

# Celebrating Difference.

## Learning Objective:

To develop an understanding that everyone is different and that it is our differences that make us special and unique.

To develop an understanding of the importance of diversity.

## Success Criteria:

To be able to share ways in which we are all different and identify the skills and characteristics that make us special and unique.

Pupils Can.....	To describe the skills we have.
	To give an example of special skills and characteristics of other young people we know.
	To describe what diversity means and why it is important to promote.



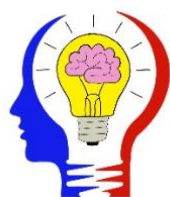
## Celebrating Diversity:

*The concept of diversity includes acceptance and respect. It means not only understanding that each individual is unique, but also recognizing our individual differences. These differences may be around race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Through the exploration of these differences in a safe, positive, and nurturing environment we can learn about others, understand different ideas, opinions and beliefs, celebrate differences and then truly understand diversity.*



Dandy Lion by Lizzie Finlay  
 Bag of stones - one for each child  
 Photos of children  
 Large sheets of paper  
 Pens and pencils

Adverts showing why a product is good.  
 Television advert  
 Radio advert  
 Advert template



## Taster: Stones are all the same!

1. Hold up a bag of stones and explain to the children that you've never really taken that much notice of stones, that they all look pretty much the same and that you think stones are a lot like people - pretty much the same.
2. Pass around the bag of stones and ask each child to take one. Tell each child to look carefully at their stone, get to know its bumps, scars, and defects and make friends

- with it for about one minute or so in silence. Explain that you want them to get to know their stone well enough to be able to introduce their 'friend' to the group.
3. After a few minutes, tell the children that you'd like to start by introducing your "friend" to them. (Share a story about your stone and how it got its lumps, bumps, and scares.) Then explain that the other children in the class would like to meet their friends.
  4. Ask the children to work with a partner and tell their partner about their special friend.
  5. Once the children have done this ask for volunteers to stand and share their friend with the whole class.
  6. When enough students have introduced their "friends" to the class, take the bag around to each person. Ask them to please put their "friends" back into the bag.
  7. Pose the statement 'all stones are the same'? Explore this with the children.
  8. Mix up the stones and then lay them out on a table. Ask everyone to come up and pick out their stones.
  9. After everyone has their stones explain that "Perhaps stones are a little like people. Sometimes, we lump people of a group all together. When we think, 'They're all alike,' we are really saying that we haven't taken the time or thought it important enough to get to know the person. When we do, we find out everyone is different and special in some way, just like our stone friends."



### Mini Task:

1. Ask the children to bring a photo of themselves into school or take photos of each of the children. If you have time you might ask the children to draw or paint a picture of themselves.
2. Stick their picture onto a page sheet of paper so that there is space around the picture to write things.
3. Ask the children to work in groups of 6. Lay out the pictures on the table and then ask the children to move around the table and write something that they like, admire or believe that person is good at or that makes them special on each picture. Emphasise the importance of making the comment positive and that it is important that children do this. That everyone must feel safe that others will be focusing on the positive things.
4. Once the table has done this then you can ask tables to move so that each child can then write on another 6 pictures.
5. Allow the children time to read all the different things that the other children have written about them.



## Main Task.

1. Put the children into working pairs and explain that they are going to create an advert about their partner. The advert will need to highlight their skills, talents, characteristics and what makes them unique and special. Discuss the purpose of an advert.
2. Share a range of adverts from magazine or newspaper advert. You might also like to show TV adverts or a radio advert.
3. In small groups ask the children to identify 3 specific things an advert does or has. This can include positive language, a special phrase, the use of fonts to highlight words or phrases etc.
4. Come up with sentences that describe people together as a class and record them onto the board. You can use staff as a focus.

Mr Finn the fast football wonder  
Mrs Holland the snappy happy dinner lady  
Brighten up your day, spend time with Mrs Hay
5. Discuss catch phrases that can be used and share examples.

For a great start to your day XXXXX drink  
You can't buy happiness but you can drink it XXXXXX  
The chicken, the whole chicken and nothing but the chicken.  
XXXXXX quality never goes out of style.  
XXXXXX Just do it.  
Naughty but nice.  
XXXXXX Just pen happiness  
XXXXXX the breakfast of champions  
XXXXXX because your worth it.
6. If needed allow children to use the advert template
7. Share different aspects of the work as the children undertake the task. Focus on ways of working as well as what is being produced.
8. Ask children to put their advert onto their table. Get the class to take part in a silent exhibition, walking around to look at how others have undertaken the task.
9. Share the ideas that they have seen and why they have liked them.

Which advert particularly caught your attention and why?  
Which advert do you think was most eye-catching?  
Which was your favourite catch phrase?  
What was your favourite sentence used to focus on the positives about someone?



## Differentiation

1. Suggest that children can write or draw the things they admire about the other children's skills, talents or characteristics.
2. Pair children up with other children who can scribe for them.
3. Model how you focus on the talents and skills children have by giving examples.
4. Allow children to use the advert template
5. Allow children to create a video advert/or a radio advert with another child instead of writing the advert.



Teacher Tools and Techniques	
<b>Emotional Literacy</b>	Being able to share positive things about individuals and hear positive things being said about themselves.
<b>Developing Relationships</b>	Focusing on noticing positive traits and characteristics skills and talents
<b>Self-Development</b>	Sharing things that individuals enjoy and are good at.
<b>Skills for Learning</b>	Developing vocabulary and language to promote something.
<b>The Brain Learning and Behaviour</b>	Focusing on the positive



## PHSE Link

To recognise what makes them special

To recognise the ways in which we are all unique

About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies,

likes/dislikes)

About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

**Name of Product**—use a really eye catching font that is easily seen and read.

## Picture

Chose the best picture you can to show the product in the best way possible

**Catchy phrase** — By using a catchy phrase you help people remember your product

**5 Good Reasons** — List the five good reasons why people should buy your product . Why should they buy this one and not any of the others?