

**LEARNING OBJECTIVE**

To learn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

**CURRICULUM LINKS**

QCA citizenship: Unit 1 – Taking part; Unit 5 – Living in a diverse world.  
KS2: En1 Speaking and listening (3) Group discussion and interaction.

# In common

## What you need

A 'speaking object' (see the introduction on page 6); a beanbag.

## What to do

### Introductory phase

- Call out questions that group the children in different ways. For example, *Whoever likes football come into the middle of the circle and jump up and down*, or *Whoever likes chocolate come into the middle of the circle and smile at everyone*. The final statement should be: *Whoever is in my class come to the middle of the circle and shout, 'We are!'*.
- Pass the speaking object around the circle and encourage the children to finish the sentence, *One thing about me that is the same as everyone else is...*

### Middle phase

- Explain that the lesson is about things the children have in common – similarities and differences.
- Discuss gender differences. Ask if anyone has heard a sexist comment (such as, *Boys can do it better than girls!*).
- Discuss differences that can be seen, such as gender, race and some disabilities.
- Organise the children into groups of three or four and ask them to make up a story about a world where all the people are the same gender and the same colour – they all act in the same way, and no differences are allowed!
- Ask one or two of the groups to report back to the circle and tell their stories. What issues did the stories raise?
- Discuss differences that can't be seen such as likes, dislikes and chosen hobbies.

### Closing phase

- Congratulate the children for being able to appreciate the differences between people.
- Give one child a beanbag and ask them to name a child they have something in common with and then throw the beanbag to them. For example, *I like curry and so does Amelia*. Amelia then chooses something that she has in common with someone else. For example, *I have a pet and so does Benjamin*. Ensure that everyone in the circle is included.

### Differentiation

Younger children may need to start the story with guidance as a whole circle rather than in small groups. Challenge older children to make up a role-play about what a world without difference would be like.

