



“Something Else” by Kathryn Cave and Chris Riddell

Blurb:

Something Else tries to fit in with everybody by doing the same kinds of things they do. But it’s just never good enough. When another creature arrives and wants to be friends, Something Else finds that perhaps he’s not so unusual at all.

Related books that can also be read alongside this one:

- “It’s Okay to be Different”, “We Belong Together”, “The I Love You Book”, “The Okay Book”, “The I’m Not Scared Book” and “The Feel Good Book” by Todd Parr;
- “Hello Sailor” by Ingrid Godon;
- “Who’s In A Family?” by Robert Skutch;
- “King and King” by Linda de Haan and Stern Nijland;
- “Friends” by Kathryn Cave
- “No Matter What” by Debbie Gliori
- “This is My Family” by Pat Thomas
- “Welcome to the Family” and “The Great Big Book of Families” by Mary Hoffman and Ros Asquith
- “Who’s in a Family?” by Robert Skutch

For your WALT/LI & WILF/SC, please refer to the PSHE Association Scheme of Work for PSHE (October 2014) - Core Theme 1: Health and Wellbeing; Core Theme 2: Relationships; and Core Theme 3: Living in the Wider World.

In Health and Wellbeing, pupils should be taught:

- 1) what is meant by a healthy lifestyle
- 2) how to maintain physical, mental and emotional health and wellbeing
- 3) how to manage risks to physical and emotional health and wellbeing
- 4) ways of keeping physically and emotionally safe
- 5) about managing change, including puberty, transition and loss
- 6) how to make informed choices about health and wellbeing and to recognise sources of help with this
- 7) to identify different influences on health and wellbeing

In Relationships, pupils should be taught:

- 1) how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- 2) how to recognise and manage emotions within a range of relationships
- 3) how to recognise risky or negative relationships including all forms of bullying and abuse
- 4) how to respond to risky or negative relationships and ask for help
- 5) how to respect equality and diversity in relationships



In Living in the Wider World, pupils should be taught:

- 1) about respect for self and others and the importance of responsible behaviours and actions
- 2) about rights and responsibilities as members of families, other groups and ultimately as citizens
- 3) about different groups and communities
- 4) to respect equality and to be a productive member of a diverse community

Activity 1: FOCUS: Something Else

- 1) Read “Something Else”; what is the book all about?
- 2) Make large (photocopied or drawn) pictures of Something Else and the creature. Look at the two characters - use adjectives to describe them. The characters are very different to look at but they are still friends. How are we the same as/different to our friends? (Hair colour, eye colour, skin colour, height, gender, families, favourite things, religious belief, etc.) Make pictures of our differences: “I’ve got black hair and so has my friend”, “My friend has got blue eyes and my eyes are brown”, “I’m a girl and my friend is a boy”, etc. We are all different but we are all friends; we all get along together.

Activity 2: FOCUS: Friendship

- 1) What can my friend do that I can do? What can my friend do that I can’t do? Copy each other. Create a poster: “My friend can...and so can I” and “My friend can...but I can’t”.

Activity 3: FOCUS: All About Me

- 1) Create a book: “All About Me”. Discuss the information that should go in it - physical details, personal details (family, friends etc.) There is a template for this book on twinkl.co.uk
- 2) Create a similar book about a friend

Activity 4: FOCUS: Differences

- 1) The book is basically about how some people are bullied because they are perceived to be different. Brainstorm: Why might someone be bullied? What can we do when we see that someone is bullied? Who should we tell? Who can we go to in school and at home?
- 2) Discussion: Another reason that someone might be bullied is because of their sexuality - who they fall in love with. This is another difference between people. Why might people be bullied because of their sexuality?
- 3) Talk about the special friendships we have when we are older. Reference mums and dads, boyfriend and girlfriend. Also reference, two men who love each other (gay) and two women who love each other (lesbian).



Challenge any negativity the children may have around the use or understanding of these words.

- 4) Discuss and explore with the children, the impact of these negative words. How might someone feel if these negative words were used against them? What might the short term and long term effects be?
- 5) Explore the Stonewall “No Bystanders” short film: <https://bit.ly/2Z0FuDO>
CAUTION: this clip uses strong language which may not be appropriate for your children. Discuss this with SLT and with the parents before showing it. I’ve been told that this clip teaches children words they might not already know - but don’t we do that every day anyway? The clip very clearly shows the effects of negative language when it goes unchecked. Exploring this language in class, a safe place to do this, clearly shows our children that some people use such language and it is unacceptable.
- 6) Discuss with the children about being an ‘upstander’ - standing up for those being bullied or picked on rather than standing back and watching, being a ‘bystander’. We should encourage our children to stand up for each other but only to get involved when it doesn’t put them in any danger i.e. it may be easier to get involved and support friends in school rather than strangers out in the street.

Activity 5: FOCUS: Appearances

- 1) Discuss: never judge a book by its cover. What does this mean? How was ‘Something Else’ being judged? Who was judging him? We should judge people by what they do not how they look.
- 2) Do the “Stereotype” picture/statement exercise. Research shows that we make up our mind about someone within 3 seconds of meeting them. What opinions did the children have after looking at the people in the photos? Did their opinion change at all?
- 3) Extend this activity by asking the children to write a story about one of the people in the photos. This writing could explore the reason the person dresses as they do; what the person’s life might be like etc.
- 4) Discuss: are any of the people in the photos LGBT? Can you always tell by looking?
- 5) Discuss and explore why some people use negative language against someone else. Is it a form of control? Is it to make someone else who is different to them fit their idea of how they should look/behave/dress/be? Our perception of someone can often dictate how we behave towards them before we actually get to know that person. Can someone be the victim of homophobic abuse even if they’re not gay simply because of someone’s perception? Yes of course they can.



Activity 6: FOCUS: First Impressions

- 1) Something Else was horrible to the creature when it first appeared at the door. Why do you think that was? After Something Else threw the creature out, why did it run after the creature and bring it back?
- 2) Is Something Else and/or the creature male or female? Does it matter?
- 3) Discuss why it might be more appropriate to call the creature 'it' and why we must never use 'it' to describe a person.

Activity 7: FOCUS: Being Positive

- 1) Revisit the adjectives from Activity 1. Are they all positive?
- 2) What inclusive and exclusive language do we use in class/the playground? Write down the children's responses. Make a display of what the children have said and put the words by pictures of the two characters.
- 3) How do we include our friends in our games? How and why do we exclude people? Role play different situations and explore ways we can include people in what we do.

Activity 8: FOCUS: All different. All special!

- 1) Recap the messages of the book:
 - we are all different but we all get along
 - we can all do things that other people can do, and things that others can't
 - people can be different in lots of ways
 - differences are something to be proud of
 - we can all find ways of including people in our games/activities/ lives.
- 2) Create a piece of art/poster with the title "We are all different. We are all special!"