

Different is Just Different

Christian Education Lesson Plans

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This document includes lesson plans for Elementary, Junior and Intermediate levels.
Also included are Guided Reading Scripts for several levels of listeners.
For more information and resources, visit www.ktompkins.com

Primary

PRIMARY LESSON: (JK-Grade 1)

*Read “Different is Just Different” using GUIDED READING: Early Learners (age 2-5)

*Have a conversation listing all the ways God shows His love for us.

*Make a list of all the ways we could show our love to God.

*Draw a picture of a way that you will show your love to God OR choose a pre-drawn picture and colour it.

Junior

JUNIOR LESSON: (Grade 2-5)

Genesis 1:27 (NIV) So God made man in his own image, in the image of God he created him; male and female he created them.

1 John 4:16 (NIV) God is love. Whoever lives in love lives in God, and God in him.

* Read “Different is Just Different” using GUIDED READING: Early Readers (age 5-8)

As Christians, we believe that all people are created FROM God’s love and TO love God.

* Look at the picture of the bears in the park.

* Discuss what the bears in each area could be talking about.

* Spend some time finding all the different ways the bear in the walker could play ball with the bear beside her.

* With a partner, decide “Which pair of bears will you be?”

* One bear is a Christian. The other is not sure why God should be important in their life. Have a short conversation explaining how God’s love has been important to you.

Intermediate

INTERMEDIATE LESSON: (Grade 6-10)

Genesis 1:27 (NIV) So God made man in his own image, in the image of God he created him; male and female he created them.

Matthew 7: 1-2 (NIV) Do not judge, or you too will be judged. For in the same way you judge others, you will be judged, and with the measure you use, it will be measured to you.

*Read “Different is Just Different” using GUIDED READING: For ages 10 and up.

*Discussion: All people are made in the image of God. How easy it is to judge who is CLOSER to that image by the way they look or act.

--- Give examples from the world that support this statement. (comments heard at school, mall, etc that are negative about how someone talks, walks, dresses, etc)

--- What teachable phrases can we, as Christ followers, have on our lips when we hear others say/do these things? “You know, I am sure that there are things about ME that others do not understand. I thank God that He knows your true heart and does not judge you as you just judged that person.”

--- Develop two person scenes so that these phrases can be practiced in “real” situations.

*EXTENSION: Create a powerpoint or use www.prezi.com to create a presentation that shows all the different faces that show God’s love shining through. These could be pictures of congregation; people on the streets of your city; or found on the internet.

GUIDED READING: Early Learners (age 2-5)
Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat! Have you ever seen a hat like that?

How is Shoo Bear different? [a bear; funny name; wearing cowboy boots;]

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich! What is in there? [fish tail; bone; sock]

Have you ever eaten a sandwich like that? Could a bear?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

Point to flip flops--- what kind of shoes are these?

Point to snow shoes--- what are these shoes for? Has anyone ever used them?

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

Who is wearing shoes? Is anyone else wearing the exact same shoes as you?

Have you ever had to change your shoes to do a job or go somewhere?

SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.

SOME PEOPLE NEED HELP WALKING.

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

Is there anyone at your house that uses glasses to see better?

What is this cane for? Does anyone know?

SOME PEOPLE NEED HELP EATING.

When I was very young, my parents needed to cut my meat for me.

This little bear can’t swallow food at all so Mom is putting it right into his stomach.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language? What signs do you know?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Is that true? Is everyone different? That’s pretty amazing.

Do you think it’s a good thing or a bad thing that everyone is different?

I know there are sometimes that I wish I was NOT different... especially if someone has something I don’t have or if someone can do something I can’t do. Then, I feel sad. But, I try to remember that Different is just Different... it’s not a bad thing... and that helps.

GUIDED READING: Early Readers (age 5-8)
Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat! Have you ever seen a hat like that?

How is Shoo Bear different? [a bear; funny name; wearing cowboy boots;]

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich! What is in there? [fish tail; bone; sock]

What is the strangest thing you have seen in a sandwich?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

How many places or activities can we think of that need a specific type of shoe?

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

Have you ever had to change your shoes to do a job or go somewhere?

SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.

SOME PEOPLE NEED HELP WALKING.

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

Is there anyone at your house that uses glasses to see better?

What is this cane for? Does anyone know?

SOME PEOPLE NEED HELP EATING.

When I was very young, my parents needed to cut my meat for me.

This little bear can’t swallow food at all so Mom is putting it right into his stomach.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language? What signs do you know?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Do you agree with that? Is everyone different?

Do you think it’s a good thing or a bad thing that everyone is different?

I know there are sometimes that I wish I was NOT different... especially if someone has something I don’t have or if someone can do something I can’t do. Then, I feel sad. But, I try to remember that Different is just Different... it’s not a bad thing... and that helps.

GUIDED READING: 10 years and older

Scripted Suggestions for “Different is Just Different”

BOLD indicates actual text.

[---] indicates answers you are soliciting from the group

Children’s books are an excellent way to begin discussions on many different topics. I’m going to read a book that is written for very young children and then we are going to have a discussion at the end of it.

THIS IS SHOO BEAR.

SHOO BEAR LOVES ANYTHING DIFFERENT.

Look at that hat!

SHE LOVES TO EXPERIENCE DIFFERENT THINGS.

Look at that sandwich!

What is the strangest thing you have eaten in a sandwich?

SHE KNOWS THERE ARE SHOES FOR DIFFERENT PLACES.

SHE KNOWS THERE ARE DIFFERENT SHOES FOR DIFFERENT PEOPLE.

SHE KNOWS THERE ARE DIFFERENT PEOPLE WITH DIFFERENT NEEDS.

SOME PEOPLE NEED HELP WALKING.

Do you know anyone that wears AFO’s (ankle-foot orthotics or braces on their legs) or uses a wheelchair or walker?

SOME PEOPLE NEED HELP SEEING.

SOME PEOPLE NEED HELP EATING.

Sometimes, when people have problems with their muscles or are “low tone”, they have something called dysphagia where the food cannot be controlled well enough to move down the esophagus and it ends up in the lungs or nasal cavity instead. These people need a tube inserted directly into the lower stomach to put nutrients into their body.

SOME PEOPLE NEED HELP TALKING.

Has anyone here ever used sign language to communicate?

DIFFERENT IS JUST DIFFERENT.

EVERYONE IS DIFFERENT.

HOW ARE YOU DIFFERENT?

Do you think it’s a good thing or a bad thing that everyone is different?

Younger children often wish that they were NOT different... especially if someone has something they don’t have or if someone can do something they can’t do. How could this book help them feel better about their differences?

EXTENTION ACTIVITIES

Visual Arts

Primary: Create a bear that looks just like you.

Use colouring sheets of Shoo Bear (available online at www.ktompkins.com) and have students draw their favourite clothes, shoes, hats, etc.

Junior: Use baseball caps as a base for elaborate character hats. Add items that represent their favourite activities; foods; etc.

Intermediate: Experiment with water colour techniques. Use colouring sheets as a base (available online at www.ktompkins.com)

Senior: How did the illustrator make the bears look like people? Experiment with sketches of bears that have your facial features.

Drama

Primary: In pairs, one person is Shoo Bear. The other has a conversation with Shoo Bear. Tell her about your favourite toys, clothes, or foods. Switch roles.

When you were Shoo Bear, did you like the same things the speaker liked?
Was it easier to be the listener or the speaker?

Junior: How many different ways can we show the same thing?

As a class, show the many different ways to show a glass of liquid (water glass, can of pop; bottle of pop; hot chocolate; etc)

In small groups, choose one item and demonstrate different ways to show the item.
(possible choices: an apple; a newspaper; a flower; etc)

As a class, decide if one way of demonstrating the item is the BEST or if all the ways were valid (smelling the flower, cutting the flower; putting the flower in the vase--- are all showing a flower).

As a class, discuss the statement: Different is just different... it is not a judgement.

Intermediate: How do teens react to people who are different? Create a brief scene that show how the conversation or confrontation could look. Now, replay the scene so the emotions and outcomes are completely opposite. (eg: in scene 1, the new kid is being admired for their style of clothes and they are all laughing and getting along. In scene 2, the new kid is being ridiculed and they are all laughing at her/him)

Discuss the feelings created by the two scenes, as an actor and/or an audience member.

Senior: Utilizing two or more dramatic forms, create a piece that examines society's acceptance of people with invisible differences.

Writing

Primary: As a class, make lists +/- or graphs of the different types of shoes each person has at their house (or sandwiches they like; or hats they wear; etc)

Can be recorded using a foldable

http://www.catawba.k12.nc.us/C_i_resources/documents/Miscellaneous%20Pictures.pdf

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Junior: As a class, devise a clerihew about Shoo Bear. In partners or small groups, create one more. Share them as a class.

How to write a clerihew:

<http://www.poetry4kids.com/modules.php?name=Content&pa=showpage&pid=8>

Intermediate: Using post-it notes, each student writes a word or phrase that describes how they are different. The teacher collects them and places them around the room (for confidentiality, DO NOT have the students post them around the room themselves). The students then tour the room reading all the different comments OR the teacher reads them aloud as they are placed on the walls.

- 1) Discuss the similarities/differences within all the ideas
- 2) Create a “found poem” by rearranging the words to create a piece of poetry.

Senior: Using a favourite style of writing (cinquain, postcard, etc) create a piece that focuses on the idea of accepting differences.

Cross-Curricular

Discuss the idea of invisible differences and list them

Each student writes a brief paragraph in first person. Each person starts with the lines:

I am different. You might not be able to see it, but I am.

- *extend this paragraph into a conversation
- *read someone else’s paragraph and write a response to them
- *deliver the paragraph as a dramatic piece
- *rewrite the paragraph as a comedy
- *illustrate the paragraph with abstract art
- *rewrite the paragraph into a rap/song lyric