

## Lesson 2: What makes people unique?

**Learning Objective:** To demonstrate an understanding that every human being is unique.

### Skills Objectives



Problem-Solving - I can identify implicit and inferred meaning in texts



Team Work - I can work as a team and have a common goal for the project

**Outcomes:** Young peoples will be able to define the term diversity. Young peoples can articulate why diversity is important and how everybody is unique. They will also understand that Art is a form of representation and expression.



### National Curriculum




**PSHE** recognise that similarities and differences can come from a range of different factors, family, cultural, ethnic, racial, disability, religious, age and gender. Recognise the differences between teasing and bullying and how to respond.

Time	Teaching content
20 mins	<p>Introduce the golden quote for this session: <b>“I want freedom for the full expression of my personality.”</b> Mahatma Gandhi. Discuss what it means to be able to express yourself. How does this link to diversity and inclusion?</p> <p>Whole class - answers on a flip chart or board that will stay up. As discussions continue, this board/flipchart can be added to</p> <p>Begin the session with a song – so many colours, so many shapes: (QAR COde 1)</p> <p>Discuss that there are lots of different ways that people learn and that some people learn differently. Introduce the concept that people use their brains differently. Use this video about Autism which highlights this concept very visually and clearly: (QAR Code 2)</p> <p>Question: 'What prevents people from being included in activities?' This may generate a range of different answers. This will be a good opportunity to explore, at an appropriate level, some of the young people's suggestions. These may include gender, race, culture, religion, or physical disability. QAR Code 3</p>

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Time	Teaching content
20 min.	<p>Use drama to explore how the characters in this story felt at the beginning and end of the Art visit. Are any Young peoples confident enough to tell their own version of a piece of artwork?</p> <p>or</p> <p>Pupils work in groups Of 3 or 4 to re-enact an art visit similar to the video - one young person describes a picture whilst another draws it; in another group - 1 young person (s) is blindfolded, and another describes the picture.</p> <p>Students discuss the differences between what they have drawn and what they imagined.</p> <p>The whole class discussion highlights that everybody's imaginations are different and the importance of giving everyone access to opportunities, but how they access them is different.</p> <p>In groups or as a whole class, one young person describes a picture whilst the other young people attempt to draw what they are explaining. This activity will highlight that everybody's imaginations are different; however, like in this video, being able to discuss and talk about the artwork can include everybody.</p>

## Resources

1		So Many Colors, So Many Shapes   Diversity Song   The Singing Walrus
2		Amazing Things Happen
3	Flip Chart/ Whiteboard	
4		Inclusion Makes the World More Vibrant

# Lesson 2: What makes people unique?

1

## Inclusion and Diversity





### Lesson 2

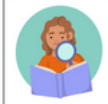
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3

"I want freedom for the full expression of my personality."

**Mahatma Gandhi.**

4

**So Many Colors, So Many Shapes | Diversity Song | The Singing Walrus**

5

**Question: 'What prevents people from being included in activities?'**

6

**Inclusion Makes the World More Vibrant**

7



8

#### What a Wonderful World

I see trees of green, and red roses too  
I see them bloom for me and you  
And I think to myself what a wonderful world

I see skies of blue and clouds of white  
The bright blessed day, the dark sacred night  
And I think to myself what a wonderful world

The colours of the rainbow are so pretty in the sky  
Are also on the faces of people going by  
I see friends shaking hands and saying how do you do  
They're really saying I love you

I hear babies crying, I watch them grow  
They'll learn much more than I'll never know  
And I think to myself what a wonderful world  
Yes I think to myself what a wonderful world

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**Homework: pupils create their own seven wonders of the world. This can be represented in a variety of different ways.**