



I am unique





I am unique

Classroom Notes

Age Range: KS1

Suggested timing:

This resource has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes or select those that best suit the needs of your pupils and your time-frame. The corresponding PowerPoint can be used in its entirety, or it can be edited, saved, and delivered across several shorter sessions.

Curriculum references:

Citizenship:

- To think about themselves, learn from their experiences and recognise what they are good at (1.b);
- To identify and respect the differences and similarities between people (4.c);
- To feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves) (5.b).

PSHE:

- To learn the ways in which they are all unique; understand that there has never been and will never be another 'them' (L8).

Related Lesson Plans:

- Getting to know you
- People who are special to me
- My goals

Lesson overview:

In this lesson pupils will gain an understanding of what it means to be unique through participating in a range of games and activities. They will consider why they should treasure their differences and be given the opportunity to create unique pieces of art and poetry.

Lesson objectives:

- To understand what it means to be unique;
- To think about the ways in which I am unique.

Resources:

- PowerPoint
- Activity sheet 1- Character creations
- Activity sheet 2- Class treasure hunt
- Activity sheet 3- Unique poetry



Introduction: Creature creations

To start the lesson sit the pupils in small groups and provide each pupil with a piece of paper and access to coloured pencils.

Follow the steps on **slides 3-11** to lead pupils through a game of 'Creature Creations', commonly known as 'Consequences'. In this game pupils draw an imaginary creature one stage at a time. After each stage of drawing the pupils will fold their paper over to conceal what they have drawn, before passing the paper to another member of the class to continue with the next section of the creature. **Activity sheet 1** is a paper guide to support this activity.

Once the head and neck, body and arms and finally the legs and feet have been completed, ask the pupils to present the resulting creatures to the class.

Ask the class:

Q: Why are all the creatures different?

Take feedback before concluding that the pictures are different because they were created by pupils with different drawing styles and imaginations. Explain that this resulted in pictures that were unique (**slide 12**).

Slide 13 defines the term as:

Unique- the only one of its kind

Slide 14 explains that everyone is unique. This means that there has never been and will never be another 'you'.

Ask the pupils to think, pair and share:

Q: What makes us all unique?

When taking feedback list all the pupils' suggestions at the front of the room. Compare and contrast these to the suggestions given on **slide 15** which states that we are all unique because of our special mixture of different:

- Family;
- Appearance (inherited characteristics, styles of dress and hair);
- Likes and dislikes;
- Beliefs (religious and otherwise);
- Skills and talents;
- Hopes and wishes;
- Age and experiences.

Go through each category, clarifying the language and asking pupils to suggest the differences that we could find between people.



Activity 1: Who am I?

In this activity pupils will think about some of the defining characteristics of their classmates through playing a guessing game.

Prepare for this game by providing every student in the class with a slip of paper.

Instruct pupils to write their name on the slip of paper and answer three questions of your choosing. Some suggestions are given below. Questions may relate to an aspect of pupils' appearance, family, hobbies, interests, likes and dislikes, skills and talents. Try to select questions that will not immediately identify an individual.

Q: What colour are your eyes?

Q: What is your favourite food?

Q: What is your favourite hobby?

Q: Name a person who is special to you.

Q: What do you most enjoy about school?

Q: Where is your favourite place?

Q: What makes you laugh?

Q: What animal are you most like? Why?

Q: What would you most like to be given for your birthday?

Q: What job would you like to do when you are older?

The game is summarised and modelled on **slides 16** and **17**.

Place pupils folded answer slips into a box. Gather pupils into a circle. Pull out answer slips and invite the class to guess who gave which answers.

Then discuss as a class the questions on **slide 18**:

Q: How were people similar to you?

Q: How were people different to you?

Q: Would you like to be in a class in which everyone was the same?

Use this as an opportunity to discuss the possible benefits of our differences, for example:

- The world is more interesting when there is difference;
- We can learn from people who have different experiences, knowledge, skills and talents;
- If we were all the same then we would be competing for the same things;
- Opposite personalities can be complimenting. For example an outgoing person might encourage someone who is shy. A person who is thoughtful and careful might give good advice to someone who is excitable and tends to rush into things without pausing to reflect on what is the best thing to do.



Activity 2: Class treasure hunt

In this activity pupils will consider the diverse range of talents, skills and experiences that contribute to an individual being unique.

Provide all the pupils with **activity sheet 2** and go through the list of 'treasures' they will be searching for in the class such as:

- Someone who can tell a joke that makes you laugh;
- Someone who helps out in the classroom;
- Someone who is a good friend;
- Someone who has baked a cake;
- Someone who can do a cartwheel.

Space is given to add additional 'treasures' on this list that reflect the skills and talents in your class.

Instruct the pupils to move around the room and get signatures from the 'treasures' (talented classmates). Explain that pupils may only collect a classmate's name for one of the talents. This should encourage them to speak more widely with their peers and discover more about them. A summary of the activity is given on **slide 19**.

After running the activity for around 10 minutes gather the class together to determine the winner and discuss the questions on **slide 20**:

Q: Why are our talents and skills like treasures?

Q: What other skills and talents do we have?

Q: Why is it good that we have people with different talents and skills in our class and in our world?

Use this as an opportunity to discuss that:

- People can fulfil different roles in the classroom and in the world. We need a community in which we have a range of skills and talents for all the important jobs that support us.
- Developing talents and skills takes time. By identifying what we are good at we can each focus on improving our areas of strength.

Plenary: Unique poetry

Conclude the lesson by composing poems that follow the structure given on **slide 21**.

Share the Go-Givers' modelled examples on **slide 22** to inspire the pupils before verbally rehearsing the lines as a class. Read the start of each line and invite the pupils to share how they would end the phrase with a partner. Select individual pupils to share their line of poetry, so that by the end of the poem rehearsal you have heard contributions from most of the class.

Invite pupils to compose their poem on **activity sheet 3**. Gather the pupils to listen to their completed pieces.



Extension art activities

Activity 1: Fingerprints

This activity requires magnifying glasses, washable inks in various colours, wipes/cloths, paper and pencils.

Slide 24 introduces this activity by asking pupils to solve the mystery of who took the last biscuits from the biscuit jar in a school staffroom. Listen to the pupils' responses and then continue to **slide 25** which reveals who was to blame and asks them to explain how they knew who was guilty. **Slide 26** explains that no two fingerprints have been found to be identical, even in the case of identical twins.

In groups of 4-5, provide pupils with two small pieces of paper each and ask them to write their initials on the back of both. Provide the pupils with inks to print their index fingerprints on the front of their two small pieces of paper. Tell the pupils to place their pieces of paper in the centre of the table and mix them around. Provide the pupils with magnifying glasses and see if they can determine the matching prints.

Finally, invite pupils to create unique a fingerprint artwork. Lots of examples can be found online to show how fingerprints can be imaginatively used to form scenery, animals and people. Some examples are also given on **slide 27**. When modelling this activity, remind pupils that they should wipe their finger clean when printing a different colour to avoid accidental colour mixing.

Conclude the activity by asking pupils to walk around the classroom to view the images that are all unique because of the prints and the imagination of the artist.

Activity 2: Snowflakes

This popular seasonal activity relates to the unique formation of each snowflake. A set of simple instructions are provided on **slide 28**.

To prepare for this activity, cut paper into enough large circles so that each pupil can have at least two attempts at creating their own unique snowflake. Fold circles in advance for pupils who may have difficulties with this fine motor skill.

Model the activity clearly, showing the different affects achieved by cutting slashes or shapes into the folded paper circle. Demonstrate the mistakes that can be made by cutting straight across the circle, folding incorrectly or removing too great a portion.

The finished snowflakes can be hung from ribbons to form part of a seasonal display that celebrates the beauty of being unique.



Creature creations
















Head and neck

Body and arms

Legs and feet



Class treasure hunt

The treasure is someone who...		Name
can do a cartwheel.		
has baked a cake.		
can play a musical instrument.		
helps out in the classroom.		
has grown a plant from a seed.		
has cared for an animal.		
is a good friend		
can speak another language.		
can swim a length of a pool.		
can tell a joke that makes you laugh.		
can tell you a fact about outer space.		
can name one tree by looking at its leaves.		
is a good listener.		
always tries their best.		
is kind and sharing.		



Unique poetry

There's nobody quite like me!

I smile when _____ ,

I have a talent for _____ ,

Sometimes I imagine _____ ,

I wish _____ ,

I'm the only one _____ ,

There's nobody quite like me and there never will be.