

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



In this learning plan, students will explore how they are similar and different to others. They will reflect on how their differences make them unique. Students will also explore the importance of diversity.



CASEL STANDARD

Self Awareness

OBJECTIVES

- ✓ Students will be able to identify ways in which they are similar and different to others.
- ✓ Students will be able to learn to appreciate their differences.

GUIDING QUESTIONS

- How are you similar to other people?
- How are you different from other people?
- What can you learn from people who are different from you?
- What is special about you?

MATERIALS

- Chart paper or whiteboard
- Different colored paper straws
- Crayons
- Scissors
- Glue Sticks
- Ways we are Different sample
- Four Corners Signs (A, B, C, D)
- Would you Rather...?
- ME Placemat
- What's the Scoop
- Pick up Sticks Color Menu
- My Friend Likes
- Appreciating our Similarities and Differences Assessment

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Ask students to share ways we are different, including how we like different things and how our families are different.
- Check to make sure students understand that being unique means that we are all different and special.
- Ensure students understand the importance of treating everyone kindly regardless of differences.

**Summative Assessment:
Diversity Assessment**

DIFFERENTIATION STRATEGIES

- For most students, read aloud each activity and directions. Students who need a challenge can read independently.
- Some students may prefer to share their responses orally. Therefore, provide students with the opportunity to verbally share their responses to all activities, including the assessment.
- Some students may struggle with fine motor skills. Consider pre-cutting the materials and providing one-on-one assistance to support these students.

EXTENSION ACTIVITIES

- Have students create a ME Bag. Students will pick different items representing themselves and their favorite things and put them in a brown paper bag. Students can decorate the bag and share their ME Bag with the class.
- Suggested read alouds:
 - I Like Myself by Karen Beaumont
 - We're Different, We're the Same by Bobbi Jane Kates
 - Giraffes Can't Dance by Giles Andreae
 - A Color of His Own by Leo Lionni
 - Leon the Chameleon by Melanie Watt



ACTIVITY OVERVIEW

Activity 1

Four Corners/Would You Rather?

Students play games to explore similarities and differences that make them unique.

Activity 2

ME Placemat

Students will create a placemat based on things they like.

Activity 3

What's the Scoop?

Students will create an ice cream cone with their favorite things.

Activity 4

Pick Up Sticks

Students will play a game of Pick up Sticks to learn about their similarities and differences.

Activity 5

Similarities and Differences Assessment

Students will complete an assessment to check for understanding.

ACTIVITY 1: FOUR CORNERS GAME/WOULD YOU RATHER...?

- Display a red apple and a green apple for students to see. Ask them what they notice. (they are both apples, one is green/one is red). Explain that just like these apples, people are alike and different. We may look different, speak differently, like different things, but we are all people. Explain how that makes the world such a special place. In some ways, we are like each other, and in some ways, we are different. This is important because we can learn from each other!
- Ask, "do you think we all like the same things?" Then, discuss things that students like/dislike and how people have different preferences.
- On the board or a piece of chart paper, write "Ways We Are Different" inside a web. Then, record ways we are different by asking volunteers to share. Possible answers include: family, favorite food, favorite color, pets, languages.
- After you finish the web, tell students they will play a game called Four Corners. Before the lesson, post the four corner signs (A, B, C, D) in each corner of the room. Tell students that they will listen to what you say and walk to the correct sign. Begin the game. Say, "If you have a dog, walk to sign 'A.' If you have a cat, walk to sign B; if you have a different pet, walk to sign C; if you don't have a pet, walk to sign D."
- Tell students to walk back to where they started. Say, "if your favorite food is pizza, walk to A; if your favorite is macaroni and cheese, walk to B, Tacos for C, and none of those, walk to D."
- Gather students and ask them what they noticed about the game. Ask, "did everyone walk to the same place? Does everyone like the same food?"

CONTINUED

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



ACTIVITY 1: FOUR CORNERS GAME/WOULD YOU RATHER...? (CONTINUED)

- Facilitate a discussion about how we share similarities and differences. Say, “did you ever walk to the same sign as some of your classmates?” Have students notice that there are ways in which we are different, but we also share some similarities.
- Ask students if they’ve ever heard of the word “diversity.” Ask students to repeat after you, “Diversity.” Write “Diversity” on the board. Ask students what the first letter is in Diversity. Underline the “D” in Diversity. Write the word, “different” on the board. Underline the “D” in Different. Explain that Diversity means how people are different. Ask students to say, “diversity” again. Continue to explain that diversity is very important. Say, “I don’t know about you. but I think if everyone was the same and liked the same things. the world would be pretty boring!” Say, “For example, some of us speak English, some of us speak Spanish. Some of us speak different languages or more than one language! That’s one example of diversity or how people are different.” Explain that it is important to be kind and respectful to people no matter how different they are from you.
- Ask students, “Do you know anyone who speaks a different language than you? Do you know anyone that celebrates a different holiday than you?” Students will respond by giving a thumbs up or thumbs down. Reiterate to students that there are ways people are different and ways that we are the same. Share again that no matter our similarities and differences, we should treat everyone equally and with kindness!
- Tell students that they are going to do an activity where they will have to pick between two different things. Students will circle the thing that they prefer. For example, if there is a picture of a slide and a swing, students will circle which one out of those two that they prefer. Pass out the Would you Rather...? activity.
- Read each item aloud as students circle which one they choose.
- Again, discuss how we aren’t all going to circle all the same things because we are all unique and special. There may be some things that we circle that are the same as our friends. Ask students what “unique” means. If no one offers an answer, explain that “unique” means how we are all special in our own ways.

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



ACTIVITY 2: ME PLACEMATS

- On the board or a piece of chart paper, create a 2x2 grid. Write: “Favorite Color” in the upper left box, “Favorite Food” in the upper right box, “My Family” in the bottom left box, “Favorite Movie” in the bottom right box. Distribute the Me Placemat sheet. Students will need pencils and crayons for this activity.
- As you complete the model placemat on the board, students can complete their placemats. Explain to students that they are going to draw each of their favorite things in the boxes. Model by saying, “The first one says ‘favorite color.’ My favorite color is green so I am going to color this box green. Think about what your favorite color is and find that color crayon and begin coloring your first box.”
- Give students a couple of minutes to finish the first box. Then move to the second box at the top right. Say, “Hmm, now I have to think about my favorite food. My favorite food is pizza, so I am going to draw a slice of pizza. Think about what your favorite food is. When you’re ready, you can begin drawing your favorite food.”
- Repeat this process for the bottom boxes by modeling how to draw a picture of your family and favorite movie.
- Give students some time to complete their placemats.
- Have a few students share their placemats with the class. Draw students’ attention to the similarities/differences they notice among their peers after viewing placemats.
- Remind students that diversity means how people are different. Remind students that it is so important that there is diversity in the world. Ask students how they would feel if all of the crayons in a box were the same color. That would be pretty boring! Diversity makes the world very special.
- Have students recall that unique means how we are each special in our own ways.

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



ACTIVITY 3: WHAT'S THE SCOOP ACTIVITY AND GALLERY WALK

- Tell students that they are going to create their very own ice cream cones.
- For this activity, students will need the What's the Scoop sheet, pencils, and crayons.
- Before distributing this activity, explain that students will each have three scoops on their ice cream cone. On one scoop, students will draw a picture of their favorite school subject. On another scoop, students will draw a picture of their favorite holiday. On the last scoop students will draw a picture of their favorite dessert.
- Before students begin their ice cream cone, have a brief discussion about how one thing that makes the world so special is that there are many different holidays! Some of us celebrate Christmas, Some of us celebrate Diwali, Ramadan, Halloween, Thanksgiving, Easter, Hanukkah, etc. Remind students that if someone celebrates a different holiday than you and your family, it is important to be respectful and kind. Ask students if they would like to share a holiday that they celebrate at home. Use this as an opportunity to reiterate how special it is that we can learn from our friends and their family traditions!
- Give students some time to complete their ice cream cones. Tell students that when they are finished, they are going to go on a gallery walk. For the gallery walk, students will leave their ice cream cones on their desk, walk around the room as if they are in a museum, and look at everyone's ice cream cones.
- Before you begin the gallery walk, remind students that they need to walk slowly and stay quiet.
- After the walk, ask students what they noticed about their classmates' favorite things. Continue the discussion around how we have similarities (ways that we are alike) and differences (ways are are different).
- Celebrate the differences in the room! Again, remind students that each of them having their own "favorites" makes them unique!

APPRECIATING OUR SIMILARITIES AND DIFFERENCES



ACTIVITY 4: PICK UP STICKS GAME/MY FRIEND LIKES ACTIVITY

- For this activity you will need different colored straws to act as “sticks.” Students will play a modified version of “Pick up Sticks.” The object of the game is to see if they can remove a stick from the pile without moving any of the other sticks.
- Students will take turns picking up a stick carefully without disturbing any other stick. Then, using the Pick up Sticks Color Menu, they will answer the question based on which color stick they choose.
- After the game, ask students to think about one thing they learned about one of their classmates. Students will complete the My Friend Likes sheet.
- For this activity, students will draw a picture of one thing they learned about a classmate after playing the Pick up Sticks game.
- Highlight some of the similarities and differences among the students. Remind students that just like the apple example, even though we may have some ways in which we are different, we also share things that are the same! Say, “You may like to eat rice and your friend may like to eat chicken. But, you’re both kids, and you’re both people. Remember, we can learn so much from each other. Our differences are what make us all unique! We are kind to everyone no matter similarities or differences.”

ACTIVITY 5: DIVERSITY ASSESSMENT

- Students will complete an assessment demonstrating their understanding of diversity.
- Help students to cut out the words in the word bank. Review each word with students and have them repeat the words back to you.
- Share that students will paste the words in the word bank into the correct sentences. Read the sentences aloud. Have students choose the correct word to fit in the blanks. Students should paste the words in the appropriate sentences.

NAME _____

DATE _____

HOW ARE WE SIMILAR AND DIFFERENT?

Directions: Write down ways you are similar and different from other people using this organizer.

Favorite
Color:

Favorite
Food:

Favorite
Animal:

Favorite
School Subject:

Pets:

Family:

FOUR CORNERS SIGNS


Directions: Cut out and post in each corner of the room.



A



B



C



D

WOULD YOU RATHER....?

Directions: Color the picture that you like more!

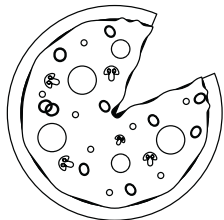
Example: Would you rather...



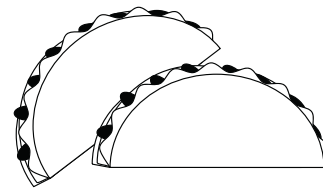
Play in the Summer



Play in the Winter



Eat Pizza



Eat Tacos



Dance



Sing



Read a Book



Solve Math Problems

NAME _____

DATE _____

ME PLACEMAT

Directions: Write or draw about your favorite things in each box.

My Favorite Color:

My Favorite Food:

My Family:

My Favorite Movie:

NAME _____

DATE _____

WHAT'S THE SCOOP

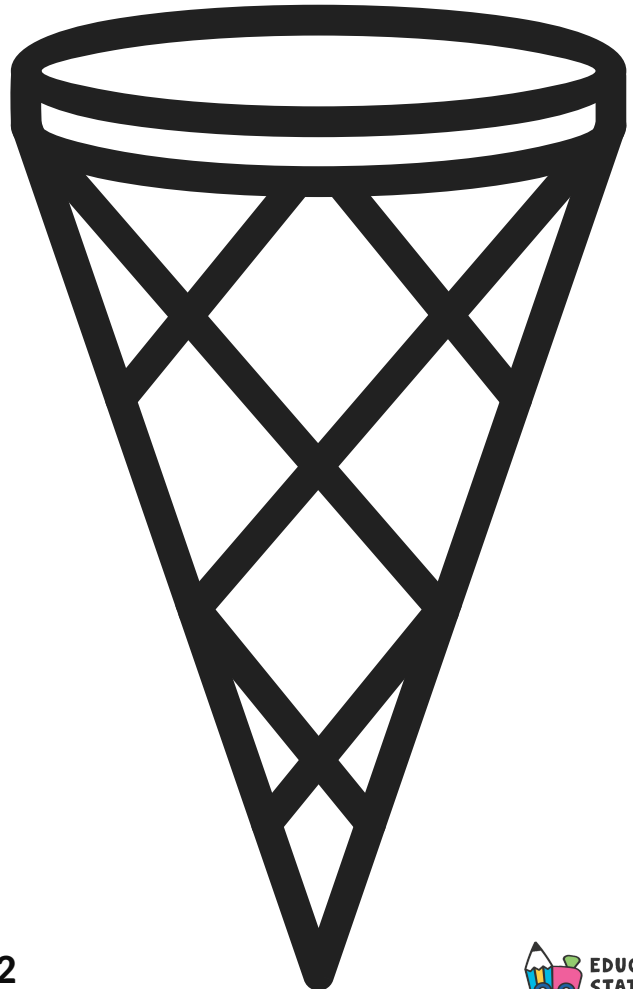
Directions: Color and cut out the shapes to make an ice cream cone about you!



Favorite
School Subject:

My Game
or Toy:

My Favorite
Dessert:



PICK UP STICKS COLOR MENU

Directions: Tell about the topics below based on the color stick you pick up.

	Name your favorite animal.
	Name your favorite food.
	Name your favorite toy or game.
	Name your favorite animal.
	Name the people in your family.
	Name your favorite TV show or movie.

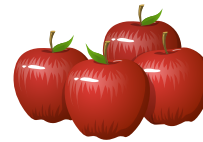
NAME _____

DATE _____

MY FRIEND LIKES.....

Directions: Choose someone from the Pick up sticks game. Draw a picture of that person and one of their favorite things. Fill in the blank with what your friend likes.

Example: My friend likes apples.



My friend likes _____.

NAME _____

DATE _____

APPRECIATING OUR SIMILARITIES AND DIFFERENCES ASSESSMENT

Directions: Cut out the words in the Word Bank. Fill in the blank by gluing each word in the correct spot.



1. Diversity means ways that we are



2. Being different means we are all -----
and special.

3. It's important to be ----- to
everyone!

4. Diversity is important because we can
----- from each other!



Word Bank:

different

kind

unique

learn

