



Lesson 1: Making Assumptions

Learning Intentions:

- Learn the meaning of 'assumption'
- Understand we all make assumptions but they are not always right
- Understand that because someone appears different doesn't mean they can't talk to or be friends with them

Success Criteria:

- Children can identify the ways in which they are similar and different to their classmates
- Children can feedback new things they have learnt about their classmates: valuing similarities and differences
- Demonstrate the skill of 'checking out' assumptions
- Children can play with people who aren't their 'best friend'

Introduction

Holding a coffee mug of water ask the class what they think is in the mug, accept each answer with "you might be right". Invite one pupil to investigate what is in the mug and report to the class.

Explain how we naturally make assumptions, sometimes they are right and sometimes they are wrong, we shouldn't presume we are right.

Explain an assumption is something we accept as the truth without checking

Key Questions and Vocabulary

What is an assumption?
Was your assumption right or wrong?
What did the knight assume?
What are some assumptions we make about people who are different?

Assumption
Judgement
Differences
Similarities
Walking debate

Main

Read the story "The Wall in the Middle of the Book " by Jon Agee.

Discuss the story with the children: What did the knight think he knew about the other side of the book? Was he right? What did he not realise? Draw out the idea that the knight was 'making assumptions' about a place he didn't know and an ogre he never met.

Resources

Mug of water
"The Wall in the Middle of the Book " by Jon Agee.
Posters: true, false, not sure
'We're Similar, We're different' activity page





Walking debate – read out the assumptions below and get children to stand in one of 3 areas in the classroom: true, false, not sure.

Have a discussion with the children about their responses, provoke discussion about how sometimes people's differences make us unsure to talk to them.

- Only girls can be friends with girls, and boys friends with boys
- When someone is on their own in the playground it's because they want to be
- I have nothing in common with people I'm not friends with

Sometimes when people are different, we make assumptions that we have nothing in common with them. Once we talk to them, we realise we have more in common than we thought.

Give out activity sheets and ask children to go around the classroom and speak to people they don't usually talk to, to help them fill in the boxes.

Plenary

Ask the class to share some of the things they learnt they have in common with other people in their class that they didn't know before.



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We're Similar, We're Different!

Me

Us

Them

Example:

I have brown hair

We both love pizza.

Emily has blonde hair.