

# Lesson four: My beliefs



## Lesson aim:

Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.



## Learning outcomes:

- I know that I am uniquely special
- I know that there are lots of different types of families
- I do not feel under pressure to be different to who I am



## Resources required:

- Resource sheet: Tree template
- Paper, cut into strips
- Disposable cup and assorted craft items

## Key words: unique

### Teacher notes:

Be mindful of pupils that do not have solid friendship groups within the classroom when talking about difference. Use the activities as an opportunity to boost confidence in difference. Ensure that any discussion about individuals and families are fully inclusive, recognising that there is not a single way for a person or family to be.

### Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all different and special. We are all so unique that there has never been, and will never be, another person the same as us. Even if you are a twin or triplet you may be very similar and connected, but there will always be something that makes you different in some way. Our families are also very unique, as they are made up from different and unique people. Remind pupils of the working agreement.



## Activity one: Good to be me

Give each pupil a plastic cup. Tell pupils to write/draw on slips of paper the things that make them special and unique. The plastic cup can then be decorated to look like a celebration trophy by adding metallic glitter, paint, craft materials etc.

Invite pupils to share the contents of their celebration cup with the rest of the class. Discuss and reaffirm how brilliant their special uniqueness is.



## Activity two: Family trees

Give each pupil a tree template. Tell pupils that the leaves of the tree represent the different people in their family. Ask pupils to draw a pictures of people in their family within the leaves. Next, tell pupils that the branches leading to the family members represent the things that make these people special and unique. Ask pupils to write these things on the branches. Finally, tell pupils to write the best thing about belonging to their family in the tree trunk.



**What is the best thing about being a part of your family? Highlight any observed differences. Reassure pupils that these differences are natural, as all families are very different just as we are all very different.**

Tell pupils to display their family tree on their desk, before moving around the classroom to look at the family trees.



**In what ways are our families different and special?**

The family trees can be displayed to make a giant class family tree.



## Activity three: Deciding to be different

Tell pupils to stand in a row. Read the scenarios below, asking pupils to step forward if they think that the person has done something to fit in.

- Emily is talking about going on an expensive holiday. She has been talking about it lots and lots as she is very excited. Lucy is going camping with her Dad to the coast near where they live and is very excited about it. When Emily asks Lucy where she is going, Lucy says that she is going on holiday to somewhere really expensive on the other side of the world.
- Jacob doesn't like football, even though he is quite good at it. He prefers drawing and is very good at drawing people. During lunch he decides to draw a picture of his teacher. When Jacob's friends tell him to join them playing football, he says 'great, I'll bring the ball' and runs out to play football.
- Amelia's friend Maria doesn't speak much English yet. Amelia really enjoys playing with her everyday as Maria is always smiling, happy and kind. At another friend's house, during a play date, Amelia's friend asks her why she bothers to play with Maria as no one else likes her. Amelia says she doesn't like Maria either, she just plays with her because the teacher told her to and she feels sorry for her.
- After a spelling test, Mohammad looks at his mark and sees he got four spellings correct out of ten. Everyone on his table is laughing, saying how easy the test was. They all got ten out of ten. Mohammad told them that he had also got ten out of ten and hid his spelling test in his drawer.
- Harriet and her friends at school all have long hair. Harriet doesn't like having long hair. When she tells her friends that she is having her hair cut shorter after school that day, they laugh at her and say she is going to look like a boy. Harriet says she was only joking. When she goes to the hairdressers, she decides to only have a little bit of hair cut off so it is still long.

### After each scenario ask pupils:

- What the person has done to fit in?
- Why have they done this?
- What would have happened if they had done what they wanted?
- How might not doing what they wanted have made them feel?

Reaffirm to pupils that being different is OK. It is not OK to make anyone feel uncomfortable because of their choices, even when they are different to yours.



## Extension:

Give each pupil a sheet of A4 paper. Tell pupils to draw a picture/stick a photograph of themselves to the centre of the paper, before writing words associated with being unique and their own personal uniqueness around this. These can be laminated and used as a desk protector.

### Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to explain why it is good to be different. Reassure pupils that being special and unique and having a unique family is something to be proud of. Remind pupils that changing the things you do and making choices to please other people to 'fit in' may not make you happy. There has never been and will never be another person the same as you, so it is good to enjoy this. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils identified things that make them special and unique, celebrating and sharing these with confidence.

**Activity two:** Pupils created a family tree representing their family, including the things that made their family special and unique, celebrating and sharing these with confidence.

**Activity three:** Pupils correctly identified examples of when someone of their age had changed their behaviours in 'fit in', recognising the negative impact that this may have.

**Evidence of assessment:** Trophy cups, family trees, word mat, (if extension activity completed).

