



Title: Similarity, diversity and respect
Part 1: I am unique/My self-portrait.

Level: FIRST

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

The learning intentions and success criteria are met with delivery of all parts of this topic.

Learning Intentions

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children consider stereotypes and gender-biased expectations.
- Children learn about what is meant by the term disability.
- Children learn about what is meant by the terms heterosexual, gay, lesbian, and bisexual.
- Children learn about sexual orientation in the context of learning about love.

Success criteria

- I can give examples of what makes me a unique individual.
- I show respect for others.
- I understand that how I look, how I behave, and my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I understand that some children have a disability that can affect how they walk, see, hear, speak, learn, or do other things.
- I understand that the terms heterosexual, gay, lesbian, and bisexual can be used to describe who a person is attracted to or falls in love with.

Resources to support this activity.

- PowerPoint Slides: Images of famous self-portraits are provided.
- 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 every human being is important and special and different from every other person. Introduce the word **unique** 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 discussions 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 artist has...?'*
3. Explain that the children are going to draw/create their own self-portrait. In this portrait explain that there needs to be some important elements:
 - They must 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. Give some examples, so 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's portrait will be different because we are all unique and special.
4. Hand out some paper and pencils and have the children work on their own or with a 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). 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.
6. After some time bring the children back together. Ask a few children to share their ideas and portraits so far, allow children to ask questions of each other. Take the strongest elements of each and prompt all the children to make sure they are capturing what is unique and special about them. You can also highlight positively the differences between children, that it is difference that also makes us unique. 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.

7. Come together again as a class to hold up and share the portraits - you might want to spread this throughout the week so that everyone gets some time and attention - and as you do reflect with the children on what makes them and their portraits unique, discuss explicitly: *What makes you, you? What makes you unique?* As you share and chat highlight that 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

- This is an 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. There is an interesting article about children and self-portraits here: *What your child can learn from doing a self-portrait:* <https://www.theschoolrun.com/what-your-child-can-learn-doing-self-portrait>

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

- Boys and girls
- Disability
- Heterosexual, Lesbian, Gay, and Bisexual

Practitioner Notes