

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

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Prejudice Reduction Workshop Curriculum
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Similar & Different
Differences make life more interesting !

LESSON OVERVIEW

TIME: 30 minutes

MATERIALS NEEDED

- PRW name badges for facilitators
- *All the Colors of the Earth* by Sheila Hamanaka. 1994. Harper Collins Publishers. ISBN: 978-0688170622.
- *The Magic Coloring Book*, by Rock Ridge Magic, Inc.
- Student feedback form

CLASSROOM SETUP Students will sit in a circle in chairs or on the floor and may move to and from desks if applicable.

GOALS OF THE LESSON

1. Students will know that each person has some qualities that are very much the same or alike or similar to other people. These are called ‘similarities.’
2. Students will know that each person has some qualities that are not at all alike or the same or different than other people. These are called ‘differences.’
3. Students will express willingness to respect similarities and differences so that they become friends and play and work together.

ALIGNMENT WITH MANKATO SCHOOLS’ OUTCOMES

Health: Michigan Model for Health, Kindergarten.

Social and Emotional Health pp. 11 – 26 and Lesson 2A

Lesson 1: Learning to Show Respect with Caring. (The students demonstrate good manners to show respect and caring.) Lesson 2: Making Friends. (The students discuss the importance of having friends and making friends.) Lesson 2A: Bullying. (The students identify why making fun of others is harmful to self and others.)

Social Studies: Our World, Now and Long Ago Harcourt, Kindergarten.

Unit 1: Being a Good Citizen

Lesson 4: Groups Around the World pp 57 – 60. (The students compare and contrast groups in other communities and cultures.)

LESSON OUTLINE

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| A. Introductions | (7 minutes) |
| B. Activity: Similar & Different Circle | (10 minutes) |
| C. Reading: All the Colors of the Earth | (7 minutes) |
| D. Activity: Magic Coloring Book | (3 minutes) |
| E. Conclusion: Summary & Evaluation | (2 minutes) |

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

INTRODUCTIONS

Time: 7 minutes

Materials: Facilitators wear PRW name badges

Objectives:

1. Students will know the names for each of the other students.
2. Each student will express their own name and something that they like to do at school.
3. When we listen to each other, we are respecting each other.

Key Points:

1. Each person is an interesting individual.
2. We listen with respect to each person.

Instructions:

1. Facilitators introduce each other with names and one similarity (for example, both like to read books) and one difference (for example, each prefers different sports) related to things we do at school.
2. **Point out that this workshop is from the Greater Mankato Diversity Council, which wants to share ways we can respect each other.**
3. Invite each student to share their first name and what they like to do at school. Each one takes a turn while seated in the circle.
4. **Summarize that the introductions activity:**
 - **Taught the names of each of the other students.**
 - **Allowed each to express our own name and something that makes us special.**
 - **Practiced respect for each other when we listened to each other.**

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

ACTIVITY: Similar & Different Circle

Time: 10 minutes

Materials: none

Objectives:

1. Students will identify how individuals are similar and different.
2. Students will recognize and describe how individuals can be both similar and different at the same time.

Key Points:

1. Each person in our group has characteristics that are similar to the others in some ways.
2. Each person in our group has characteristics that are different than others in some ways.

Instructions:

1. **Ask students to stand with their hands on their own waists and spaced between their friends so their elbows do not touch. Then, ask students to stand with their hands loose at their sides. Tell the students to quietly raise their hands when they have an answer or idea to share.**
2. **Ask the students who are girls to take one step to the inside of the circle. Ask the group what all the students in the circle have in common. Remember to raise hands! (They are girls.) Comment that the children inside the circle are similar because they are all girls. Remark that the children outside the circle are different than the girls. Express your own delight that there are similarities and differences among the students in class.**
3. **Repeat this process with several of these ideas: brown eye color, left-handed, red hair, take the bus to school, have a pet at home, straight hair, short hair, 5 years old, children in kindergarten, speak 2 languages, wearing sneakers, birthday this month, etc.**
4. **Ask students to sit back in the circle.**
5. **Discuss these questions. Call on students who respectfully raise their hands to share their ideas.**
 - a. **Similar means very much alike or the same. What is similar among the kindergarten students?**
 - b. **Different means not at all the same or alike. What is different among the kindergarten students?**
 - c. **How are you personally similar to your friends in class?**
 - d. **How are you personally different than your friends in class?**

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

READING: ALL THE COLORS OF THE EARTH

Time: 10 minutes

Materials: *All the Colors of the Earth* by Sheila Hamanaka. 1994. Harper Collins Publishers. ISBN: 978-0688170622.

Objectives:

1. Students will understand that it's fun to find ways that they are similar to each other.
2. Students will understand that it's fun to find ways that they are different from each other.

Key Points:

1. Children in the book are similar to each other. They are happy to find ways that they are similar to each other.
2. Children in the book are different from each other. They are happy to find ways that they are different from each other.
3. Our similarities and differences help us have fun so we can be friends and play and work together.

Summary of the Book:

All the Colors of the Earth is a poetic book that celebrates the beauty of all skin colors, hair colors, and eye colors. This story teaches children that they are beautiful and that the people around them (even those who look very different from them) are beautiful as well! The small amount of text makes it short and easy to read, so the focus of a child's attention can be on the message of the book.

Summary of the Process:

Before reading the book, facilitators will establish the focus on how prior knowledge helps us all the time. When we do something for the first time, it can feel kind of hard, because we don't have much prior knowledge. After we do something several times, we have a lot of prior knowledge, and it feels easier. I am thinking about riding a bicycle. I remember trying to learn to ride a bicycle, and it was not very easy. But now, I have a lot of prior knowledge and experience about riding bicycles, so it is fun instead of hard.

While reading this book, facilitators should be seated near each other and remain together (i.e., do not move around the room while reading the book). One facilitator can hold the book so that the students can see the pictures, while the other facilitator reads aloud.

Instructions:

Invite children to remain in their circle, yet to be seated where they are able to view the book.

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

Let's think together. What are some things you have a lot of prior knowledge about? Soccer, cartoons, best pizza toppings?

Let's use our prior knowledge to remember some things about the students in our kindergarten class. I am going to start, and when you have an idea to add, raise your hand, so we can call on you.

Kindergarten students are similar to each other because... many students are five years old! [Call on students to add their ideas about similarities.]

Kindergarten students are different than each other because ... each student has a different birthday! [Call on students to add their ideas about differences.]

Look at the cover of this book. This is a book about children and animals and all the colors of the earth. This book was written by Sheila Hamanaka.

READ TO THE PAGE THAT SAYS “CHILDREN COME IN ALL THE COLORS OF LOVE...”

Put your heads together. Use your prior knowledge to think about similar and different. How are the children on this page similar? [Wait for some responses.] **How are the children on this page different?** [Wait for some responses.]

READ TO THE PAGE THAT SAYS “CHILDREN BUZZ WITH LAUGHTER THAT KISSES OUR LAND...”

Let's think together again. Use your prior knowledge to think about similar and different. How are the children on this page similar? [Wait for some responses.] **How are the children on this page different?** [Wait for some responses.]

CONTINUE TO THE END OF THE STORY TO ENJOY THE LANGUAGE.

All the Colors of the Earth is such a nice way to think about similar and different, isn't it? If I were going to use my prior knowledge here, I would think about my own characteristics . . . Let's think silently. [Pause for some silent thinking time.] **Are you thinking about your characteristics? Maybe your long hair? Are you thinking about your friends' characteristics? Maybe his shoes?**

Our prior knowledge helps us in life and in books. Now, this story has added to your prior knowledge. Everything we learn and everything we do help our prior knowledge to get bigger and bigger. What is important is that we use what we already know. Someone who didn't know about the meaning of similar and different might not have noticed the child in a wheelchair in this book or noticed the variety of colors that children have. Aren't you glad you were using your prior knowledge and could think about words that made this story special?

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

ACTIVITY: MAGIC COLORING BOOK

Time: 3 minutes

Materials: The *Magic Coloring Book*, by Rock Ridge Magic, Inc.

Objectives:

1. Students will express excitement at viewing pictures that are different – illustrated in color.

Key Points:

1. Differences among people make the world much more interesting.
2. Differences among the kindergarten students make our class much more interesting.

Summary of the Book:

The *Magic Coloring Book* has some very special characteristics. When the reader flips the pages from a specific corner, the pages all appear to be blank. When the reader flips the pages from a different corner, the pages have black and white pictures. Finally, when the reader flips the pages from yet a different corner, the pages have colored illustrations. This book is a metaphor to lead students to appreciate the concept of different, which makes our world more interesting.

Instructions:

Invite children to remain in their circle, yet to be seated where they are able to view the book. While reading this book, facilitators should be seated near each other and remain together (i.e., do not move around the room while reading the book). One facilitator can hold the book so that the students can see the pictures, while the other facilitator narrates the process of viewing the book.

While holding the bottom bound corner of the book with your right hand, flip through the pages of the book from the bottom left-hand corner. The pages all appear to be blank. Comment: **If everyone on earth were the same, everyone would appear like this... completely similar.**

While holding the bottom bound corner of the book with your right hand, flip through the pages of the book from the top left-hand corner. The pages have black and white pictures. Comment: **If everyone on the earth were the almost similar, the world would look like this... only two differences.**

While holding the bottom bound corner of the book with your right hand, flip through the pages of the book from the center of the side. The pages show illustrations with many colors. Comment: **Because everyone on earth is very different, the world looks more like this... people are very different.**

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

Repeat the process and **ask students to identify the characteristics that each part of the book shows: everyone similar, everyone a little similar, everyone different.**

Comment: Differences among people make the world much more interesting. Differences among the kindergarten students make our class much more interesting.

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

CONCLUSION: Summary & Evaluation

Time: 2 minutes

Materials: Student feedback form

Objectives:

1. Students will review how individuals are similar and different.
2. Students will review how individuals can be both similar and different at the same time.

Key Points:

1. Each person in our group has characteristics that are similar to the others in some ways.
2. Each person in our group has characteristics that are different than others in some ways.
3. Our similarities and differences help us have fun so we can be friends and play and work together.

Instructions:

Comment that **we have really enjoyed being with you today. All the differences in your group make us happy and we are excited to know you!**

Remind the students of the three main ideas. **Remember three things we learned today:**

1. **Each person in our group has characteristics that are similar to the others in some ways.**
2. **Each person in our group has characteristics that are different than others in some ways.**
3. **Our similarities and differences help us have fun so we can be friends and play and work together.**

Read the statements on the Student Feedback Form. **Invite students to raise their hands if they agree/remember or disagree/do not remember learning the statement.** Record the number of responses on the Student Feedback Form. Invite **students to make comments about what they liked or did not like about the lesson.** Record those comments on the Student Feedback Form.

1. Today, I learned the words “similar” and “different.”
2. I learned at the beginning of class that other kindergarten students have many different things that they like best.
3. I learned that other kindergarten students can be both similar to me and different than me.
4. The books we read today in class show that differences in the world are interesting.

Remember that this workshop is from the Greater Mankato Diversity Council, which wants to share ways we can respect each other. Good-bye!

Prejudice Reduction Workshop Facilitator Guide – Kindergarten

An idea for teachers to use to expand this lesson: Video

<http://www.youtube.com/watch?v=LMjVfnbNMTY> includes reading the book and singing a song based on the book.