



DIVERSE UNIVERSE

ELEMENTARY LESSON PLAN



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**NATIONAL ASSOCIATION OF
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DIVERSE UNIVERSE

Elementary Lesson Plan

Diverse Universe Lesson Plan 1

“People Bingo” Icebreaker Activity 5

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SPECIAL THANKS!

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DIVERSE UNIVERSE

Elementary Lesson Plan

Objectives

- To Help elementary age students understand concepts about diversity, how we are all different and unique and how that we all have some things in common.

Materials Needed

- **People Bingo** –People Bingo Cards (Handout 1)
- **Color Your Car** – Diversity Instruction Example (Handout 2)
- **Thumbs Up** - Construction paper for each student. Markers, crayons or paint. Inkpad
- **Beary Special** – Ask students to bring in favorite teddy bears or stuffed animals
- **Picture This: I'm Unique** - Paper, magazines, scissors, glue

Intended Audience

- Some activities can be used in grades K-5; some activities are specifically for grades K-2 or grades 3-5.

Special Note

- If using other examples of objects in the diversity instruction, make sure there are enough different types of examples.

Ice Breaker/Awareness

- **Hokey Pokey Up Down (Grades K–3)** - Using the Hokey Pokey music have students in a circle. Begin by calling out a specific physical characteristic or personal fact and ask students with that trait to put “in” a certain body party in the circle or take it “out.” For example, “if you have blond hair put your right hand in”; or “if you were born in another state put in your left hand”; etc. Allow an opportunity for everyone to participate in putting a part of their body’s “in” the circle and/or taking a part “out.” (Refer to Handout 1 – “People Bingo” for ideas of things to call out!)
- **People Bingo (Grades 4 & 5)** – Refer to Handout 1 – “People Bingo” or develop your own bingo card with different characteristics and things a person has done or skills a person has. Distribute the cards to all participants. Ask participants to find different people who have done or can do the various activities to fill in spaces on their cards as they try to get “bingo”. They can have participants sign their name or initials on the appropriate space. Each participant can only sign their name one time on each card. (Suggest laminating cards for reuse.)

Additional Hokey Pokey Up Down or People Bingo Ideas

Has a friend in another state	Has seen the movie “Finding Nemo”
Can ice skate	Has ridden on a train
Wants to be a teacher	Loves cats
Has red hair	Likes hot peppers
Has been ice skating	Can roll my tongue
Only wears sneakers	Has an allergy
Likes to read or be read to	Wears jewelry
Likes to walk barefoot through grass	Has been on a farm
First and last name begins with the same letter	Watches the news

Instruction:

OPENING

Note: Opening discussion for both age groups should include a definition of diversity.

- **(Grades K-2)** Try to use pictures or visuals to explain the concept of diversity. For example: “Cars – Most cars all have tires, doors, windows, and seats. However they are also diverse or not the same in that they may be different colors, have different number of doors, some may look like trucks, etc. My car is blue and it has four doors. How is your car or your favorite car the same or different from mine?” Refer to Handout 2 to aid in this example. Have students color the vehicle that most resembles the car they ride in. After doing so, have a few students share their pictures. (Alternate idea: Have students take off their shoes and display them in the front of the class and discuss the differences in them.) *Discuss with students the following:*
 - As you have seen, there are a lot of different cars or vehicles used by our family to help us get to places. What are other ways to travel? (i.e. planes, trains, buses, subways, bikes, skateboards, scooters, roller skates, etc.)
 - So not only do we have many different cars and trucks, but also many different forms of transportation. All these different vehicles are a lot like people to. There are all kinds of different people in the world. Let’s name some things that you think are special or unique about you. (Suggest naming something about yourself first, such as having red hair or brown eyes. List different characteristics of students.)
 - All the things mentioned are important to what makes us special. We are unique, there is no one like you ... there never was and there never will be again. What do you like about people who are different from you?
 - Let’s make a list together of why you think it is important to learn about each other and the things that make us special.

- **(Grades 3-5)** Ask the class what they think *diversity* means. Record their answers on the board or flip chart. Give examples from the class using non threatening examples (i.e. kind of shoes, eye color, book bags, number of siblings, etc.) After obtaining a list of words or phrases related to “diversity” look back over the list. Point out differences that people are born with that cannot be changed such as nationality, skin color, age or height. Distinguish these differences between things that can be changed such as clothing, education completion, and religious preferences. *Then ask the group:*
 - What is important about having different characteristics, backgrounds and abilities of people?
 - What makes diverse or different groups of people important to our group? Our school? Our state? Our nation? Our world?
 - Why then do you sometimes hang with the same friends or people you know?
 - Do you think there are things in common with people who seem so different from you? What are some of these things?
 - What are ways that we can try to learn more things about other people?

Key Points:

- The word diversity means a group of items that have things in common but are not exactly the same.
- Everyone is different or diverse from everyone else. We all have heard that we are unique, but it is true there is no one like you ... there never was and there never will be again. Therefore we are all diverse people in many more ways than eye, skin or hair color, but we all need air to breathe, food to eat, a brain to think and learn, and a heart to love and grow.

- It is possible to manufacture machines that are identical, but not possible to do with people. We can also place different levels of importance on machines, but not people. No one person or group of persons is more important than another. We are ALL equal and we should “respect and value” each other for the different things we are able to teach, do and share.

Activities Relating to Diversity

- **“We’re all Bear-y Special!” (Grades K-2)**
 - Ask students to bring in their favorite teddy bears, or other stuffed animals. Ask “up-down” questions about stuffed animals to show how they are different and alike (Ex. Stand up if your stuffed animal is a bear. Stand up if your animal is black, brown, yellow,” etc.) Talk about how all stuffed animals were different and yet all were “favorites” and loved by the students. Leaders could make the connection to differences in students in the classrooms and yet all were unique and added to the class.
- **“Picture This: I’m Unique!” (Grades 2-5)**
 - Ask students to bring in magazines and instruct them to cut out pictures, words, etc., that they think represent who they are. They can cut out pictures that show things about their family, friends, hobbies, talents, or interests. Instruct students to make a collage with their cut-outs. Each student can then share with the class how their collage represents who they are. Leaders can then talk about how “diversity” is different for every person. Everyone is unique and adds to the classroom. Collages can be displayed within the classroom or school.
- **“Thumbs Up: Everybody’s Different” (All grades)**
 - Every student will be given a piece of paper. Have each student write their name in large letters (leaders may help younger students or have names on paper ahead of time). Students will then make an Acrostic using the letters of their name to begin words that describe themselves. Assist students by helping them to brainstorm words that they might use. To add to the uniqueness of each student’s creation they will make a thumbprint on their paper. Leaders could then discuss how we all have different thumbprints no matter how much “alike” we are. Compare the ways students with the same or similar names described themselves, or the same letters in their names.
 - NOTE: An Acrostic is a series of lines in which the first letter in each line, form a word or name. An example for **JIM** is:
 - **J**olly
 - **I**nteresting
 - **M**ale
- **Other SAVE materials or activities that can be used for diversity activities:**
 - Ernie the Elephant coloring books (Ernie the Elephant Learns About How to Treat Others, “Cool Club”)
 - Aliens Activity (SAVE Essentials Manual, Conflict Management pg. 17)
 - Personal Coat of Arms Team-Building Activity (SAVE Essentials Manual, Team Building pg. 6 & 7)

Debrief/Wrap-up

- **Suggested discussion questions:**
 - What are some things that are different about people in our group?
 - What are some things that are the same about people in our group?
 - What are some good things about being different?
 - What are some good things about being the same?

Taking It A Step Further – Service Projects

- Mix-it-up day in the cafeteria or playground – students sit or play with students they don't know, or with who they don't usually sit or play.
- Hang collages from "Picture This: I'm Unique!" in school cafeteria.
- Raise money for a school or community in another country they have learned about or are partnering/ pen pals with. ie books, supplies or money for a school in that country.
- Collect teddy bears to donate to local homeless shelter or police depts. or emergency personnel.

Resources

- Teaching Kids About Prejudice www.pta.org
- Mix It Up www.mixitup.org
- Kids Health <http://www.kidshealth.org/kid/feeling/emotion/diversity.html>
- Teaching Tolerance www.tolerance.org

Extensions

- Language Arts – Acrostic Poetry; Writing about someone different from themselves.
- Social Studies – Geography – learning about where the student's family originally may have roots and placing pins on a world map. Assigning a family tree homework project.
- Healthful Living – Self-Esteem Building, Acceptance. Organizing teambuilding activities and emphasizing cooperation among different types of people.
- Guidance – Providing monthly focus topics relating to character education; re-emphasizing the importance of diversity.

Opportunities for Parental Involvement

- Distribute the Ernie the Elephant coloring books such as "Cool Club" to do at home and have parents read and talk with students.
- Have parents discuss family culture and background with students.
- Utilize parent representatives from different nationalities, cultures, races to speak or give presentations to students on information from their backgrounds.
- Assign students nightly reading assignments or stories that have diversity themes for parents to assist with their reading.



PEOPLE BINGO

Diverse Universe Handout 1

Instructions: Find different people who can complete the statement “I am someone who ...” with a true fact or ability. Have the person who is able to complete the statement to provide his or her initials by an item on the sheet. Limit one space per person! When you have a complete row in any direction, call out “People Bingo!”

“ I am someone who ...”

Has been to Disney World	Can name 10 state capitals	Is an only child	Knows how to play hopscotch	Can do the chicken dance
Lives in an apartment	Is left-handed	Can say the alphabet backwards	Can count to 10 in another language	Washes dishes (in a sink not with a dishwasher!)
Has eaten Tofu	Has ridden a horse	<p>FREE</p> 	Has been outside of the USA	Has had chicken pox
Has stayed in the hospital overnight	Has prepared an entire meal	Likes broccoli	Has a dog	Has more than 6 cousins
Plays an instrument	Lives with 1 parent	Has had a broken bone	Can do a cartwheel	Favorite color is purple

Vehicles!

SAVE: Diverse Universe Lesson Plan Handout 2

**Circle and color your favorite vehicle or the one most like yours!
You can also color the other vehicles on the page too!**

