



**Title: Similarity, diversity and respect:
I am unique/My self-portrait (V3)**

Level: FIRST

Code: 1.4.1

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

- I can give examples of what makes me a unique individual.
- I show respect for others.

Resources to support this activity

- PowerPoint Slides: Images of famous self-portraits are provided.
- A slide is provided but further 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 (or collage material if you choose this option).

Activity

1. Introduce the block of learning as being about how ever human being is important and special and different from every other person. Introduce the word you want to use, share and discuss.

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

2. Tell the children that they will be doing some art activity to consider this idea of everyone being unique... but first they will look at some paintings by artists who have drawn/painted themselves. Share the slides. Explain the terms (use the slide) **portrait** and **self-portrait**. Have some discussion about the portraits that follow: *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....?'*
3. 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 you know that takes selfies? What makes a good selfie?* (This may be an opportunity to talk about the filters/Photoshop used to alter images, and why this is done).
4. 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.
5. Hand out some paper and pencils and have the children first 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).

6. Share the picture frame image – either give each child a printed frame or have them draw their own (referring to the example).
7. 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.
8. 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.

9. 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

- Interesting article for educators and parents: ‘What your child can learn from doing a self-portrait: <https://www.theschoolrun.com/what-your-child-can-learn-doing-self-portrait> also at the link a full BBC programme for children on portraits CBeebies Pablo Live Lesson 24 minutes 49 seconds.
- 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