



# classroom activity - conflict resolution



## The same but different

|             |   |
|-------------|---|
| AGE         | 3–6 years old   |
| VALUES      | tolerance   |
| MATERIALS   | little mirrors, feature cards and a feature table, a ball of woollen thread   |
| TIME        | 25 minutes  |
| GROUP SIZE  | 10 - 15 children  |
| OBJECTIVES  | <ul style="list-style-type: none"><li>• Recognize and understand the similarities and differences of a group of children.</li><li>• Listen, see, feel the others.</li><li>• Understanding why being tolerant is very important.</li></ul> |
| METHODOLOGY | dialogue, discussion, games   |
| AUTHOR      | PRSC - Panevezys District Education Centre  |

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## STEP BY STEP IMPLEMENTATION

### Step 1) Similarities and differences

The facilitator asks all the children to sit in a circle and asks questions for discussion: What similarities do we have? (The human body is the same. We all have two arms, two legs, one neck and one nose, etc.). What makes us different? (hair, eyes, skin colour, height, sex). We discuss that people can be similar and different in their appearance. The facilitator distributes mirrors to the children and asks them to look closely at themselves and examine the hair, eye and skin colour. (The facilitator assembles the mirrors.) Now, look closely at the friends how they look. Ask the children to stand up, examine and compare the heights of all the children. Think, who are the tallest and the shortest ones.

### Step 2) Game “Swap places with a friend”

Materials: feature cards. (Cards visualize the game, but it can be played without them. Cards need to be cut out).

The children sit in a circle. The facilitator shows the children one of the character cards and indicates: the children with blond hair change places, only the boys change places, the children who wear glasses change places, the children who have blue eye colour change places, the tallest children change places. The activity continues until all the external features are listed

### Step 3) Features

Sitting in a circle, the facilitator shows the children a table of features and asks to count how many children are there in the group, keeping in mind their different characteristics and appearance. The task: count, how many children are in the group. (The teacher reminds that the children who know the answer raise their hand and speak one by one. Write the correct answers in the boxes on the table. Depending on the age of the children, the children or the facilitator fill in the table). The questions:

- How many boys and girls with dark complexion are there?
- How many boys and girls with fair complexion are there?
- How many boys and girls have blonde hair?
- How many boys and girls have red hair?
- How many boy and girls have brown or black hair?

Next, count the children by their eye colour, height, and wearing glasses.

After filling in the table, children discuss how different they are, but at the same time similar. (Children may find even more external features). Some of our external features overlap, some are different. Keep discussing that people also differ in their character and hobbies.

Being together is very important to learn to make friends, accept others, share and not get angry. The facilitator asks the children:

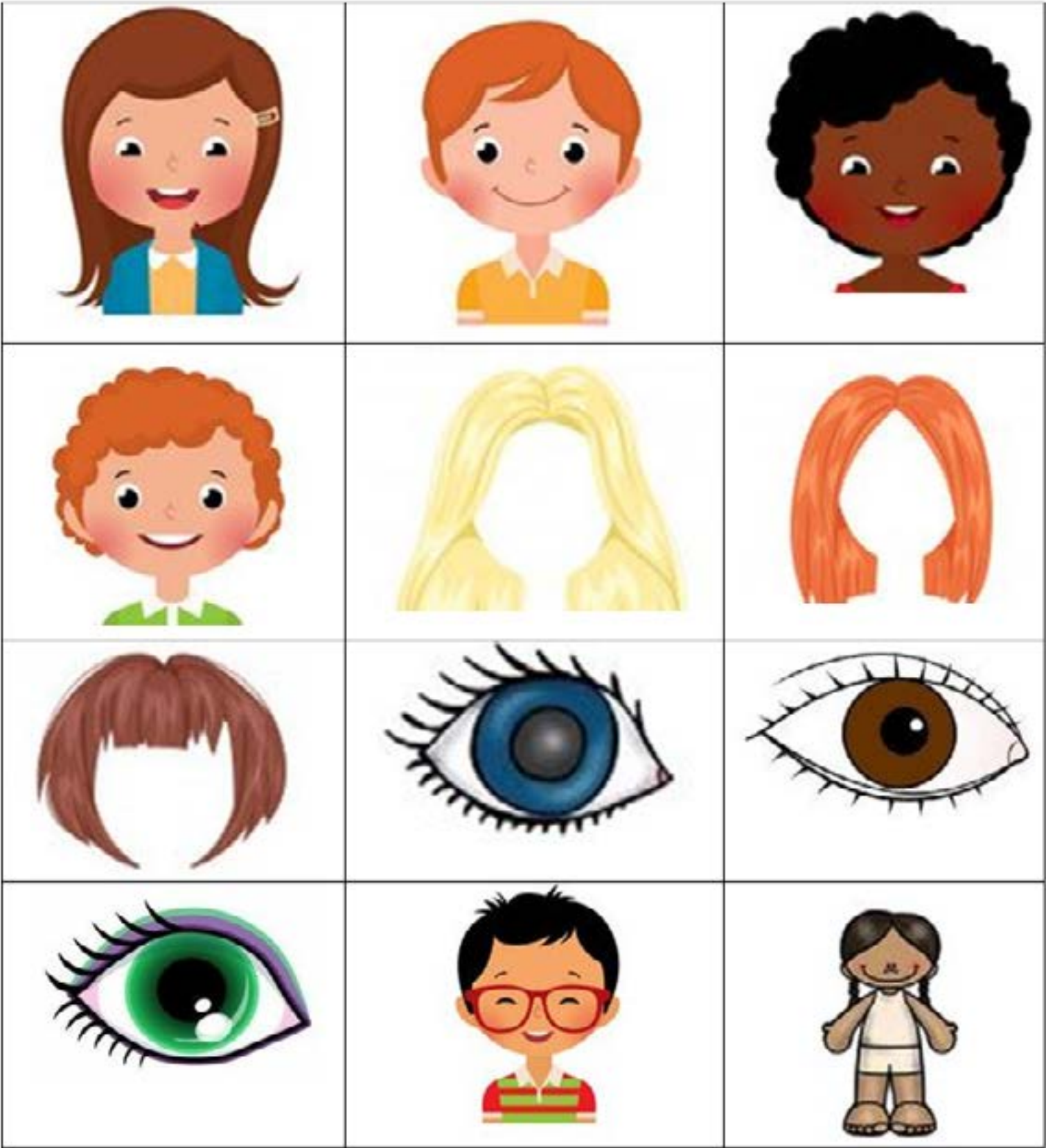
- What does it mean to be friendly?







#### **Step 4) Communication network**





The facilitator tells children that they are going to play a game called “Communication Network”. This game will help them understand that we are all more alike than different. (The game will help strengthen the sense of integration admitting that despite different cultures and/or languages, we have more similarities than differences.) A ball of woollen thread is required.

The facilitator asks all the children to sit in a circle. Then the facilitator inquires what they like most. For example, a child holding a ball of woollen thread in his hand tells the facilitator what his/her favourite dish is. The facilitator keeps asking other children:

Those who like the same dish, raise your hands. (Holding the end of the thread in his hand, the child throws the ball to the child who raised the hand, etc.) This is how a network of common hobbies is knitted. Then the facilitator asks another child what game he/she likes playing the most, what his/her favourite toy is, what he/she likes doing at home the most, and so on. (The facilitator can ask children questions according to their needs and age). This is how a network of the woollen thread is knitted. Children do not necessarily have to hold the thread in their hands, they can put it on the floor. This game can also be played outdoors, then instead of thread, the net can be drawn with street chalk. Each child can say one thing at a time. At the end of the game, we can conclude that we are all more alike and united by common interests.



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## CRITICAL ASSESSMENT

| OBSERVED BEHAVIOR  | YES | NO | COMMENTS |
|--|-----|----|----------|
| Children realized that despite differences in appearance, hobbies, and character, everyone needs to be treated tolerantly. |     |    |          |
| They felt a sense of rejection, but they still need time to develop new habits to behave tolerantly.                       |     |    |          |
| The help to understand your own and other's feelings is still needed.  |     |    |          |

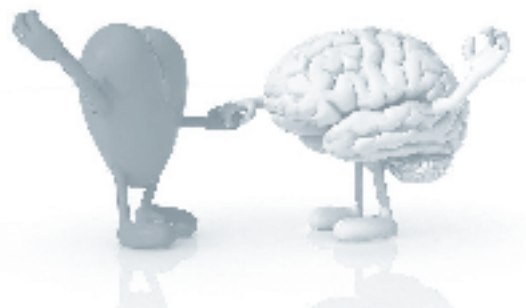
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*Tolerance is giving to every other human being every right that you claim for yourself.*

*- Robert Green Ingersoll*

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### Teachers' Selfcare tips and hints:



You know a day at the beach or a hike in the mountains makes you feel grounded, calm, and content. While you may not be able to immerse yourself in natural settings every day, you can stay in touch. Keep a rock in your pocket or in the change compartment of your wallet. Use a beautiful red leaf as a bookmark. Turn a seashell into a paperweight. Then you'll always have a reminder that there's a great big beautiful world right outside – a helpful thought whenever your problems are too big.

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