



Same but Different

Age: Pre-Primary

Level: Pre-A1

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to see roots of commonly accepted 'truths', whether in knowledge or identities. e.g. uncovering notions of stereotypes.

Learning Outcome: PP.D2.S2.LO1 Recognize the diversity of the world around them

Standard for Global Skill: Student acquires the skills to be a creative citizen.

Global Skill: PP.D3.S3.LO3 Implement basic thinking skills [taking time to think, paying attention, and recalling information]

Sustainable Development Goal: 4: Quality Education

Part 1 (10 mins)

A. Before class, gather and bring real items or pictures of things that are the same, but have differences, e.g. in color, size, style, etc. for example: balls. Show students a ball. Then ask, *Is this a ball?* Elicit, Yes. Repeat with all the balls you brought. Then show them all the balls and say, *These are all balls, but they are different.* Ask *What differences can you see?* Elicit the differences, e.g. color, size, style, etc. Explain to students that there are many things that are the same, but are also different. Point out that different types of balls give us the opportunity to play different games and have fun in different ways. Explain that variety and difference is a good thing. Elicit from students examples of other things that are the same but different, such as items of clothing, animals, colors, food, etc.

Draw students' attention to the pictures of the girl and the boy on the worksheet. Ask them what the children are doing (talking on the phone), and invite them to share their ideas of what they think they are saying. Tell them that the girl is planning to go to the park and wants to know if the boy is going to the park, too. Elicit that the boy is saying Yes. Draw students' attention to the smaller pictures, and explain that they show the different things the children are planning to

do. Say the following conversation as you point to the different pictures and have students repeat and point to the pictures, too.

Are You Going to the Park?

Girl: Are you going to the park?

Boy: Yes!

Girl: I'm going with my family. (Point to the girl's family.)

Boy: I'm going with my family, too! (Point to the boy's family.)

Girl: I'm taking my dog. (Point to the girl's dog.)

Boy: I'm taking my dog, too! (Point to the boy's dog.)

Girl: I'm going by car. (Point to the girl's car.)

Boy: I'm going by car, too! (Point to the boy's car.)

Girl: I'm taking my kite. (Point to the girl's kite.)

Boy: I'm taking my kite, too! (Point to the boy's kite.)

Girl: I'm taking my ball. (Point to the girl's ball.)

Boy: I'm taking my ball, too! (Point to the boy's ball.)

Girl: I'm taking a snack. (Point to the girl's snack.)

Boy: I'm taking a snack, too! (Point to the boy's snack.)

Girl: See you there!

Boy: Bye!

Then ask the students what similarities and differences they can see between the girl and the boy: their families, dogs, cars, kites, balls, and snack. Help students realize that although the children are going to take the same things to the park, those things are different, too. Then have students look for and circle the differences and similarities they see between the pictures you say, using the color you say, to check for comprehension, for example, *Look for the differences between the dogs. Circle the differences blue.* Check and help if necessary.

Answer Key: Similarities are general things: family, kite, dogs, car, ball, snack. Differences are specific things: families, size of objects, color, etc.



Pre-Primary | Teacher's Notes

Part 2 (25 mins)

- A.** Draw students' attention to the picture of the girl. Tell the students that now the girl is inviting them to go to the park, too. Explain and demonstrate that they have to draw a picture of themselves in the outline of the child at the top right of the worksheet. Then tell them that they have to draw the different things that they are going to do or take to the park. Point to the first box. Say, *My family* and have the students repeat. Then tell students that they need to draw their family in the box. Demonstrate by drawing your own family in the space provided to show students what they have to do. Repeat until you finish. Check and help if necessary.

Then have students compare the things they drew to the things the two children have on page 1. Have students look at the girl and the boy and their families. Ask students if their family is similar or different to the boy or the girl. Repeat with the other items: the dog, the car, the ball, the snack that they drew. Remind students that variety and difference is good because differences make things fun, unique and special. Tell them that if everything were the same, the world would be very boring!

When students finish, play the following game to review the conversation they learned on page 1. Say *I'm going to the park*. Toss a ball to a student. Have that student say *I'm going to the park, too*. Get the ball again, toss it to another student, and say *I'm going with my family*, and point to the family you drew on the worksheet. Have the student say *I'm going with my family, too*, as the student points to their own family that they drew on their worksheet. Repeat by asking different students to participate. Help if necessary.

Answer Key: Students draw themselves and then their own family, car, ball, dog, and the food they would take to the park. In case they don't have something at home (for example a dog) ask them to imagine they have it and draw what they imagine.

Part 3 (15 mins)

- A.** Draw students' attention to the picture of the children and their kites. Ask *What is the same? What is different?* Ask them if they would like to have only one kind of kite or if they like to have a variety of kites to choose from and why. Remind students that things

can be the same, but different, and that variety and difference is fun. Tell students that they are going to color the different kites in the picture and then draw themselves and the kind of kite that they like. Demonstrate how by drawing yourself and your own kite in the space provided. Then ask students to color the kites, then draw themselves and their own kite in the space provided. Ask students if the kite they drew is similar or different to the other kites in the pictures. If possible, have some volunteers show the kites they drew and describe them using words for color, size, and shape, for example: *My kite is small. It's red and blue. It looks like a bird.*

Answer Keys: Students draw themselves and their own kite.

Extension

- A.** Before class, gather pages and pictures from magazines for students to cut up and use to make a collage. Make sure the pictures include a wide variety of different types of people, families, balls, snacks, and dogs, to reinforce the idea that variety and difference is a positive thing.

Tell students they are going to look for pictures to cut out and use in a collage. Draw students' attention to the four sections of the worksheet. Read the first word: Families and have students repeat. Then distribute the magazine pages and pictures of different types of families, and have students choose the pictures of families that they want to use. Have students cut the pictures out, and paste them in the correct section on their worksheets. Ask students to compare the pictures that they chose with other students. Ask them if the pictures they found are similar or different to other students' pictures, and also to their own family. Remind students that all families are different and unique, and this is what makes them special. Repeat, guiding the activity, working through the three other sections: balls, snacks, and dogs, until you finish.