

I'm special, you're special

Year: R

Introduction - whole class

Introduce Harold the giraffe, using the picture on the IWB resource (see *Resources needed* area).

Explain that Harold is a very special giraffe. He is a bit younger than the children and he goes to nursery. But he's very excited about starting school when he's five. Harold says that we are special too and he's written a song called 'I'm special, you're special'.

Listen to Harold's song (find this in the *Resources needed* area).

Encourage the children to sing along with Harold, especially in the chorus:

I'm special. You're special.

There's no-one quite like me.

I'm special. You're special.

Clap if you agree. (Clap, clap).

Ask the children to think about what makes each person so special. To focus their thinking get them to think first about how we look.

Ask them to feel their face very gently, and really quietly think about what is on it. Model quietly feeling face, encourage children to do the same - nose, hair, cheeks, mouth, eyebrows, ears. Say the name of each part, reflectively, as you do so.

Explain that we all have these things. Next, hand out the mirrors, asking the children to study their faces.

Remind them of the words in Harold's song: "I'm special, you're special."

Model saying "I am special" to your reflection in the mirror and encourage children to do this too. Then encourage them to turn to another child and say "You're special."

Adult-supported activities (individual or small groups)

There are a variety of activities that can grow from this theme:

Activity 1 - Jigsaw faces

Have photos of the children's faces printed out, laminated and cut into three strips - eyes, nose, mouth. Have whole photos available for children to look at carefully. Support children to build their faces and their friends' faces by putting the correct strips together. Keep the pieces loose, like a jigsaw, so the activity can be repeated with different faces each time. As you do the activity, encourage the children to think about what makes each face different and each face special.

Activity 2 - Fruity faces

Chop up pieces of fruit or vegetables to make different kinds of fruity faces

Activity 3 - Likes and dislikes

Discuss and record children's likes and dislikes.

Then create charts for recording and comparing these.

Activity 4 - My favourite things

At the writing and drawing table have materials for children to draw their favourite things. Label these.

Enhancements for continuous provision

Painting/drawing self portraits.

Place mirrors at painting easel/table for painting self portraits.

Children can create collage pictures of their faces using a range of materials.

Share your ideas

We'd really like to hear - and with your permission, share - any other ideas for enhancements for continuous provision that have worked well for you.

Please email us at CLE@coram.org.uk with your ideas if something has worked well and you think other teachers would like to try it.

SCARF Time

Use SCARF time to explore the SCARF values of Caring and Friendship through some of the many possible circles on this theme, e.g. 'I'm special because....', 'The person next to me is special because...', 'My favourite thing is....'.