

THE SAME, BUT DIFFERENT

LESSON PLAN FOR AGES 5-8

INTRO

Ask the children to imagine a monster in their heads. To help them imagine, ask questions like: How big is your monster? Is it slimy, scaly, hairy? Is it friendly or scary? What colour is your monster? Does your monster have claws, teeth, flippers? Does your monster have any particular qualities like being really helpful or messy? What does your monster like to do? Give further prompts if needed.

Ask the children to share their monsters in pairs, describing as modelled and see if anything is similar or different about their monsters.

Once they have had a chance to discuss together, ask the children if they would like to share something unique and interesting about their own or their partner's monster, and take a few examples.

Ask the children: Did anyone have exactly the same monster as their partner? (No.) Did anyone have some similar qualities? (Hands up/thumbs up). Does your monster have to look or be like any other monster? (No.) Are we all the same because we are in the same class? (No.) We are all unique, but just like our monsters, we might have some things similar to others and some things different to others.

ACTIVITY 1

Ask the children to go to their seats and allow around 10 minutes for them to draw their monster on the template on page 3.

Gather the children back together. Either select one of the children to describe their monster or use the example monster (on page 4) to model. "My monster is multi-coloured and stripy. He has scales and looks a bit like a dragon, but less scary and instead of fire he blows bubbles. He is friendly but very very clumsy."

Once you have described the example monster, ask the children: Does anyone have a monster exactly the same as mine? Emphasise exactly, as the aim is for them to not be the same. Then ask: Does anyone have a monster that is similar to mine in some ways, but different in others e.g. stripy or has scales?



ACTIVITY 2

The children should work with another child to find three similarities and three differences between themselves. These could be how they look, their interests, their personality traits, etc. They then repeat this with another child. The templates on page 5 can be used to support this.

To finish, ask the children: Can you think of anything else we all have in common? 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: Who could help us with our feelings?

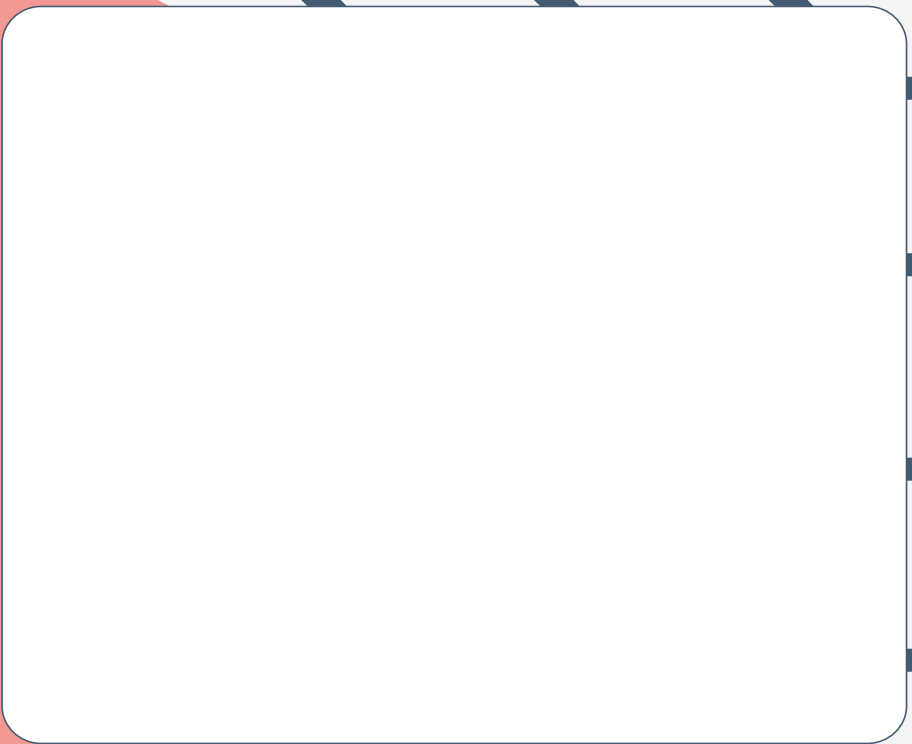
- Ourselves
- Teachers
- Family
- Friends

Briefly discuss some coping strategies that might help like: trying a [mindfulness activity](#), listening to music, going for a walk, or using a quiet space to reflect.

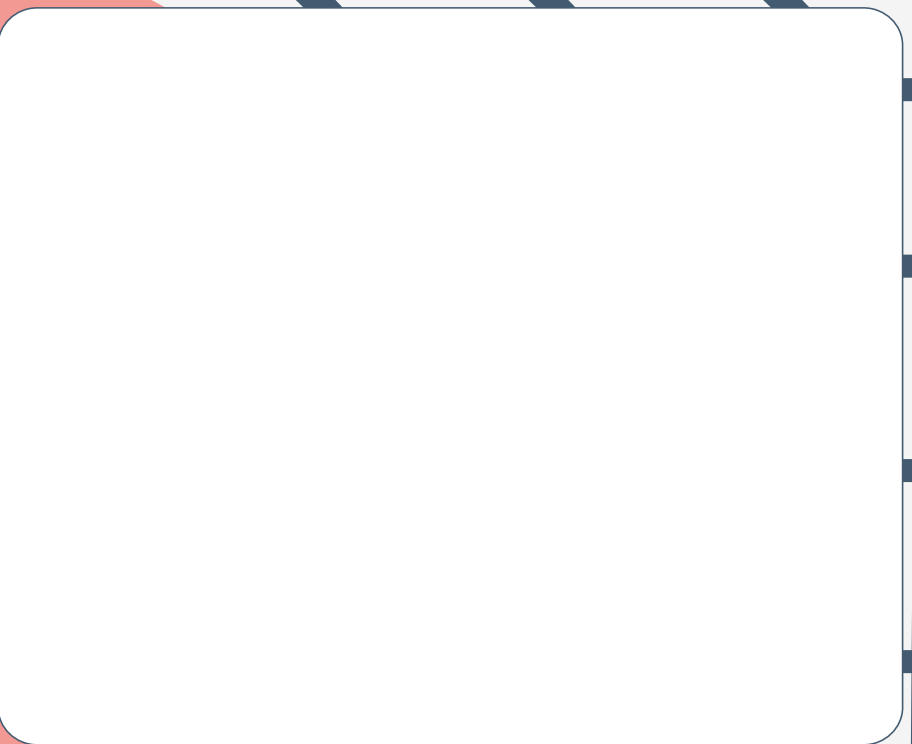
OPTIONAL ACTIVITY

Tell the children that 10th 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.

BEWARE! MONSTERS!



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Similarities

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Differences

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-
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Hobbies? Family? Personality?

Hobbies? Family? Personality?