

Me and my friends – Getting to know you

This is an activity for the whole class.

Children interview each other to find out ways in which they are similar and how they differ from each other.

When establishing a supportive classroom environment, it is important to recognise that each child is unique.

As children get to know each other, they will come to realise that they have some characteristics in common with others, and they will have some characteristics that differ. Those characteristics do not make them better or worse. They make them who they are.

No matter how diverse the population, each will share many characteristics with others. No matter how seemingly uniform the population, each will differ from others in many ways.

Getting to know each other helps children develop an appreciation for both our diversity and commonality that we share.

Teaching suggestions

Note: It is not necessary to complete the entire survey in one session.

Depending on the ages of your students and the time available, you may wish to introduce and complete one question or one row at a time.

The surveys will be most interesting if children collect as many different friends as possible. Sheets could be glued into books or attached to clipboards to provide more support when conducting the surveys.

As all of the children will be talking at the same time, the session will be rather noisy. But it will be productive noise and the children will be learning a lot, including language and literacy skills.

Conduct the *Me and my friends – Same* survey first.

- Discuss with children ways in which they may be alike or different from each other.
- Explain that they will conduct a survey to find out who shares something in common with them.
- Display the sheet on the interactive whiteboard. Explain and demonstrate how to complete the item/s.
- Give the children time to interview others until they find someone who says “Yes”. They should then complete the item with words and pictures. When completing the “Same” survey, each will record the other.
- When surveys are complete, ask children to share what they have in common with their different friends.

Repeat the process for the *Me and my friends – Different* survey. This time children will not share responses, but will need to help when they reply “Yes” before going off to find a “Yes” answer of their own. Children may already know who to ask from asking similar questions in the “Same” survey.



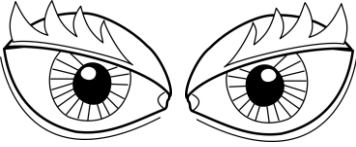
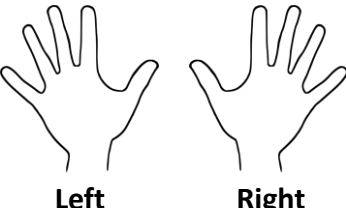
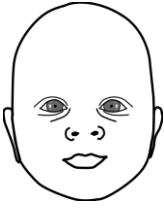
Me and my friends - Same

by _____ Date: _____

Complete each statement about yourself.

Interview your friends to find out which have some things in common with you.

Collect as many different names as you can.

<p>My name starts with the letter _____.</p> <p>My friend _____'s name does too.</p>	<p>I have _____ letters in my name.</p> <p>My friend _____ does too.</p>	<p>I have _____ brothers and sisters.</p> <p>My friend _____ does too.</p>
<p>My birthday is in _____.</p> <p>My friend _____'s birthday is too.</p>	<p>My favourite colour is _____.</p>  <p>My friend _____ likes it too.</p>	<p>My favourite food is _____.</p>  <p>My friend _____ likes it too.</p>
<p>I like to play _____.</p> <p>My friend _____ does too.</p>	<p>I have _____ eyes.</p>  <p>My friend _____ does too.</p>	<p>I have a pet _____.</p> <p>My friend _____ does too.</p>
<p>I come to school by _____.</p> <p>My friend _____ does too.</p>	<p>I use my _____ hand to write.</p>  <p>My friend _____ does too.</p>	<p>I have _____ hair.</p>  <p>My friend _____ does too.</p>


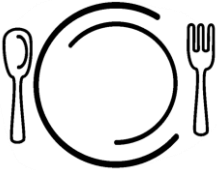
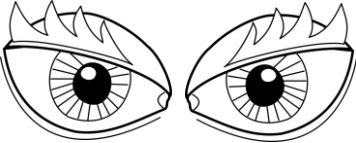
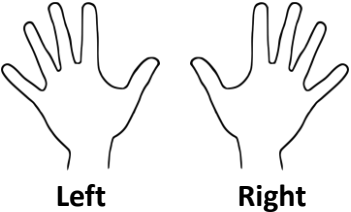
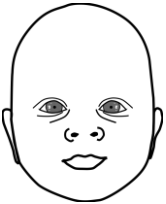
Me and my friends - Different

by _____ Date: _____

Complete each statement about yourself.

Interview your friends to find out which have characteristics different from yours.

Collect as many different names as you can.

<p>My name starts with the letter _____, but</p> <p>my friend _____'s name starts with _____.</p>	<p>I have _____ letters in my name, but</p> <p>my friend _____ has _____ letters.</p>	<p>I have _____ brothers and sisters, but</p> <p>my friend _____ has _____.</p>
<p>My birthday is in _____, but</p> <p>my friend _____'s birthday is in _____.</p>	<p>My favourite colour is _____, but</p>  <p>my friend _____ likes _____.</p>	<p>My favourite food is _____, but</p>  <p>my friend _____ likes _____.</p>
<p>I like to play _____, but</p> <p>my friend _____ likes _____.</p>	<p>I have _____ eyes, but</p>  <p>my friend _____ has _____ eyes.</p>	<p>I have a pet _____, but</p> <p>my friend _____ has a pet _____.</p>
<p>I come to school by _____, but</p> <p>my friend _____ comes by _____.</p>	<p>I use my _____ hand to write, but</p>  <p>my friend _____ uses the _____.</p>	<p>I have _____ hair, but</p>  <p>my friend _____ has _____ hair.</p>