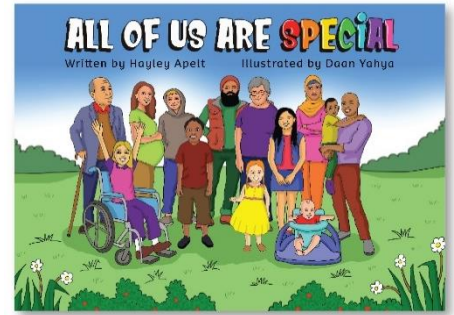


ACTIVITIES

Based on *All Of Us Are Special* - written by Hayley Apelt and illustrated by Daan Yahya.

I welcome feedback or questions from adults and children. I would also love to see photos of children reading my books, completing these activities or their finished products. Please feel free to send any feedback, photos or messages to: hayleyapeltauthor@outlook.com or through my Facebook page (Hayley Apelt – Author) or Instagram (hayleyapeltauthor).



BEFORE READING

- Show a YouTube video of cute animals or equivalent. Discuss how they are all different but still cute and lovable, and how each animal plays an important role. What is your favourite animal? Why? What do different animals contribute to the world? What would the world be like if all animals were exactly the same? Use this as an introduction to discussing how all people are different and what it would be like if they weren't.
- Provide students with "I would rather..." statements, for example: "I would rather work alone or in a group" or "I would rather live in the city or the country". Determine a way for them to answer, such as by sitting or standing, putting up their left or right hand, or moving to different sides of the room. Discuss how neither option is right or wrong but people are unique and have different preferences.
- Provide students with statements from the book, for example: wears braces, lives with one parent, has straight hair, is left-handed etc. They stand up if the statement is true for them and remain seated if it isn't. Discuss how neither option is right or wrong but people are unique and have different preferences.

DIVERSITY AND DIFFERENCE

- What is 'diversity'? What does 'unique' mean? Provide the definitions or have students look them up themselves and/or use the definition in a cloze exercise to reiterate their understanding.
- Provide students with two pictures of people – they could be cut out of a magazine, photographs of students, Internet images etc. List the similarities and differences between them. You could offer several different combinations, such as with laminated cards, which can be swapped around between students/groups.
- Ask students to bring in a picture book from home or collect a range of books from the library. They must have illustrations of people (rather than animals). Does the book depict a range of people? If not, do they all have similarities in the types of people pictured? Collate class data, for example: number of boys/girls, wearing glasses, skin colours etc.
- Look at a world map or globe and talk about where countries are and the languages spoken. You could do a matching activity with country names and languages.
- Create class tables, graphs and/or charts for different categories, based on the students in the class, for example: their family, hair colour, eye colour etc. Discuss how all can be the same or different and it does not matter.

WRITING

- Write a short story using one entire page as stimulus, for example: a story about children in a classroom or a family eating a meal together.
- Write a short story about a person who is completely different to you in as many ways as possible, for example: in appearance, location, family, language they speak etc.
- Choose a few things mentioned in the story and write a story about a girl or boy who has those characteristics, for example: a person who was born in the English country but now lives in an Australian city and who is short, wears glasses and has brown curly hair.
- Write a recount of a time in their life when they felt they were different from the people around them and how it made them feel. Alternatively, they can write about a time when they saw someone who was left out. How do they think that person felt?
- Share/write a memory from when they were younger and explain why it was special. They can also draw a picture to represent the memory.
- Write an acrostic poem using the letters: DIVERSITY, DIFFERENCE, UNIQUE or SPECIAL.
- Write an acrostic poem of their name, focusing on the things that make them special and unique.
- Write an autobiography on their life, including the accomplishments of which they are most proud.

DRAWING AND CREATING

- Create an All About Me profile with name, birthday, favourite activity, family, religion etc.
- Create a simple book of their life with a piece of information (for example: family) on each page and an accompanying illustration.
- Draw a picture of themselves (you could provide body outline templates). They could also write descriptive words about themselves around it, for example: for what they enjoy, their personality, family etc. Compile a class book or wall display with all the images/words.
- Students trace around their hand to make a handprint. In each finger, they write something about themselves, for example: their family, defining physical characteristic, religion etc. You could give them the same five categories to use or allow them to choose from the full range referenced in the book. Cut out the hands and have the students decorate them. Create a wall of student hands.
- Draw a picture of themselves as a baby, toddler, now and then how they imagine they will look in the future as an adult and older person.
- Draw a picture of their family.
- Create a family tree.
- Create a character profile on one of the people pictured in the book.
- Create a Venn diagram with 'Some Of Us' on both sides (or "Some Of Us" and "Others" like the book) and 'All Of Us' in the middle. Use things referenced in the book, for example: "wear glasses" (left), "don't wear glasses" (right) and "unique", "special in our own way" (middle).

UNDERSTANDING OTHERS

- Watch <https://www.youtube.com/watch?v=oQ3LnuQ-nE0>. Discuss: What does it mean to “take a walk in someone else’s shoes”? Can you think of a time when you wished that someone else understood what you were going through? What happened? Can you think of times when you have needed to “see what someone else is going through” by “understanding another point of view”?
- Divide students into pairs. One is blindfolded and the other must lead them around an obstacle course by giving them verbal instructions only. Alternatively, a blindfolded student could attempt a simple obstacle alone or to try and complete a task, such as putting on their shoes and doing up their shoelaces. Discuss the difficulties they experienced and what it must be like for people who are blind.

GAMES

- Two truths and a lie: each student tells the group two facts about themselves and one lie. The group has to guess which the lie is.
- Bull Rush: play as per regular rules, except students are called over on the basis of characteristics from the book and/or things about themselves, for example: “Red rover, red rover, I call over... people who have two siblings.”
- Students sit in a circle. One student is in the middle and asks a question such as, “Does anyone have more than three siblings?” Any student who answers “yes”, as well as the student from the middle, must stand up and find another seat from a newly created gap in the circle. The person without a seat is then in the middle and the process repeats.
- The class forms a circle. The first student begins by saying, “My family has...” and adds the number of people. The next student says, “My family has...” then repeats the first student’s answer before adding their own. It continues around the circle in this same manner. Once a student cannot remember all of the numbers mentioned before them, then they are out. The last remaining person is the winner. This game be repeated with multiple categories from the book, for example: town they were born in, number of teeth they have lost, favourite activity etc.

ADDITIONAL RESOURCES

More Diversity Activities for Youth and Adults

A great selection of different activities to promote discussion about diversity.

<https://extension.psu.edu/more-diversity-activities-for-youth-and-adults>

Elise Gravel

Elise has created some great, free, printable posters and colouring pages for the classroom, including ‘It’s ok to be different’, ‘Families’, ‘I love diversity’ and ‘There’s room for you in this country’.

<http://elisegravel.com/en/livres/free-printable-stuff/>

