

## *Diversity: Lesson One*

---

**Lesson Title:** Similarities and Differences

**Objective:** To identify how we are similar and different

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker

1. Tell the class that we are going to discuss how students at our school are different and the same. Some students live with one parent, brothers, sisters, step-brothers and sisters, two parents, grandparents, adopted parents, gay parents and stepparents. Some children come from families that are African-American, German, Hmong, Hispanic, Somalian, Chinese, etc
2. Ask the class: Who can tell us the ethnicity of your family? (You may have to explain the definition of ethnicity.) Students at our school are different in many ways. Give a couple of examples. One student might like playing basketball after school, while another student might like to be on the computer. One student's favorite class might be art while another student's might be physical education. Ask the students to tell a way that they are different than another student in the class.
3. Explain to the class that there are many ways that students are the same. Some students might have the same ethnicity. Give some other examples. Two students might both like eating pizza, listening to rap music, performing in plays and playing soccer. Ask the students to tell a way that they are different than another student in the class.
4. Have the students put their name on a blank piece of paper.
5. Ask the students to pass their paper to the person next to them.
6. Tell the students to write at least two ways that they are different than the person whose name is at the top of the paper.
7. Tell the students to write at least two ways that they are the same as the person whose name is at the top of the paper.
8. Repeat steps 5-7 four or five times.
9. Have the students return the paper to their owners.
10. Ask five or six students to come to the front of the class. Read what is on their paper, and ask the class to guess which person turned in that sheet of paper.
11. Repeat step 10 until all students have been to the front of the class.
12. Review how students are similar and different.

## *Diversity: Lesson Two*

---

**Lesson Title:** Similarities and Differences of Families

**Objective:** To identify how families are similar and different

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker

1. Review how students are similar and different.
2. Ask the class: How are some families different? You can give one or two examples of different types of families such as one parent families, families where children are raised by grandparents, mixed-race families, gay parent families, families with adopted children, and divorced parent families where students live in two different homes.
3. Ask the students to write down the advantages of a mixed-race family. What are the disadvantages? How are they the same as your family? How are they different?
4. Ask the students to write down the advantages of being raised by grandparents. What are the disadvantages? How are they the same as your family? How are they different?
5. Ask the students to write down the advantages of having lesbian parents. What are the disadvantages? How are they the same as your family? How are they different?
6. Ask the students to write down the advantages of having divorced parents. What are the disadvantages? How are they the same as your family? How are they different?
7. Ask students to get into groups of three to six people.
8. Have the students share their answers with the group. Have a reporter write down the answers.
9. Have the reporters share their answers with the class. Write the answers on the board.
10. Ask the class to share any thoughts that they might have from the list. Do you agree with some of the list? Disagree with some of the list? Start a classroom discussion.
11. Review how families are different and the same.

## *Diversity: Lesson Three*

---

**Lesson Title:** How students treat each other

**Objective:** To identify how students effect each other

**Grade:** 6/8 **Time:** 25-30 minutes

**Materials:** Board and Marker

1. Review how students are similar and different.
2. Review how families are different and the same.
3. Ask students to write down as many names as you can remember that students call each other at Battle Creek. Tell them that you don't want any swear words.
4. Ask students to write down some kind things that students do at Battle Creek.
5. Have the students share the names that people call each other. Write the responses on the board.
6. Have the individuals share the kind things that students do for each other with the class. Write the responses on the board.
7. Ask the students to write down what they think are five most frequent names students call each other at Battle Creek.
8. Ask the students to write down what they think are five most frequent kind things students do at Battle Creek.
9. Ask the students to write down how calling someone a bad racial name may effect that person. How do you think other people of that race might feel?
10. Ask the students to write down how calling someone gay may affect that person. How do you think someone who has a gay parent might feel when he or she hears gay used as an insult?
11. Have the students get into groups of three to six people.
12. Ask the students to share their answers from steps 7-10. Have a reporter write down the answers.
13. Have the reporter share answers with class.
14. Review the effects of name-calling and kind acts.