



**Title: Similarity, diversity and respect:
We are similar and different (V4)**

Level: FIRST
Code: 1.4.2

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.

The RSHP resource learning activities provide information about Es/Os and Benchmarks associated with RSHP within Health and Wellbeing. The teacher/educator can make links to other curricular areas. In terms of this activity there are clear links to the *Mental, Emotional, Social and Physical Wellbeing* curricular area and so the relevant Experiences and Outcomes are also identified here:

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a
- 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 1-10a

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

- Activity sheet/Prop

Activity

1. Following on from the previous session, the children will need their self-portraits handy to share. Ask the children to work in pairs. 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. Continuing to work with a partner, every child should be given a copy of the activity sheet with sentence stems. Explain their task is to talk with each other and help each other to fill in the sheet as they go with their answers. Remind the children that their sheet is about them, and that there are no right or wrong answers, it's just what they want to say that matters. In each pair, their answers might be the same or they might be very different. If it will help, use some of the prompts as examples 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 talk about their answers and find answers that are the same and answers that are different. Were there more answers the same? Or different? Get a show of hands.
4. As one group, ask each child to read one of the facts from their sheet 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!

Connecting with home

Children could be given 2 copies of the activity sheet 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 Boys and girls
- 1.4.4 Disability
- 1.4.5 Heterosexual, Lesbian, Gay and Bisexual

Practitioner Notes