

Lesson Plan: Celebrating Uniqueness - The Power of Odd Socks

Subject: PSHE (Personal, Social, Health and Economic Education)

Topic: Anti-Bullying and Celebrating Individuality

Age Group: 7-11 years (UK Key Stage 2), adaptable for younger/older learners.

Lesson Duration: 45-60 minutes

Materials Needed:

- A pair of brightly coloured, mismatched odd socks (for the educator to wear)
- Paper (A4 or larger) or a printed sock template (2 per learner)
- Colouring materials (crayons, felt-tip pens, coloured pencils, etc.)
- Optional: Scissors, glue, craft supplies (glitter, pom-poms, fabric scraps)
- Whiteboard or large sheet of paper for brainstorming
- Scenario cards (provided below, can be written or printed)

Learning Objectives:

By the end of this lesson, learners will be able to:

1. Explain the message of Odd Socks Day: that everyone is different and unique, and this should be celebrated.
2. Define bullying as behaviour that is repeated, intentional, and hurtful.
3. Identify at least two safe and practical actions to take as an 'upstander' when witnessing unkind behaviour.
4. Create a personal piece of artwork that expresses their own uniqueness and commitment to kindness.

Lesson Structure

1. Introduction (5-10 minutes)

Hook: The Odd Socks Question

Begin the lesson by drawing attention to your own mismatched socks. Point to your feet and ask:

"I got dressed in a hurry this morning and noticed something about my socks. What do you see? Is it okay that they don't match? Why or why not?"

Engage the learner(s) in a brief discussion about conformity and difference. This lighthearted opening introduces the central theme in a non-threatening way.

Stating the Objectives

"Wearing odd socks is actually a fun way to celebrate something really important. It's part of something called 'Anti-Bullying Week'. Today, we are going to explore why being different is brilliant, what bullying really is, and how we can all be heroes by being kind and standing up for others. By the end of our lesson, you'll be an expert on why odd socks are so powerful!"

2. Body (25-35 minutes)

Part A: The Message in the Mismatch (I Do / We Do)

1. **I Do (Educator Explains):** "Odd Socks Day is a day to celebrate that we are all unique. Imagine if every sock in the world was the same boring grey colour! How dull would that be? People are the same way. Our differences in looks, talents, interests, and families are what make the world exciting. Bullying often happens when people don't understand or respect these differences."
2. **We Do (Group/Pair Discussion):** On a whiteboard or large paper, create a mind map with the learner's name (or "ME") in the centre. Ask: *"What makes you unique and special? What are you good at? What do you love doing? What's your favourite food? What's a special family tradition you have?"* Fill the mind map with their answers. This visually reinforces the idea of individual uniqueness.

Part B: What is Bullying? (I Do / We Do)

1. **I Do (Educator Explains):** "It's important to know the difference between being unkind by accident and real bullying. A good way to remember is the word **STOP**."
 - **S** - Several
 - **T** - Times
 - **O** - On
 - **P** - Purpose

"Bullying is when someone hurts another person on purpose, more than once, with their words or actions. It's not a one-off argument or an accidental bump. It's planned and repeated."
2. **We Do (Scenario Discussion):** Read the following scenarios aloud and ask, "Is this bullying or just being unkind?"
 - *Scenario 1:* Tom accidentally trips over Mia's bag in the classroom and says sorry. (Unkind/Accident)
 - *Scenario 2:* Every day for a week, a group of children won't let Sam join their game, telling him he's not good enough. (Bullying)
 - *Scenario 3:* Aisha tells her friend Ben that she doesn't like his new haircut once. (Unkind, but not bullying)

Part C: The Guided Activity - Design Your Power Socks (You Do)

Instructions:

"Now you get to create your very own pair of powerful odd socks to show everything we've learned! You will get two sock templates."

1. **"On your FIRST sock, the 'Me Sock', I want you to draw, write, and decorate it with everything that makes YOU unique.** Use the ideas from our mind map! Show your hobbies, your talents, your favourite things—all the brilliant bits that make you, you."
2. **"On your SECOND sock, the 'Kindness Sock', I want you to draw, write, and decorate it with ways you can be a good friend and an 'upstander'.** An upstander is someone who

stands up for kindness. What could you do? You could draw a picture of you helping someone, or write words like 'Be Kind,' 'You Can Sit With Us,' or 'Tell An Adult'."

3. **"Most importantly, make them as different, colourful, and creative as possible! They are ODD socks, after all!"**

Success Criteria for the Activity:

- Both sock templates are completed.
- The 'Me Sock' clearly shows at least three things that make the learner unique.
- The 'Kindness Sock' shows at least two positive actions an upstander can take.
- The designs are colourful, creative, and intentionally different from each other.

3. Conclusion (5-10 minutes)

Show and Share

Invite the learner(s) to present their 'Power Socks'. Ask them to explain one thing on their 'Me Sock' that they are proud of, and one idea from their 'Kindness Sock' that they will try to use.

Recap and Reinforce

Ask final questions to check for understanding:

- "So, what is the big message of Odd Socks Day?" (To celebrate uniqueness.)
- "What is one of the most important things to do if you see or experience bullying?" (Tell a trusted adult.)
- "What's one thing that makes you proud to be an 'odd sock'?"

Final Takeaway

"Excellent work today. Remember that your uniqueness is your superpower. Just like these amazing odd socks, the world is a better and more interesting place because we are not all the same. Let's promise to celebrate our own odd socks and everyone else's too."

Assessment

- **Formative (During the lesson):**
 - Responses during the initial 'hook' discussion.
 - Contributions to the uniqueness mind map.
 - Answers during the bullying vs. unkindness scenario discussion.
- **Summative (End of lesson):**
 - The completed 'Power Socks' artwork, assessed against the success criteria.
 - The learner's ability to explain their artwork and answer the recap questions, demonstrating they have met the learning objectives.

Differentiation and Adaptability

- **For Struggling Learners / Younger Children (KS1):**
 - Simplify the 'Me Sock' to drawing a self-portrait or their favourite thing.
 - Simplify the 'Kindness Sock' to just one action, such as 'Tell a Grown-Up', and provide more

direct guidance on drawing it.

- Focus more on the 'celebrating differences' theme than the definition of bullying.

- **For Advanced Learners / Older Children (Upper KS2):**

- Challenge them to write a short paragraph on the back of each sock explaining their design choices.
- Introduce the concept of cyberbullying and ask them to include a 'Kindness Sock' idea related to being an online upstander.
- The 'You Do' activity could be to write a short poem or story from the perspective of a lonely 'odd sock' who finds a friend.

- **For a Classroom or Group Setting:**

- Use 'Think-Pair-Share' for the discussion questions.
- Do a 'Gallery Walk' at the end for learners to view each other's Power Socks and leave positive comments on sticky notes.