It's Okay to Be Different

By Todd Parr

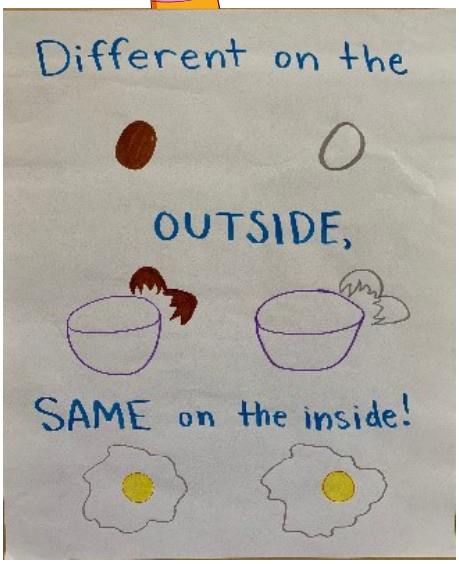
ACTIVITY: EGGSTRA SPECIAL ACTIVITY!

SUPPLIES:

- 1 white egg, 1 brown egg
- A bowl
- A list of questions!

DIRECTIONS:

1. Have a conversation about the meaning of "same" and "different".
2. Observe the two eggs side by side and ask the child what is different about the 2 eggs.
3. Ask the child what they think the inside of each egg looks like.
4. Crack each egg open.
5. Make observations about how the egg appears different on the outside, but is the same on the inside.

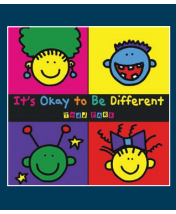


Take a pic!

Take a photo of your project and send it along with your name to:
connect@gradelevelreadingsuncoast.net

HEALTHY FEELINGS AND RELATIONSHIPS FOR 1ST-3RD GRADE

Children's social and emotional development, like their physical development, is a key component of overall health and well-being.



IT'S OKAY TO BE DIFFERENT

Written and illustrated by Todd Parr

This vibrantly illustrated picture book gently explores and celebrates the many ways in which we are different.

SEL Competency: SOCIAL AWARENESS

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

CONVERSATION STARTERS

1. This book introduces some words that may not be familiar to all students. As you encounter vocabulary such as "adopted," "proud," and "invisible," pause and talk about what those words mean.
2. What are some ways in which people can be different from one another that we can see? In ways that we can't see?
3. How are you different from your best friend? From your classmates? From others in your family?
4. Why is it okay to be different? What do you like about being different from others? Is there anything that is hard about being different? How do you treat others who are different from you?

TRY THIS

You See, I See

Ask all of the children to draw something familiar, such as a family or a meal, without being too specific about how it should look. Give the children a certain amount of time to work on their drawings, and then share what they have drawn as a group. How do their drawings look different? Ask the children why they think they all drew the same thing in different ways. Use this example to have a conversation about how our different life experiences can influence our beliefs, feelings, and behaviors. Ask the children to brainstorm other things that they may see differently. How do they think their different experiences in life might sometimes influence their feelings? For example, how might life be different for someone who grew up in a large family and someone who grew up in a small family?

How Are We Different? How Are We the Same?

Divide the students into pairs or small groups. For two minutes, have the students brainstorm how they are different and keep track of their differences in a list. For another two minutes, have them brainstorm how they are the same. Keep these results in a list too. When the time is up, share as a whole group what this experience was like. What did it feel like to look for your differences and similarities? What did you learn about each other that you didn't know before? Which list is longer? Children may sometimes feel uncomfortable around others who are different from them. This activity provides students an opportunity to respectfully acknowledge differences and to explore commonalities among their classmates.

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