

Lesson three: My relationships



Lesson aim:

Pupils understand that there are similarities and differences between everyone and can celebrate this.



Learning outcomes:

- I know that there are some ways that people can be the same as each other
- I know that there are some ways that people can be different to each other
- I know that everyone should be OK to be themselves



Resources required:

- Hoops/boxes
- Selection of toys

Key words: same, similar, different

Teacher notes:

When teaching about similarities and differences, be mindful to be equally inclusive of all views unless they are harmful. This is particularly important when discussing gender. Be inclusive of everyone, especially gender questioning pupils, by reinforcing that there is not one way to be a boy or one way to be a girl. We are all unique and special, and our likes and dislikes are about us as an individual, not whether we were born as a boy or born as a girl.

If it is impractical to gather a wide range of toys for Activity one, you could print pictures of a range of toys instead.

Begin the lesson by...

Explaining that we will be learning about how we all have things that are the same as each other and we all have things that are different to each other. This may be because we were born with these things (boy or girl, skin colour, straight or curly hair, eye colour etc) or because of the things we like doing or are good at (drawing, running, Lego building etc). How we look, the things we are good at and enjoy doing are all OK whether they are the same as lots of other people or different to everyone else.



Activity one: Toys for girls and boys?

Position three hoops/boxes on the floor and display range of different toys and books.

Tell pupils that one hoop/box represents things a girl would like playing with, one represents things a boy would like playing with and one represents things that all genders would like playing with. Ask pupils to take it in turns to select a toy and place it in the hoop/box that represents whether they think the toy is something a boy, girl or any gender would enjoy playing with.

Once all of the toys have been placed inside the hoops/boxes, look at the contents of each one in turn and ask pupils what they notice about the types of toys. Discuss their colours and how they can be played with.



Are some aimed at quiet/noisy play, still/active play, imagination/practical play?



Activity two: Similarities and differences

Tell the class to stand or sit in a circle. Read each of the following statements out to the class. If pupils like to do or have what is being said, they must get up and swap places with another pupil who is also moving, or position themselves elsewhere in the circle if they are the only pupil to move.

- Read a book
- Watch TV
- Eat ice cream
- Play football
- Like the colour red
- Like to wear trousers
- Like to wear a dress
- Like to go swimming
- Have blue eyes
- Like bananas
- Have hands

Highlight to the class that just as sometimes we were the same as others and sometimes we were different to others in the game; we all have lots of things the same and different. These are not because we were born as a boy or born as a girl. These differences are what make us uniquely special and the world an interesting place to live.



Activity three: A toy for everyone!

Tell pupils to select a toy that they would like to play with. Reassure pupils that it doesn't matter what hoop/box this was put into during Activity one.

Tell pupils to draw the toy they have selected or invent a new toy that they would like to play with that can be played with by anyone, irrespective of what gender they were born. Encourage them to think about the colours and features of the toy.



Extension:

Divide the class into groups and give each group a body outline. Ask the groups to add a face, hair, clothes. Colour in a corner of the paper to represent their character's favourite colour and draw a toy that the character might like to play with, before giving them a name. Now display the characters at the front of the class and discuss with pupils what they notice about the similarities and differences.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class something about themselves that they are proud of/good at. Reassure pupils that we all share things that are the same (we are all part of this class) and we all have things that make us different and unique and that this is OK and should be celebrated. Remind pupils that they should never be unkind towards another child because of how they dress, behave or play, as this is bullying and will not be tolerated in school. If anyone sees this happening, they must tell a teacher straight away so they can make sure it stops happening. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



Assessment:

Activity one: Pupils sorted a range of toys, demonstrating an understanding that there are toys everyone likes irrespective of their gender.

Activity two: Pupils identified things they have the same as and different to other pupils, and know that these similarities and differences are OK and to be celebrated.

Activity three: Pupils selected and designed a toy they would like to play with, that someone else might also enjoy, irrespective of their gender.

Evidence of assessment: Toy design.