Do you celebrate the differences between you and your friends?

Teacher and children sit on chairs in The Big Circle facing one another.

**Silent Sitting** 5 mins

**Your Special Animal**

**The Big Circle Guidelines** 3 mins

Share the *Class Values in Action* poster. Children read the actions aloud in pairs around the circle to help everyone consider actions that make a safe and inclusive Big Circle.

**The Big Voice** 3 mins

‘The things that make me different are the things that make me ME.’

– *Piglet in Winnie-the-Pooh*, A.A. Milne, British Author (1882 – 1956)

**Pair Share** – Explore the meaning of the quote.

Which hero said this? What might the hero mean?

**The Big Picture** 3 mins
Sentence Stems:
I can see...
I want to know...

Pair Share
This picture makes me feel...
I wonder...

The Big Story 5 mins

Lara the Yellow Ladybird - A Book Dash book by Catherine Holizhausen and Martha Evans

The Big Questions 10 mins

1. Why did Lara cry to her Mum? What was the matter?
2. Why didn’t anyone greet Lara on the way to school? Why didn’t they notice Lara’s red wings?
3. What do unique, rare and special mean?
4. What does Mrs Miya mean when she says ‘Your yellow wings are what make you, you.’?
5. What did Lara learn from trying to be just like everyone else?
6. Have you ever changed anything about yourself to be more like your friends? Did it make you feel better? (e.g. hair, clothes, voice etc)

Values Role-Play

The Big Act: Do you celebrate the differences between you and your friends? 15 mins

In small groups, choose a scenario to act out. After 10 minutes, as a class, watch two versions of the same scenario to compare them or watch two different scenes. Role-play scenarios:

1. Boys and Girls
   It’s the end of your friend’s birthday party and you all queue up to collect a going-home goodie bag. Most boys want the blue bag, but one boy chooses the pink one because something inside catches his eye. How does everyone react? What might you say to celebrate difference here?
2. Hair Type

Your 3 dance friends need the same hair for your show. You invite them to have braiding done by your Caribbean Mum who is an Afro hairdresser. One white friend says she prefers her straight hair in a bun as she thinks the beads will just fall out. **How would you respond? How might you be more open-minded about your differences?**

3. Height

For class photo day you are asked to line up in order of height. The shortest boy heads to the back of the line. When the teacher is out of earshot, a few of the tallest children at the front of the line shout out ‘We are the leaders! We are the best!’ Some of you are in the middle of the line. **What might you say to help those feeling bad about being different?**

NB Reception act out Scenario 3 as a whole-class role-play. Children can move into height order as if going for a class photo and Teacher selects children to speak in role as the scene plays out.

**My Big Feelings Compass** 5 mins

How do you feel when your differences are celebrated?

*Refer to My Big Feelings Compass to name the complex range of feelings.*
*Ask children to select a more difficult feeling from the inside of the compass and a more helpful feeling from the outside.*

**My Big Think Journal** 10 mins

Sometimes we choose not to celebrate our differences and all try to be the same as it can feel easier. **Self-Reflection - Have you ever changed anything about yourself to be more like your friends? (e.g. hairstyle, shoes, sports kit, etc..)** Did it make you feel better?

**The Big Sing** 5 mins

**TBT COMMUNITY Song - Friends**

**Our Big Think** 2 mins

*Let’s share our similarities and celebrate our differences.*
This lesson helps to meet these RSHE Statutory requirements

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<thead>
<tr>
<th>RELATIONSHIPS EDUCATION</th>
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<tr>
<td>Topic 1: Families &amp; people who care for me</td>
<td>c. that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</td>
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| Topic 2: Caring Friendships | c. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded |

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<thead>
<tr>
<th>Topic 3: Respectful Relationships</th>
<th>b. practical steps they can take in a range of different contexts to improve or support respectful relationships</th>
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<td>d. the importance of self-respect and how this links to their own happiness</td>
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<td>g. what a stereotype is, and how stereotypes can be unfair, negative or destructive</td>
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<td>Topic 1: Mental Wellbeing</td>
<td>c. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</td>
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<td>SEL Social Awareness Competencies</td>
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<tr>
<td>Recognizing strengths in others</td>
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<td>Demonstrating empathy and compassion</td>
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<td>Showing concern for the feelings of others</td>
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<td>Understanding and expressing gratitude</td>
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<tr>
<td>Identifying diverse social norms, including unjust ones</td>
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<td>Recognizing situational demands and opportunities</td>
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