

Year 3

Similarities and differences

Lesson 1: Different but equal



Lesson context and overview

This is the first of three lessons exploring people's similarities and differences in a wider context. This lesson looks at ways to value and show respect for others' differences.

Curriculum links Relationships education: Respectful relationships

Pupils will learn:

- the importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences.

Resources

Presentation slides

Pupil worksheets: *Find someone bingo*

Cones or other resources to create a 'river' for activity 3

Key vocabulary

Different, equal, respect

Learning objectives

We will be learning:

- that there are many things that make us who we are, and we are similar and different in many ways
- how to value and show respect for everyone's differences.

Learning outcomes

We will be able to:

- describe the things that make us who we are
- explain differences between people
- demonstrate respect towards others' differences.

Essential teaching guidance

Please ensure you have read the guidelines on creating a safe teaching and learning environment before delivering these lessons. In particular, ensure that any differences between pupils are highlighted positively and without judgment. Some pupils may find it difficult to find positive responses to some of the activities; be aware of these more vulnerable pupils and offer support to help them find positive answers for themselves.

Starter/baseline activity

As a class, ask pupils to look at everyone around them and spot things that they all have in common. Ask for feedback, and make a list of these things, e.g. uniform, hair/eye colour, body parts etc. Are there things they all have in common but that they can't see? (Examples might include hobbies, beliefs, family make-up, interests, etc.)

Ask the class what differences they can see. Are there differences that they can't see? How can they find out about these differences if they can't see them? (Examples might be the same as those given above.)

Ask the class if they think it's more interesting to all be the same, or to have differences, and take responses.

Core activities

1. Ask pupils to fill out the *Find someone bingo* worksheets with their own answers. Once everyone has completed their worksheet, ask them to walk around the classroom and try to find one person whose answers match each of theirs (a different person for each answer) and one person who doesn't. They can only write down someone's name once.

If they can't find someone who matches their answer exactly, can they find someone whose reply is similar?

When everyone has finished, ask pupils to give some examples of people they found who had the same answers, or different ones. Then ask for responses on the following questions:

- Was it easier to find things you have in common or things that were different?
- Why do you think that is?
- Did you find out anything surprising?
- If you have differences, does that mean you aren't equal?

2. Create a space, either in the classroom or in a hall. Place markers (e.g. cones, beanbags, etc.) to mark out a line and ask pupils to sit behind it on one side. Create another line opposite, leaving a gap (the 'river') in between the lines.

Call out things that pupils may or may not have in common. If that thing applies to them, they have to 'cross the river' and sit on the other side. For example:

- "Cross the river if you wear glasses."
- "Cross the river if you have a sister."
- "Cross the river if you are a vegetarian."

As the number of pupils who haven't crossed the river gets smaller, try and choose differences that you can see or know about them.

Eventually there will be someone left on the other side. Celebrate this person for being the only one of them there is!

This game could be played in smaller groups, or with different questions each time to ensure a different pupil remains.

3. As a class, tell pupils that there will always be people who have differences, e.g. liking different sports, preferring to wear different clothes, liking different music, etc. Ask them how we can show respect to one another even when we have differences and take feedback. Write a class list of suggestions.

Show pupils the three scenarios on Presentation slide 6. In pairs, ask them to role play a discussion between the two of them based on the scenario. How could they demonstrate respect for the others' difference? When they have completed the role play, ask for volunteers to show theirs to the rest of the class, and discuss the things the pair said and did to demonstrate respect.

Plenary

Recap on learning with pupils by asking the class to give examples of three differences between people that we can see, and three that we can't. Ask why it is important to respect people's differences and for three examples of ways to demonstrate respect.

Assessment

Use the role play to observe ways in which pupils demonstrate respect for others' differences. Use feedback from discussion and from the *Find someone bingo* worksheet cards to assess the other outcomes.