***Something Else* classroom activity ideas**

Curricular links

Changing Faces’ *Something Else* classroom activities are aimed at teachers who have chosen to study the book Something Else. Written by Kathryn Cave and illustrated by Chris Riddell the book explores what it’s like to look different and can be used for guided reading or literacy activities, as a whole class text or as the basis for project work. The focus is on key themes from the book such as: feeling left out; judging others based on their appearance; the idea of belonging; making friends; and respecting and valuing difference.

These activities support the delivery of the [Health and Wellbeing](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/curriculum-areas/Health%20and%20wellbeing) curriculum in Scotland, in particular HWB 1-04a/05a/08a/10a. For schools in England, these activities will contribute to the delivery of [Personal, Social, Health and Economic](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935) [education (PSHE)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935), particularly within the areas of healthy relationships and respecting differences.

These activities also contribute to the delivery of the [Personal and Social](https://gov.wales/sites/default/files/publications/2018-02/personal-and-social-development-well-being-and-cultural-diversity.pdf) [Development, Wellbeing and Cultural Diversity](https://gov.wales/sites/default/files/publications/2018-02/personal-and-social-development-well-being-and-cultural-diversity.pdf) area of learning for schools in Wales and [Personal Development and Mutual Understanding](http://ccea.org.uk/curriculum/key_stage_1_2/areas_learning/personal_development_mutual_understanding) outcomes around relationships and recognising similarities and differences for schools in Northern Ireland.

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| **Relevant book section** | **Activity** |
| Illustration of Something Else’s house on page 3 | * Pair/small group/class discussion
	+ What does this house tell us about the character who lives there?
	+ What do you think this character will be like?
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| Illustration on page 5 | * Thought bubbles activity
	+ Cover up the text on page 5 and ask the pupils to write thought bubbles for Something Else and 3 other characters to show what they think each character is thinking or feeling.
* Pair/small group/class discussion
	+ What do you think this picture tells us about Something Else?
	+ What does it tell us about the other characters and how they see Something Else
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| Text on page 5* “Sorry. You’re not like us. You’re something else. You don’t belong.”
 | * Feelings drawing task
	+ How do you think this makes Something Else feel?
	+ Pupils asked to draw a picture of Something Else to show how he feels, including some words to describe his feelings.
* Pair/small group/class discussion
	+ How do people feel when they are left out by others?
	+ How can we make sure that everyone is included in our school?
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| Pages 6-9* “Something Else did his best to look like the

others…It was no good. He didn’t look like them or talk like them…” | * Pair/small group/class discussion
	+ Are your friends all exactly the same as you? Can you only be friends with people who are similar to you?
	+ Is it ok to judge people based on how they look? How would this make someone feel?
* What makes you “you” activity
	+ Link to standalone activity on CF education webpages.
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| Pages 12-19 (Something meets Something for the first time) | * Cartoon task
	+ Ask pupils to think about the following question: how would you do things differently to Something Else in this scene?
	+ Ask pupils to draw a cartoon of how they would make Something feel welcome in their home or school.
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| Pages 22-23* “From then on, Something Else had Something to be friends with.”
 | * Thought bubbles

o Cover up the text on pages 22-23 and ask the pupils to write thought bubbles to shown what Something Else and Something are thinking and feeling. |

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|  | * Pair/small group/class discussion
	+ How do you know that Something Else and Something are now friends?
	+ “They were different, but they got along” – How are you different to your friends? Does being different to someone mean that you can’t get on with them?
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| How have things changed for Something Else by the end of the story? | * Drawing task
	+ Ask pupils to draw a picture to represent how Something Else feels **at the beginning** of the story.
	+ Then ask pupils to draw a picture to represent how Something Else feels **at the end** of the story.
* Class discussion
	+ How have things changed for Something Else by the end of the story?
	+ What do you think the message of the story is?
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| What happened next? | * Story writing task

o Ask pupils to write a short story about what they imagine Something Else, Something and their new friend did next? |
| Making sure that everyone is welcome at our school | * Class discussion
	+ How do we make sure that everyone is welcome at our school and that no-one is left out?
* Small group poster making task
	+ Ask pupils to make a poster that welcomes people to the school. **OR**
	+ Ask pupils to make a poster about why it is important to include everyone and not to judge people

based on how they look. |