

Grace and Tracey



GRACE AND TRACEY LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at:
www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.
- There follows two sets of learning activities for 4 sessions and also for 1 session for either the formal or informal education sectors, based on the pilots. Forty five minutes was a very short time for this work on the pilot however, and it would be better if a group's own leaders/teachers could find opportunities to follow up with some of their own work or try some of the other resources on the activity sheets that we didn't have time for on the pilots.

GRACE AND TRACEY - A FOUR SESSION PROGRAMME

<p>STEPPING OUT GRACE AND TRACEY A programme for 4 sessions of 30 - 40 minutes LEARNING INTENTION: In sharing the Grace and Tracey story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence CORE CONCEPT: To recognise and value the differences within and between us as well as the similarities; and to value interdependence</p>	<p>SUGGESTED SUCCESS CRITERIA GRACE AND TRACEY SESSION 1</p> <ul style="list-style-type: none"> • We will encourage active listening; empathy • We will encourage discussion about assumptions and the feelings associated with friendly and unfriendly behaviour, inclusion and exclusion • We will consider feelings associated with isolation • We will learn more about conflict and different conflict styles • We will consider 'safe' and 'unsafe' space and the difference between 'comfortable' and 'safe'. • We will consider the value of ground rules and how best to keep them • We will learn more about relationships and changes in relationships • We will share and evaluate what we have learnt from a baseline
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<p>GRACE AND TRACEY This column gives suggestions for a lesson outline SESSION 1 Opening activity Talk about feelings - four in particular - sad; happy; angry; and worried/upset/frightened. Introduce the toys and invite the children to describe the characteristics; colour of skin, hair etc. Picture 1, look at the picture and talk about the characters; their feelings from facial expressions; body language and their relationships with one another. Picture 2, look at the picture and talk 'assumptions'. Share some of the 'assumptions' we make about people and why. Talk about the toy's 'behaviour' and the different ways that might be interpreted. Talk about the 'personalities' of different people in the class e.g. Who the leader is. Closure - All Change - Try using specific statements amongst the usual ones about feelings, assumptions & attitudes e.g. whether they have ever:- been angry with their friend; bored or happy in school; felt excluded; worried about tests; etc.</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson SESSION 1 Opening activity - Choose appropriate opening and closure activities from the 'Games' in the 'Resources' section The Grace and Tracey Story - Print out your own copy of the story, the accompanying pictures & activities from this section Toys - collect some of the toys - the rag dolls, and a Russian doll in particular and any others in the story if available - a teddy or clown, wooden toy soldiers, puppet etc. Invite parents and other colleagues/members of the school community to help. Feelings Cube - make a feelings cube - activity 3 in the activity sheets supplied in this section. Flashcards - to help us remember - names of characters in the story; feelings and words such as assumptions; behaviour and personality. All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. Use this group activity as an opportunity to construct a baseline</p>
<p>SESSION 2 Circle activity - Clumps game Discussion reflecting on the game - how it feels to be left out. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of</p>	<p>SESSION 2 Clumps game - This game breaks people into clumps. The story and pictures; toys - The class on one of the pilots had a calendar with the picture set and dates of the sessions, to help them remember and anticipate each bit of the story. It also helped them with the</p>

<p>a clump. Acknowledge difference.</p> <p>Sharing - Talk about the story so far and what we remember</p> <p>Picture 3 Invite some sharing about how Tracey is feeling? Have we ever felt like this? What makes us unhappy? What we do when we are unhappy - 'find other friends; go off somewhere on our own; hide'</p> <p>Picture 4 Talk about assumptions; friendly and unfriendly behaviour; safe and unsafe space. Share how we think Tracey is feeling - What are the others doing? What do we think will happen next?</p> <p>Closure</p>	<p>skills of sequencing and prediction</p> <p>Flashcards - to help us remember the names of the characters; feelings and new words.</p>
<p>SESSION 3</p> <p>Circle activity - Gate game</p> <p>Discussion - Difference and similarity; identity and inclusion/exclusion. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly racism; sectarianism.</p> <p>Picture 5 Talk about the picture and what we think is happening. How Tracey might be feeling behind the wall; how the other toys are responding to her actions.</p> <p>Puppet Activity - Tiger and Turtle. Introduce the puppets Terence the turtle and Tanya the tiger, read/explain the conflict scenarios. Talk about own conflict styles and those of Grace and Tracey. Some reflection on the styles people in the group most readily adopt and the ones they would associate with Grace/Tracey. Also some reflection on what's good/not so good about each style. Discuss dealing with conflict/difference.</p> <p>Picture 6 Take Ray, the Russian doll apart, and pass the pieces around. Talk about change/aging; place, in the family, school, community, country, world! Share memories of ourselves when we were younger and how we have changed or are changing. Talk about opening up and talking about who we are. Ray had lots of different parts in the one body.</p> <p>Closure</p>	<p>SESSION 3</p> <p>Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p> <p>Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.</p> <p>Grace and Tracey toys and pictures and talk about their different ways of dealing with conflict</p> <p>Tiger and Turtle puppets - See activity 4 in this section and how to make and use the puppets and the conflict scenarios to open a discussion about conflict styles. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate.</p> <p>Russian Doll - you will need a Russian doll for this session</p>
<p>SESSION 4</p> <p>Opening activity - Talk about the story so far. Share what we think might happen next.</p> <p>Pictures 7, 8 and 9 Talk about facial expression; body language and feelings communicated by the pictures. Share rules to help build mutual respect and inclusivity - e.g. 'take turns/share'; 'include everyone'. Talk about the need to listen in order to learn something new. Listening is something that Grace and Tracey do in the circle thanks to the ground rules</p> <p>Picture 10 - Talk about signs of friendship in the picture Write Grace and Tracey's names on the whiteboard and make the word sounds as you spell them out to find out what they discovered about their names</p>	<p>SESSION 4</p> <p>Opening activity - An idea might be to pass Tracey around the circle and invite the children to tell her what is good about circle time/ground rules and share some of our own.</p> <p>Jigsaw Puzzle closure Read the instructions for playing this game in 'Games' in the Resources section. Give out the pieces. Let each member of the class draw some feedback on their piece of card - the character they liked best; learnt most from. Colour each piece. While a couple of adults stick the pieces together, do some sorting with the toys and sequencing with the pictures.</p> <p>Wool Web Read the instructions for playing this game in 'Games' in the Resources section. You will need a ball</p>

<p>- <i>Grace and Tracey</i> - race is common to them both. Talk about the human race and list similar as well as different characteristics in <i>Grace and Tracey</i>.</p> <p>Jigsaw puzzle closure - Talk about changes in the relationships - friends/enemies and enemies/friends differences and similarities. Put all of the pictures in the correct sequence and share what we all remember about the story.</p> <p>or Wool Web - Pass the ball of wool around the group until everyone has received it and passed it on once. Talk about connections with one another; similarities and differences; different and similar skills, personalities, characteristics, conflict styles and interdependence.</p>	<p>of wool. An evaluation can be made of the learning from this and the baseline after the first session</p>
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GRACE AND TRACEY - A ONE SESSION PROGRAMME

<p>STEPPING OUT GRACE AND TRACEY A programme for 1 session of 45 - 60 minutes LEARNING INTENTION: In sharing the <i>Grace and Tracey</i> story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence CORE CONCEPT: To recognise and value the differences within and between us as well as the similarities; and to value interdependence</p>	<p>WHAT YOU NEED: SUGGESTED SUCCESS CRITERIA GRACE AND TRACEY SESSION 1</p> <ul style="list-style-type: none"> • We will encourage active listening; empathy • We will encourage discussion about assumptions and the feelings associated with friendly behaviour/inclusion and unfriendly behaviour/exclusion • We will consider feelings associated with isolation • We will learn more about conflict and different conflict styles • We will consider 'safe' and 'unsafe' space and the difference between 'comfortable' and 'safe'. • We will consider the value of ground rules and how best to keep them • We will learn more about relationships and changes in relationships • We will share and evaluate what we have learnt
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<p>GRACE AND TRACEY - exploring identity This column gives suggestions for a lesson outline Opening Circle activity - All Change - Try using specific statements amongst the usual ones about feelings, assumptions & attitudes e.g. whether they have ever: - been angry with their friend; bored or happy in school; felt excluded; worried about tests; etc. Name Game - Pattern bean bags or Affirmation Spaces Pictures 1-2 Look at the pictures/dolls and talk about the characters - physical differences; personality; interests; the assumptions they make and the feelings they might have - feelings cube. Ask questions e.g.... How do you think ... is feeling? Have you ever felt like this? What do you think will happen next?</p>	<p>DETAIL OF WHAT TO DO This column lists resources needed and gives sources for background information for each lesson All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. Other games - Choose appropriate, intermittent and closure activities too. Games in between the story telling sessions help as some groups need space to run/move about in between listening; reflecting and discussing. I have listed the games we used on the pilot which were appropriate and worked well with the story. Gather games materials if needed - bean bags etc. Grace and Tracey - Print out the story and Picture set</p>
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Circle Activity - Clumps game

Discussion - reflecting on the game, how it feels to be left out, and also to be 'happy enough - only for a short time.' How many seek 'friends' or reach out to whoever is nearest when forming a clump. Good to reflect on how we behave when in a bigger group with people we know and also don't know so well.

Pictures 3-4 - look at the pictures and talk about the situation that is developing that the characters together are creating. Talk about 'walls' - safe places to hide behind; hide your feelings; but also separators from fun; other people; greater understanding and knowledge; relationship. Prediction about what will happen next

Gate game Discussion. A good game for examining how it feels to be in a group you don't choose, in a minority, are discriminated against or are 'outside' the structure/rules.

Pictures 5-6 - Look at the pictures and talk about Tracey and how she might be feeling. Talk about Ray and how she is dealing with the situation.

Discussion about 'opening up' and how Tracey is feeling now.

Conflict scenarios using Tiger and Turtle puppets. Talk about own conflict styles and those of Grace and Tracey. Compare conflict styles - 'confrontation' and 'avoidance'. Some reflection on the styles people in the group most readily adopt and the ones they would associate with Grace/Tracey. Also some reflection on what's good/not so good about each style. Discuss dealing with conflict/difference.

Pictures 7-10, look at the pictures and talk about circle time and ground rules and what is good about them - 'no-one is left-out, we can see everyone, etc. Share the play scheme's ground rules

Closure - Rainstorm; Group yell; Affirmation chairs; Human Knots; Line ups; Skin the snake... or

Wool web - We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence.

and the Activity sheets to accompany the various pictures, available from this section.

Collect two rag dolls, one **Russian doll** and any others in the story if available - a teddy or clown, wooden toy soldiers, puppet etc.

Feelings cube - make a feeling cube - activity 3 in the activity sheets supplied in this section.

Clumps game - This game breaks people into clumps. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.

Gate Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together. It will raise the issues of minority/majority; discrimination, and possibly racism; sectarianism. **Save the Children have produced a booklet, 'Think of me, Think of you'** and another with Barnardo's entitled, '**Fair Play**' either of which you will find very useful for this session.

Flashcards - You will need these to help you remember names of toys, feelings and terms like minority etc.

Tiger and Turtle puppets - Make or purchase the **Tiger and Turtle** puppets or adapt/use toys. See activities in this section and how to use the puppets and the conflict scenarios to open a discussion about **conflict styles**. As a 'whole school/community' activity, why not invite staff, parents and extended family members to participate?

Ball of wool - read the instructions for playing this game in 'Games' in the Resources section. You will need a ball of wool. This is an affirmation exercise as well as a closure.

GRACE AND TRACEY

1. Grace is a rag doll who lives in a nursery with lots of other toys. She gets on well with all of them except Tracey. Grace doesn't like her.

'I don't like her because she's different. She's a different colour and she thinks she's better than the rest of us. She doesn't join in any of our games. I don't trust her. She really doesn't belong here.'

2. Tracey is a rag doll like Grace who lives in the same nursery. She doesn't have much time for Grace.

'She is very loud and she scares me a bit. She has a gang of friends who always leave me out of their games. I can't think why.'

The two dolls continue to avoid one another and then the insults start.

'You don't belong here,' Grace says to Tracey one day. 'I wish you'd just go back to wherever you came from.'

3. Tracey is very sad. She has a big lump in her throat but she tries hard not to cry. She finds a corner of the nursery and sits down, amongst some toy bricks. She thinks, 'If I build a wall out of these bricks no one will see me, and then maybe I'll be safe.'

So she builds a wall.

4. Of course everyone can see the wall and they know that Tracey is behind it.

'I wonder what she's up to in there,' thinks Grace. 'Do you know something,' she says to the other toys, 'I don't think Tracey wants to mix with us.'

'She's thinks she's too good for us,' says the clown, 'she never laughs at my jokes.'

'Maybe she's a spy?' says a hand puppet, 'I don't trust her.'

Tracey curls up very small behind her wall but the smaller she is feeling, the bigger the lump in her throat is getting. 'Why don't they leave me alone?'

'A spy!' says one of the toy soldiers, 'We can't have that. She'll have to go but how will we get her out?'

'It shouldn't be too hard to knock down that wall,' the other toy soldier replies. Tracey isn't just sad and hurt now. She is very frightened.

5. Ray, a Russian doll, has noticed what is happening in the nursery and decides it's time to do something.

'Okay, Grace,' she says, 'you may not like Tracey but her place, like yours is here... with all of us,' she adds looking at the other toys.

'But she thinks she's better than the rest of us,' Grace protests. The others nod.

'How do you know? Have you ever asked her what she thinks?

'She has built a big wall around her? How are we supposed to be able to talk?'

'Knock it down, that's what I say,' suggests the toy soldier.

6. 'I have a better idea,' says Ray, and she opens up and arranges her five parts in a row from the largest to the very smallest.

'I'm a different person now to all of these people I have been throughout my life, but all of them are part of me - we're different and we also belong together.

"But Tracey and I are very different,' says Grace.

'Of course you are. You're very different in lots of ways. You are also different in many ways from your friends here. And in many ways you are all the same. The only way we can really learn about one another is to open up as I have just done, listen to one another and respect what we hear. Are you willing to do that?

'Okay. I will if she will...' says Grace.

7. Tracey is listening and can't resist peeping over the wall when Ray is 'opening up'. She isn't very happy about doing the same.

'But I don't feel very safe,' she cries. Everyone turns to see where the voice is coming from, and they see Tracey peering over the wall.

'And what would make you feel safe?' asks Ray.

'I don't know,' she answers in a very small voice hardly bigger than a whisper.

'I have an idea,' says the toy soldier. 'What about some ground rules?'

"That's a very good idea, Terence,' says Ray. 'Could you join us if we all agree on some ground rules Tracey?'

'O - kay,' says Tracey, emerging slowly from behind the wall.

8. Ray pulls the toy bricks that formed the wall into a circle and invites everyone to sit down on the bricks facing one another. She plays a 'moving about' game first to break up all the gangs of friends. It makes them laugh and relax. Tracey is feeling a bit better.

'This is fun,' thinks Grace. Then Ray plays a name game to help them find out more about each other.

9. 'Ground rules now,' says Ray.

'Respect one another,' says Grace

'Listen to one another,' offers Terence.

'And speak for yourself,' adds Tracey with a smile. She is finding her place.

Eventually they have a number of ground rules that everybody agrees on and every day they have circle time, talking and listening, and sharing stories.

'Do you know' says Grace one day, 'Tracey and I have the same four letters in our names - RACE.

'That's right Grace,' said Ray, 'You are both part of the same human race.'

10. 'Grace and I are alike in many ways as well as being different. I'm glad we live in the same place and that we can both call the nursery home,' says Tracey.

'Here, here,' says Grace, 'and I'm glad I have a new friend called Tracey.'

















Ground Rules

Respect one another.

Listen to one another.

Speak for





ACTIVITY SHEETS to accompany the story of *Grace and Tracey*

1. FIRST THOUGHTS Exercise to find assumptions/stereotypes

MATERIALS:

Paper

Pencils

The list of words

A comment box (This can be a shoe box, or smaller, with a slot in the top, decorated with paper and the label 'Comment Box')

METHOD:

- Give everyone a pencil and a piece of paper
- Tell them that as you call out 12 words, fairly quickly
- Tell them to write down the first thing that comes into their heads when they hear that word called out. The words are:
 1. Orange
 2. Girl
 3. Teacher
 4. Muslim
 5. Flag
 6. Green
 7. Sunday
 8. Boy
 9. Stranger
 10. Chinese
 11. Wheelchair-user
 12. Nurse
- When you have finished, read them again. If some of the children haven't been able to think of anything to write for some of the words, that's okay. Tell them the pieces of paper are anonymous.
- Ask the children to post their pieces of paper into the Comment Box in the middle of the circle.
- As you lift them out, look for common assumptions/stereotypes in the first thoughts.
- Talk about these.

2. PENNIES EXERCISE to provide a 'community of enquiry'
(Picture 3)

MATERIALS:

A box of pennies

An old cap

METHOD:

- Give each person in the circle three pennies.
- Explain that each person may only speak (a sentence) when they put a penny into the cap in the centre of the circle. Once they have spent their pennies they may not speak again until the end of the exercise. Everyone in the circle needs to encourage one another by being prepared to wait for quieter members of the group, take turns etc.
- The group leader calls out a sentence. This can be a question or a statement presenting a problem or opening a topic for the community of enquiry. This might be:
Walls are necessary to keep the peace
Boys are stronger than girls
- This exercise has a number of benefits.

It gives every individual the right and responsibility to speak

It emphasizes the value of listening

It provides a wide range of views in a very short time

It provides discipline for those who like to talk/speak out a lot

It encourages quieter members of the group to speak

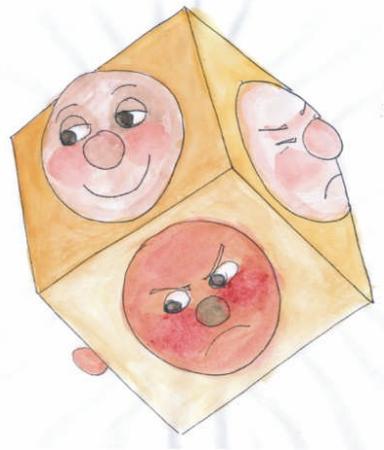
It provides equity

3. FEELINGS EXERCISE to encourage an understanding of feelings (Picture 4)

MATERIALS:

A Feelings Cube

A cube like this can be made from fabric (felt with pom-pom noses). Alternatively, a card one can be made with the feelings faces (included) stuck on. To fit the activity for picture 4 of Grace and Tracey, you will need the following feelings - angry; sad; happy; bored; worried and guilty



METHOD:

- Look at Grace's face and find one that matches it on the cube. Talk about guilt. Can anyone tell a story about guilt?
- Look at the clown and puppet's faces. Can you find a similar one on the cube? Talk about worry. What do we worry about? What other feeling can worry lead to? Talk about fear.
- Look at Tracey's face. Can you find a similar one on the cube? When have you been sad? What other feelings does sadness lead to? Talk again about worry and fear. In what ways are Tracey's and the clown and puppet's fears different?
- We can't see the soldier's faces very well, but from the story, what face might they have? Talk about anger. What other feeling feeds anger? Have the clown and puppet's fears fed the soldier's anger? How does anger make us act?
- What feelings on the cube have not appeared on any of the faces in this bit of the story? What can we say about happy and bored feelings?

4. CONFLICT STYLES - What's your style?

(Picture 5)

THE TIGER AND TURTLE PUPPETS

MATERIALS:

Tanya and Terry can be made quite easily using old socks. A stripy sock is good for Tanya, a plain one for Terry. Eyes can be buttons or sewn on pieces of felt. Likewise ears/noses. Two pieces of padded fabric sewn on either side of the sock form the turtle's shell. Sew the sides of the sock into the shell and make sure the head can move easily in and out of it.



METHOD:

- Introduce Tanya the Tiger. Explain that when trouble appears Tanya springs into action to sort it out. Her way of dealing with conflict is to confront troublemakers and drive them out! Which of the toys in the story are like Tanya? Are any of you like Tanya? What is good about Tanya's conflict style? What is not so good about it?
- Introduce Terry the Turtle. Explain that whenever trouble appears Terry goes inside his shell. His way of dealing with conflict is to hide and hope that nobody notices him. Which of the toys in the story is like Terry? Are any of you like Terry? What is good about Terry's conflict style? What is not so good about it?
- Can you think of any other conflict styles? How is Ray dealing with the conflict? What is good about her style? Is there anything that is not so good about it?
- We can adopt different conflict styles at different times to suit different situations. Use the puppets to act out different conflict scenarios and see which one might work best in each case.

TANYA AND TERRY CONFLICT SCENARIOS

TANYA

Tanya loved painting and was just admiring her efforts during the art class, when Melissa looked over and said, 'that's the stupidest picture I've ever seen - what exactly is it?'

Tanya was very angry with Melissa. 'How dare she insult my work!' she thought. Her heart beat fast, her hair stood on end, and her face went red...

'I'll tell you what it is', roared Tanya lifting her brush which had red paint on it, 'it's better than yours!' as she splurged the brush of red paint right in the middle of Melissa's masterpiece!

'Tanya!' Shouted the teacher, 'what have you just done?'

'She said my painting was stupid!'

'And what have I said to you about that temper of yours?' said teacher.

'Go into the library corner for 5 minutes until you cool down and then we can talk about it!'

TERRY

Terry had been working hard all morning in school and was looking forward to going out into the playground for a few games during the lunch hour. Terry moved very slowly however, and the others just pushed past him.

'Get out of my way, slow coach', shouted Trevor

Terry was sad and started to sulk, but when he got out into the playground everyone was playing a ring game.

'Yippee,' thought Terry, 'can I join in?'

'Och you're too slow Terry,' said Angela, 'You'll only spoil it for the rest of us'

'Well that's it,' thought Terry, 'see if I care!'

And he went into his shell again.

'Terry,' said the teacher, 'What have I said to you about opting out? Stand up to them - speak for yourself. You're different and you matter too'.

5. RUSSIAN DOLL

(Picture 6)

MATERIALS:

A Russian Doll

METHOD:

- Separate the group/class into five smaller groups
- Take the Russian doll apart and give one of the dolls to each group
- Ask the group with the smallest doll to think of and share their first memories; the next group to think of and share a memory from playgroup; the next to think of and share stories about their first day at school; the next to think of and share a memory from last year; the final group to think of and share their most recent memory
- In the large group share some of the stories
- Do the stories have anything in common? Feelings; likes/dislikes; attitudes?
- Although we're different now - different size; age; length of hair etc., - we still carry these memories, attitudes, feelings. What can we learn from this?



6. VISUALISATION

(Picture 7)

AIMS:

- To have relaxation and quiet time together as a group.
- To encourage children to use their imagination
- To explore feelings

MATERIALS:

Visualisation story - Feeling Different

METHOD:

- Prepare the children for this exercise. Ask them to close their eyes, as that will help them to concentrate. Ask them to take a deep breath in and to let it out slowly. Do this a few times until everyone is relaxed including the teacher/leader
- Read the story, 'Feeling Different'
- Ask the children if they have ever been in a strange place, with people they have never met before. How did they feel?
- Ask the children if they have ever been in a familiar place with people they know and a stranger arrives. How do they feel?
- Did they think of these times during the telling of the story (the visualization)?
- What did they decide to do at the end of the story? (i.e. to welcome the stranger or not?)
- How can we welcome/include those we don't always want to welcome or include?

FEELING DIFFERENT

I want you to imagine that it's Saturday morning.
You have just woken up. It's a lovely day outside. The sun is shining.
You get out of bed and put on your favourite clothes.
Downstairs, after breakfast, you collect your lunchbox from the fridge. Inside it are all the things you love to eat.
You have arranged to meet your friends. You had all agreed that you would go to a favourite place for a picnic.
You go to the place where you have agreed to meet.
It is not far from where you live. It is a park.
Your friends haven't arrived yet and it's very hot standing in the heat of the sun so you decide to shelter under a tree.
You sit down on the grass under a big oak tree.
The leaves' shadows make patterns on the grass.
Suddenly the shadows take on the form of strange people walking towards you. They are staring at you.
One of them points at you and starts to laugh at the clothes you are wearing. Some of the others join in.
They remind you of times when you have felt different - not like the rest of the gang - of times when you didn't fit in.
One of them looks down at you with its arms folded and says, 'you don't belong here. This is our tree. Go away.'
You don't like these shadows.
You think it's time you moved off somewhere else.
As you get up, and walk away, you notice another shadow quite apart from the others holding out a hand... or is it a paw to welcome you.
You don't want to take it.
'Look,' it says, 'I'm different, and so are you. Let's shake hands.'
You stare at this strange thing. The last thing you want to do is shake its hand... paw... whatever. It's completely different from you.
You are just about to turn your back on it when you think this shadow reminds you of something.
Is it that sad look of disappointment on its face?
You remember again the times you have felt different.
You turn around.
There are your friends and there is someone with them.
Someone you haven't met before.

Your friends tell you that s/he has just moved into your street.
You are a bit disappointed.

This was to be a special day with your friends and now you have to
share it with a stranger.

You look at her/him. S/he is very different.

S/he holds out her/his hand.

You don't want to take it. Then you remember the shadows.

What will you do?

As you are thinking about it, the picture begins to fade.

You are away from the park, now.

You are back in school.

Open your eyes.

7. **MAGIC TRICKS** - 'Guess the Number' (Pictures 8-9). The effect of this trick is that the audience will think that the performer can read minds.

AIM:

- To understand how both knowledge and the lack of it can be used/abused to dominate others in our relationships.

FACT:

- The numbers on opposite faces of a dice add up to 7. Therefore the total for three dice is 21.

- **MATERIALS:**

Three dice

ACT:

- The performer asks a volunteer from the class/group to roll and stack three dice
- Without looking the performer asks the volunteer to add up and remember the numbers on the 5 hidden faces of the dice
- The performer asks the volunteer if they have the number in their head at the same time glancing at the number on the top dice and subtracting it from 21.
- The performer gives the volunteer the same number as the one in his/her head - magic!

FOLLOW UP

- Ask the volunteer from the class/group how s/he felt
- Ask the performer how s/he felt
- Collect opinions from the class/group. Did they learn anything about winning/losing? Secrets? Power in relationships?
- Are there any stories about relationships where knowledge known to one and unknown to another has led to domination and other destructive patterns of relating?
- Ask the class if anyone can remember how Tracey found her place? (Contributing to the ground rules)
- What would happen if everyone, and not just the performer, knew the rule about the numbers on the dice? (The trick wouldn't work)
- When everyone is involved in making and keeping the rules it is harder for one person to dominate. Everyone has a place.

8. TREASURE BOX

(Picture 10)

MATERIALS:

A treasure box - a large cardboard box painted and decorated with pictures etc.

METHOD:

- Ask each member of the class to draw a picture of him/her self. Ask them to think about the features that characterize them, that make them special - hair; eyes, facial expression etc.
- Ask them to put their drawings into the treasure box
- Put the treasure box down in the centre of the circle
- Ask the members of the class to take turns to lift a drawing out of the box and guess who it is. (Tell them that if they lift out their own, they must put it back again.)
- Would the class like it if everyone was the same? Talk about what is good/not so good about being different
- What characteristics do we all have in common? Talk about what is good/not so good about being the same

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