Comparison

SESSION	SLIDES	WORKBOOK
45–55 min	17	Pages 16–19

A note to facilitators

This is a guide, not a script. We want to make the session as simple as possible for you, but it is your time with your students. You know them best. Feel free to follow the conversation wherever students take it. If a discussion goes off course, that is okay. These sessions work best when students own the time.

Follow your school's wellbeing and safeguarding processes if a student needs support.

Session at a glance

Aim

Help students recognise how comparison can shape their confidence and relationships, and explore the idea that their worth is not determined by someone else's achievements, possessions or appearance.

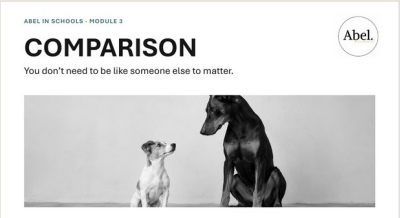
Prepare

This 16-slide deck, workbooks (pages 16–19) and pens. No extra materials are required for the image-choice activity.

Facilitator care

Invite students to share only what they are comfortable sharing. Do not ask anyone to publicly identify personal insecurities. Allow room for different opinions and experiences.

Slide by slide



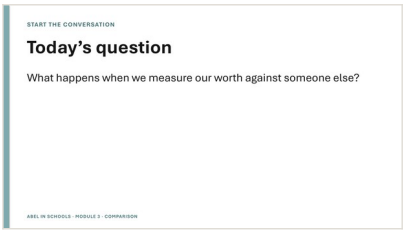
START THE CONVERSATION · SLIDE 1

Comparison

Introduce the theme: you do not need to be like someone else to matter.

Facilitator notes

Use the two dogs as a light-hearted opener. What makes each dog different? Does being different make either less valuable?



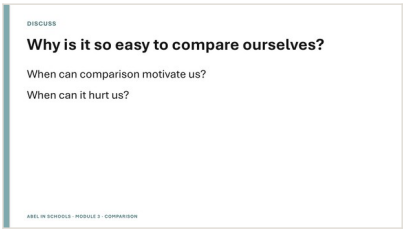
START THE CONVERSATION · SLIDE 2

Today's question

Ask: What happens when we measure our worth against someone else?

Facilitator notes

Invite first reactions. Explain that comparison is common, but it can distort how we see ourselves and others.



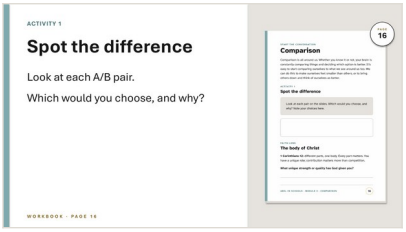
DISCUSS · SLIDE 3

Why is it so easy to compare ourselves?

Ask why we compare ourselves and when comparison helps or hurts.

Facilitator notes

Examples might include sport, grades, appearance, friendships or social media. Allow different perspectives; comparison can inspire learning as well as undermine confidence.



ACTIVITY 1 · SLIDE 4 WORKBOOK · PAGE 16

Spot the difference

Explain the A/B activity: students choose between two options and explain why.

Facilitator notes

Quick show of hands works well. Keep it playful. The point is to notice how easily we make judgements with limited information.

Slides 5–9 are the successive image comparisons within Activity 1.



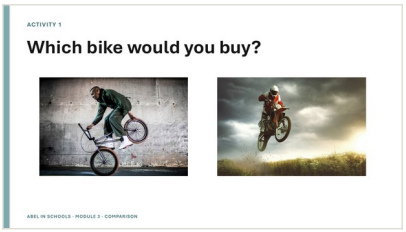
ACTIVITY 1 · SLIDE 5

Where would you rather live?

Show the two homes and ask students which they would choose and why.

Facilitator notes

Ask what assumptions they are making about lifestyle, comfort, money or happiness. There is no correct answer.



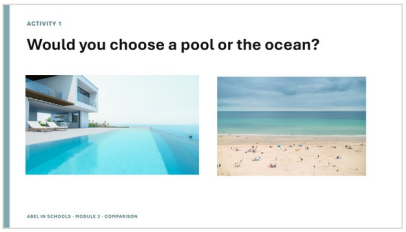
ACTIVITY 1 · SLIDE 6

Which bike would you buy?

Compare the BMX and motorbike images. Ask students to justify their choice.

Facilitator notes

Different purposes, skills, costs and risks may matter. Encourage students to explain what matters to them rather than copy the majority.



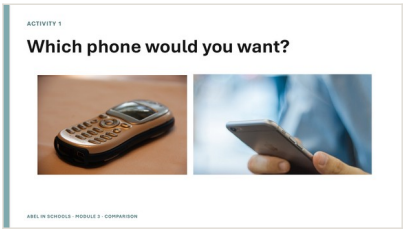
ACTIVITY 1 · SLIDE 7

Pool or ocean?

Ask which setting students would choose and what influences their decision.

Facilitator notes

Draw out preference, experience, safety, freedom and context. The most impressive-looking option is not automatically best.



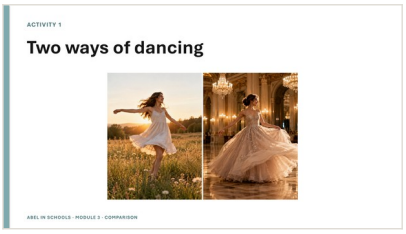
ACTIVITY 1 · SLIDE 8

Which phone would you want?

Compare the older phone and smartphone. Invite reasons for each choice.

Facilitator notes

Discuss functionality, connection, distraction and social pressure. Avoid presenting one answer as universally right.



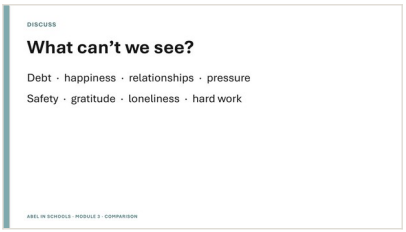
ACTIVITY 1 · SLIDE 9

Two ways of dancing

Invite students to compare the girl dancing in a field with the girl in a ballroom.

Facilitator notes

The slide is titled ‘Two ways of dancing’. Ask what each scene suggests about freedom, beauty, enjoyment or status. Neither person’s worth depends on the setting or clothing.



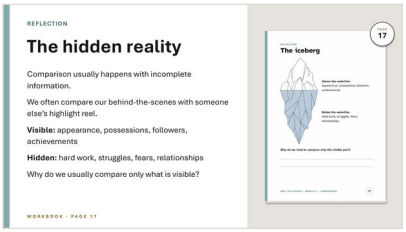
DISCUSS · SLIDE 10

What can't we see?

Draw attention to debt, happiness, relationships, pressure, safety, gratitude, loneliness and hard work.

Facilitator notes

Ask: What do these images NOT tell us? Remind students that appearances rarely reveal a person's full circumstances.



REFLECTION · SLIDE 11 WORKBOOK · PAGE 17

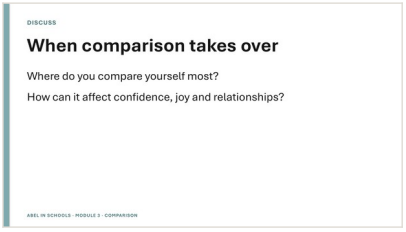
The hidden reality

Explain: we often compare our behind-the-scenes with someone else's highlight reel. Contrast visible and hidden factors.

Facilitator notes

Use the iceberg image. Invite students to name what might be hidden beneath a polished appearance. Ask why we tend to compare only what we can see.

The slide contrasts VISIBLE (appearance, possessions, followers, achievements) and HIDDEN (hard work, struggles, fears, relationships).



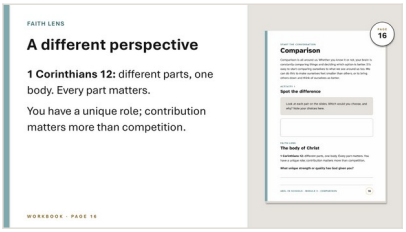
DISCUSS · SLIDE 12

When comparison takes over

Ask where students compare themselves most and how it affects confidence, joy and relationships.

Facilitator notes

Students may respond generally rather than personally. Listen for feelings of inadequacy, envy or superiority; avoid asking anyone to disclose sensitive experiences.



FAITH LENS · SLIDE 13 WORKBOOK · PAGE 16

A different perspective

Introduce 1 Corinthians 12: different parts, one body; every part matters. Students turn back to workbook page 16 for this.

Facilitator notes

Explain that people have different gifts and roles. The emphasis is on contribution rather than competition. Ask how a class or team benefits from different strengths.



FAITH LENS · SLIDE 14

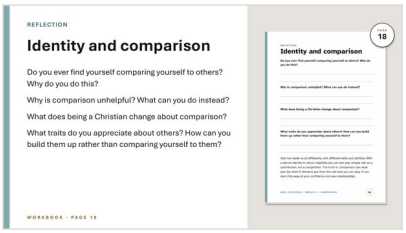
Faith reflection

Read or refer to Galatians 6:4–5, 2 Corinthians 10:12 and Psalm 139:13–14. Ask what unique strength or quality God has given each student.

Facilitator notes

Allow quiet thinking. Students can name a quality such as kindness, persistence, creativity or encouragement. Sharing is optional.

Faith references shown on slide: Galatians 6:4–5; 2 Corinthians 10:12; Psalm 139:13–14.



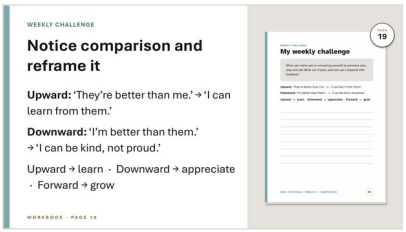
REFLECTION · SLIDE 15 WORKBOOK · PAGE 18

Identity and comparison

Give students time to consider: When do I compare? What strength do I forget? What healthier thought can I choose?

Facilitator notes

Offer private writing or silent reflection. Encourage realistic, compassionate thoughts, not forced positivity.



WEEKLY CHALLENGE · SLIDE 16 WORKBOOK · PAGE 19

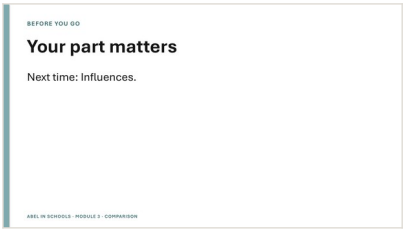
Notice comparison and reframe it

Invite students to notice comparison this week and reframe it: upward → learn; downward → appreciate; forward → grow. Students can do this at school or at home in their own time.

Facilitator notes

Model examples: 'They're better than me' becomes 'I can learn from them.' 'I'm better than them' becomes 'I can be kind, not proud.' Ask students to choose one action to practise.

End with a practical personal commitment. Students can keep their response private.



BEFORE YOU GO · SLIDE 17

Your part matters

Close by coming back to 1 Corinthians 12: every part of the body matters, including theirs. Let students know the next session looks at influences.