

# Lesson four: My beliefs



## Lesson aim:

Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.



## Learning outcomes:

- I know everyone is both similar and different to other people
- I have thought about my family and how it is unique and special to me
- I have identified some of the things that make me who I am and can celebrate these



## Resources required:

- Resource sheet: Magnifying glass
- Resource Sheet: Labels (threaded with an elastic band/ string or wool x1 per pupil)
- Large ball of wool
- Paper and pens
- Small jars x1 per pupil
- Coloured sand/table salt and coloured chalks
- Funnel

## Key words: similar, different, identity

### Teacher notes:

This lesson aims to foster skills for celebrating a full range of diversity. The teaching activities focus around family, sex, gender identity and sexual orientation. This helps to provide the appropriate foundation for future learning. It is important that these types of diversity are normalised and celebrated as fully as other types of diversity.

When making the jars in Activity three, coloured sand or coloured chalk rubbed with salt work effectively. Different variations of colour can be achieved by mixing the chalks together when rubbing into the salt. Ensure the jars are fully filled to prevent the colours mixing together after the lid has been screwed on.

### Begin the lesson by...

Explaining that in this lesson we will explore the ways in which we all have some things that are similar (the same as) and how we are all different. Tell pupils that being different should feel positive and that it is important that we celebrate the ways in which we have both similarities and differences. Reassure pupils that everyone has things that are similar to other people and things that are different to other people. Remind pupils that it is never OK to be unkind towards someone because they are different in some way. Remind pupils of the working agreement.

## **Activity one: Web of similarities**

Tell pupils to stand in a circle. Explain that we are going to play a game to help us think about the ways we are all similar and different. When a similarity has been discovered a ball of wool will be thrown to join the people that share the similarity until a class web has been made. Start the game by making a statement about you. This could be something that is different to everyone else, shared by a few other pupils or shared by everyone. If anyone else shares this similarity, they are to raise their hand. It doesn't matter if no one shares the statement that has been made, the aim is to keep making statements to explore the ways in which we are different until a similarity is identified. Once the similarity has been identified, the person who made the statement can choose who to throw the ball of wool to.

The recipient then winds this around their hand, takes their turn to make suggestions and then can no longer join in the game. Play until the whole class has been woven into the web.

### **If pupils get stuck, some suggestions might be:**

- I have been on an aeroplane
- I speak more than one language
- I have two dads
- My favourite food is pizza
- I have a pet dog



**How does it feel knowing we are all connected through some similarities?**

Discuss how brilliant it is that we can all be different too.



## Activity two: Families

Explain to pupils that just as we discovered we are all different and similar in many ways, our families can also have differences and similarities. For example, some people have one mum, two mums, a mum and dad, a foster dad or live with grandparents and many more! In the same way it is good that we have differences and similarities, it is also great that our families can be similar and different. Invite pupils to share who looks after them at home, if they are comfortable to. Explain that family can include blood relatives, step family, foster family, close friends and pets! Some parts of our family we might not have chosen. Ask pupils to make some suggestions to check their understanding (parent, grandparent, sibling, foster carer, step parent) whereas some parts of the family are chosen, ask pupils to make some suggestions to check their understanding (when a parent chooses to love someone as their partner, or when you choose to love a pet).

Tell pupils to draw around their hand and in the palm, draw a picture of the people in their family then on each finger write five ways their family is special.

The hands can then be displayed in the shape of a tree to make a visual display called 'our class family tree'.

## **Activity three: A jar of me!**

Tell pupils they are now going to focus on the things that make them who they are. Remind pupils that just as we all look different, we all have different like and dislikes. Ask pupils to share their favourite colour. Highlight how we like different colours because we are all different.

Reassure pupils the rest of this activity will be a private activity and that they will not be asked to share their thoughts with anyone else and that there are no right or wrong answers. Ask pupils to think about what gender they are (boy, girl or not sure) and to think of a colour that they feel represents this. Ask pupils to think about what identity they have on the inside (who they are comfortable to be, their personal likes, dislikes, hobbies, feelings etc). Finally, ask pupils to think about what identity they have on the outside; how they show themselves to the world! (how they speak to others, people they make friends with, teams they belong to, faith/cultural practices, how they dress etc).

Give each pupil a small jar and a label. Explain that they are going to fill their jar with four different coloured layers, to represent the things that they have just discussed, and that these are written on the label to remind them:

- My favourite colour
- My gender
- My internal identity
- My external identity

Provide pupils with a range of coloured sands. Tell pupils to select the four colours they identified to represent them. Tell pupils to pour the sands into their jars, using the funnels so they have four equal sized stripes before doing up the lid tightly, and attaching their label.

Ask pupils to display their jars together and look at them as a group.



**Are any jars the same colours? Are any jars different colours? How wonderful do all the different colours look together? Imagine if all of the jars were the same colour, would this display look as wonderful?**

Reassure pupils that just as some jars might be the same and some jars are different we all have differences and similarities. This is what makes people, their families, the school and the world a wonderful place.



## Extension:

Task pupils to pretend they are private detectives! Explain that they are going to be detectives on themselves. Give each pupil a copy of the magnifying glass and ask them to write/draw inside the glass the things about them they are most proud of that they would like to share with the world.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to explain what a similarity is and give some examples of similarities that have been identified during the lesson. Ask pupils to explain what a difference is and explain why it is wonderful to be different. Reassure pupils that everyone shares similarities and also has many differences. Remind pupils that it is never OK for anyone to be unkind towards another person because they are different in some way. Everyone should celebrate themselves, be proud of themselves and the best version of themselves that they can be! Signpost pupils to who they can talk to in school if they have any concerns or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils recognised several similarities and differences by identifying similarities and making a class web.

**Activity two:** Pupils identified the people in their family, understanding that all families are unique.

**Activity three:** Pupils reflected on their individual uniqueness including their identities by making sand jars and comparing these with others to understand that everyone is different.

**Evidence of assessment:** Hand print of different families; sand jars; magnifying glass, if extension activity completed.



