

## Lesson four: My beliefs



### Lesson aim:

Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.



### Learning outcomes:

- I have thought about things that I like
- I have thought about things that I dislike
- I have considered how to make a difficult choice, listening to other people's opinions



### Resources required:

- Sheets of different coloured paper (at least six)
- Trays with different materials (beans, jelly, flour, rice, water, spaghetti, custard, sand etc)
- Resource Sheet : Score cards

## Key words: like, dislike, difficult

### Teacher notes:

This lesson provides an opportunity to recognise and reinforce the celebration of difference from the previous lesson through an exploration of likes and dislikes which are often chosen. The lesson also considers scenarios when it is not possible to choose what we would like to do, as we have to make a decision to do the responsible thing, even if this feels difficult. It is important to ensure that pupils are able to differentiate between taking responsibility to do the right thing even if it is difficult, without tolerating difficult situations because they are under pressure to do so, as this could enable a culture for abuse.

The coloured papers from Activity one could be displayed in the class preferred order, in the shape of a rainbow. Photographs of children holding their favourite colour could then be displayed underneath the rainbow, or if the extension activity is completed the different rainbows can be displayed to make a class rainbow display.

It may be helpful to have a supply of wet wipes or paper towels at the touching stations in Activity two.

## Begin the lesson by...

Explaining that we will be learning about how just as we are all similar and different to each other, we all like and dislike different things (food, games, colours etc). Reassure pupils that it is OK to like something even if no one else does. This is your choice and the world would be boring if we all liked the same things. You can change your mind about the things you like and it is OK to be friends with someone who likes different things to you.



### Activity one: Likes

Display two different coloured sheets on the floor. Ask pupils to decide which colour paper they like the most, before moving to stand near it. Encourage pupils not to stay with their friends but to think for themselves. Now, add another colour and ask pupils to decide which is their favourite colour out of those on the floor and to move to stand near it. Introduce different coloured sheets one at a time. After each addition, ask pupils if anyone would like to move to a different colour. Keep adding the colours until they have all been included.

Once all of the colours have been introduced, ask the smallest colour group to come to the front of the class and hold their colour. Ask them to invite another group by saying 'we like our colour, and we also like the colour come and stand with us'. This group then joins the group at the front with their colour and continue until the whole class is standing in a line to make a class rainbow. Ask pupils to look at how nice all the colours look together, like a rainbow is made up of lots of different colours.

Ask pupils if they can imagine a world in which everything was (pick the colour of the most popular group)? Give some examples of how funny various things (hair, apples, grass, cars) would be if they were all that colour.

Tell pupils that it is good that we all like different colours.



## Activity two: Dislikes

Display trays of different textured materials, and a score card next to each tray. Tell pupils to move around the room, visiting each tray and touching the different materials.

Talk to pupils about the materials throughout the activity, discussing which textures they do/don't like and why. Tell pupils to tick the happy or unhappy face next to the tray according to whether or not they liked it. At the end of this activity, discuss with the class each material at a time by asking for a show of hands whether they like it when they touched it, and referencing the score cards.

Discuss with the class that we are all different and we all like different things, just as this activity has shown. It doesn't matter what colours we like, or what textures we disliked. Sometimes the choices we make about what we like and dislike doing are important, and we may have to make a difficult choice to do the right thing.



## Activity three: Difficult choices

Tell pupils that there are times when they have to make important choices about what they like and dislike doing and that these choices can make a difference to themselves and other people. Explain that we are now going to consider some situations when doing the right, responsible thing may be difficult.

Divide the class into small groups. Read out the following scenario all the way through, asking pupils to listen. Repeat, this time tell pupils to put their hands up when they have decided what they would do if this scenario happened to them.

- A child is sitting on the friendship bench at lunchtime. He is crying. You go to see he is OK but then your friend says "don't bother, play with me instead".



### What do you do?

Discuss pupil responses as a class to explore the range of possible outcomes.

### Repeat for the following scenarios:

- An older child in school hits your friend while you are playing. She says "don't tell anyone" or she will do it again.
- A child takes your pencil and hides it in their drawer so you can't work. They tell you not to tell the teacher.
- You cannot find anyone to play with at break time, and when you ask to join a game you are told to "find someone else to play with".
- A child at school asks you to show them your underwear.



## Extension:

Tell pupils to draw a rainbow using their favourite colour to make the biggest arch, and their least favourite to make the smallest. Display the rainbows to compare and discuss how we would all design different rainbows, and that this is OK.

### Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to share with the class their favourite colour and reinforce that we all like and dislike different things. Reassure pupils that it is OK to like different things to other people and that we should continue to enjoy the things we like. Remind pupils that there are times when we may have to do something that is difficult because it is the right thing to do. Ask pupils to share examples of when they should tell a teacher or adult that they trust about something. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



## Assessment:

**Activity one:** Pupils made choices about their favourite colours, recognising that we all like different colours, and that this is OK.

**Activity two:** Pupils made choices about which materials they disliked the feel of, recognising that we all dislike different materials, and that this is OK.

**Activity three:** Pupils considered a range of scenarios in small groups, correctly identifying appropriate safe responses even when the response was not what they initially wanted or found easy to do.

**Evidence of assessment:** Material score card.

Item (rice, jelly, etc)		



Item (rice, jelly, etc)		



Item (rice, jelly, etc)		

