

## No Horn Unicorn Classroom Resources

**Page 1 - Activity and Discussion Ideas**

**Page 4 - Lesson Plan**

**Page 5 - Curriculum Links**

No Horn Unicorn is Shani's gloriously uplifting children's book celebrating diversity and inclusivity and exploring friendship. Ugo's friends assume that he can't do certain things with them because he doesn't have a horn, but they soon realise that his difference gives him other abilities.

To celebrate Disability History Month, Shani is holding an exciting competition with fantastic prizes for the winning school. Watch the video of Shani reading No Horn Unicorn with your class, then encourage them to enter the competition using the suggested activity and discussion starters to help. The competition is running during Disability History Month, but you can also use the resources to support your school's scheme of work for PSHE or RHE for KS1/lower KS2 throughout the year, especially around themes of difference and identity, inclusion and healthy friendships.

## Activity and Discussion Ideas

### Discussion starters

Before watching the video:

- Explain that we are going to listen to a story about a unicorn. Talk about what children know about unicorns already – what they look like, key features (don't forget the horn!), stories they have read about unicorns already, etc.
- The story is called 'No Horn Unicorn' – what do they think the story might be about, and what might happen?
- What kind of story do they think this is? (e.g. is it a true story? A fairytale? An adventure story...?) Why do they think this?

During the video:

Watch the video all the way through, then ask for impressions or reactions when it finishes. Watch again, but this time, pause the video after each chapter and use the discussion starters below to allow for any comments, observations, or questions.

# Shani Dhanda

- Chapter 1:
  - What kind of place do the unicorns live in (you could also draw attention to and discuss the illustrations here)?
  - How do we know the unicorns are friends?
  - How is Ugo different to his friends and other unicorns?
  - Why do you think Ugo doesn't have a horn (encourage discussion around some people being born with particular conditions or disabilities, but others might become ill or disabled later on in their lives).
- Chapter 2:
  - Are Ugo's friends behaving like good friends towards Ugo? What are they doing that shows this?
  - How do you think Ugo feels when his friends say these things/treat him this way?
  - Why do Ugo's friends say he can't join in with them? Do they know that he can't do the things they say he can't, or do they just assume he can't do them? (clarify that pupils understand that 'assume' means when we think something is true without having any proof).
- Chapter 3:
  - What can Ugo do that his friends can't do?
  - Why can he do this (help children understand that it is because of his difference)?
- Chapter 4:
  - How are Ugo's friends feeling now?
  - Do you think they realise they haven't been good friends?
  - What could they do differently to be better friends?
- Story end:
  - Are Ugo's friends behaving like good friends towards Ugo now?
  - What are they doing differently?
  - How do you think Ugo feels now?
  - What can Ugo do that the other unicorns can't because he doesn't have a horn?

# Shani Dhanda

After watching the video:

Ask pupils for their impressions of the story, for example:

- What was the story about? (help children understand it being about themes such as difference and friendship, as well as the events of the story)
- Did you enjoy the story? How did it make you feel?
- Discuss the word 'unique' and make sure pupils understand that it means having something about you which is different to everybody else.
- Were Ugo's friends right to assume he couldn't do certain things? Was it fair of them to do that? Explain that people often assume things about others straight away, but to be fair, we should always find out more about them first.
- How do good friends behave towards one another?
- How do good friends make one another feel?

## Activity suggestions

### Theme: Difference and inclusion

- Ask pupils to identify all the differences between the unicorns in the book. Should these differences stop them from being friends and doing things together?
- In pairs, ask pupils to discuss things that they have in common, and things that make them different from one another. These might relate to things they can see (e.g. height, hair colour, way of dressing) or things they may not be able to see (e.g. hobbies, favourite food, things they like). Ask them to each tell the rest of the class one thing about the other that they have in common and one thing that is different.
- Ugo says 'I can do that!' Ask pupils to draw a picture of a unique skill or ability that they have, something they can do that other people can't, or a way in which they are different to other people. Use the pictures for an 'I can do that!' or 'Our unique skills and abilities' celebratory display.
- Go around the room/circle/group and ask every pupil to say one word that celebrates something about the person next to them (e.g. 'Isra is brave; Amar tells good jokes; Eva can run really fast; Callum has great ideas for games). Pupils could then use this to create a sentence using the word they have been given: e.g. 'I'm Eva, and one of the things that makes me unique is that I can run fast'. Remind pupils that everyone has different abilities and not everyone can have the same abilities - that's a normal part of being human!

# Shani Dhanda

- Find and display images in the classroom which show people with and without disabilities doing things alongside one another (e.g. at work, playing, socialising together). You can use these as ways to highlight discussions about different abilities, and positive ways to view difference. You could also use it to highlight discussion and understanding around what people with disabilities can do (e.g. particular jobs) that others might have assumed they couldn't do.
- Create an identity wall using words, phrases, images and writing that celebrates all the different things that people are and can be. This could use a combination of pupils' own work and images they have cut out from different sources.

## Theme: Friendship

- Ask pupils to list the things friends say and do to show they care about one another.
- Ask pupils to draw a picture of a friend, and around it write down all the things that make someone a good friend. Alternatively they could use one side to write these things and the other to write things which good friends don't do.
- Discuss what kind of friend Ugo needs, and what this friend would say and do to be a good friend towards him. What would make this friend unique, and why would they be the best friend for Ugo? Use this to enter the competition to design Ugo's new friend!

## Lesson Plan

If you have a print copy of No Horn Unicorn, [download the separate lesson plan](#) to support with further literacy-based activities.

### **Creating an inclusive and safe environment for discussion and activities**

Children's books offer a safe and unthreatening way to experience and explore situations through a character removed from themselves. This 'distancing' can then help a reader develop empathy for others, consider their own feelings and experiences, and raise awareness. Children's books can also be empowering, enabling a child to feel 'seen', for example, if they themselves have a disability.

No Horn Unicorn celebrates difference, identity, and inclusion and discussion about and arising from it should be sensitive and respectful of everyone, including their

# Shani Dhandra

abilities and differences. Ways to ensure a safe and respectful environment for teaching for this age group include:

- **Agreeing and reinforcing a form of ‘ground rules’** for the lesson so that pupils feel that anything they share is valued and not judged. Pupils can devise these themselves, but examples could include:
  - we show people we are listening to them
  - we can ask questions if we are not sure
  - we never say unkind things about other people or their abilities
- **Showing sensitivity towards pupils** in the class who themselves experience disability or have disabled family members (e.g. by not ‘othering’ disabled people).
- **Distancing** by reflecting on and discussing the characters and scenarios in the book – children should not feel under pressure to speak about themselves.
- **Enabling and valuing questions.** Encourage questions, but also provide a way (e.g. a question box) for pupils to ask questions or share something privately if they want to. Emphasise whole-school messages about safe networks of trusted adults, including within school.

## Curriculum Links

The activity ideas, lesson plan and competition can link to the following subjects and areas of learning:

### Relationships and health education: statutory guidance

General primary guidance

By the end of primary school, pupils should be taught about:

- the characteristics of positive relationships, with particular reference to friendships...
- how to treat each other with kindness, consideration and respect...
- the features of healthy friendships... including how friendships can support mental wellbeing
- the importance of self-respect and self-worth

# Shani Dhanda

Area of learning	Core area	Detail
<b>Relationships education</b>	Caring friendships	<ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> </ul>
	Respectful relationships	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds)</li> <li>the importance of self-respect and how this links to their own happiness</li> </ul>
<b>Physical health and mental wellbeing</b>	Mental wellbeing	<ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> </ul>

## Non-statutory programme of study for PSHE education (KS1)

Core theme	Sub-section	Learning opportunities
1: Health and wellbeing	Mental health	H11. about different feelings that humans can experience H13. how to recognise what others might be feeling
	Ourselves, growing and changing	H21. to recognise what makes them special H22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike
2: Relationships	Friendships	R6. about how people make friends and what makes a good friendship
	Respecting self and others	R21. about what is kind and unkind behaviour, and how this can affect others R23. to recognise the ways in which they are the same and different to others

# Shani Dhandra

3. Living in the Wider World	Communities	L6. to recognise the ways they are the same as, and different to, other people
------------------------------	-------------	--

## English (KS1):

### Reading objectives:

- make inferences on the basis of what is being said and done
- ask and answer questions
- predict what might happen on the basis of what has been read so far
- discuss and clarify the meanings of words
- discuss the sequence of events in books and how items of information are related

### Spoken language objectives:

- participate in discussion
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ask relevant questions

The competition can also be used to develop skills identified in the Art programme of study.