

Title: Unique, similar and different

Level: Early Level

Code: EL3



Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB 0-47a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 0-10a	<ul style="list-style-type: none"> Identifies body differences and similarities.

Learning Intentions

- Children begin to recognise that people are individual and unique.
- Children give examples of similarities and differences in their group.
- Children begin to understand that treating someone badly/poorly based on a difference is not okay.

Success criteria

- I understand that everybody has different special qualities.
- I know that there are parts of our body that are the same as others and parts that are different such as colour of hair, eyes, skin and height, size and weight.
- I know that all of us have differences which make us unique.

Connecting with home

Information for parents and carers is provided at each Level on the RSHP site. For information for parents/carers about Early Level learning go here: <https://rshp.scot/early-years/> Some of the suggested activities include links with home. Books suggested for use in the centre/school could also be for lending.

Key words/vocabulary

- | | |
|---------------|------------|
| • Celebration | • Portrait |
| • Different | • Question |
| • Fingerprint | • Similar |
| • Footprint | • Unique |

ACTIVITIES

Learning can be planned or take place in what we might call those spontaneous 'teachable moments' when children and educators are playing and chatting or a particular event happens. Of course we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level.

Mirror Mirror...

Sitting in a circle the children all have a mirror to look at themselves. What do they see? What colour of hair or eyes do they have? Describe their nose? Ears? Open their mouth and stick out their tongue. Do they have all their teeth? All an opportunity to recognise what makes them unique and special and then to explore what similarities there are.

Portraits

Having explored themselves the children can do a self-portrait or draw/paint each other. Children can present their portrait – what features have they captured? What do they think makes them unique? Or like other children?

That's me too!

One person stands in front of the group and shares a fact about themselves, a colour or game or animal they like. Everyone who also shares that 'like' stands up and yells, "That's me too!" The children could make a list or agree what categories or questions could frame the game and practice with a friend before playing.

Find someone who...

The purpose of the game is to find another child who shares something or some characteristic with you. It can be used to pair children up for a subsequent activity (so that they start with something in common but perhaps work with a child they might not otherwise pick). You could start with giving children little coloured pieces of card and they find 'another red' etc. then they could all pick objects from a bag (2 of each in there) being secretive, then finding their 'partner'. Then things back in the bag and play again.... After objects or things they could graduate to things that look alike or things they have in common (which will require some chatting and reporting back).

Get to know me: Question time

Ask the children to think of questions they could ask other children about themselves. Remind children that questions should always be polite and kind. You could start with a couple, based on things you know about the children. *Do you have a pet? Do you play football?* You should join in too.

Fingerprints and footprints

Both can be used to explore that when it comes to our body we are all unique. Enlarge the fingerprints so that children can see this. Organise the footprints in a display from small to big.

Visit another centre or school

Meeting other children and seeing where they play and learn can lead to conversations about what is similar and different about their centre or school. Did the children meet children like them or different from them?

Celebrations

As you celebrate every child's birthday find out what they do at home. The celebration of religious and cultural festivals throughout the year provide opportunities to explore what is unique, similar or different about each.

In conversation and as you play

Acknowledge and explore differences in height, weight, size, shape – emphasising uniqueness and difference. By P1 record and use the information in numeracy activities.

BOOKS FOR READING TOGETHER OR BORROWING

These books provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents could be encouraged to read them at home too.

All about Me

Author Debbie MacKinnon and Anthea Sieveking

ISBN 07112 11000

Captures the vitality of young children learning about their bodies and themselves by naming, counting, discovering and comparing.

Colin and Lee, Carrot and Pea

Morag Hood

ISBN 1509808949

Helps children celebrate individuality, friendship... and vegetables!

I love you just the way you are

Tammi Salzano

ISBN 9781848958753

A mum and son go about their daily routine with familiar activities such as dressing up, reading, painting and bath time.

It's okay to be different

Todd Parr

ISBN 0316043478

It's Okay to Be Different cleverly delivers the important messages of acceptance, understanding and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colours and silly scenes.