



# PROGRAMME 7: DIFFERENCES

## AIM

The aim of this unit is for students to understand that everyone is unique and to celebrate the differences between themselves and others.

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## LEARNING OBJECTIVES

Students will be able to:

- understand that each person is different, in some way, from other people
  - define their unique attributes
  - identify characteristics in well-known people and compare them with each other
  - strengthen their understanding that being different can work in their favour.
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## SKILLS

- Communication
  - Information
  - Social skills
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## MATERIALS

- Episode Differences, DVD 1, Bryan & Bobby Series 3
  - Large pieces of paper or the whiteboard
  - Computers to research famous people
  - Pictures of a variety of famous people
  - Star Pals Worksheets
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## VIRTUES

- Courage
- Co-operation
- Appreciation
- Confidence
- Contentment
- Empathy
- Responsibility
- Understanding

## LESSON (please adapt for junior students)

Play the episode 'Differences' from DVD1 Bryan & Bobby Series 3.

1. Re-cap/discuss the main points from the episode **Differences**.

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2. In pairs, have the students stare at each other. Have the students comment on each other in an observational way. Emphasise that there are to be no put-downs, and for the students to take the exercise seriously. One of the pair will be A and the other will be B. Explain that person A will look at B and mention a difference between the two of them that they have identified (for example, the colour of their hair, eyes or t-shirt). B will then mention a difference they have identified. On your cue the activity is to begin and end.

As a class, have volunteers discuss the differences between them and their partner that they had observed. Compare the results of one pair to that of another. Brainstorm how students in the class are similar and different.

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3. In various places around the room display photos or pictures of famous sports stars, movie stars, cartoon stars, television stars and singers. In groups of 3 or 4 have students view each photo and discuss the attributes that they are known for (for example, Justin Bieber is known for his great singing, his good dancing, happy smile and his physical characteristics such as the colour of his hair, hair style, eye shape etc). Have the students jot down their contributions on a large piece of paper. After five minutes students should walk around to the next famous person and do the same until all the pictures have had comments from all groups.

Once all famous people have had comments written down about them, share the comments each group came up and make a comparison chart. For example;

| Sir Edmund Hilary  | Justin Bieber   |
|--|---|
| <ul style="list-style-type: none"><li>• Great climber</li><li>• Tall</li><li>• Did great things for Indigenous people</li><li>• World figure</li></ul> | <ul style="list-style-type: none"><li>• Good singer</li><li>• Young</li><li>• Short</li><li>• Dances well</li><li>• Big smile</li></ul> |

Ask students questions similar to the ones below about a famous pair.

1. Do you believe that Sir Edmund Hilary was a good singer?
2. Do you think Sir Edmund Hilary was a great hip-hop dancer?
3. Do you think Justin Bieber is a great mountain climber?
4. Do you think he is good at everything?

Emphasise that no one is good at everything, but that we are all likely to have at least one thing about ourselves that makes us different from everyone else, in a positive way.

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4. Talk about famous performers and athletes who have overcome challenges by achieving goals that they had set (eg, Ray Charles - blind, Stevie Wonder - blind, Helen Keller - blind and deaf, Graham Dingle - climbed Mount Everest with two artificial legs etc). Have some students research other famous people who have overcome challenges (geographical, financial, age, etc) to succeed in their various fields of expertise.

Talk about people who have made a living out of being different such as Jim Carey who was diagnosed with ADHD as a child, and who has used his larger-than-life personality as a comedic actor.

## 5. Unique Pals

On the worksheet, have students choose one other person in the class or in their lives to compare and celebrate differences with. Have the students present and share with the class as a whole and then display.

Visit [www.bryanandbobby.co.nz](http://www.bryanandbobby.co.nz) for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Abilities, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2



**UNIQUE PALS**

Choose another person you know, and compare yourself to them in a positive way. Draw them on the shapes and write what is the same and different about them.

Name: ..... Name: .....

**Same:**

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**Different:**

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# SUPPLEMENTARY ACTIVITIES

## Written Language

Research and then write a description of 'a day in the life of a child who lives in another country' - then note the similarities and differences between you and them.

Write an acrostic poem on celebrating differences between children.

Compare different styles of handwriting.

## Oral Language

Talk to your parents/grandparents or caregivers about how children, activities or clothing were different when they were young.

Ask your parents/grandparents or caregivers what they were good at in primary school. Then tell them what you are good at.

Discuss ways in which you can get to know people that you are meeting for the first time. How do you make friends?

## Visual Language

Design a poster that celebrates differences.

Using photographs of children from around the world compare and contrast their style of dress or traditional dress.

Provide examples of clothing through the ages and discuss the differences. Are there any similarities with current popular styles?

## Drama

Write a play about two people who meet for the first time and how they get to know each other, find common interests and celebrate their differences.

## Music

Discuss different musical tastes children might have.

Write a song about differences.