

We are all different

Lesson plan **KS1 5-7 | PSHE**



This content is relevant across the UK and can be adapted for different curricula and for SEN schools.

National curriculum learning objectives:

- H14. how to recognise what others might be feeling
- H22. to recognise the ways in which we are all unique
- R23. to recognise the ways in which they are the same and different to others
- L2. how people and other living things have different needs; about the responsibilities of caring for them

Prior learning:

It would be helpful if children understood that the brain powers our bodies and sends messages, or signals, around it.

Skills development

- Understanding the feelings of others
- Sharing thoughts and opinions

Resources needed

- Lesson Presentation
- Izzy and Joe's Camping Adventure Story
- Helping Hands Cut-Outs

Key vocabulary

epilepsy, seizure, different, feeling, kindness, respect, brain, condition, safe, helpful

Time	Teaching Activity	Teacher Notes
5 mins	Discuss with the children how we are all different. Use the prompts on the Lesson Presentation and ask the children if there are any other differences they notice between them.	<i>Depending on the structure of your class, you may wish to adapt the prompts on the presentation to suit.</i>
5 mins	As a class, think about and discuss 'if someone is different from me, how can I help them feel included?' from the Lesson Presentation .	<i>If needed, give the children some prompts to be able to answer the question e.g. be kind, be helpful, don't treat them differently.</i>
15 mins	Read the story Izzy and Joe's Camping Adventure . Throughout the story, pause to reflect on the story and how the characters might be feeling at key points.	<i>You might like to ask children how they would feel in a similar situation. If you have anyone in your school or class with epilepsy you could ask them to share how they feel when they have a seizure.</i>
10 mins	Discuss with the children what epilepsy is, referring to the story. Ask the children the questions about how they think Izzy might have felt throughout the story and their general observations. Gather their answers and discuss anything that you feel important.	<i>Show the children the parts of the story you are discussing. If you feel it appropriate, you could print out some of the scenes for individual children as visual aids.</i>

Time	Teaching Activity	Teacher Notes
20 mins	<p>Talk to the children about seizures and that there are many different types of seizure. Explain what they can do if they are with someone who has a seizure.</p> <p>Give each child a Helping Hands Cut-Out, or draw around their own hands, and ask them to write or draw one of the things they can do if they are with someone who has a seizure, to help them remember. Children can also complete a second hand, if time, writing people they can talk to if they need a helping hand.</p>	<p><i>If you have any children in the class who may be worried discussing this topic, make sure to speak to them prior to the lesson to ensure they feel comfortable.</i></p> <p><i>More-able children can draw around their own hands during the helping hands activity.</i></p>
5 mins	<p>Finish the lesson by reminding the children of our differences and that these should be celebrated. Ask the children to reflect from the beginning of the lesson how they are different, with their talk partner. If there is time, ask some children to share how they are different and celebrate this.</p>	<p><i>Children could be strategically paired to encourage peer support at this point of the lesson.</i></p>

Lesson reflections / next steps / teacher notes

Assessment opportunities:

- Can children identify what they should do when someone is having a seizure?
- Can children share their opinions on the story and identify the different feelings?
- Can children identify what's different between them?

Suggestions for future learning:

- You could continue the topic of empathy around conditions by inviting in a school nurse or epilepsy ambassador to talk.
- Connect with science and learn more about the brain and how our bodies work.

Home learning opportunities:

- Ask children to talk to their family at home about what they have learnt. They could talk about what makes their family different or special.
- Encourage children to celebrate Purple Day with their friends, family or classmates on 26th March

Opportunity to feedback and share successes:

Your thoughts are important and will help to improve support for children and young people living with epilepsy, so they can feel more included in school and everyday life. Please fill in this short feedback form to let us know what you, and your pupils, thought of these resources: <https://youngepilepsy.link/resource-feedback>

We'd love to share more examples where schools have helped a pupil with epilepsy to feel safe, included and able to reach their full potential, please email Inclusion@youngepilepsy.org.uk if this is something you could help with.

Helping hands cut-outs

