



Primary | Year 5 +

# Diversity Role Models Teachers Resource

Theme: Creating an inclusive school



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# Overview

## How to use this resource

This resource accompanies a video or series of videos from our inspiring role models sharing their personal stories. Each resource covers a different topic area and comes with discussion questions, challenge questions, suggested activities and challenge activities. Further notes for teachers are written in italics or in boxes.



## Curriculum Links

- **English:**  
Communication skills, comparing and contrasting.
- **PSHE/RSE:** Respectful relationships, stereotypes, different families.

## Learning Objectives

**Students will be able to:**

- Define inclusivity
- Identify why it is important to have an inclusive school
- Create an inclusion campaign for the school, select changes and argue for them

## Notes

Both stories encourage people to actively show kindness to others, whether they are different to you or not.

## Suggested Age

All materials should be reviewed by teaching staff to ensure they are appropriate and can be adapted to suit your class' needs.

**DRM recommend this resource for Year 5 and above.**

**For ideas on exploring this theme for year 3 + 4 students, see page 12.**

# Overview

## Summary of stories

### Steve's Story

Steve is the founder of a charity called 'Oasis'. He talks about the aims of Oasis, which include creating a safe space in schools where children feel able to ask questions and don't pick on other people for being different from them (different skin colour, height, sexuality etc). He is also a reverend and talks about marrying his two friends, Ben and Jacob.

**This video discusses LGBTQ+ inclusion and same-sex marriage as well as religion and racial diversity.**



[\*\*▶ Watch Here\*\*](#)

### Abdi's Story

Abdi talks about growing up in Somalia but having to leave as a refugee because of war. He moved to The Netherlands, then to the UK. He describes the challenges he faced as a refugee as he tried to make friends and fit in at school where he spoke a different language. Abdi offers advice to young people about how to create a welcoming and supportive environment for new arrivals.

**This video discusses being a refugee and having a language barrier.**



[\*\*▶ Watch Here\*\*](#)



# Top Tips

**For facilitating positive discussions in your classroom**

## 1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our views
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- Trying to build dialogue not debate

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why, and with whom you may need to share something that is said in the lesson.

## 2. Facilitate: Basketball Not Tennis

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.

### 3. Managing Questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: *'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'*.

### 4. Distancing Techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship, and identity. It will also help you manage challenging questions as you could suggest some of the ways others might feel rather than having to share your view or your personal experiences.

### 5. Questions For Dialogue And Deep Engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate questions for the role models featured and then consider how each might answer.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as *'That's brilliant, could you expand and tell us why you think that?'*. Consider asking philosophical questions such as *'Why do you think that is right/ wrong?'* too.

# Suggested Questions

See 'Steve's Worksheet' on page 31 for a worksheet featuring these questions.

## Steve's Story

1.

**What charity is Steve the founder of?**

*Oasis, a charity that aims to build a community where everyone can thrive.*

2.

**What does Steve's charity aim to do?**

*Create a safe space in schools where people don't pick on others for having different skin colours, heights, sexualities and to create a space that students feel safe to ask questions.*

3.

**As well as being the founder of a charity, what other job does Steve have?**

*He is a reverend, which is a title for a priest of the Christian Church.*

4.

**What do people sometimes call the 'O for Oasis'? What does this represent?**

*The 'Messy O' or the 'circle of inclusion'. It represents that everyone is included and everyone is equal.*

5.

**Steve said his job as a reverend gives him certain privileges – what example does he give?**

*He married two of his friends, Ben and Jacob.*



# Suggested Questions

See 'Abdi's Worksheet' on page 32 for a worksheet featuring these questions.

## Abdi's Story

- 1.** **When and where was Abdi born?**  
*1980s Somalia.*
- 2.** **What was happening in Somalia at the time?**  
*A Civil War which is a war between two groups of people living in the same country.*
- 3.** **What happened to a lot of Abdi's family?**  
*They moved away to Europe and the Middle East.*
- 4.** **What happened to Abdi when he was 9?**  
*Adopted by his Aunt – left his Mum and siblings – moved to The Netherlands.*
- 5.** **How does Abdi describe his move to The Netherlands?**  
*Great opportunity – better education – and life – but also hard as had to leave his family and his life in Somalia.*
- 6.** **What difficulties did Abdi face (as a refugee) when he moved to different countries?**  
*Language barrier, being different, feeling like an outsider, wanting to fit in.*
- 7.** **How did his teachers and students at his school in the UK help?**  
*They were patient and kind. They also created spaces and opportunities where language wasn't needed, for example in playground games.*
- 8.** **What advice does Abdi give for helping someone to feel included?**  
*Sit with them, do an activity with them, play with them, make them feel like they belong.*

### Content Notes:

This video mentions civil war and discusses being a refugee and feeling a lack of belonging which could be challenging for some students who share similar experiences.



# Challenge Discussion Questions

1. How important do you think language is in communicating with someone? How else are we able to communicate?
2. How do you think Abdi felt when he couldn't talk to people at his new schools? How can we be welcoming to people like Abdi that may come to our school?
3. Steve's charity Oasis helps schools to be a safe space for young people to be able to express themselves and ask questions rather than pick on differences. Why do you think the work of Oasis is important?
4. Steve talks about encouraging students to not pick on other people's differences and instead see it as a positive. Do you think it is a good thing that we are all different? What do you think the world would be like if we were all the same?
5. Being picked on for being different is a form of bullying. How do you think this could make someone feel if it was happening in school?
6. Abdi talks about struggling to connect and make friends at school. Do you think it's important to feel like you have friends at school? What makes somebody a good friend?
7. At the end of his video, Abdi encouraged you to show kindness to others, maybe by playing games with someone or sitting with them. How else can we show kindness to somebody that is struggling?

# Activities

**1.**

Your school badge is a big part of the school's identity and something we all should wear proudly.

Redesign the badge to make it as inclusive as possible and to show that everyone is welcome at your school. **BE CREATIVE!**

**2.**

Abdi talks about not being able to speak to other students but a big thing that helped him connect to them was games. A lot of games we play may require a lot of speaking, perhaps to explain the rules, or to ask questions.

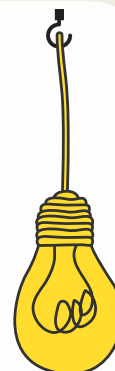
Let's try and make a game that is inclusive of people that may not be able to communicate with us in this way. Your task is to design a (fun!) game that can be played without having to talk to each other. Think board games, online games, sports, anything!

**3.**

Coming into a school where you can't use spoken or written language to communicate with people can be really scary and intimidating.

Make a '**Top Tips For Non-Verbal Communication**' poster to teach people how to be welcoming in different ways to people like Abdi when he arrived at his first school in Amsterdam.

One example is... SMILING! 😊

**4.**

Putting on our design hats again, let's look at the school's website.

This website is a really important way to reach out to potential new pupils and their families. Think about what a new pupil like Abdi or his family would have liked to have seen to make them know that they are welcome at school. Use this to design a new 'inclusivity page' for the school website..

Try and make sure everyone feels welcome.

<http://>**BONUS**

BBC Teach has a fantastic **article** breaking down 'How to promote an inclusive environment in your school'.

**BONUS**

You can explore the theme of migration with students using Abdi's video through **our Migration resource**.

# Challenging activities

1. It is really important that everybody feels welcome in school, we are all here to learn and grow. Start by thinking about and writing down things that your school already does to make it inclusive and welcoming to different kinds of people.

Do you think that there is anything that your school could do differently or perhaps do *better*? Think about things like: do the books in the library talk about difference? Do they have characters in books that represent different kinds of people? Are displays in the corridors inclusive?

Use your ideas to create an 'inclusive school' campaign. This should include a slogan, a manifesto (what your aims are), and reasons why these changes need to happen. When you've finished, it's time to present your campaign to the class!

2. Think about an object that is really special to you. It could be something that you use every day or something that holds a lot of value to you in other ways. How would you feel if you lost this object? Or if it was taken away from you? Would you feel sad? Angry? Lost? What could people say or do to help you handle those emotions?

Abdi, like many refugees, had to leave many of his family and possessions behind when he left Somalia aged 9. What words or actions do you think would have helped him process the feelings he may have been having? Think about the feelings you thought about when asked about losing an object really important to you, and how you think Abdi may have felt and fill out the 'Words and actions' worksheet. See *Appendix 1 on page 18*.

3. Abdi talks about struggling to connect with people as there was a language barrier. This means that he couldn't speak their language and they couldn't speak his. We can't see if somebody speaks a different language, what are some other non-visible differences? Think about things like: non-visible disabilities, religion, the type of family somebody has etc.

Using the 'Similarities and differences' worksheet (*See appendix 2 on page 19*), talk to 4 of your classmates individually and write down one similarity that you CAN see and one that you CAN'T see, and do the same for differences.

Afterwards, look at your completed sheet - what does this tell us about the people in this classroom?

4. An important place that we should all feel safe and respected is the classroom. It is where we spend a lot of our time when in school and everyone should feel welcome. Let's design a classroom where everybody is welcome. Think here about non-visible differences too that we should consider (like Abdi's language barrier or different religions). *Appendix 3 on page 20 shows some ideas.*



# Activities for younger students

**These activities address the theme of inclusion for lower years (Year 3 +).**

**Videos that link to inclusion are Jac's video, Roz's video, and Emma's video.**

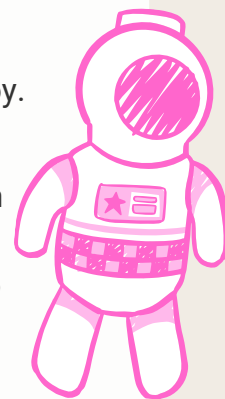
**1.**

Abdi spoke about communicating through games and toys. Draw or paint a picture of your favourite toy and write underneath why you like it.

Extension: Compare your favourite toy to your sibling's/ cousin's/ friend's toy. Are they similar? Different? Why?

Following on from this, display images like the ones shown in *Appendix 4* on page 21 and talk about whether each toy is a stereotypical 'boys' toy or a stereotypical 'girls' toy or anyone's toy. Talk about the colour of the toy, who would like the toy and why. Encourage the pupils to see that any toy is for anybody and it's okay if we like different ones.

Following this discussion, get the students to design their very own inclusive toy!



**2.**

Think about a long journey you have been on and all the ways you travelled. Did you walk? Were you in a car? On a train? A plane? Draw your journey! Write your method of transport in one colour and how you felt in another colour. (*Appendix 5 on page 22 shows an example of this*)

Once you've finished your drawing, reflect on how you felt during your journey, were you tired? Bored? Excited? Abdi spoke about his journey from leaving Somalia for The Netherlands and then for the UK. Compare your journeys. How are they similar/different? How do you think Abdi felt leaving Somalia for his journey when he was 9?



**3.**

Get into pairs and make a bit of space for yourself in the room - we're going to play charades! Abdi describes not being able to communicate because of a language barrier, without using any words, try and get your partner to guess your list of words in the '*Charades Worksheet*' (See *appendix 6 on page 23*) Your partner will have a different set of words, there are 8 each. Once all words are complete or when your teacher ends the game, think about how it made you feel not being able to speak to each other. Was the game hard? Frustrating? Easy?

**Rule: You cannot write anything down either! No cheating!**




**EXTENSION:** reflect on your non-visible differences. Create a mosaic tile with your difference, some suggestions could be: language, faith, having a disability, family structure. These will be put together to make a mosaic wall.

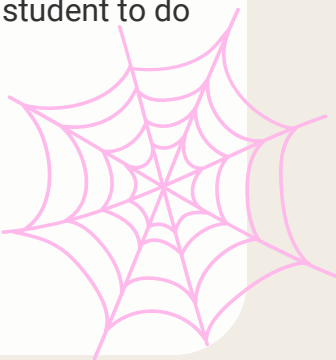
**BE CREATIVE!** See *Appendix 7 on page 24* for examples.



# More activities for younger students

1. Fill out the puzzle pieces with ways we might look or be different from one another. Then, cut the pieces out and swap with your classmates! Try and make a new puzzle without using your original answers. Arrange the pieces so they all fit and only once everyone's puzzle fits can you start sticking! (See Appendix 8 and 9 on page 25 and 26) ' 

**Rule: You can only use one puzzle piece per person!**

2. We're going to create a web of kindness! Everyone needs to sit in a circle and student 1 will start holding a ball of yarn. They will then say something kind that they have done for someone recently. Then, they should hold onto the end of the yarn and roll it across to someone the other side of the circle for that student to do the same. 


Once everyone has spoken and is each holding a bit of the yarn, use a different colour and repeat the process, this time saying something kind that someone has done for/ said to you recently. This will hopefully create a big colourful web, showing that kindness connects us all together just like a spider's web!


See Appendix 10 on page 27.

3. Abdi said he felt a barrier to him making connections with people was language. Can we see if someone has a different language to one that we speak? **NO!**

What other differences could people have that we can't see? Using the 'non-visible differences: person outline worksheet', write down differences someone might have that we can't see straight away.

See Appendix 11 and 12 on page 28 and 29.

Extension: Think about how you can connect with different kinds of people! Focus on what you have in common and what you could learn from each other. 

4. Sit in a circle (or any way that you can pass a ball to each other). The teacher will start holding the 'ball of inclusion' and pass to the student nearest to them while saying one thing that is different and one thing that they have in common with each other. This continues on with that student passing the ball to somebody else and saying something that makes them different to each other and something that makes them similar. Facilitate the activity to be a positive one and at the end of the session make it clear that we are all different and that's what makes the world, and this classroom, brilliant! 

See Appendix 12 on page 30 for a visual example of the activity.

**Extension:** Using [this resource](#) from Diversity Role Models, think about what makes you, YOU! What is YOUR superpower?

# Organisations

**Organisations that provide further support and resources for staff and students on bullying.**

These links are to support teachers to access further information, lead discussions or to signpost to students for research and support. Diversity Role Models can take no responsibility for the content hosted on other organisations platforms or shared directly, and we recommend that all signposted resources be checked for suitability by staff before use.

## NSPCC

**The NSPCC** understands how difficult it is for children to talk about bullying. Professionals can contact the NSPCC Helpline by calling **0808 800 5000**, **emailing [help@NSPCC.org.uk](mailto:help@NSPCC.org.uk)** or **completing their online report abuse form**.



**The Anti-Bullying Alliance** has lots of videos and resources for young people who might be a victim of bullying, or know someone who is being bullied.

View the resources **here** or visit their website at:  
**<https://anti-bullyingalliance.org.uk>**



Childline can be contacted 24/7. Calls to **0800 1111** are free and confidential.

**Childline** has lots of advice about **different types of bullying** and about **dealing with peer pressure**.

Children can also contact **Childline online** here: **[www.childline.org.uk](http://www.childline.org.uk)**

# Organisations

**Organisations that provide further support and resources for staff and students on some of the topics raised in this resource.** These links are to support teachers to access further information, lead discussions or to signpost to students for research and support. Diversity Role Models can take no responsibility for the content hosted on other organisations platforms or shared directly, and we recommend that all signposted resources be checked for suitability by staff before use.



**Refugee Action** is a charity that helps refugees build “safe, happy and productive lives in the UK”. There is plenty of help and advice available on their website: [www.refugee-action.org.uk](http://www.refugee-action.org.uk)



**UNICEF** is a charity focused on helping the most disadvantaged children through vaccines, education, water sanitation and lots more. They work to protect children’s rights across 190+ countries. They have lots of information and free learning materials on [their website here](#) and also [here](#)

# Useful Definitions

## Adoption

A legal process whereby a child or children whose birth parents are unable to raise them become permanent members of a new family.

## Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online and can constitute abuse.

## Diversity

Difference(s) between two or more things.

## Refugee

A person who has been forced to leave their country in order to escape war, persecution or natural disaster.

## Stereotype

A fixed, over-generalised belief about a particular group or class of people.

## Theology

The study of one or more religions.

# Appendix

**Printable worksheets for use with students and example activities for staff.**

1. Words and Actions Worksheet
2. Similarities and Differences Worksheet
3. Example of an Inclusive Classroom Design
4. Example Toys
5. Journey Example
6. Charades worksheet
7. Mosaic Tiles Example
8. Puzzle Example
9. Puzzle Worksheet
10. Web of Kindness Example
11. Non-visible Differences Example
12. Non-visible Differences Worksheet
13. Ball of Inclusion Example
14. Steve's worksheet
15. Abdi's worksheet

**Note:** Resources can be printed out in greyscale to save on coloured ink.

# Words and actions worksheet

**Words**

**Actions**

# Similarities and differences worksheet

Name of  
other person

SIMILARITY

DIFFERENCE

VISIBLE

HIDDEN

Name of  
other person

SIMILARITY

DIFFERENCE

VISIBLE

HIDDEN

Name of  
other person

SIMILARITY

DIFFERENCE

VISIBLE

HIDDEN

Name of  
other person

SIMILARITY

DIFFERENCE

VISIBLE

HIDDEN

## Inclusive Classroom EXAMPLE





# Different Toys EXAMPLE



## Journey EXAMPLE



## Charades worksheet

**1**



Dog

Sky

Football

Beach

Pen

Certificate

Music

Please

**2**



Magazine

Trainers

Coffee

Morning

Pencil

Television

Teacher

Sneeze



## Mosaic EXAMPLE

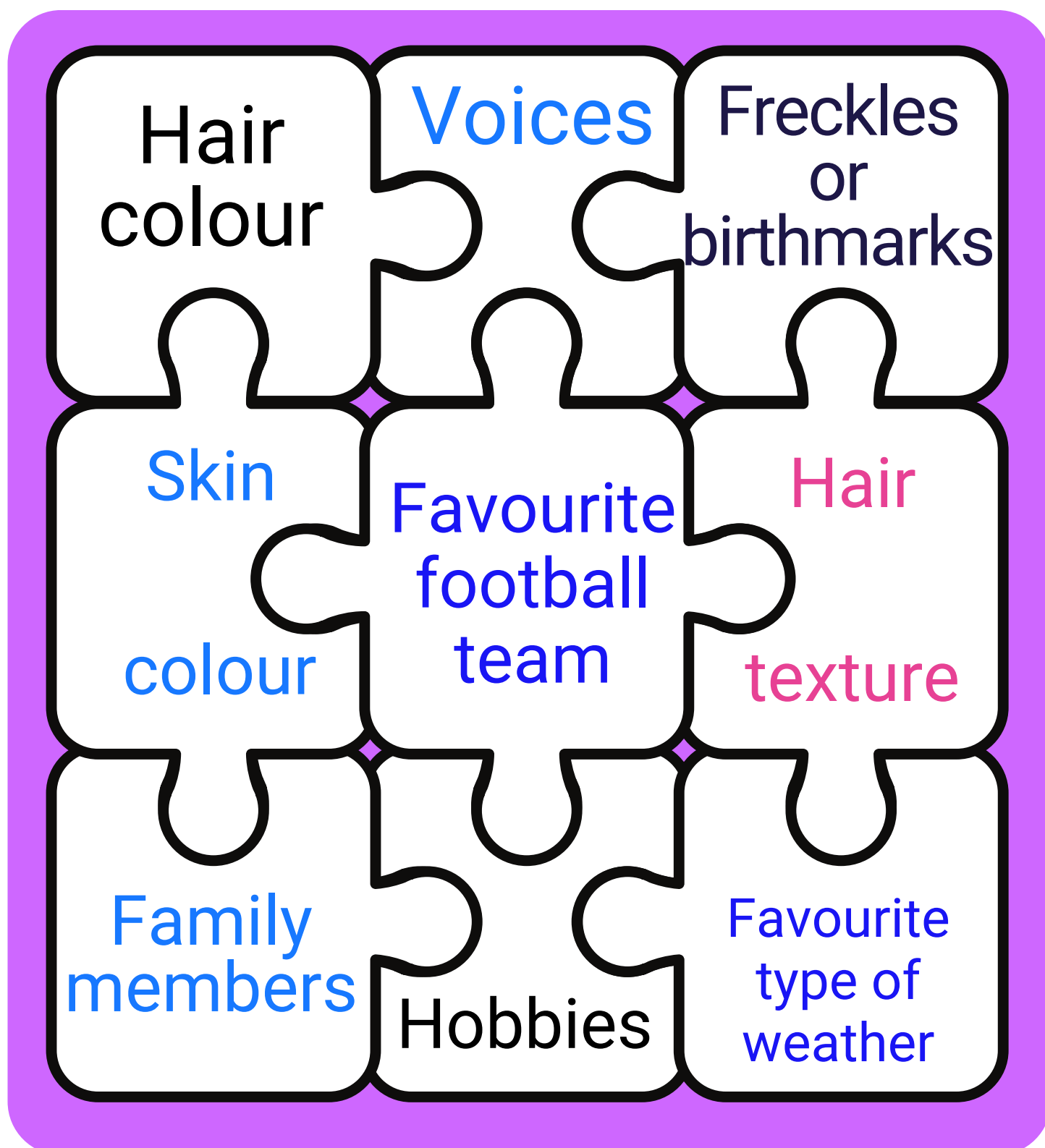


Example mosaic wall

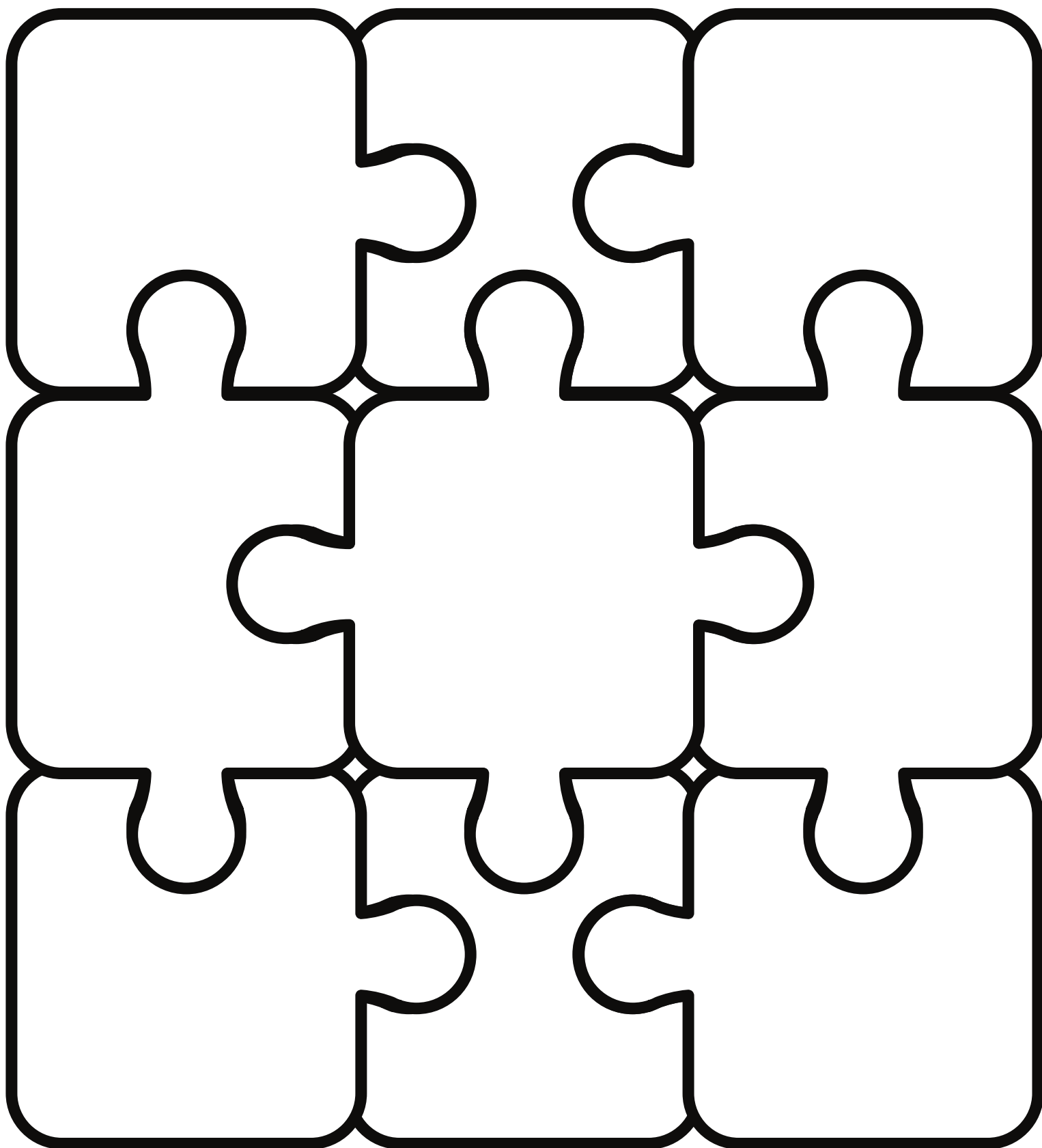


## Puzzle EXAMPLE

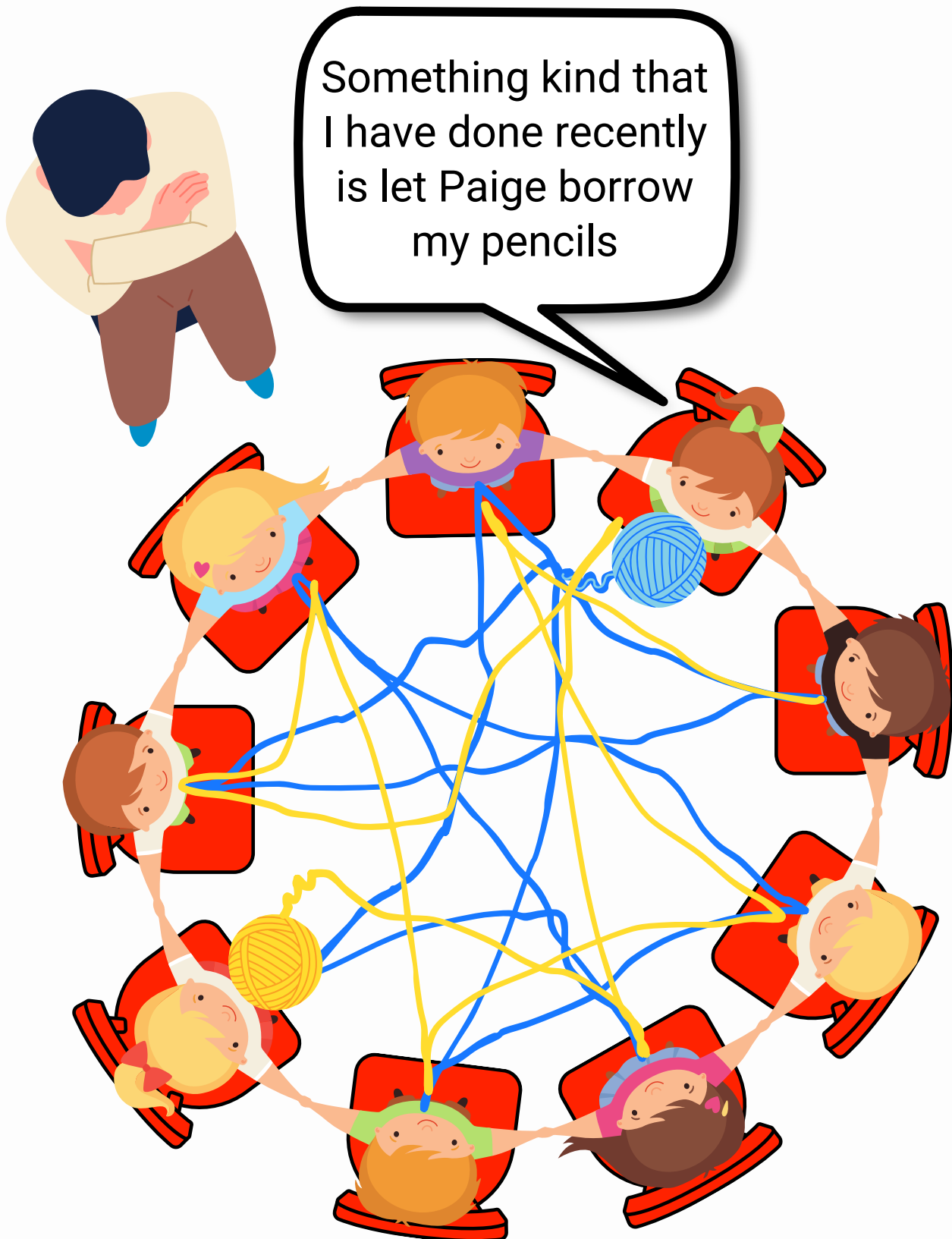
*blank copy on page 26*



# Cut and stick puzzle worksheet

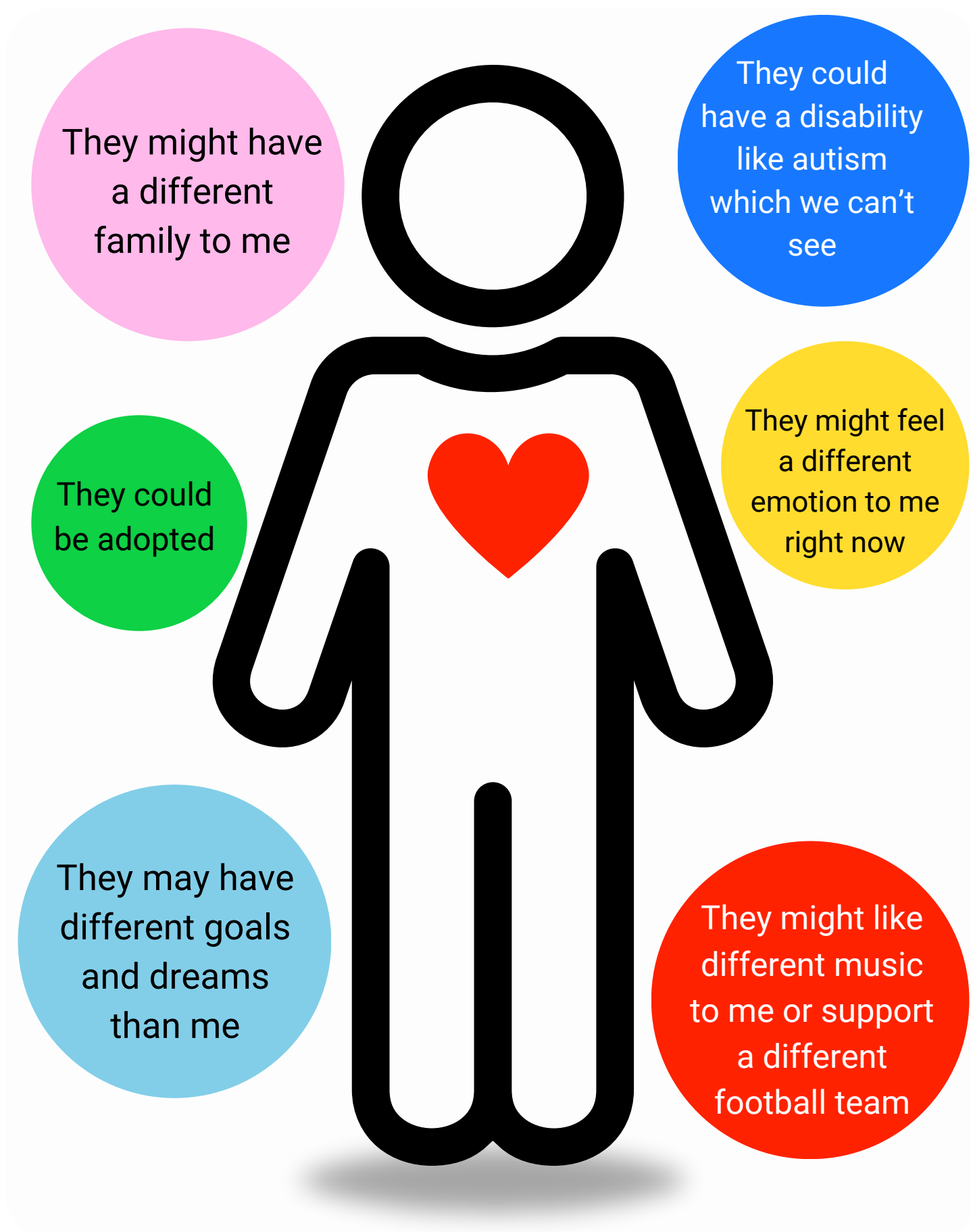


## Web of Kindness Activity EXAMPLE



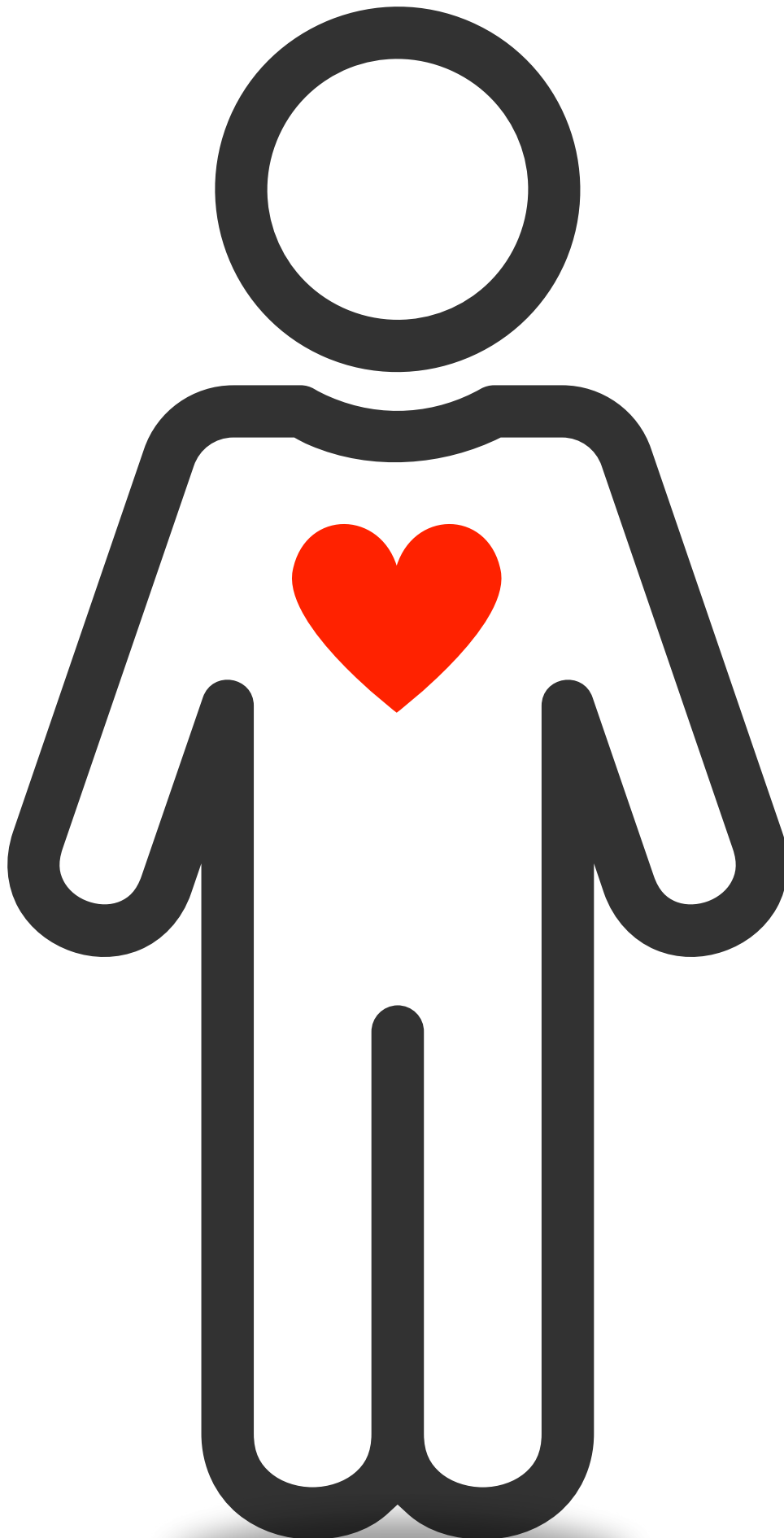
# Non-visible Differences EXAMPLE

*blank copy available on page 29t*





# **Non-visible Differences Worksheet**



# Ball of Inclusion EXAMPLE



Something different is  
our hair colour and  
something that is similar  
is we both enjoy maths!  
Now, pass the ball to a  
classmate and say one  
thing that's different and  
one thing that's similar  
for you two.



# Steve's Story

**1. What charity is Steve the founder of?**

**2. What does Steve's charity aim to do?**

**3. As well as being the founder of a charity, what other job does Steve have?**

**4. What do people sometimes call the 'O for Oasis'? What does this represent?**


**5. Steve said his job as a reverend gives him certain privileges – what example does he give?**


# Abdi's Story

1. When and where was Abdi born?
2. What was happening in Somalia at the time?
3. What happened to a lot of Abdi's family?
4. What happened to Abdi when he was 9?
5. How does Abdi describe his move to The Netherlands?
6. What difficulties did Abdi face (as a refugee) when he moved to different countries?
7. How did his teachers and students at his school in the UK help?
8. What advice does Abdi give for helping someone to feel included?


# Contact Details

## Get in touch

 [Contact us via our website](#)


 Contact us via email at: [education@diversityrolemodels.org](mailto:education@diversityrolemodels.org)


## Find us online

 [www.instagram.com/DiversityRM](https://www.instagram.com/DiversityRM)


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 <https://vimeo.com/ondemand/diversityrolemodels>

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 [www.linkedin.com/company/diversity-role-models](https://www.linkedin.com/company/diversity-role-models)

## Find out more

 [www.diversityrolemodels.org](https://www.diversityrolemodels.org)

