

by Tom McLaughlin

RESOURCE PACK FOR KEY STAGES 1-3



Dear Teachers and Librarians,

This resource pack uses the inspiring new picture book by Tom McLaughlin, Along Came a Different, to spark ideas for PSHE and Citizenship discussion around the need to belong, individual differences, celebrating uniqueness, and working together with others.

Its objective is for the children in your class, whether they are in KS1, KS2 or KS3, to understand that everyone is different and that difference is something to be celebrated.

The text of this picture book is simple, but the message is relevant to all ages. For this reason, some of the activities in this resource pack are designed to support the learning environment of older as well as younger pupils. The lessons included here provide age-appropriate starting points for children to think about the significance of difference in their own lives, and also to develop an understanding of the point of view of people who may experience life in a very different way.

We can't wait to hear about all of your shared journeys, experiences and outcomes using this wonderful book – and remember, the more different they are from each another, the better!

The Bloomsbury Children's Team

THE AIM

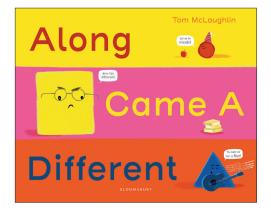
This resource pack can be used with all children from KS1 through to KS3. Suggestions for differentiation are included throughout but ultimately left to the teacher's discretion. It is based on Along Came a Different, a new picture book by Tom McLaughlin that celebrates being different. The four lessons included have been designed as sequential activities and can be taught as whole units or as individual activities to be dipped in and out of. Their overall objective is to give children the opportunity to explore what we mean by difference, to investigate how different skills and enthusiasms are needed when working in a team and to display creatively the outcomes of their work.

ABOUT THE BOOK

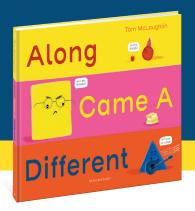
Reds love being red. Yellows love being yellow. And Blues love being blue.

The problem is, they just don't like each other. But one day along comes a different who likes Reds, Yellows and Blues, and suddenly everything changes.

An inspiring picture book that shows how being different doesn't mean that you can't be friends.







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#AlongCameADifferent \ \ @_TomMcLaughlin



RESOURCE PACK OBJECTIVES

This resource pack provides material for four hour-long lessons that can take place during classes, during circle time, P4C sessions, or as extra-curricular activities. The pack follows PSHE and Citizenship objectives. They include but are not limited to:

Citizenship

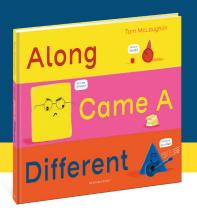
Developing confidence and responsibility and making the most of their abilities. Pupils are taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

Developing good relationships and respecting the differences between people. Pupils are taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from other points of view.
- to think about the lives of people living in other places and times, and people with different values and customs.
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them appropriately and ask for help.
- to recognise and challenge stereotypes.
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability





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INTRODUCTORY TASK: GROUPS WITH A DIFFERENCE

First things first: before we can get started you need to organise your class into six different groups. Give each group an appropriately different name or, better still, ask them to come up with their own! If you like, you could use colours, for example:

Team 1: THE REDS

Team 2: THE BLUES

Team 3: THE YELLOWS

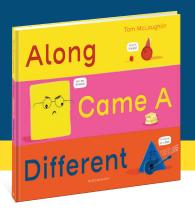
Team 4: THE GREENS

Team 5: THE ORANGES

Team 6: THE PURPLES

Lesson by lesson, pupils will gather the work that they have completed, in preparation for a series of Reflection Activities at the end of the resource pack.

THE REDS	THE BLUES	THE YELLOWS
Name:	Name:	Name:
THE GREENS	THE ORANGES	THE PURPLES



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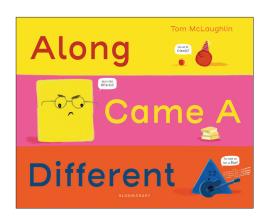
LESSON ONE WHAT IS DIFFERENCE?

Objectives:

To learn what we mean by the words 'different' and 'difference' To identify what is unique about ourselves as individuals To understand that everyone is different and that we are all special in unique ways

Lead-in questions:

- Where have you heard the word 'different'?
- Can you put the word 'different' into a sentence and share it with the class?



Task 1:

Look at the cover of Along Came a Different. Can you identify three characters? How are they similar and how are they different? Fill in the table below.



HOW THE CHARACTER IS DIFFERENT FROM THE OTHERS

E.g. He has a hat on

HOW THE CHARACTER IS SIMILAR TO THE OTHERS

E.g. He is a shape

Task 2:

With the people in your group, discuss how you are similar to and different from each other. You can use the following categories to help you organise your ideas:

PHYSICAL APPEARANCE DAILY ROUTINE **HOBBIES FAMILY BIRTHPLACE TALENTS**

Extension questions:

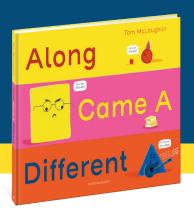
What is unique about each person in your group? How might your differences be a challenge for your group?

How might they help your group to be successful?

Task 3:

Now that you've found out about your other teammates, you need to work together to create a Team Profile showing your team's differences. Use the template to help you - and don't forget to share your Team Profiles with us on Twitter at @KidsBloomsbury!



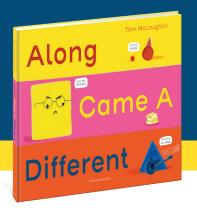


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Teammate One	Teammate Two	Teammate Three
Name:	Name:	Name:
Age:	Age:	Age:
Unique because:	Unique because:	Unique because:
Teammate Four	Teammate Five	Teammate Six
Teammate Four	Teammate Five	Teammate Six



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LESSON TWO THE RULES OF DIFFERENCE

Objectives:

To explore how people might deal with difference To understand that difference is part of living in a diverse world

To speculate about a world in which there are no differences

Lead-in questions:

- Can you think of a situation in school where people don't like each other because of their differences?
- Can you think of a situation in the world where people don't like each other because of their differences?

Task 1:

In Tom McLaughlin's book, Along Came a Different, the Reds don't like the Blues because they are different. The Yellows don't like the Reds because they are different, and the Blues don't like the Yellows because they are different.

In your groups, discuss why someone may think they won't like another person because they are different.

Task 2:

Look at one of the following scenarios. Can you identify the point of difference in each scenario, and why this might cause the people involved not to be friends with each other?

- 1. Daniel is very good at maths and spends a lot of time working on equations in his room. His sister Lucy likes to play the drums.
- 2. Rachel supports Manchester United. Andrew supports Manchester City.

- 3. Michael is a homeless person who has to beg for money in the street so that he can eat. Sophie has a good job and lives in a nice house down the road.
- 4. Abdul grew up in Afghanistan. Simon grew up in England.

Task 3:

In Along Came a Different, the characters create a list of rules to avoid each other's differences and live separately. In your groups, read the rules and discuss why they might not work.



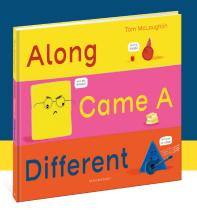
Class challenge:

As a class, spend five to ten minutes dramatising the rules in Along Came a Different. Make sure that members of different coloured groups don't speak to each other, share ideas or walk in each other's areas.

Reflection questions:

- 1. How did you feel during the class challenge?
- 2. Which rule did you find particularly hard not to
- 3. Why do you think it is important to overcome and celebrate differences rather than to avoid them?





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LESSON THREE DIFFERENT SKILLS **AND TALENTS**

Objectives:

To understand that we can learn from people who are different

To explore how new experiences or information can be rewarding

To present the positives of having different experiences and skills

Lead-in questions:

- What would school be like if every lesson was exactly the same?
- What would the world be like if everyone was good at the same thing?

Task 1:

Draw a picture that shows you doing something for the very first time, e.g. meeting someone new, trying a new food or going to a new place. Write a sentence to say how you felt about it.

Task 2:

Look at these images of three characters in Along Came a Different. Can you identify the different skills of each shape?

How do you think each character feels about the other when they see their specific skill? Organise their feelings into positive and negative categories.

POSITIVE FEELINGS **NEGATIVE FEELINGS**

Task 3:

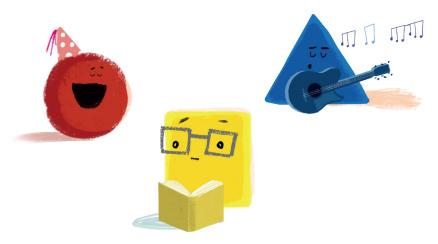
In your groups, make a note of some simple activities to help you try something different or to behave in a different way this week, such as:

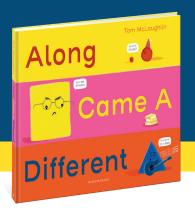
- Stand next to someone you don't know very well in the lunch queue
- Share a story book with someone else in the
- Help out someone at home with a chore you don't usually do
- Try a new skill at playtime such as skipping or throwing and catching a tennis ball

Consider why it might be a good thing to try these new activities. Present your ideas to the class!

Extension task:

As a class, create a Class Achievement Chart so that you can track your progress with each new activity suggested.





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LESSON FOUR CELEBRATING DIFFERENCE

Objectives:

To learn to value others' differences To explore how 'difference' is essential to the world

To understand the importance of celebrating difference and valuing individuality

Recap questions:

- What is difference?
- What types of differences exist between people?
- Why is it good to celebrate difference?

Task 1:

In your groups, consider what you've learned in the past three lessons and write down as many ways as you can in which people can be different. Share your ideas with the rest of the class.

Task 2:

Look at this image from Along Came a Different.

Task 3:

Consider how you could have a positive impact on the world in the future by daring to be different. Write a Mission Statement for your future self. How will you be unique? How will you celebrate difference?

Differentiate for younger KS1 groups by asking them to use the following sentence starters:

My name is:

Today's date is:

I believe I am different because:

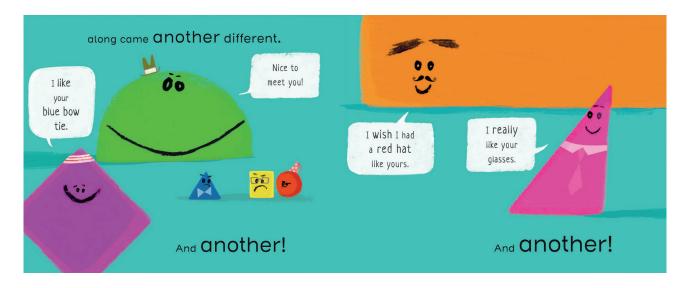
My unique skills are:

I hope that I will help the world by:

My friend is different to me because:

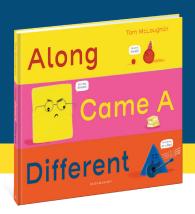
I admire this difference because:

If you want to share your Mission Statements you can send them to us on Twitter at @KidsBloomsbury - otherwise, seal your letter in an envelope for safekeeping, and open it again one day... far into the future



What is happening in this image? Why is this a positive thing?





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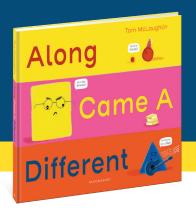
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I WILL DARE TO BE DIFFERENT		





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REFLECTION ACTIVITIES

Take a moment to think about the work that you have completed in these lessons.

In your groups, take turns to complete the following sentences:

- My favourite piece of work was ...
- One thing I learned about myself was ...
- One thing I learned about another person was ...
- I enjoyed working in a group because ...
- I have enjoyed the book Along Came a Different because ...

CONGRATULATIONS!

YOU'VE COMPLETED THE ALONG CAME A DIFFERENT RESOURCE PACK

Now, don't forget to hold on to everything that you've created. We can't wait to see how you dare to be different.

The Bloomsbury Children's Team

