

## **Similarities and Differences Primary Workshop**

These resources are designed to teach the Lessons from Srebrenica to children aged 4-11. The focus in these lessons is on the creation of a cohesive community where individual's similarities and differences are valued and celebrated. Remembering Srebrenica works to remember and honour the victims of genocide, as well as to learn the lessons from Srebrenica, in particular that we must always be vigilant against hatred and intolerance in our own communities.

The learning aims of these workshops are in line with the PSHE National Curriculum document focusing on the following aims:

### **Key stage one**

- To identify and respect the differences and similarities between people.
- To learn that they belong to various groups and communities e.g. family and school

### **Key stage two**

- To learn that differences and similarities arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability.
- To appreciate the range of national, regional, religious and ethnic identities in the UK.

This set of resources intends to teach children the nature of differences between individuals within a community and to understand how these enrich our society through learning about the Srebrenica genocide and the events which led up to this. It contains lessons for children in KS1, lower KS2 and upper KS2. The activities are provided in a lesson format that would fit a standard lesson, however, there are no times provided on the lesson. This is because you can decide how to use these resources for the best results in your class. That might be allocating a longer time to the lesson, or completing activities in different lessons.

This pack does not go into detail about the events that occurred in 1995 in Srebrenica but aims to share learning from the early stages of the genocide.

### **Climate for Learning**

When engaging in class or group discussions, it can be useful to have a set of ground rules to enable children to feel safe and comfortable. These rules should be agreed on by the children in your class, in language appropriate to their age group. Your class's rules might be tailored to the individuals in your class.

Suggested ground rules for class discussions:

1. Everyone listens respectfully to everyone else
2. Everyone has a chance to speak
3. Everyone has a right to pass (skip) if they want to
4. We take turns to speak
5. No statement or answer is wrong



## Key stage one – years 1 and 2

### Climate for Learning

Introduce or revisit the class's ground rules for circle time activities. See previous section for suggested set of ground rules.

### Learning Objectives

To identify and respect differences and similarities between people

### Learning Outcomes

Children will:

- Be able to identify similarities and differences between themselves and their peers.
- Understand that some similarities and differences can be seen, but we need to talk to each other to find out more.
- Understand that differences are not barriers to friendship.

### Resources

- Two puppets, with obvious visual differences between them
- The Sandwich Swap by Kelly DiPuccho and Her Majesty Queen Rania Al Abdullah (book or YouTube animation) <https://www.youtube.com/watch?v=MvEr6FsVoBI>
- Two sandwiches, each with different fillings

### Cross Curricular Links

- **British Values** - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- **Maths** –represent information about the class as a pictograph or tally chart
- **Languages** – Learn how to say hello in the languages that children in the class speak
- **Art** – paint portraits for a class portrait gallery

<p><b>Starter activities</b></p>	<p>Sit in a circle Fruit Bowl – the aim of this game is to get children moving, and sitting next to children they may not normally sit next to. Give each child a type of fruit and when you call a fruit, all of those children must swap seats. Continue until children are very muddled up.</p>
<p><b>Activity 1 – Similarities</b></p>	<p>Look at two puppets. What similarities can you spot between them? E.g. fur, size, hair colour, activity, gender. What differences can you spot?  Could these puppets be friends? What questions could we ask to see if they have other things in common? (Teach children being friends with someone depends more on than they can see – they need to know more about the person and their interests)  Gather questions that we could ask the child to decide whether they would get on– e.g. do you like cars? Do you like running? What is your favourite thing to do?</p>
<p><b>Activity 2 - Story time</b></p>	<p>Read the Sandwich Swap by Kelly DiPuchho and Her Majesty Rania Al Abdullah (see animated version on YouTube) <a href="https://www.youtube.com/watch?v=MvEr6FsVoBI">https://www.youtube.com/watch?v=MvEr6FsVoBI</a>  Discuss with children the things that the two main characters have in common. Continue to read the story.  Present the class with two sandwiches. Ask children to choose which one they would like to have e.g. cheese or tuna. Get children to move to different sides of the room depending on their preference. Ask if children have any friends on the other side. Can they still be friends if they like different sandwiches? Why?  Discuss this to unpick your class’s understanding. Address any misconceptions using examples and scenarios to help children to see that you can be friends with people who have some differences; you might still have some things in common.</p>
<p><b>Activity 3 - Our community</b></p>	<p><b>Create a display about our class.</b> Identify things we have in common</p> <ul style="list-style-type: none"> <li>• In same class</li> <li>• Go to same school</li> <li>• Live in same area</li> </ul> <p>Then discuss differences, for example.</p> <ul style="list-style-type: none"> <li>• Relations from different countries (languages known), ways to say hello</li> <li>• Different activities engaged in</li> </ul> <p>Create a display all about the class. E.g. who goes to scouts/brownies, who can swim/not swim, who eats meat/vegetarian, who has siblings/only child. Children should use a mini-me (drawn or photograph) placed in a column of a table to demonstrate the information about them.</p>
<p><b>Plenary Reflection on learning</b></p>	<p>Would it be good if everyone was the same? Ask children to discuss this in small groups and feedback ideas to the class.</p>



REMEMBERING  
**SREBRENICA**

## Lower key stage two – years 3 and 4

### Climate for Learning

Introduce or revisit the class's ground rules for circle time activities. See previous section for suggested set of ground rules.

### Learning Objectives

To understand that people are different and unique whilst sharing much in common.

To learn more about the individuals that form part of their own community.

### Learning Outcomes

Children will:

- Be able to identify aspects of their own identity.
- Be able to give examples of things they have in common with other people, and differences they have.
- Recognise that they are all part of the community (class, school etc.)

### Resources

Coat of arms template.

### Cross Curricular Links

- **British Values** - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- **RE** – learn about the religions of children in the class
- **Languages** – Learn how to say hello or count to ten in the languages that children in the class speak
- **Art** – use cameras to take photos to represent their own community

<b>Activity 1 - Finding similarities</b>	<p>Invite pupils to quickly find –</p> <ul style="list-style-type: none"> <li>4 other people who are roughly their height</li> <li>4 people with the same hair colour</li> <li>Someone who went to their primary school</li> <li>Someone who likes their favourite food</li> <li>4 other people who like their favourite TV programme</li> </ul>
<b>Activity 2 - Similarities and differences</b>	<p>Ask children to get into pairs with someone they don't normally sit with. Ask the pairs to find one thing they have in common and one way in which they are different. Join with another pair to make a four, repeat.</p> <p>Share answers with the class – did they find it easy to find things they shared in common and differences? Were there any surprises?</p>
<b>Activity 3 - Our community (main activity)</b>	<p>Ask pupils to discuss on their tables what they think the word 'identity' means? Look for 'all the characteristics that make us who we are'.</p> <p>Explain to pupils that they are going to create a coat of arms to demonstrate their identity which we can put together to show what makes our community unique. Encourage children to talk to the people around them as they are creating their coat of arms.</p> <p>Ask them to think about:</p> <ul style="list-style-type: none"> <li>• Their likes and dislikes</li> <li>• Things they are good at e.g. artistic, academic, sporty etc.</li> <li>• Things that interest them e.g. hobbies, leisure activities</li> <li>• Things they believe in</li> <li>• Hopes and aspirations for their futures</li> </ul> <p>When the children have finished, invite children to present their coat of arms in groups of 4-6, sharing the things that make them unique.</p> <p>Ask them to consider and share with the class,</p> <ul style="list-style-type: none"> <li>• What things do they have in common</li> <li>• Are there some things that everyone has in common?</li> <li>• Are there some things that are unique to individual pupils?</li> <li>• Are there any surprises? Things you didn't know?</li> <li>• Has anyone discovered they didn't know they had something in common with someone else?</li> </ul> <p>Use the coat of arms to create a display or book of the class's community which can be referred to throughout the year. E.g. When discussing people's strengths, using other people's interests or strengths in group work etc.</p>
<b>Plenary Reflection on learning</b>	<p>Our community - Ask children to come into the circle if...</p> <p>E.g. they like football, they have brown hair, they are wearing shoes with laces, they like it when it is sunny etc.</p> <p>Choose criteria until nearly everyone is in the circle; finish with 'if you are in 4P'.</p> <p>Explain to children that their class is a community, made up of all of the people in it and their similarities and differences make that community what it is. A community made up of people with some differences is something to be celebrated and embraced as this can increase knowledge and learning.</p>



## Upper key stage two – years 5 and 6

### Climate for Learning

Introduce or revisit the class's ground rules for circle time activities. See previous section for suggested set of ground rules.

### Learning Objectives

To understand what diversity is and consider how it can make a community stronger.

The importance of respecting equality and be part of a diverse community as a productive member.

### Learning Outcomes

Children will:

- Be able to discuss prejudice and its implications
- Be able to suggest how to avoid conflict due to difference
- Understand that similarities and differences that exist between people can be visible or hidden.

### Resources

Tusk Tusk by David McKee

### Cross Curricular Links

- **British Values** - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- **Languages** – Learn how to say hello or count to ten in the languages that children in the class speak.
- **Art** – create a display of class's differences as a celebration of their community.
- **English** – create a news report about the elephants and what happens after the story.

<b>Activity 1 - Finding similarities and differences</b>	<p>Children put into groups of 3 or 4. Ask children to find 2 similarities and 2 differences between them but 1 must be visible and 1 must be hidden. Listen in conversations that children have, help them to compare each other. (can plot them in a carol diagram)</p> <table border="1" data-bbox="651 338 1136 450"> <thead> <tr> <th></th> <th>Similarity</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Visible</td> <td></td> <td></td> </tr> <tr> <td>Hidden</td> <td></td> <td></td> </tr> </tbody> </table>		Similarity	Difference	Visible			Hidden		
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<b>Activity 2 – Class Discussion</b>	<p>Read 'Tusk Tusk' by David McKee. As a class discuss the story and the events. Begin by posing questions and getting children to discuss in their groups, then discuss as a class. This discussion should follow the comments of your class, but here are some points for thought.</p> <ul style="list-style-type: none"> <li>• The elephants in the story do not like each other due to the colour of their skin or the size of their ears is this fair reason?</li> <li>• What would a fair reason be?</li> <li>• Can you dislike someone before you get to know them?</li> <li>• Can you tell what a person is like based on their appearance?</li> <li>• Does a person's physical appearance reflect their inner characteristics?</li> <li>• How do you think that the grey elephants could avoid fighting like the black and white elephants had? (Facilitate discussions so pupils can understand that the elephants should try to learn more about each other – understand that they are more than just the size of their ears)</li> </ul>									
<b>Activity 3 – Response to differences</b>	<p>Finish the story. What happens next to the grey elephants with big ears and little ears? Choose an activity:</p> <ul style="list-style-type: none"> <li>• Draw the last page of the story book with accompanying text</li> <li>• Use role play to act out the end of the story</li> </ul>									
<b>Plenary Reflection on learning</b>	<p>Six word summary. Sum up something that you will take away from this session using only six words.</p>									