

# THE SAME, BUT DIFFERENT

## LESSON PLAN FOR AGES 4-5

### INTRO

If you can get a copy, read the children the book *The Same but Different Too!* by Karl Newson & Kate Hindle. Alternatively, you can watch the story being read [on YouTube](#).

The book explores a myriad of ways that we may be similar but also different. After reading the book or watching the video, ask the children what they thought of the book. Allow some feedback.

Ask the children: Can you think of anything else we all have in common? Try to elicit the answer 'we all have feelings/emotions' with some actions or face expressions, or pointing at a display about emotions if you have one in the classroom.

Remind the children that we all have feelings and emotions. Can you think of any feelings? List a few: sad, happy, angry, confused, bored.

Remind the children that we will experience the same or similar feelings, but not always at the same time and not always in quite the same way. Sometimes we all may need some help with our feelings and that is okay.

Ask the children: In this class, are we all the same? No, we are all different. But do we all have some similarities? Yes! Sometimes we might look different on the outside and be similar on the inside, or vice versa, but in some ways we are all similar.

Tell the children that we are going to think about some of the qualities they listed in the book and we can see how similar and different we are.

Ask the children to stand/raise their hand/give a thumbs up if they:

- like breakfast
- can climb trees
- are playful
- good at hiding
- are young
- are loud

Ask: Who could help us with our feelings?

- Ourselves
- Teachers
- Family
- Friends

Briefly discuss some strategies that might help with their feelings, e.g. when I feel sad I could hug someone, when I feel angry I could do some colouring to calm down.



## ACTIVITY

In small group with an adult leading, take it in turns to think of a personality trait. The adult can begin by modelling: I am sporty, I am arty, etc. Who is the same? The children then put thumbs up or down. Take turns around the circle. If needed, use the cards included at the end of this resource as prompts.

## INDEPENDENT LEARNING ACTIVITY

In the classroom, the children can work in pairs with cards describing different qualities – we have provided cards on the next page to cut out and use in this resource.

The cards could be used at a desk or hidden around the classroom environment. When the children find or select a card, they should decide together if it applies to both of them, one of them or neither. Are they the same or different for that specific quality?

## OPTIONAL ACTIVITY

Tell the children that 10<sup>th</sup> October is World Mental Health Day, and that through the week the class will be working on some different activities and ideas that to help us have good mental health. Share some examples of your own or use the [activities list](#) as a guide.

**tall**



**funny**



**fast**



**helpful**

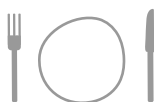


**curly-haired**

**tired**



**hungry**



**happy**



**noisy**



**strong**



**sporty**



**arty**



**shy**

