

22. Same, similar and different

Use *Introducing the activity*, the *Basic activity* and one of the *Variations*, followed by *Drawing things together*. Please read them all before making your choices. These lesson ideas are drawn from work by Lat Blaylock of RE Today, from an original idea by David Leat.

Teacher's notes

This series of activities seeks to get pupils working at a high level of thinking and analysis. It can be used as an activity with most topics in RE. It is particularly good for challenging pupils to raise their levels of responses when making comparisons between subjects or topics, and, as it is a collaborative activity, it seeks to support pupils in working creatively with others.

Introducing the activity

As pupils enter the room, ask them to stand in a circle. Then play *Random* – going round the circle, everyone has to say a word that is totally unconnected to the last word that was said. If anyone spots a connection, they call out 'challenge' and have to justify the challenge. If they are right in their challenge, they gain a point – points can lead to a commendation or a small prize at the end of the activity.

Basic activity: Same, similar, different

Introduce the theme of the lesson, and ask the pupils to link the theme to their last RE lesson. Using the IWB, show a picture of David Beckham, David Cameron and David Hays and ask the pupils to identify the three people. Give out the 'same, similar, different worksheet' with 'David Beckham' in Box 1; 'David Cameron' in Box 2; and 'David Hays' (the British boxer) in Box 3. In groups of three, ask pupils to fill in the other boxes. Something that these three characters have in common, something that is unique to them and something that they all share and, the hardest box, something that two of them share but the third person doesn't. Come back together and discuss points. Did any group manage to get more than one point in each box? Are all their points justifiable?

Variation 1: People

Look at the life of three people who have tried, or are trying, to make a difference in the world, at least one of whom has a religious basis for what they do. After the pupils have found out about these people, ask them in pairs to work on the

'same, similar and different' worksheet, consolidating their understanding about the things and motives affecting these people's lives. For example you could use 'Mother Teresa', 'Martin Luther King' and 'David Beckham'; or 'Jesus', 'Guru Nanak' and 'Buddha'; or 'St Francis of Assisi', 'Bishop John Sentamu' and 'Jackie Pullinger'. The combinations are endless; choose ones that fit your unit of work.

Variation 2: Topics

Use the worksheet as a way of consolidating learning at the end of a topic, asking pupils to draw on their previous learning in other topics they have studied. For example, if the pupils have been looking at festivals within a religion or across a number of religions, you could use: 'Christmas', 'Easter' and 'Harvest'; or 'Easter', 'Ramadan' and 'Holi'. Ask pupils to work on their own first of all and then combine with others gradually as the activity goes on, sharing their ideas and thoughts. The combinations are endless; choose ones that fit your unit of work.

Variation 3: Concepts

Use the worksheet as a way to get into a debate around an issue. For example, if you are looking at sanctity of life issues, then use the worksheet as a way for pupils to unpack some of the arguments for and against different ideas. In box one write, 'every human being is equal', in the second box write, 'every human deserves to live' and in box 3 write, 'every human is created by God'. Pupils then have to think about these concepts, what value statements lie behind them and how they can be interpreted by others. The combinations are endless; choose ones that fit your unit of work.

Drawing things together

Give pupils a question to discuss and then capture their thoughts in a written answer. For example, 'People's beliefs always affect their actions for good or bad.'

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