



E NGLISCH

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| Entwicklungsbereich | Vielfalt wertschätzen |
| Titel/Thema | “Accepting and valuing diversity”, “Being positive about ourselves and others”, “Coping with ‘otherness’” |
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Material Learning Stations (M1): Worksheets

Station 1: Todd Parr: It's Okay to Be Different

Accepting and valuing diversity

1. Read the story together or listen to it. Then answer the following questions.

a) In what ways are people different in the book? Is that okay?

E.g.: He needs some help. He has a different nose. He gets mad. He wears glasses.

b) What makes you different from your friends? Do you think that is okay?

E.g.: I say no to bad things. I have big ears.

2. Share your story about how you felt different or disliked something about yourself but later came to accept and appreciate it. You can also invent a story if you do not want to share your personal experience.

The following phrases from the book *It's Okay to Be Different* might be helpful:

miss a tooth, need help, have a different nose, be a different color, have no hair, have big ears, have wheels, wear glasses, talk about feelings, eat macaroni and cheese in the bathtub, say no to bad things, come from a different place, be embarrassed, come in last, dance by yourself, have a pet worm, be proud of yourself, have an invisible friend, do something nice for someone, lose your mittens, get mad, do something nice for yourself, help a squirrel to collect nuts, make a wish, have different kinds of friends, be different

3. Look at the picture on p. 21 in the book. In the picture you can see four people and it says, "It's okay to have different Moms." and "It's okay to have different Dads." Think about how family structures can be different? What can families look like? Discuss the topic in your group.

Station 2: Jeanne Wills & Tony Ross: Susan Laughs

Being positive about ourselves and others

1. Read the story together or listen to it. Then work with a partner and create your personal can-do-lists. If you want, you may also mention what you find difficult or can't do.

E.g.: I can sing/trod/spin...but I can't dance very well.

Our can-do-list

| [your name] | [your partner's name] |
|---------------------------|-----------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| This is difficult for you | |
| | |
| | |

2. Based on the information you gained in the previous activity, introduce your partner to the group. Be respectful and focus on the positive aspects.

E.g.: This is Susan. She can sing and she loves swimming. She can ride too and finds horses interesting. We can do different things but we really enjoy sharing our experiences...
This is Toby. He can spin very fast. We spin together sometimes. I really like his drawings...

Station 3: Kathryn Cave & Chris Riddell: Something Else

Coping with 'Otherness'

Read the story together or listen to it. Then complete the following tasks.

1. Create a profile of Something Else. You may use words like blue, hairy, big eyes, sad, etc. Draw a picture of Something Else in the middle of your sheet and add your description then.

Profile

blue fur

Name: Something Else

Address: On a windy hill

Favorite food: _____

Best friend: _____

2. Work with a partner and answer the following questions.

- a. What do the other animals have in common?
a. E.g.: They play the same games.
- b. Why did they say he is 'not like us'?
a. E.g.: Something Else does not play the same games.
- c. When do you want to be friends with people? Do you always do the things they do?
- d. Why do they not include him?
- e. Can you find any similarities between Something Else and Something?
- f. Why does he tell the new creature to leave?
- g. Why does he change his mind?
- h. Why do you think they welcome the boy who arrives at the end?
- i. Ask your group members what their daily dishes are. Find out at least four different dishes.
- j. Have you ever acted like the other animals? What can you do to make others feel welcome?