding of a wide range of festivals. E.g. Use Venn diagrams encourage the children to draw pictures that compare and contrast the beliefs and practices of various religions. How are they the same? How are they different? Explore information books, school library and the internet to research details of stories, traditions, beliefs and food.

Create a display - Share and Compare e.g. Diwali and Christmas.

Developing Values - The Good Samaritan - <http://childrenschapel.org/biblestories/goodsam.html>

<http://images.scholastic.co.uk/assets/a/10/09/je0309-the-kind-stranger-int-205444.swf>

Literacy:

- Develop children's speaking and listening skills by valuing any linguistic diversity in class/school. Provide opportunities for children to develop and use their home language in their play and learning. Take opportunities to discuss diversity e.g. On school trips, holidays, stories.
- **My Two Grannies.** Read the book 'My Two Grannies' by Floella Benjamin. Links to Traditional Tales and Anansi stories. Think about the different characters in the story and use the story as the basis of a class discussion e.g. At story time. You may develop your own ideas about how to lead this but here are some possible starters:
 - Why do you think the Grannies argue over who should look after Alvina?
 - What different things do the Grannies like?
 - What is the story trying to tell us about working together?
 - What is the story trying to tell us about individual qualities?
 - Does working together with others stop us being special?
 - Is it always best to work together or are we sometimes better to work alone?
 - Are there sometimes things that get in the way of people living or working together? If so what might these be? (for example language, ethnicity, gender, age, religion, or even personal likes and dislikes.)
- **We Are Britain.** Show front and back cover. Walk through the book. Read the forward by the author Benjamin Zephaniah and discuss key points.
- Write headings on IWB - Size, Hair, Eyes. Write list of adjectives under each heading. Then add headings - Likes/Dislikes, Hobbies, Favourite Sports, Character.
- Ask children what is a British child's character like? Point out that children are funny, energetic, calm, quiet, noisy, busy.
- Conclude - a British child is unique and we are all different. Explain meaning of unique.
- Activity - make a community web. Stand in a circle (lightest child stand out) and pass a ball of string across the circle holding string taut. Continue until a web is formed. Everyone hold tight and hold the lightest child on the web of string.
- Plenary - Point out that together we created a web community that was strong enough to support a friend. Alone we wouldn't be able to do that. Together we are strong. (Hamilton) Discuss how a diverse community brings positive identity to our country and makes Britain an interesting and exciting place to live.
- (Free topic ideas : www.hamilton-trust.org.uk)

Britain's Rich Tapestry Suggestion Box

Why don't you...?

- Put Anansi stories in your class reading box
- Challenge misconceptions of multiculturalism whilst on trips
- Invite a visitor into school
- Initiate cluster groups with schools with different backgrounds from your area
- Have an international food day
- Role play - multicultural café, pizza shop, Indian take away - children explore a selection of food and drink. Greetings in different languages
- Create a school recipe book to celebrate favourite recipes of parents and grandparents
- Discuss British sporting heroes (link to Olympics and children's experiences of watching a range of sports and athletes)
- Walk to local library to find a wider variety of books whilst observing features of local community
- Draw a local community map or create an ideal community with all your favourite things

Book List

- Poems by Benjamin Zephaniah - We are Britain!
- My Two Grannies by Floella Benjamin
- The Colour of Home by Mary Hoffman
- An African Princess by Lyra Edmonds
- Jamils Clever Cat by Fiona French (compare with Puss in Boots)
- Poems about you and me by Brian Moses
- So Much by Trish Cooke
- Yasmin's Dress by Roderick Hunt
- Big Books - All kind of people, All kinds of beliefs, Dolls with stories to tell
- The Samosa Thief - www.oxfordowl.co.uk
- Special Days Poems - www.oxfordowl.co.uk
- Something Else by Kathryn Cave

Websites

- www.hamilton-trust.org.uk
- www.schoolslinkingnetwork.org.uk
- www.global-thinking.org.uk
- www.globaldimension.org
- <http://www.tamarindbooks.co.uk/>
- <http://www.positive-identity.com/>
- <http://childrenschapel.org/biblestories/goodsam.html>
- <http://images.scholastic.co.uk/assets/a/10/09/je0309-the-kind-stranger-int-205444.swf>
- <http://www.bbc.co.uk/schools/famouspeople/standard/seacole/index.shtml>
- <http://www.mylearning.org/mary-seacole/p-1263/>
- www.education.scholastic.co.uk/resources/5448