

## Differences and Similarities

Key stage 1

Key stage 2

### Learning Intention:

- To recognise that human differences and similarities arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.

### Learning Outcome:

- To consider factors that contribute to their own identity.
- Consider similarities and differences between people in their community.
- Understand that people's actions and responses will be affected by different factors.
- Be able to recognise and challenge some stereotypes.

### Resources:

- "But Martin!" by June Counsel or similar book (see "resources" section)
- Identity passport (one sheet of A4 paper per child, folded in half to make four pages)
- Pictures of people whose jobs can be identified by their clothing – such as a ballet dancer in costume, a doctor in a white coat, a builder in a hard hat, a bus driver in uniform, a soldier in khaki, a decorator in overalls, a judge in wig and gown, a firefighter in protective clothes. Where possible choose pictures that challenge stereotypes, such as a male dancer or female soldier, as below and in Appendix 2.



### Resources: continued:

- Cards printed with the title of each of the jobs pictured in Appendix 2 (one title per card, such as "dancer" or "builder")
- Choices bingo card (adapt to fit in with options available in school)

Ballet dancer	Builder	I chose toast for breakfast	I chose to play football at break	I chose to read a book at break
Bus driver	Soldier	I chose to go to a club at break	I chose cereal at breakfast	I chose yoghurt for breakfast
Doctor	Judge	I chose an apple	I chose to play by myself at break	I chose to play with my friends at break
Firefighter	Doctor			

### Teacher Introduction:

Start by saying: We are going to be thinking again about differences. We will start to think about how differences between us can make us do things in a different way to other people, or perhaps have different ideas and opinions.

This means we need to be very careful about our working agreement. (Review working agreement if necessary).

### Activity 1:

Give each child a piece of A4 paper and ask them to fold it in half to make 4 pages.

Ask them to fill in the following information about themselves:

<b>My Identity Passport</b>	<b>My background</b>
My name is My age is I am in ..... class name or number * I have ....hair and .....eyes Page 1	Where I was born Languages I speak My religion, if I have one The country my family comes from Page 2
<b>My favourite things</b>	<b>My future</b>
Food Games Place Music Page 3	I want to be a I want to learn how to I want to travel to I want to have a Page 4

\*do not encourage children to put their address or date of birth in case the paper should be lost outside school. Teachers may ask children to describe themselves as boys or girls but should be sensitive to any transgender children who may be in the class.

In groups, ask the children to compare their cards. Ask them to make a list of:

- The things that are the same
- The things that are different
- The things that are similar
- The things that we can see are the same or different
- The invisible things that are the same or different

Ensure that the children recognise the ways in which some differences and similarities are not immediately obvious. Ask if they learned anything that surprised them, and why it was surprising.

**Also useful for: UE, CF, RR, MW**

**Activity 2:**

Divide the children into groups. Give each group one of the job name cards and ask them to write a description of someone doing that job. Ask them to include things like gender, age, the clothing or equipment that that person is likely to use at work, and why they may wear or use these things.

Ask the groups to read out what they have written down. Then show the image from the appendix relating to that job. As a class, discuss any differences between the description and the picture.

For example: A ballet dancer is likely to be described as young, thin, female, wearing a tutu. The image however is a black male wearing bright red leggings. These help him to dance freely and let the audience see his legs and feet. Questions to ask could include: why do we usually think that ballet dancers are female? Why do we assume people on a stage always wear costumes? Do we think that men who dance have to be delicate, or are they strong athletes?

**Also useful for: UE, CF, RR, MW**

**Activity 3:**

Ask the children what they think the word “assumption” means. Ensure that they understand the word correctly – something accepted as true without questioning or seeking proof. Ask the children about assumptions they have made or experienced.

Give some examples:

- “My brother is good at football so everyone assumes I will be too”
- “My sister is taller than me so everyone assumes she is the eldest”
- “My dad sometimes needs a wheelchair so everyone assumes he can’t walk”

Ask the children how these assumptions made them feel. Pick examples that are based on a child’s looks, and introduce the idea of stereotypes. Go back to the card/picture exercise in activity 2 and ask the children if they can identify any stereotypes from their descriptions – for instance did they all think a builder would be a man?

Explain how sometimes we stereotype people on the way that they look or dress, and that this can lead to discrimination. Ensure the children understand all terms used.

**Also useful for: UE, CF, RR, MW**

**Activity 4:**

Ask the children what they think the world would be like if everybody were the same.

Ask for their ideas on how this could be a good thing and ways in which it would not be so good.

Explain how sometimes people behave like it is not okay to be different. Ask the children if they can think of any examples – for instance if the class laughs at someone who is not good at reading. How do they think this makes the other person feel? How did they feel if it happened to them?

Emphasise that it is important for people to accept each other, including their strengths and weaknesses. Remind the class however that there are some things which should not be accepted. This is intended to help the children identify behaviours such as racism and homophobia and to reinforce the learning that such attitudes are unacceptable. Scribe a list of the children's ideas about what is not okay:

- Being unkind
- Hurting someone else
- Being nasty to someone because of the way they look, the things their family does, or because they have a disability

**Also useful for: UE, CF, RR, MW**

#### **Activity 5:**

Read the story 'But Martin!' and ask the following questions:

- What is the story about?
- What do you think it is trying to say?
- How do you think Martin felt?
- How do you think Lee, Lloyd, Billy and Angela felt? How do their feelings change as the story progresses?
- How is Martin different from and similar to Lee, Lloyd, Billy and Angela?

**Also useful for: UE, CF, RR, MW**

#### **Activity 6:**

Give each child a "choices bingo" card. Ask them to move around the room asking what choices the other children made (basing these on the questions shown on the card, for instance what they had for breakfast or what they did at break time), ticking off each option when they find a child who made that choice.

The first child to identify someone making all the different choices shouts "Bingo".

Ask the children why they made the choices they did. This may need sensitivity, for instance if there are children who did not have breakfast because of poverty or neglect.

**Plenary:**

Remind the children what they have learnt:

- Each child is an individual with individual likes, dislikes and characteristics.
- That everybody is different, although some may be similar.
- That it is easy to assume things about people by looks alone.
- That our experiences and our differences will influence our choices.

**Debriefing activity:**

Ask the children to guess how many people are alive in the world (current estimates are 7.4 billion). Write this figure on the board –

7 400 000 000. A billion is a thousand millions.

To help contextualise this figure, explain that if you had 7.4 billion pounds you could buy:

- Three thousand Ferraris costing £200 000 each
- The most expensive yacht in the world cost £600 million – you could buy a thousand of them
- All the Crown Jewels and have money left over
- Seven Buckingham Palaces!

Then explain to the children that out of all these people in the world, nobody is exactly like them. Nobody ever has been and nobody ever will be. This is true for every single person in the world. Allow some quiet reflection on this and then close the lesson.

**Differentiation for SEND:**

Although all the activities should be adaptable to meet the needs of children with special needs, teachers need to be sensitive to the ways that difference can be experienced by these children:

- They may miss out on school life and social experiences because of medical appointments
- They may have no choice but to avoid some things such as food due to allergens, or activities such as sport
- They may have conditions which make being different very challenging – for instance having a rare or life-threatening illness
- They may have obvious physical differences to their peers
- They may experience bullying or discrimination
- Some children may not have SEND themselves but be affected by conditions or disabilities affecting siblings or relatives

Activity 3 may offer children in these situations a good chance to express how they are affected by their illness or disability. It will be important for teachers to reinforce the working agreement in these instances.

