



**Title:** Similarity, diversity and respect: What makes us similar and different?

**Level:** FIRST

**Code:** 1.4.2 (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"><li>• Recognises that everyone is unique and identifies similarities and differences.</li><li>• Explains that development and growth of each individual is different.</li></ul>

**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**

- Set of 8 cards with sentence stems to be cut from the sheets provided.

## Activity

1. The children will work in pairs. They should have their self-portraits handy to share. The first task is to talk about their portraits with their partner. Ask them to hold a hand up and wiggle their fingers. Their task is to tell each other 5 things about themselves that they have captured in their portrait and count them off one finger at a time.
2. Each pair should be given the 8 cards with sentence stems. Before they read the cards, they should take 4 cards each. Explain their task is to talk with each other and fill in the cards as they go with their answers. Remind the children that there are no right or wrong answers, it's just what they want to say that matters. Their answers might be the same or they might be very different. If it will help, use one of the cards as an example before they start. Children might need some assistance with measuring height and remembering shoe size.
3. Now, ask the children to gather and sit in a circle, sitting beside their partner. With their partner, ask them to make 2 piles with their cards. One pile should be where their answers are the same. And the other pile should be where their answers are different. Now, count each pile – are more the same or different? Get a show of hands.
4. Ask each child to read one of their cards and say whether they are the same or different from their partner. Use other prompt questions as you go, for example: *Were you surprised by your partners answer? What did you find out about your partner today that you didn't know?*
5. End with a recognition that in this group/class there are things that we share, make us alike, and things that make us different – and what an interesting bunch of unique individuals we are!

## Additional ideas

Take the learning into work on numbers – how many cards show similarities, how many show differences? How could we report on this? Help the pairs to create graphs, use colour and scale to make these eye-catching and describe the information.

## Connecting with home

Children could be given a set of cards / the statements on a printed handout to do with someone at home. A cover note could say: *We are continuing our work to look at what makes us similar and different. Children are learning how we understand and respect differences. Here is a fun thing we did at school, maybe you could do this at home?*

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

- 1.4.1 I am unique: My self portrait
- 1.4.3 What is gender?
- 1.4.4 What is disability?
- 1.4.5 What is heterosexual? /LGB?

## Practitioner Notes

