

Looking Out for Each Other

This topic sheet explores how we take care of each other and the different people in our lives who look out for us. We all need someone on our side.



Classmates

"If I needed to reach something across the table, there'd be my hand trying to crawl towards a pen or whatever it was, and the other kid at the other end of the table without even thinking about it or making a big deal about it would just slide it towards me. Or where I need to put my hand up in class, I'd try, I'd get my hand on my jumper and start pulling up towards my cheek to lift it up and a kid would be writing away next to me and he'd just lift my hand up for me and hold it until the teacher saw anything. And it wasn't as if they asked me, well not asked me but it wasn't as if they made a deal about it, they just recognised that I needed that little bit of extra support and rather than asking for the teaching assistant to come over or anything else they just did it and I felt totally included really and that was just brilliant"

Miro (born 1989) <http://bit.ly/180wYR7>

"I remember at school there was this girl called Juliet, she used to sit next to me and I used to say to her, 'Look, I can't see the line,' I'd say to Juliet, 'Where's the line, can you please point out the line?' I mean Juliet was so wonderful, I still think of her now, I wonder what she's doing now? She'd point to the line and go, 'Write here now,' and she was really supportive, like a little helper if you like at the time"

Haq (born 1970) <http://bit.ly/18hTeMr>

Parents

"My dad was an interesting man because he in general supported whatever came into my head. He was amazing in that way. He knew how to get behind me, you know. He wouldn't put me off, he'd never say, 'You can't do that,' or, 'That won't happen.' He just tried, he'd either keep silent if he thought it was unrealistic or he'd find ways to help, you know. He was great like that"

Micheline (born 1950) <http://bit.ly/189Pzdm>

Teachers

"And it was only a great teacher, Mr Hebden, he was a sports teacher. He taught me, took the time to get my coordination going and that's why I preferred sport then to the formal education. 'Cause once I understood that, he just really shone. So they used to pass me on to him for my learning, so my learning was through Mr Hebden. He saw me, he saw a person. I remember him saying to me when I was young, 'You just think differently.' And he said, 'There's nothing wrong with you, you're not stupid,' 'cause he used to ask me questions and I could tell him. And he was like, 'Is anyone at school helping you?' And I went, 'Well no, nobody's interested.' And he says, 'But you're not stupid, Clenton, and you've got to believe in yourself.' And I says, 'How can I believe in myself when everybody in front of me, all the teachers, are telling me I'm stupid?'"

Clenton (born 1964) <http://bit.ly/1ehWECd>

"My first teacher was called Mr Freake, and he was a lovely guy. And at the time I was walking on crutches, I think I'd just about come out of callipers then, I had ankle callipers. And they organised a trip to Cleethorpes Zoo, which was about thirty miles away as a school trip out. And the school decided that I couldn't go because he couldn't look after me and take care of the other children. So this would be like 1967, and Mr Freake, my wonderful hero that he is now, said that if he didn't take me, then the whole class weren't going, which was incredible when you think back at that time. And what he did, he borrowed his grandma's wheelchair and took me. But from my memory we never used that, I was on his shoulders most of the day"

Mark (born 1960) <http://bit.ly/17Qhh2L>

Looking Out for Each Other

Discussion and Activity Ideas

Who Looks Out for Me?

Play a selection of the audio clips to the class. Then arrange the children in pairs. Ask them to: Think about someone who has made a difference to you. Talk to your partner about them. Think about what it is they do or did. What is it about that person that made you feel, or still makes you feel they look out for you?

Class activity: On a large piece of paper draw around a child so you have a large outline, or draw a figure on the whiteboard. Incorporating feedback from the pairs exercise, to one side of the figure ask the children to list all of the different kinds of people who look out for us, i.e. friends, teachers, parents etc. Then add words or images to the figure using feedback again from the pairs exercise to build up a collective picture - what kind of person is this? What qualities do they have? How did they help? etc.

Extension activity: Ask the children to talk in pairs again to think of an example of when and how they themselves have looked out for somebody. Then see if this will add any more words /images to the figure. This will provide the perspective that we all look out for each other in many ways.

Writing Activity: This could lead on to an activity to write a poem or a short story called 'On My Side'.

Poster Project

Either individually or in groups:

Ask the children to create a 'checklist' of 5 - 10 bullet points on how to look after each other, or look out for each other, in school. They will then design a poster (either together or individually) incorporating these points. (This could link to the school's 'Golden Rules' or 'School Values')

A New Child in Class

Play Miro and/or Haq's clip. Divide the class into six groups and give one scenario to each group.

Scenario 1: Ezra has come to the UK recently with his family from another country. He speaks very little English.

Scenario 2: Molly has come from another school. She likes to move around a lot and finds it hard to sit in one place. Sometimes she finds the classroom too noisy.

Scenario 3: Jack has been absent from school for a term now. This is his first week back and the teacher is new to him.

Ask the children to think about how they might help this child to feel welcome and happy in class. What kinds of help might the child need? Ask them to note down three things they could do to help them settle in and feel happy to be at school. Then have them feedback to the class, group by group. Summarise on the whiteboard, grouping similar ideas.

Writing Activity: Ask the children to write a letter as either Ezra, Molly or Jack to an imaginary grandmother after spending an imaginary first week at school.

www.howwasschool.org.uk

© Alliance for Inclusive Education 2013
336 Brixton Road, London, SW9 7AA Tel: 020 7737 6030
Company No: 5988026 Charity No: 1124424



Other Resources

You will find audio clips about spending time in hospital to support 'Jack's Scenario at: <http://bit.ly/1bdtOkh>

Curriculum Areas

PSHE
Citizenship
History
Literacy
Art
SEAL Outcomes