Difference is amazing
Let’s celebrate it
Welcome to **imagine the difference**

**imagine the difference** has been developed by Scope to help children at Key Stages 1 and 2 to understand that every human being is different and that difference is a positive thing.

Understanding the concept of individual difference includes thinking about people who are disabled or have a learning difficulty. One of the primary aims of this resource is to raise the profile of people who are different through disability and to avoid stereotypical attitudes towards them in the future.

The materials in this pack, along with the images on the website, [www.scope.org.uk/imaginethedifference](http://www.scope.org.uk/imaginethedifference), give the children the opportunity to explore what we mean by difference, to investigate how different skills and enthusiasms are needed when working in a team and to display creatively the outcomes of their work.

The pictures and stories provide age-appropriate starting points for the children to think about the significance of difference in their own lives and also to develop an understanding of the point of view of people who may experience life in a very different way.

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Making the best use of this resource

The lesson suggestions and follow-up ideas have been grouped together into Key Stages 1 and 2.

Two story starters – one for each Key Stage – are provided on pages 4 and 22. These stories can be used to stimulate initial discussion and to get the children thinking about how the lead characters in the stories have extraordinary and positive experiences even though they are ‘different’. You will also find illustrated versions of the stories on our website at www.scope.org.uk/imaginethedifference which can be delivered as a Big Book on an interactive whiteboard.

The content for both Key Stages has been designed to facilitate four core lessons, each of which will take approximately one hour. If there is insufficient time to deliver the whole series of lessons, it is possible to dip into the activities.

Teaching and learning objectives are clearly stated at the beginning of each lesson, and four Activity Sheets for each Key Stage provide further reinforcement of the learning objectives (the Activity Sheets can also be found on the website).

For detailed curriculum links see pages 50-53.

Ideas for assemblies based on the idea of recognising and celebrating difference are suggested on pages 40-41.

The Thinking Skills activities on pages 42-45, which are all based on the idea of difference, can be tackled by children in both age groups. They are designed to help the children make comments, observations and decisions based on the ‘evidence’. Three fully-worked Thinking Skills activities are provided, and these can be tackled as individual lessons and revisited at different times to keep the topic alive.

Similarly, the Circle Time activities on pages 46-47 are flexible and open-ended so that they too can be enjoyed by both Key Stage 1 and Key Stage 2 pupils. There are lots of suggestions for group and class discussion and opportunities for the children to work with their classmates.

To add a further visual and creative dimension to the topic suggestions are made on pages 48-49 for art-based activities relating to the concept of difference. The activities involve a range of media and you could carry them out during your regular art lessons, or incorporate them into the core lessons outlined on the following pages.

www.scope.org.uk/imaginethedifference

The imagine the difference website contains:

• a bank of photographs which can be used as a stimulus at the beginning of lessons, for discussion and also for additional ideas as the children carry out the activities

• two story starters to introduce the themes of the lessons. These are illustrated and can be delivered as Big Books on an interactive whiteboard

• eight activity sheets, each supporting one of the lessons

• other supporting materials
We’re going to the zoo

‘We’re going to the zoo, zoo, zoo – you can come too, too, too
– we’re going to the zoo, zoo, zoo!’

David and his friend Paddy were singing loudly as they sped along in the car to the zoo.
‘I can’t wait to see a python,’ said Paddy, ‘I love snakes.’
‘Dad, do you reckon they’ll let us handle the snakes?’ asked David.
‘I don’t know about that son, but I do know you can touch the animals in the children’s zone.’
‘Well, that’s where I’d like to go first,’ said David, ‘I can really get a good idea of the animals if I can stroke them – and they’ll get a good idea of me too!’
‘We’ll get an audio guide and there are lots of models to touch.’
‘Great,’ said David. ‘Hey, I won’t be the only one there who’s blind.’
‘What do you mean?’ asked Paddy.
‘Well, there are plenty of animals that don’t see very well, like bats and some of the snakes.’
‘Snakes!’ said Paddy, ‘that’s weird; so how do they know where to go?’
‘They can pick up on vibrations, you know, all the little movements, and they have a special heat detector so they can tell where the little warm-blooded animals are. Yeah and they’ve got an excellent sense of taste,’ David grinned, ‘they love boys called Paddy – yum yum!’

But when they arrived at the zoo they were told that the children’s zone was closed.
‘I’m afraid one of our guinea pigs has escaped. We’re checking the area and we can’t open up again until we’ve found it,’ said the zoo keeper.
‘I hope it doesn’t go into the lion’s den,’ said Paddy.
‘Or the snake pit,’ said David.

The two boys and their families set off around the rest of the zoo. The howler monkeys and the gibbons were making a tremendous noise.
‘What a racket!’ said Paddy, ‘I don’t think I like monkeys.’
‘I think they’re great!’ said David, and he pursed his lips and made a noise – just like a gibbon.

A rather sleepy male lion yawned and then let out a long, low roar.
‘It must be nearly feeding time,’ said David. ‘I hope guinea pig isn’t on the menu.’
They walked a little further towards the elephants.

‘Oh, brilliant,’ said Paddy, ‘I love elephants’.
Suddenly, David stood very still. He was listening carefully.
‘Weep, weep weeeep…’
‘Hey, Paddy, can you hear that?’
‘What?’ said Paddy, ‘I can’t hear anything.’
‘Listen…there it is again,’ whispered David.
‘Weep…weep.’
A high-pitched calling was coming from the bushes at the side of the path.
‘It must be the guinea pig,’ said David.
The two boys held hands and quietly edged their way into the bushes.
‘How can we catch it?’ asked Paddy.
‘Hmm, feeding time,’ said David. He put his hand in his pocket and carefully unwrapped a rather squashed sandwich, pulling out a lettuce leaf from the centre.
He held out the lettuce and whispered, ‘We’ll wait quietly.’
Sure enough after a minute or so the hungry guinea pig crept towards the lettuce and onto David’s hand.
‘Hello, little one,’ he said, ‘I think it’s time you went home.’

Of course the zoo keeper was delighted to see the guinea pig safe and sound and Paddy and David were the first to be allowed into the children’s zone to meet all the other animals. They had a great time but Paddy said, ‘It’s a pity that we never did get to see the elephants.’

The zoo keeper was listening and said, ‘Well I think I can fix that for you, come along with me.’
She led them right up to the elephants. David was amazed at the roughness of the elephant’s wrinkled skin and delighted when he was nuzzled by its soft and sensitive trunk. But the best thing of all was riding high on the elephant’s back.

David and Paddy just had to break out into song again.
‘We’re here at the zoo, zoo, zoo – it’s a great thing to do, do, do – you’d love it too, too, too – so come to the zoo, zoo, zoo!’
Learning objectives

To learn what we mean by the words ‘different’ and ‘difference’

To identify what is unique about ourselves as individuals

To begin to understand that everyone is different and that we are all special in unique ways

Website images

Two boys
Boy and girl
Grandparents and grandchild
Three children

Children singing
Parent and children at school gate
Whole class

1. Begin by asking the children if they know what the word ‘different’ means. Where have they heard the word before?

2. Can the children tell you a sentence containing the word ‘difference’ e.g. ‘What difference does it make?’ ‘What does it mean to be different?’ or ‘Can you spot the difference?’

3. Look at the pictures on the website. Ask the children to tell you some differences they can see about the people in the pictures. Record the differences so that they can be referred to later if needed. You could have two columns, ‘differences’ and ‘similarities’.

4. Now ask for two volunteers – one boy and one girl – to stand in front of the class so everyone can see them. Ask the class to describe something that is different about each of the two children (gender, hair, eye colour, glasses/no glasses etc).

5. Now ask them to tell you some things about them that are the same (they’re in the same class, they both walk to school etc).

6. Ask the children to give an example of one thing each of the two children is good at (sport, reading, art, being kind, making people laugh etc).

7. Read the story ‘We’re going to the zoo’ on page 4.

8. Talk about what was special and different about David.

9. In what ways were David and Paddy similar (they were excited about the visit, they were keen to meet all the animals, they loved singing etc)? How were the two boys different (David is blind, he liked the monkeys etc)?

10. What was David especially looking forward to doing?

11. What kinds of things helped David to get the most out of his visit? Would some of these things have helped Paddy too?
Independent work

• The children should complete Activity Sheet 1 which asks them to describe David’s emotions at different points in the story. What do they think will have been the best part of David’s day?

• Ask the children to imagine what David looks like. Can they draw a picture of him in their favourite part of the story?

• The children could add captions to their pictures such as ‘David listened to the monkeys and the gibbons’ and/or ‘David waited quietly for the guinea pig to come to him’.

• Can the children draw a picture which shows David and Paddy at the zoo together? They can add a caption which describes that they are good friends.

Extension activities

• Can the children draw a picture/plan of a zoo, including some of their favourite animals? Ask them to add features which would help a visually-impaired visitor, e.g. audio guides, models of the animals to touch, interactive ‘stations’ giving information, clear walkways, quizzes with raised pictures of the animals to feel.

• Ask the children to find out how certain creatures use their senses. A good place to start could be snakes, bats or guinea pigs.

• Alternatively, print out a copy of one of the pictures from the website and ask the children to write about how the people in the picture are different from each other.

• Go to the sound bank on the website. Ask the children to close their eyes and imagine that they are David at the zoo. Play the sounds and ask the children to guess which animal is making each noise.

Plenary

• Think back to the story ‘We’re going to the zoo’ and ask the children to re-cap on the ways in which David and Paddy are both similar to and different from each other.

• Invite them to choose one person from the class and to say one way in which that person is different from themselves, and also to say one thing which they think is special about that person.
We’re going to the zoo

Colour and cut out the pictures

Put them in the right order to tell the story

Write how David was feeling under each picture
Learning objectives

To understand that different people have different skills and they’re all important

To appreciate that a range of skills is needed to complete group tasks

To practise working in a group

Website images

A child learning to swim

A child riding a bike

A person using a computer

A child sewing

A child playing a piano

Actors rehearsing a play

An actor getting ready to perform

Actors performing a play
Whole class

1. Show the children some of the images from the website of children with specific skills. If you can, display these on an interactive whiteboard. Have the children ever tried any of these activities?

2. Ask the children to think about the different skills they would need to be able to do the activities shown in the pictures. For example, to ride a bike you would need to have good balance, and to know how to ride safely. To use computers you need to be able to use special software and so on.

3. Have they had to practise these skills in order to get better? What kind of things did they have to learn? What was difficult? Look back at the pictures and think about the kind of difficulties the people in the pictures might have to overcome. For example, the child on the bike might have fallen off a few times before she gained her balance etc.

4. Make a class list of their skills and attributes, and congratulate the children on having so many different skills.

5. Explain that you are all going to make a big class picture of all the things the children are good at.

I'm great at swimming!
Independent work

- The children should work with a ‘talk partner’. Ask them to take turns to describe one thing they think they are especially good at. Remind the children that these skills might also include less obvious things, e.g. being kind, listening well, helping in the house etc.
- Ask each pair to feedback to the rest of the class and add any new skills they’ve identified to the list. Each child in the class can then draw a picture of themselves doing something they’re really good at.
- When the children have completed their individual pictures you can then work together to make the ‘big skills picture’. You could make this into a frieze or compile pictograms and ask the children to paste their pictures under the appropriate skill.
- Show the children Activity Sheet 2. What skills are the children in the pictures using? Finish off by asking the children to write about a skill which they use at school.

Extension activities

- Look at the pictures on the website that show people working towards staging a play. Can the children tell you, or make a list, about all the different skills that are needed, e.g. writing the story, painting the scenery, lighting the set, playing some music and learning the lines. Other skills are needed too, e.g. selling tickets, designing a poster, welcoming the audience etc.
- What would happen if the story was great but the actors didn’t know their lines, or if there wasn’t an audience?
- Invite the children to work in groups and to stage their own plays. To save time they could do this with ready-made puppets (found on the website), then the children can make a simple stage (behind a table) and work together on performing a short play.
- Ask the children to appreciate the skills of the different members of the group.

Plenary

- Ask the children what skills they had to use to talk with their partner, to make their individual pictures, to complete the big skills picture or to stage their play.
- Give yourselves a round of applause for all the skills and attributes you have as a class.
I can

What skills are the children using?

Draw or write about a skill you use at school
Learning objectives

To understand that people are different in many interesting ways

To acknowledge that new experiences can feel strange but that they can be rewarding

Website images

A child learning to swim
A child riding a horse
Children in an exercise studio
A baby taking its first steps
A child riding a bike without stabilisers for the first time
Children arriving for their first day at school
One child choosing the healthy option
Whole class

1. Show the children the images from the website. Ask them to describe what the people are doing. Which of these images show someone trying a new experience? Which of the images show someone being different?

2. How do the children think the people in the pictures were feeling at the time the photos were taken? For example, would the child learning to swim be feeling excited, scared, proud and/or nervous?

3. Look at the picture of the children going to school for the first time. Can the children think back to their first day at school and remember how they felt?

4. Look at the rest of the pictures and make a list of the children’s suggestions about the feelings of the people as they try new or different experiences.

5. Remind the children of the title of the lesson, ‘Dare to be different’. Which picture do they think shows the person who is being the most daring?

6. Do they think that all the people in the pictures were pleased that they had tried something new or dared to be different?

Wow! I never knew I could do this!
**Independent work**

- Ask the children to draw a picture which shows them doing something for the very first time, e.g. meeting someone new, trying a new food or going to a new place. They can write a sentence to say how they felt.
- Set the children some simple activities that encourage them to try something different or to behave in different ways, such as:
  - stand next to someone they don’t know very well in the lunch queue
  - share a story book with someone else in the class
  - help to make a packed lunch or a meal at home
  - try a new skill at playtime such as skipping or throwing and catching a tennis ball

*Activity Sheet 3* gives support for this.

- Invite the children to draw a picture of someone whom they see as being different from themselves. Can they write about the difference? For example, ‘This is John; he speaks a different language to me,’ or ‘this is Jenny and she likes football’, or ‘this is Joe and he wears a hearing aid’.

**Extension activities**

- Read and talk about the story of *Elmer* by David McKee, or ask for a re-telling if the children know the story really well. How did Elmer feel about being different and what was it that made him feel happy in the end?
- Invite the children to make their own pictures of an Elmer celebration day where all the elephants dare to be different by covering themselves in colours and patterns.
- Ask the children to suggest other things they could try that are different and make a class achievement chart.

**Plenary**

- Ask the children to tell you about something different which they are going to try. How do they feel about doing something different?
- How do they think they might feel after they have finished their ‘challenge’?
Dare to be different

These children are trying something different

What are they doing?

How do you feel?
Learning objectives

To appreciate that difference is a positive thing

To understand that difference is part of living in a diverse world

To provide an opportunity for the children to try new things, and to celebrate their achievements in a class assembly

Website images

A class photo of lots of different children

A class photo where everyone looks the same
Whole class

Show the class the picture of all the different children. What differences can they see? Remind them that people are also different in ways that we can’t see. For example, we have different likes and dislikes, we follow different religions, live in different places, and have different skills and abilities.

Now look at the picture that shows multiple images of the same child, and ask them to imagine it as another class photo. Why is this so strange? Where would they fit into this picture? What would the world be like if everyone looked exactly the same? Can they think of some practical examples of how this might be difficult?

Take this one step further by asking the children to imagine what it would be like if not only did everyone look the same, but they all had exactly the same skills, opinions, likes and dislikes.

To help the children with this concept take them through part of the school day in an imaginary classroom where everyone is exactly the same. How could you call the register if everyone looked identical and had the same name? Ask the children to act out what it would be like if everyone in the classroom behaved in the same way.

What would happen if during ‘show and tell’ everyone told the same stories and brought in the same things to show?

What would it be like if every poem or story written by the children was identical?

Show the class the picture of all the different children. What differences can they see? Remind them that people are also different in ways that we can’t see. For example, we have different likes and dislikes, we follow different religions, live in different places, and have different skills and abilities.

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What would happen if during ‘show and tell’ everyone told the same stories and brought in the same things to show?

What would it be like if every poem or story written by the children was identical?
Independent work

- Ask the children to draw a picture of themselves inside a beautiful picture frame with someone they admire or respect. Can they say how this person is different from themselves?

- Now select one of the images from the website and ask the children to choose an image of someone whom they think they would admire. Ask them to write a caption which explains what they would say to their chosen person.

- Challenge the children to draw their own ‘spot the difference’ picture. You may be able to help with this by photocopying some of the images. Encourage the children to include some small physical differences and to write a caption that explains some other significant differences.

- Activity Sheet 4 shows a group of people posing for a photograph. The children can match the captions to each of the people in the way that they think is best and colour in the slogan ‘everyone is different’. Remember there are no correct answers; the children can expect to fill in their activity sheets differently.

Extension activities

- Use this time to work towards a presentation by the children for a school assembly. Ask the children to work in groups of three and to show everyone else one way in which the children in their group are the same and one way in which they are different.

- Invite the children to think about one aspect of their life outside school which they think of as being different or special. They may go to a club, to church or the mosque; perhaps they speak another language at home, or have a particular interest or hobby. Can they draw a picture of themselves taking part in this special activity and then talk to the class about it? Encourage the children to ask questions to find out more information.

- For more assembly ideas on the theme of ‘Difference’ see page 40.

Plenary

- Share some of the outcomes of the group work with the whole class and then re-cap on why it is important that people are different and do different things. What would the world be like if this wasn’t so?
Everyone is different

Match each caption to a person.

I write great stories
I love cooking
I like cuddles
I like being outside
I want to sail around the world
I am a photographer
'Gotcha, Boccia!'

I loved Boccia from the moment I first played it. No, that’s not true. I loved it even before I’d played it. It was the name I fell in love with. You say it like ‘got-cha’, and that’s what my dad always says to me as he lifts me out of my wheelchair or gives me a hug. ‘Gotcha,’ he says, with a warm smile in his voice.

I started playing Boccia two years ago when I was eight. Mr. Plowright, our PE teacher, introduced us to the game in the hall one day. I go to a Special School and we do loads of PE.

Mr. Plowright said he was fed up with us not being able to take part in competitions and tournaments like everyone else, and that it was high time we showed the children in other schools how to play a really brilliant new game called Boccia. And that was it; I was hooked.

Boccia is quite an easy game to play, and there aren’t too many silly rules. But it’s quite a lot harder if you use a wheelchair and can only move the top half of your body like me. You play it on a specially marked-out hard surface about the size of a badminton court. You have six red balls, six blue balls and one white target ball, called the jack. The idea is to get as many Boccia balls as close as possible to the white target ball. It’s brilliant because you can play it one-on-one, in pairs or in teams of three, and players can roll, push, kick or throw their ball. You can even play it if you can’t move your arms very much because you can use a ramp to roll the ball down with your head.

I hope you don’t think I’m showing off, but I’m quite good at Boccia. After we’d played a few times Mr. Plowright said I was a natural. It felt good to be a natural at something.

At the start of the PE lesson one day, Mr. Plowright said he thought we were good enough now to teach the children from the primary school down the road how to play Boccia. At first we didn’t think this was such a great idea because although the kids from Park End Primary are the same age as us, they are different in many other ways. For a start, only one person there uses a wheelchair.

It felt funny the first time the kids from Park End came to play Boccia with us. They looked even shyer and more
nervous than we were. We soon got into it though, and Mr. Plowright and our helpers put us into twos and threes; some of us in wheelchairs, some of us not.

Our new friends from Park End said Boccia was harder than it looked, but they liked it and we arranged to play again the next week. We gave each other a cheer at the end. We played Boccia a lot after that with our new mates, and had a great laugh.

Last year, some older students from the High School, who were training to be Sports Leaders, came to help us set up an after-school Boccia club, and to organise our first proper match against another school. I was really proud to be chosen as the Team Captain.

We won that first game easily, and on the way home we sang songs on the bus to celebrate. After that, loads of other schools started playing Boccia so we had a bit of competition. We were even in the local paper when BB Sportswear sponsored us, paying for our kit and travel expenses.

Now, two years and countless games of Boccia later, I’m off to London tomorrow to represent my school in the first National Schools Boccia Championship.

I don’t really think I’ll win because I’m the youngest player by two years, but I’ll give it my best shot. Only wheelchair users are allowed to play in the nationals, but my best friend from Park End is coming along to support me. Mum and Dad and Mr. Plowright will be there too.

I’ll be disappointed if I don’t get to the finals, and of course I dream of playing for my country one day, but I don’t really mind all that much. I know it may sound funny but the thing I still love most about Boccia is the name. These days when my dad lifts me out of my wheelchair or gives me a hug he says, ‘Gotcha, Boccia!’
Learning objectives

To learn what we mean by difference

To identify what is unique about ourselves as individuals

Website images

A happy face, pan out to see it’s because she has won an award

Focus on a wheel, pan out and it shows a wheelchair user playing Boccia

Focus on the leaves of a tree, pan out to reveal a bonsai tree
Whole class

1. Start by looking at the images on the website. Encourage the children to predict what else they think will be in the picture before revealing the whole image.

2. What evidence did they use to make their predictions? Did they make any assumptions that proved to be incorrect? How much evidence did they need before they could accept that the picture had a different meaning to their first impression?

3. Explore the meaning of the word ‘difference’. You could type it into a thesaurus to reveal a number of meanings.

4. Ask the children to think about themselves and one other person in the class and to say a sentence which uses the word ‘difference’. Which of the definitions are they referring to?

5. Look again at the picture that shows a wheelchair user playing Boccia. Has anyone heard of this game? Now read Alex’s story on page 22, called ‘Gotcha, Boccia!’

6. Talk about the story. What was special about Alex? How is he different to the children in your class, and how is he the same?

7. Talk about the people the children have met who are different from them.

8. Encourage the children to think about all kinds of differences but include a reference to the story by asking if they have shared any activities with people using wheelchairs. Were any of their initial impressions about that person altered after they had spent some time with them?

9. Ask the children if there are any ways in which they consider themselves different and give them an opportunity to express how they feel about it.
Independent work

- What might happen next in the ‘Gotcha, Boccia!’ story? Write and illustrate the next scene and compare your ideas. Talk about all the different ideas the children have come up with and consider how much more interesting it is not to have the same ideas all the time.

- Ask the children to draw and write about one thing they think they are especially good at, or about which they feel proud.

- Invite the children to write a poem about someone whom they see as being different in a positive way.

- Activity Sheet 1 includes information about the game of Boccia. Using the information on the sheet, and from the story, ask the children to write a story about taking part in the game.

Extension activities

- Ask the children to describe the differences between themselves and another member of the family. What are they each good/not so good at? How are they the same and different?

- Ask the children to think of one way in which they might make a difference to a disabled person, and one way in which a disabled person might make a difference to them.

Plenary

- Share the outcomes of the group and independent work. What have the children learnt about difference?
A game of Boccia

Read the facts about Boccia and then write a story in which you take part in the game.

To play Boccia you need:

- A hard surface the size of a badminton court
- 6 red balls, 6 blue balls, a white ‘jack’

Players roll, kick or push the ball.

Boccia is similar to the French game of Boules.
Learning objectives

To understand that different people have different skills and that these are all important

To appreciate that different skills are needed to complete particular tasks

To practise working as a team to compile a class ‘skills and attributes’ display

Website images

A rugby match

A TV studio

A Formula 1 pit stop

An orchestra

A blind runner and guide*

A wheelchair basketball match

*Used with permission from RNIB
Whole class

Introduce the lesson by looking at and discussing some of the images on the website. These show different people achieving a range of things which require particular skills.

Ask the children to work with a partner and to choose one of the pictures from the website. Can they analyse the picture and compile a skills audit? Encourage them to think broadly, including skills in communication and determination as well as the more specific skills related to each activity. For example, the rugby player’s profile might include speed and agility, strength, stamina, co-ordination, courage etc.

Now ask them to talk to their partners about one thing which they are especially good at or one of their proudest achievements. Remind the children that this can include things like listening, sharing, helping and being a good friend etc. What skills are they using?

Take turns to feedback and list the children’s skills on the board.

Explain that you are all going to work together to produce a display which will show the skills and attributes of everyone in the class.

I don’t need armbands any more!
**Independent work**

- First of all each child can create an image of themselves, either by drawing or by using a digital camera. Ask them to write a short profile of themselves which describes their skills and attributes, e.g. ‘I’m good at maths’, ‘I like being organised’, ‘I listen well’ etc.

- Now divide the class into groups of four and give each group the following brief:
  
  ‘You are now a team and you must work together to devise a simple game which everyone in your team will enjoy playing. Look at your skills profiles and use these to help you decide what kind of game to invent. It could be a board game, a game where you move around, it’s up to you. Plan your game together. Give it a name and write the rules. Aim to use all the talents in your group.’
  
  You may want to set limits on these group games, both in terms of time allowed, the equipment the children can use and the space where the games are to be played.

- **Activity Sheet 2** gives additional support and includes a copy of the brief.

- Finally, ask each team to make a display which includes:
  - all their individual profiles
  - their team name
  - their team game
  - a few sentences explaining how they worked together as a team

**Extension activities**

- Use the children’s profiles to set some challenges which help them to appreciate that we need a range of different skills when we work together as a team. Imagine you are recruiting for new members of a team or group. Who would fit the bill? Try these:
  - Robin Hood is looking for new members to join him in Sherwood Forest
  - A pop group is looking for a fourth member to join them
  - A blind friend needs a companion to travel to a new country
  - An adventurer, to go round the world in 80 days, is required to join the team

**Plenary**

- How many different sorts of skills do we have between us?
- Why is it a good thing that we can all do different things as part of a group?
- How well did we work together to use our range of skills?
A game for everybody

The name of our team

To play the game you need

Make up a game which everyone in your team will enjoy playing. It could be a board game or it may be a game where you move around.

What do you all like to do?

Name of game

This is how you play

Aim of game

This is how you know the game has finished
Learning objectives

To understand that people are different in many interesting ways

To acknowledge that new experiences can feel strange but they can be rewarding

Website images

A student learning from a master chef

Mark Inglis, a disabled man, climbing Everest

Ellen McArthur sailing round the world alone

A child learning to swim

Children in an exercise studio

One child choosing the healthy option

* Mark Inglis – Limbs4All
† Ellen McArthur – Jacques Vapillon
Whole class

1. Look at the first four pictures on the website and ask the children to say why they think the people featured in the pictures are ‘daring to be different’.

2. Look at each of these pictures in turn and list the personal qualities and skills which each person needs in order to achieve their goal.

3. Who do they think is being the most daring? Can they give reasons for their choice?

4. Now look at the pictures of the children in an exercise studio and the two children eating. Which child is daring to be different? What personal qualities might that ‘different’ child need?

5. Is it true to say that the first time we try something is the most difficult or challenging? Ask the children to think of something that they’ve done recently for the first time. This might be meeting someone new, joining an after-school club or taking up a new sport. Did they have any negative feelings like fear or apprehension? How did they cope with these feelings? What was their motivation for keeping going and overcoming any doubts or uncertainties?
Independent work

- Ask the children to choose one of the pictures and to describe what is happening. Encourage them to write about how that person is ‘daring to be different’.

- Divide the children into groups of three or four and ask them to devise a short scenario in which one member of the group resists peer pressure and decides to do something differently. They could choose the picture of the children in an exercise studio or the children eating lunch as a starting point, or they can make up their own. When the children are ready, watch the scenarios together. Can the children comment on how their characters were feeling? Was it easy or difficult for the ‘different’ child to maintain their confidence?

- Encourage the children to think about the way they have tackled new and different experiences in their own lives. Activity Sheet 3 provides more support for this. Ask the children to enter some significant events onto a timeline and then write about one of those times in more detail, describing the challenge and how they met it.

Extension activities

- What might be a consequence of no-one daring to be different? Can the children imagine what their lives would be like if everyone always wanted to do the same things, shared the same opinions, liked the same food, went to the same place for their holidays etc.

- Write a class poem where each line begins with the words, ‘Imagine if no-one ever did anything different…’ (there would be no inventions, no new places to visit, no new people to meet etc).

- Find out about someone who has ‘dared to be different’ and tell their story. What did they have to overcome in order to be successful? The children might want to focus on someone that they know from their own relatives and friends, or they could choose a picture from the website.

Plenary

- Share the outcomes from the group and individual work. Ask the children to say what they have discovered about the possible challenges of ‘daring to be different’.

- Have any of them thought of a way in which they might ‘dare to be different’?

- Can they suggest why people are motivated to do different things?

- Discuss with the children why they think it is ‘daring’ to be different. Ask them to imagine how it feels if you’re different, not through choice, but because you are born different.
New experiences

Write about two new experiences in your life. Mark the time line to show when they happened.
Learning objectives

To learn to value the opinions of others

To understand that difference is essential for a diverse world

To use a variety of methods and approaches to communicate observations, ideas and feelings

To understand the importance and value of including all different types of people in what we do

This lesson links to Scope’s In the Picture project [www.childreninthepicture.org.uk](http://www.childreninthepicture.org.uk)

In the Picture aims to encourage publishers, illustrators and writers to embrace diversity so that disabled children are included alongside others in illustration and story lines in books for young readers.

It is not an attempt to create a separate strand of children’s literature, tackling disability issues.

The project aims to involve people from all the many areas that are concerned with children’s books so that they can be part of changing the culture that means that disabled children are virtually invisible in early years books.
Whole class

1. Remind the children that they have been thinking about the importance of difference. Ask for their suggestions about what is meant by difference, e.g. gender, personality, aspirations, culture, mobility, size etc. List all the differences that the children can think of, and briefly say in what way these ‘make a difference’.

2. As a class, can you come up with three reasons to suggest why difference and diversity is a positive thing in our world?

3. Now ask the children to think about how we learn about things outside our own experience. How do we know about all the different creatures in the rainforest, for example, or something about the way people live in another continent or in another time?

4. How do children broaden experience outside the family? Talk about the way they learn from their direct experiences and also by things like reading and listening to stories and watching TV.
Independent work

- Explain to the children that they are going to choose a picture book written for a young child. Their task is to note down any examples of difference that they find in the text or illustrations. They can work with a partner. Allow about ten minutes for this activity and then meet together as a class and ask the children to describe what they have found.
- Now ask them to choose another book and repeat the exercise.
- Work together to compile a chart which describes all the differences you have found. These might include children, young adults, older people, animals and imaginary creatures. Are there people from different cultures, with different abilities and points of view?
- Introduce children to Scope’s In the Picture project, talk about its aims and look at some of the images already on the website. The image bank shows the work of several artists with helpful explanations.
- Now challenge the children to develop the ideas from a book that they know – this will probably be one of the books they have just looked at in their research – and to plan and draw one illustration that includes a representation of someone who is different. This may include someone who is disabled, or the children may choose another difference.
- As part of the planning process, the children can work with a partner to decide which scenes could be best adapted, and how they are going to represent an individual ‘with a difference’.
- Activity Sheet 4 gives hints about planning an illustration for a story.

Extension activities

- The children can go on to begin planning their own story, written for a younger audience, in which they include a representation of someone who is different. Encourage them to include their ideas for illustrations.
- Develop this by working on one illustration, and experimenting with different techniques.

Plenary

- Ask the children to show examples of their work and explain why they have chosen to include particular images.
- Talk about ‘Imagine the difference it would make to all children if books were created with all children in mind’.
Illustrating a story

Try drawing a character from your story from different angles

Try something different in each one

Try an idea here

Try an idea here
Learning objectives

- To understand that people are different in many interesting ways
- To appreciate that difference is a positive thing

Introduction

You might want to wear a hat or a different item of clothing, because you will be playing the role of the teacher from a new school called ‘Exactly The Same Primary School’.

Ask for a volunteer to be the first pupil at this brand new school and ask them to come and stand beside you. Explain to the children that you are looking for more children to join the school where everybody will do exactly the same as everybody else and everybody will be exactly the same as everybody else. You could tell them that you think it will be a fantastic school and then ask for volunteers to enrol.

Finding differences

As each new child asks to join you will have to find a way in which they are different from your first pupil. Of course, if you have chosen a girl, that immediately excludes all the boys and so on. Try to include both physical differences and likes and dislikes as you question the children, so that they get a good idea about how people can be different in so many ways. After you have done this for a few minutes you will still only have one pupil. Talk to the children about what kind of school this one-pupil school would be like. Would your first and only pupil still want to go there or would they rather stay in their existing school where there are lots of differences?

Conclusion

Ask the children to tell you about someone in the school whom they have noticed is different to themselves in some way. What do they like about this difference?

Stories about difference

- Read the story ‘We’re going to the zoo’ on page 4. How were David and Paddy different from each other? What had David noticed about some of the animals in the zoo? What would it be like if all the animals in the zoo were the same?
- David McKee has written two classic stories, ‘Elmer’ and ‘Tusk Tusk’, that help children to understand that being different is part of our world. ‘Elmer’ is a multi-coloured patchwork elephant. He thinks his friends are laughing at him because he is different, but he comes to understand that they love him because of who he is. ‘Tusk Tusk’ is more suitable for older children and is described in the assembly for Key Stage 2.
Learning objectives

• To learn what we mean by difference
• To understand that difference is essential for a diverse world

Preparation

You will need:

- the help of about six children who are comfortable with wearing a neutral mask and standing in front of the assembly
- a pack of neutral masks – you can find templates to print out on the website
- large photos of the faces of two different people

Introduction

Begin by showing the photos of the two faces. What differences can the children see? Encourage them to talk about possible differences in expression as well as obvious physical differences. Explain that when we meet people and talk to them we learn a lot from people’s faces. Ask the children what they think it would be like if everyone looked the same.

Noticing the difference

Now ask your panel of volunteers to come to the front and stand in a line facing the rest of the children. Invite a few general comments about the differences in the children, e.g. gender, height, skin colour etc.

The volunteers will now turn around with their backs to the audience and each one will silently put on a neutral mask (these should all be the same colour, but not necessarily white). When you tell them, they should all turn around to face the audience at the same time.

The effect will be quite dramatic as the neutral mask transforms the person wearing it. Invite contributions from the audience. Are they now all the same? Encourage them to notice the differences, e.g. posture, clothes etc.

What other ways are there to show that the children are different? For example, if we heard the masked children speak, or if we got to know them better, we could then find out their opinions and what they liked or disliked. Ask the children what it would be like if they all had to wear the mask all the time. Can they now give you a reason why difference is a good thing?

Stories about difference

• Read ‘Gotcha, Boccia!’ on page 22. How is Alex different to the children at Park End primary school? How did they get to know each other? How do you think their thoughts about each other might have changed?

• Read ‘Tusk Tusk’ by David McKee. It is a story of two herds of elephants, one black and one white. Each herd is suspicious of the other’s differences. Some elephants from both herds are peace-loving and go to live together in the jungle. When they emerge, they are all grey.
Thinking skills

The next four pages include three Thinking Skills activities. The first two are primarily for younger children and are based on looking and thinking about some of the images posted on the website, and referred to in the lessons. The third activity is more suitable for older children working at Key Stage 2. In all the activities the children are considering the evidence and expressing an opinion. Guide the children by prompting them to think and talk through their thinking process, and to join in discussion with other members of the group. There are no right or wrong answers, just opinions that can be justified.

It’s in the picture

Resources

Choose pictures from the following selection:

1. A child learning to swim
2. A child riding a bike
3. A child playing a piano
4. A child sewing
5. A person using a computer
6. Actors rehearsing a play
7. A child riding a horse
8. A baby taking its first steps
9. A blind runner and guide
10. Mark Inglis, a disabled man, climbing Everest
**Introduction**

Show the children the first picture, e.g. a child learning to swim. Ask them to describe what they can see in the picture. Encourage them to be clear by reflecting their answers back to them. For example, ‘Let me see if I’ve got this right, you said…’ or, ‘Can I check that I understood you properly, you said…’

Some other prompts to encourage the children to develop their arguments are:

- Can you tell me more about that…?
- What would happen if…?
- Does anyone have a different idea?

Allow plenty of time for this part of the lesson.

**Exploring difference**

**Resources**

The same set of pictures as opposite.

**Introduction**

Choose a pair of pictures showing, for example, the child learning to swim and a person using a computer. You could demonstrate the first question and develop the answer with the whole class and then let the children work in small groups. Use the following set of questions to guide the discussion. You may find that you only cover one or two questions in a session.

- Who differs most from you? How do you know?
- Who is the most daring? Why do you think this?
- Who do you think is the most skilful and how do you know?
- Who would you like as a friend and why? Would you choose the person who is most like you or least like you?

Choose another pair of pictures and invite the children to explore those images by asking the questions again.
Does Alex make the National Boccia team?

Resources
Print and cut out the information cards (opposite and also found on the website, www.scope.org.uk/imaginethedifference) and include some blanks so the children can add their own critical information.

Introduction
At the end of this activity the children will have decided whether or not they think Alex will make the national Boccia team. They will need time to talk through the implications of each statement. There are no right or wrong answers, but the children are aiming to tell a story based on their assessment of all the evidence.

They will need to decide which statements are the most relevant.

- First of all, read the cards with the children.
- Next, ask the children to work with a partner or in a small group and to decide which factors, written on the cards, will influence the final outcome.
- Finally, ask the children to tell their version of events. Ask them to select the cards which they need to support their story and to arrange these in the best sequence. They don’t have to include all the cards.

Plenary
Allow plenty of time for the children to tell their version of events which leads up to their assessment of whether or not Alex is chosen for the national Boccia team. Encourage the listeners to ask questions so that the speakers keep on track in telling a ‘story’ which is plausible. Remind the children that there is no right or wrong; that there are many different interpretations. Children will rate different evidence as being more or less important.

Extension activity
Can the children make up a set of evidence cards which could be used to tell another story? For example, ‘Does Francis get the part in the school play?’

They should write approximately ten statements which may affect the outcome. They could give their friend the cards and ask them to tell the story. Were they expecting the story to be different when they wrote the evidence cards?
Does Alex make the National Boccia team?

<table>
<thead>
<tr>
<th>Alex has two sisters and lives with his Mum and Dad</th>
<th>Last month Alex had a bad bout of flu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex plays Boccia from his wheelchair. He can’t move the lower part of his body</td>
<td>Alex is very accurate at getting the ball near the target</td>
</tr>
<tr>
<td>None of Alex’s close friends play Boccia</td>
<td>Alex’s teacher is a skilful Boccia player</td>
</tr>
<tr>
<td>Alex has played for his school team and for the county</td>
<td>Alex needs to raise £250 towards transport costs for his training</td>
</tr>
<tr>
<td>Alex is taking extra lessons in maths this year</td>
<td>Alex loves playing Boccia</td>
</tr>
<tr>
<td>Alex is the youngest person trying to get into the team</td>
<td></td>
</tr>
</tbody>
</table>
**Circle time activities**

Circle time games and activities provide another opportunity for children to:

- identify what is unique about themselves as individuals
- understand that everyone is different and that we are all special in unique ways
- appreciate that difference is a positive thing
- understand that difference is part of living in a diverse world

**Rounds**

Here are some sentence starters to share with the children

- Something I do well is…
- Something I am getting better at is…
- I am proud that…
- I am different to… because I…
- If I want to, I can…

**Imagine the difference**

Go around the circle starting with the following lines:

- Imagine the difference in our class/school if…
- Imagine the difference at home if…
- Imagine the difference in our world if…

Alternatively, with older children, you could ask them to finish the sentence on a piece of paper which they then put in a box in the middle of the circle. Everyone then takes a random paper from the box and reads out the comment.
Working with someone different

These activities will enable the children to work in a small group with classmates they wouldn’t normally work with.

- Pass round a bag containing differently coloured cubes. Ask the children to close their eyes and pick out a cube. When you say ‘eyes open’ they have to find everyone else with the same coloured cube and make a group as quickly as possible.

- Call out a number between two and six and tell the children to form a group of that size as quickly as possible. They must form the group before you count to ten. This means there will be no time to wait around for special friends. Now ask the children to work in their group to make a snapshot or ‘freeze frame’ around the following ideas:
  - Most of you support one football team; but someone supports a different team
  - One of you wants to go out; but the others want to stay in
  - One of you is a cat; the others are dogs
  - One of you is a cat; the others are mice
  - One of you speaks one language; the others speak another
  - One of you is new to the school

Celebrating our uniqueness

Younger children will enjoy taking their turn at being the ‘top banana’ – the special person of that day. Encourage the children to appreciate the lucky ‘top banana’. Join in with modelling appreciative comments about their skills and qualities – which can be recorded – before allowing them to choose a friend to do something different in 15 minutes of free time.

Older children could take a turn through a ‘car wash’. Everyone in the class makes a car wash tunnel by standing in two lines and joining hands. The child who is receiving the honour walks through the tunnel while people call out good wishes and positive comments. Once they’ve been washed – or wished – they can do something different with a friend in a special choosing time session.
**Displaying difference**

Here are a range of ideas for displaying difference through art:

**Using photos**

- Ask the children and other teachers in your school to bring in some photos of themselves taken at different times of their lives. They can arrange the photos on a large piece of paper and write about the differences they can see. Each difference can be written in a separate colour.
- Scan the pictures into the computer and make a presentation using different fonts and colours.
- Ask the children to bring in, or draw, a picture of themselves with another person. Ask them to write a caption that explains why they like their chosen person, why that person is special and how the two of them are different.

**We are all unique**

- To illustrate the idea that we’re different on the inside too, ask the children to fold a piece of paper in half and to draw a large picture of themselves on the front. You open the folded paper to reveal words describing the child’s skills, likes and dislikes.
- Make silhouettes of each child’s profile by projecting a strong beam of light onto black paper. Carefully draw around the shadow and then cut out. Is it possible to identify everyone? How are our profiles different?
- Invite the children to look in the mirror and draw their own faces. Display the pictures as a collage and write thought-provoking captions. For example, ‘Do we all look the same?’ or ‘Was everyone in the same mood?’
Pictures with a difference

• Challenge the children to make a ‘spot the difference’ picture. Can they draw two similar pictures with five small differences?

• Make a group collage using as many different materials as possible, e.g. shells, string, material, sand, torn paper etc. The subject could be everyone in the class or a group playing a team game.

• Ask the children to try drawing with a different part of their bodies. If they are right-handed, ask them to experiment with their left hand, or use their toes or mouths to draw with a felt tip pen.

• Younger children will enjoy making prints of their hands and feet. Display with the caption ‘Can you see how our hands and feet are different?’

• Challenge older children to draw a picture of themselves several times over. Put out a range of felt tips, charcoal, chalks, coloured pencils and brushes so that each new drawing is created with a different medium.

• Divide a sheet of A4 paper into 16 rectangles. Ask each child to choose just one implement, e.g. a pencil or a crayon, to draw with. Can they make different marks in each rectangle and fill the paper? Start them off by suggesting dots, dashes, firm pressure/light pressure and by holding the pencil in different grips.

It depends on your point of view

• Fold a sheet of A4 in half. Invite the children to draw a careful picture of their free hand on one half of the paper. Then ask them to draw their hand again, but this time they must only look at their free hand whilst they are drawing and never look at their picture. Compare the two pictures and notice the differences. Which picture do they prefer?

• Ask the children to draw an everyday object, but the difference is that they will look through something which distorts the vision. Glass bricks are excellent for this exercise, convex or concave lenses also work well. Remind the children that they must only draw what they can see, and not what they think ought to be there. Is it possible to identify the original object?
Below is a list of the sections of the curriculum that can be delivered through *imagine the difference*. The resource has been designed to help link to the guidelines and schemes of work for PSHE/PSE and Citizenship and there are also opportunities for cross-curricular delivery of English and Art and Design.

**Citizenship**

**Citizenship at Key Stages 1 and 2 – schemes of work**

**Unit 05: Living in a diverse world**
- How are we the same and how are we different?
- What are communities like?

**Unit 07: Children’s rights – human rights**
- What are our rights?
- That’s not fair!

**Non-statutory guidelines for Citizenship Key Stage 1**

**Developing confidence and responsibility and making the most of their abilities**

1a, b, c, d

**Preparing to play an active role as citizens**

2a, b, c, e, f

**Developing good relationships and respecting the differences between people**

4a, b, c, d, e

**During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:**

- feel positive about themselves
- take part in discussions
- develop relationships through work and play
- consider social and moral dilemmas that they come across in everyday life

**Non-statutory guidelines for Citizenship Key Stage 2**

**Developing confidence and responsibility and making the most of their abilities**

1a, b

**Preparing to play an active role as citizens**

2a, c, e, f, i

**Developing good relationships and respecting the differences between people**

4a, b, c, d, e, f
During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- feel positive about themselves
- develop relationships through work and play
- consider social and moral dilemmas that they come across in life

**Education for Sustainable Development and Global Citizenship**

The resource also supports the teaching of Global Citizenship in Wales, particularly:

- citizenship and stewardship – recognising the importance of taking individual responsibility and action to make the world a better place
- needs and rights – understanding our own basic needs and about human rights and the implications for the needs of future generations
- diversity – understanding, respecting and valuing both human diversity (cultural, social and economic) and biodiversity

**PSHE**

**Non-statutory guidelines for PSHE Key Stage 1**

**Developing confidence and responsibility and making the most of their abilities**

1a, b, c, d

**Preparing to play an active role as citizens**

2a, b, c, e, f, h

**Developing good relationships and respecting the differences between people**

1a, b, c, e

During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- feel positive about themselves
- take part in discussions
- develop relationships through work and play
- consider social and moral dilemmas that they come across in everyday life

**Non-statutory guidelines for PSHE Key Stage 2**

**Developing confidence and responsibility and making the most of their abilities**

1a, b, c, e

**Preparing to play an active role as citizens**

2a, c, e, i

**Developing good relationships and respecting the differences between people**

4a, b, d, e, f
During the Key Stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- feel positive about themselves
- participate
- develop relationships through work and play
- consider social and moral dilemmas that they come across in life

**PSE**

**Key Stage 1**

**Knowledge and understanding**

**Community aspect**
- Know about the variety of groups to which they belong and understand the diversity of roles that people play in those groups

**Emotional aspect**
- Understand that other people have feelings and know what affects them

**Spiritual aspect**
- Know that each person is different but understand that all are equal in value

**Moral aspect**
- Know what is fair and unfair and what they believe to be right and wrong

**Key Stage 2**

**Knowledge and understanding**

**Social aspect**
- Recognise and understand the power of peer influence and pressure
- Understand the nature of bullying and the harm that can result

**Community aspect**
- Know about the variety of groups to which they belong and understand the diversity of roles that people play in those groups

**Emotional aspect**
- Know and understand the range of their own and others’ feelings and emotions

**Spiritual aspect**
- Recognise the uniqueness and independence of individuals

**Moral aspect**
- Understand that their actions have consequences
Thinking skills

By using ‘thinking skills’ pupils can focus on ‘knowing how’ as well as ‘knowing what’ – in other words ‘learning how to learn’. The following skills complement key skills and are embedded in the National Curriculum.

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

English

All the lessons help support the delivery of English at Key Stages 1 and 2 through ‘speaking and listening’, ‘reading’ and ‘writing’, all of which are integrated into the resource activities.

Art and Design

Activities throughout the resource help support the delivery of Art and Design to Key Stages 1 and 2.

Links to the Art and Design Programme of study for Key Stages 1 and 2:

- Exploring and developing ideas
- Investigating and making art, craft and design
The Celebration Gallery
We are keen to celebrate diversity and want you and your school to join in! Why not send us some of the artwork your children produce through using the imagine the difference resource so that we can then display it on our Celebration Gallery? The gallery is updated regularly and can be viewed at www.scope.org.uk/imaginethedifference/gallery.

Please send scans or digital images to scope@edcoms.co.uk

Competitions
We will be running regular competitions for schools and individual children to enter. For further details please visit www.scope.org.uk/imaginethedifference/competition for your chance to win an exciting prize.

Need help?
If you have any queries about imagine the difference or need additional guidance on using any of the resources, please contact our helpline 0870 242 5572 (Monday-Friday during office hours). Calls will be charged at your phone provider’s standard rate.

Feedback
Scope always evaluates its teaching resources in order to meet teachers’ needs. As such, your feedback is welcome and always valuable. Please contact us by email scope@edcoms.co.uk or phone 0870 242 5572.
About Scope
Scope is committed to equality for disabled people and to creating a society in which they are as valued and have the same human and civil rights as everyone else.

Attitudes and opinions are often formed early in life. Unenlightened attitudes can become difficult to change. Similarly, positive attitudes can also last a lifetime. Scope seeks to create future advocates for change through increased awareness of the issues surrounding disability.

For more information on Scope, please visit www.scope.org.uk or phone 0808 800 3333.
Imagine the difference is cross-curricular and contains clear educational links, with a particular focus on PSHE and Citizenship. It supports teaching and learning across the curriculum, particularly in Literacy, Art and Design and Thinking Skills.

The resource includes:

- 8 ready-to-deliver lesson plans for Key Stages 1 and 2
- supporting activity sheets for individual and group work
- 2 online big book stories for use with an interactive whiteboard
- supporting materials for delivering Thinking Skills in the classroom
- a website with a bank of photos to help promote debate and discussion
- suggestions for circle time activities to support the topics
- assembly ideas to introduce the subject to a wider audience