

Different is Just Different

Curriculum Lesson Plans

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This document includes lesson plans for Primary, Junior, Intermediate and Senior level students. Also included are Guided Reading Scripts for several levels of listeners. For more information and resources, visit www.ktompkins.com

Curriculum Based Lessons: Elementary

LESSON: Grade 2/3

STRAND: Healthy Living

Specific Expectations--Growth and Development

Grade 2– distinguish the similarities and differences between themselves and others (e.g., in terms of body size or gender);

Grade 3– describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);

*Guided reading of *Different is Just Different: Early Readers* (age 5-8)

*Follow-up discussion on how they are different now, in grade 2/3 than they were when they were 2/3 years old.

*Draw/write Before and After pictures of yourself.

*Hang all “photos” in a gallery.

*Have small groups of students tour the gallery, with one student as the docent, describing the art and artists. “And here you see a fine example of a crayon drawing of the artist at age 2 and again at age 7. Notice the fine lines on the hair.”

Curriculum Based Lessons: Elementary

LESSON: INTERMEDIATE

STRAND: The Arts- Drama

Specific Expectations: Creating and Presenting

B1.1 engage in dramatic play and role play, with a focus on exploring themes, ideas, characters, and issues from imagination or in stories from diverse communities, times, and places (e.g., act out moments from “a day in the life” of a main character from a story; improvise a short dialogue between two characters who are seeking a solution to a problem [as in Aboriginal teacher/trickster stories])

* Read “Different is Just Different” using GUIDED READING: 10 years and older

* Discuss the concept of invisible differences (learning disabilities, autism, ADHD, mental illness, etc)

* Look closely at the picture of the bears in the park.

* In groups of 5-7, create the tableau of this illustration.

* Have each character “tap in” (come to life and state 3-5 lines or a full monologue) to give the character an inner life.

* Follow-up by writing the lines/monologue and creating your own class book.

Expectation: engage in role play with a focus on exploring character

	Level 1	Level 2	Level 3	Level 4
Observable indicators.	States 1-2 points that their character might be thinking	Expresses their character’s idea in 1-3 sentences	Speaks about the inner thoughts of the character as if the ideas were their own (flow, focus, etc)	Utilizes a distinct voice and posture that is different from their own while expressing the thoughts of the character with flow and focus

Curriculum Based Lessons: Secondary

LESSON: SENIOR SOCIAL SCIENCES

Issues in Human Growth and Development, Grade 12, University/College Preparation (HHG4M)

Specific Expectations: Parent/Care-giver as Teacher

* demonstrate an understanding of how parents and care-givers can play a key role in ensuring that children are healthy, secure, and confident (e.g., by nurturing, having a positive attitude, demonstrating empathy);

Parenting and Human Development, Grade 12, Workplace Preparation (HPD4E)

Specific Expectations : Social and Emotional Development

* explain how emotional intelligence develops throughout childhood and adolescence;

*Demonstrate Guided Reading: Early Learners with the book “Different is Just Different”

*Discuss how this type of reading encourages learning and not simply listening

*Discuss how this type of book allows for healthy dialogue between parent and child on issues of self-esteem; differences; etc.

*In pairs, write a brief discussion between a parent and child that might come out of having read this book together (a new student at school with a disability; the child feeling left out/different in gym class; etc).

*Share a few of the discussions with the class.

*Make a word wall of specific words and phrases that are utilized and are important for self-esteem and emotional security.

GUIDED READING: Early Learners (age 2-5)
Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat! Have you ever seen a hat like that?

How is Shoo Bear different? [a bear; funny name; wearing cowboy boots;]

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich! What is in there? [fish tail; bone; sock]

Have you ever eaten a sandwich like that? Could a bear?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

Point to flip flops--- what kind of shoes are these?

Point to snow shoes--- what are these shoes for? Has anyone ever used them?

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

Who is wearing shoes? Is anyone else wearing the exact same shoes as you?

Have you ever had to change your shoes to do a job or go somewhere?

SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.

SOME PEOPLE NEED HELP WALKING.

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

Is there anyone at your house that uses glasses to see better?

What is this cane for? Does anyone know?

SOME PEOPLE NEED HELP EATING.

When I was very young, my parents needed to cut my meat for me.

This little bear can’t swallow food at all so Mom is putting it right into his stomach.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language? What signs do you know?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Is that true? Is everyone different? That’s pretty amazing.

Do you think it’s a good thing or a bad thing that everyone is different?

I know there are sometimes that I wish I was NOT different... especially if someone has something I don’t have or if someone can do something I can’t do. Then, I feel sad. But, I try to remember that Different is just Different... it’s not a bad thing... and that helps.

GUIDED READING: Early Readers (age 5-8)
Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat! Have you ever seen a hat like that?

How is Shoo Bear different? [a bear; funny name; wearing cowboy boots;]

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich! What is in there? [fish tail; bone; sock]

What is the strangest thing you have seen in a sandwich?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

How many places or activities can we think of that need a specific type of shoe?

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

Have you ever had to change your shoes to do a job or go somewhere?

SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.

SOME PEOPLE NEED HELP WALKING.

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

Is there anyone at your house that uses glasses to see better?

What is this cane for? Does anyone know?

SOME PEOPLE NEED HELP EATING.

When I was very young, my parents needed to cut my meat for me.

This little bear can’t swallow food at all so Mom is putting it right into his stomach.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language? What signs do you know?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Do you agree with that? Is everyone different?

Do you think it’s a good thing or a bad thing that everyone is different?

I know there are sometimes that I wish I was NOT different... especially if someone has something I don’t have or if someone can do something I can’t do. Then, I feel sad. But, I try to remember that Different is just Different... it’s not a bad thing... and that helps.

GUIDED READING: 10 years and older

Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

Children’s books are an excellent way to begin discussions on many different topics. I’m going to read a book that is written for very young children and then we are going to have a discussion at the end of it.

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat!

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich!

What is the strangest thing you have eaten in a sandwich?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

**SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.
SOME PEOPLE NEED HELP WALKING.**

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

SOME PEOPLE NEED HELP EATING.

Sometimes, when people have problems with their muscles or are “low tone”, they have something called dysphagia where the food cannot be controlled well enough to move down the esophagus and it ends up in the lungs or nasal cavity instead. These people need a tube inserted directly into the lower stomach to put nutrients into their body.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language to communicate?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Do you think it’s a good thing or a bad thing that everyone is different?

Younger children often wish that they were NOT different... especially if someone has something they don’t have or if someone can do something they can’t do. How could this book help them feel better about their differences?

EXTENTION ACTIVITIES

Visual Arts

Primary: Create a bear that looks just like you.

Use colouring sheets of Shoo Bear (available online at www.ktompkins.com) and have students draw their favourite clothes, shoes, hats, etc.

Junior: Use baseball caps as a base for elaborate character hats. Add items that represent their favourite activities; foods; etc.

Intermediate: Experiment with water colour techniques. Use colouring sheets as a base (available online at www.ktompkins.com)

Senior: How did the illustrator make the bears look like people? Experiment with sketches of bears that have your facial features.

Drama

Primary: In pairs, one person is Shoo Bear. The other has a conversation with Shoo Bear. Tell her about your favourite toys, clothes, or foods. Switch roles.

When you were Shoo Bear, did you like the same things the speaker liked?
Was it easier to be the listener or the speaker?

Junior: How many different ways can we show the same thing?

As a class, show the many different ways to show a glass of liquid (water glass, can of pop; bottle of pop; hot chocolate; etc)

In small groups, choose one item and demonstrate different ways to show the item.
(possible choices: an apple; a newspaper; a flower; etc)

As a class, decide if one way of demonstrating the item is the BEST or if all the ways were valid (smelling the flower, cutting the flower; putting the flower in the vase--- are all showing a flower).

As a class, discuss the statement: Different is just different... it is not a judgement.

Intermediate: How do teens react to people who are different? Create a brief scene that show how the conversation or confrontation could look. Now, replay the scene so the emotions and outcomes are completely opposite. (eg: in scene 1, the new kid is being admired for their style of clothes and they are all laughing and getting along. In scene 2, the new kid is being ridiculed and they are all laughing at her/him)

Discuss the feelings created by the two scenes, as an actor and/or an audience member.

Senior: Utilizing two or more dramatic forms, create a piece that examines society's acceptance of people with invisible differences.

Writing

Primary: As a class, make lists +/- or graphs of the different types of shoes each person has at their house (or sandwiches they like; or hats they wear; etc)

Can be recorded using a foldable

http://www.catawba.k12.nc.us/C_i_resources/documents/Miscellaneous%20Pictures.pdf

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Junior: As a class, devise a clerihew about Shoo Bear. In partners or small groups, create one more. Share them as a class.

How to write a clerihew:

<http://www.poetry4kids.com/modules.php?name=Content&pa=showpage&pid=8>

Intermediate: Using post-it notes, each student writes a word or phrase that describes how they are different. The teacher collects them and places them around the room (for confidentiality, DO NOT have the students post them around the room themselves). The students then tour the room reading all the different comments OR the teacher reads them aloud as they are placed on the walls.

- 1) Discuss the similarities/differences within all the ideas
- 2) Create a “found poem” by rearranging the words to create a piece of poetry.

Senior: Using a favourite style of writing (cinquain, postcard, etc) create a piece that focuses on the idea of accepting differences.

Cross-Curricular

Discuss the idea of invisible differences and list them

Each student writes a brief paragraph in first person. Each person starts with the lines:

I am different. You might not be able to see it, but I am.

*extend this paragraph into a conversation

*read someone else’s paragraph and write a response to them

*deliver the paragraph as a dramatic piece

*rewrite the paragraph as a comedy

*illustrate the paragraph with abstract art

*rewrite the paragraph into a rap/song lyric