

# We Are All Different, We Are All Friends!

## Materials Needed

- A box of multi-colored crayons (including various skin-tone shades if available)
- A hand mirror
- Paper person cut-outs (pre-cut shapes of humans)
- Glue and child-safe scissors
- Old magazines, catalogs, or printed photos of people from different cultures
- A "Unity Snack" (a mix of different fruits or crackers)

## Learning Objectives

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

- Identify at least three physical ways people can look different (hair, skin color, eye shape).
- Explain in simple terms why having differences makes a group (home or classroom) better.
- Create a "Friendship Person" that represents themselves or a friend using diverse materials.

## I. Introduction: The Magic Crayon Box (The Hook)

**The Hook:** Hold up a box of crayons. Open it and show only one color (e.g., just the blue crayon).

**Talking Points (4-year-old friendly):** "Imagine if we wanted to draw a beautiful rainbow, but we only had this one blue crayon. Could we do it? No! It would just be a blue line. But look what happens when we add yellow, red, and green! Now it's a party! People are just like crayons. If everyone looked exactly the same and liked the exact same things, the world would be a little bit boring. Today, we are going to learn how our differences make the world a beautiful place!"

## II. Body: The World is a Rainbow

### 1. I Do: The Mirror Discovery (Modeling)

**Instruction:** The teacher/parent picks up a mirror and looks at themselves.

**Talking Points:** "I'm looking in the mirror. I see my brown hair and my green eyes. My skin is light like a peach. These are things that make me \*me\*! I'm going to draw myself on this paper using the colors that match me. I'm choosing the peach crayon for my skin and the brown for my hair."

### 2. We Do: The Comparison Game (Guided Practice)

**Instruction:** Pass the mirror to the learner. Use a book or magazine photos of children from around the world.

- **Look and Talk:** "What color are your eyes? Are they like mine or different? Look at this friend in the book—their hair is curly and dark, while yours is straight and light. Isn't that cool?"
- **The "Home" Connection:** Talk about things we do differently at home. "In our house, we say

'Please' and 'Thank you.' In some houses, they might speak a different language like Spanish or French. That's like having different types of music in the world!"

- **Check for Understanding:** "If everyone in the whole world had the same favorite food (like broccoli), would that be fun or would we miss out on pizza and tacos?"

### 3. You Do: The "World of Friends" Collage (Independent Practice)

**Instruction:** Give the learner the paper person cut-outs and the art supplies.

- **Task:** "I want you to make two friends. One can look like you, and one can look like someone from a different part of the world! Use different colors for their skin, give them different hair styles with yarn or markers, and maybe give them different clothes from the magazine cut-outs."
- **Creative Choice:** Let the child choose if their "friend" is from a cold place (wearing a coat) or a warm place (wearing a sun hat).

## III. Conclusion: The Unity Snack (Recap & Closure)

**Summary:** Bring the "Unity Snack" to the table. This should be a bowl with different items (e.g., grapes, goldfish crackers, pretzels, and apple slices).

**Talking Points:** "Look at our snack! It has many different shapes and tastes. Some are sweet, and some are salty. Because they are all different, it's a delicious snack! People are the same way. Whether we are at home, at school, or traveling the world, we can be kind to everyone because every person is a special piece of the world's puzzle."

**Recap:** Ask the learner: "What is one thing that is different between me and you? What is one thing that is the same?" (e.g., "We both love snacks!").

## Assessment & Success Criteria

- **Formative Assessment:** During the "Comparison Game," observe if the child can identify differences without prompting.
- **Summative Assessment:** Review the "World of Friends" collage. Success is achieved if the child has used varied colors/textures to represent different types of people.
- **Success Criteria:** The child can state: "Being different is good!"

## Adaptability & Differentiation

- **For Struggling Learners:** Focus only on one physical trait at a time (e.g., just hair color). Use "Same or Different" flashcards with simple pictures.
- **For Advanced Learners:** Introduce the word "Diversity." Discuss traditions or holidays from other cultures (e.g., Lunar New Year vs. Christmas) and find them on a map/globe.
- **For Group Settings:** Have children stand in a circle and play "Step in if..." (e.g., "Step in if you have brown shoes," "Step in if you speak two languages"). This visually demonstrates diversity within the group.