

Day 3

Theme: Acceptance

Materials:

- 10 sheets of paper, numbered 1 to 10, taped along the wall or floor (for lower grades, you can use less numbers)
- Blank or lines paper for each student

Activity (Part 1):

Mark sections in the classroom ranging from 1 to 10.

Encourage students not to talk during this exercise, and to keep their eyes open. Then say, "I'm going to name some things. I want you to move to an area based on how you rate each one. If you like something a lot, move to the 7 or 8 area. If you love it, move to 10. If you really hate it, move to the 1 or 2 area. If you like it a little move to 3 or 4." Then read items: (These are a few examples, but will vary depending on class and ages.)

- ice cream
- broccoli
- sports
- music
- movies
- rock 'n' roll
- rap/hip hop
- science
- math
- reading

After each item, allow students time to move and look at where their peers moved.

After activity, discuss with students what they noticed about likes and dislikes of peers compared to themselves. Ask them if there was a time they felt different about an item than one of their friends did. Explore with students the idea that we don't have to like all of the same things to be friends. As a class, discuss: What brings people together as friends? What kinds of behaviors are really important for people to stay friends with each other?

For older students discuss: "What kinds of things tend to divide us in this school?" Provide prompts such as "Hobbies? Where we live?"

Point out that while some things may divide us, other things can unite us — even simple things like ice cream.

Activity (Part 2):

- Have students think about ways they have felt different in school in the past. Have students turn and talk to a partner about one way you feel different, special or unique in the classroom or school community. (If needed, provide examples: maybe you speak a language that no one else in your class speaks; maybe your family enjoys an unusual kind of food; or maybe you have a unique pet.)
- Each student will write and illustrate their own page to the book where they share why they are different, special, or unique.
- Put the pages of the book together and read to the class.