

Learning Tool Code	Title
SDG10-SDGfP	Different people can also hang out together!
Objectives	
<ul style="list-style-type: none"> - Students learn the importance of being equal; - Students think critically; - Students work goal-directed; - Students are able to define alternatives for action and set priorities; - Students are able to make smart and informed decisions; - Claim values that are in line with SDG10; - Respond positively towards achieving SDG10; - Understanding the importance of equality among people; 	
Activity details	
<p>Material - see annex</p> <p>Duration - 2h 45 min</p> <p>Group number - several groups of 4-5 students (5th grade, 10-11 years)</p>	
Instructions	
<p>Lesson one (45 min)</p> <p>Chairs are placed in a circle. All the students and the teacher are sitting in a circle. The teacher says "Now I will read some statements. "Every time you hear a claim that applies to you, you will have to change places."</p> <p>Example: <i>Anyone who wants to play football change places.</i></p> <p><i>Anyone who wants to rubber band jump change places.</i></p> <p><i>Anyone who has a pet change places.</i></p> <p><i>Anyone who wants to eat spinach change places.</i></p> <p><i>Anyone who is a student change places.</i></p> <p><i>Anyone who carries writing supplies today change places.</i></p> <p>After the game, a discussion follows.</p> <ol style="list-style-type: none"> 1. Was there anyone who sat all the time? Why? 2. Was there a situation when we all changed places? Why? <p>Lesson two (1 h)</p>	

The teacher reads a story to the students (see annex)

* The story is an adapted version by Kave, K. & Ridell, Ch. (1994). Something Else. London: Puffin Books

https://www.youtube.com/watch?v=SyxIKXc167g&ab_channel=LivKoleji

Discussion

1. How does Something Else feel in this story? Why?
2. Did Something Else try to be like the others?
3. Why do you think Something Else was trying to be like the others?
4. Why did Something Else not allow the creature to stay with him?
5. How did the creature feel when it left the home of Something Else? Why?
6. What made Something Else change his mind and bring the creature back?
7. In the end, although the creature and Something Else were different, they agreed. How do you think they did it?

Lesson three (1 h)

The students are divided into groups of 4-5 students each. Each group gets a piece of paper on which they have one of the following questions to be answered in writing.

1. When have you felt like Something Else at school?
2. When have you felt like Something Else at home?
3. What would you do if Something Else appeared in your classroom?

(If there are more groups, the questions are repeated)

After they have finished writing, one child from each group presents the group results that are being discussed.

Tips for the facilitator

- 1) The teacher asks questions after the end of the game to draw a conclusion.
- 2) The teacher encourages a discussion to draw conclusions from the read text.
- 3) The teacher invites the students to share the results from the group work.

Debriefing

Students discuss their opinions between the group members and then they present the group results to the rest of the class.

Follow-up/Inspiration for the future

Students design posters with drawings and equality messages and place them throughout the school.

References/Further reading

Kave, K. & Ridell, Ch. (1994). Something Else. London: Puffin Books

https://www.youtube.com/watch?v=GnQOGL1C-vE&t=3s&ab_channel=Home-StartAWA

Annex

The link with the story is in references.