



Title: Similarity, diversity and respect: I am unique/My self portrait

Level: FIRST

Code: 1.4.1 (V2)

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none">• Recognises that everyone is unique and identifies similarities and differences.• Explains that development and growth of each individual is different.

Learning Intentions

- Children learn about themselves, what makes them unique and the idea of diversity.

Success criteria

- Children give examples of what makes them a unique individual.
- Children show respect for others.

Resources to support this activity

- Slides: Images of famous self-portraits are provided – Van Gogh and Frida Kahlo
- Examples of ‘selfies’ will help children understand the term ‘self-portrait’.
- A template of a picture frame is provided, this can be printed for each child, A3 on good quality paper, or used as an example and they can draw their own frame.
- The children will need colour pencils, crayons, felt pens.

Activity

1. Share some images of famous paintings of individuals. Explain the term portrait and self-portrait. Have some discussion about the portraits: *What do children like? What do they think about the person they see represented? What does the portrait say about the person?* Encourage children to 'see' and reflect on what is represented – *'why do you think the artists has....?'*
2. The children will have heard of the idea of a 'selfie'. Share the images of selfies. Have some discussion: *Do you take selfies? Who do they know that takes selfies? What makes a good selfie?*
3. Explain that the children are going to draw/create their own self-portrait, their own selfie. In this portrait explain that there needs to be some important elements:
 - They have to be represented. This could be their whole body, or just their face. (Reflect back to some of the images viewed).
 - They need to draw/represent things about them. This could include: A pet, something to represent things they like to do like a football or iPad, they could represent their favourite foods. They can think about this challenge also: *How could their portrait reflect their personality?*
 - Stress that everyone portrait will be different because we are all unique and special. Have the word *unique* on the smartboard and discuss.

UNIQUE: This means one of a kind. Every human being is special and different, we are all unique. You are unique!

4. Hand out some paper and pencils and have the children work on their own or with a shoulder partner to think about things about themselves they could put in their portrait – things they like or love.

(Alternative – if you have a good camera and can print images of the children quickly or in advance they could take and print a selfie then collage/decorate).

5. Share the picture frame image – either give each child a printed frame or have them draw their own (referring to the example).
6. As the children work individually go around, encouraging the children to remember what they are good at and what makes them unique, and support them to consider how to represent this visually. They can layer on ideas as they go.
7. After some time bring the children back together. Ask a few children to share their portraits so far, allow children to ask questions. Take the strongest elements of each and prompt all the children to make sure they are capturing what is unique and special about them. If children require some inspiration ask others to remind the child what they like or admire about the child, things about their character that the child could add - and allow more time.
8. Come together again as a class to hold up and share the portraits – reflect with the children on what makes them and their portraits unique, discuss with the children: *What makes you, you? What makes you unique?*

Additional ideas

- Watch the National Galleries of Scotland short film, *What is a Portrait?* Available here: <https://vimeo.com/33021351>
- Children can decorate/collage their frames.
- Exhibit the portraits and have an 'opening', with invitations to peers, family or other staff.

Connecting with home

Children can take the portraits home. If so, this short note will help explain their purpose:

*The children are working on the topic of **similarity, diversity and respect**. They have created a self-portrait to help them think about what makes them unique and special. We explore this idea of 'who we are' so that the children can also learn about how other people can be different from them, that this is okay, and that we should respect others. I hope you like the portrait and enjoy the conversation with your child about its creation.*

Further RSHP activities on this topic **Similarity, diversity and respect** are available:

- 1.4.2 We are all special: What makes us similar and different
- 1.4.3 What is gender?
- 1.4.4 What is disability?
- 1.4.5 What is heterosexual?/LGBT?

Practitioner Notes