

Lessons and Activities developed by

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Book selections made by

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Additional Materials and Ideas adapted from:

California School Age Consortium

Summer Matters Campaign

National Summer Learning Association

Curriculum Guide Design and Layout

John Pedigo



Book List

Ada Twist, Scientist

Ghost

Harvesting Hope: The Story Cesar Chavez

How My Family Lives in America

Howard Thurman's Great hope

It's Okay to Be Different

Lailah's Lunchbox: A Ramadan Story

March: Book Three

Moses: When Harriet Tubman Led Her People to Freedom

Rosie Revere, Engineer

The Empty Pot

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman

It's Okay to Be Different

by Todd Parr



Goal

- Students will be able to identify factors that make them unique

- Students will begin to consider the benefits of diversity

Objectives

Social Justice Element

- Self-love and knowledge

Lesson Summary

This book provides a fun exploration in diversity and an opportunity to engage young people in conversations on the concept. Students should think about what makes them unique and feel proud of the diversity they bring to the group.

Vocabulary

- Different
- Unique
- Identity
- Celebrate
- Special
- Diversity

EXPOSE

Read: It's Okay to Be Different

Connect

- Celebrate differences. Ask them to think about what makes them unique and special.
 - o Pass out index cards.
 - o Ask each student to write down one thing about themselves- a little known fact.
 - o Collect the cards
 - o Read them aloud to the group and have the students guess who it might be.
- Put all names in a container
 - o Have each person pull a name
 - o Spend a day observing the person - write/draw what they see/learn
 - o Interview the person (Don't share what they've written)
 - o Compare what they wrote to what they learned
- Write a letter to yourself, telling you how special and unique you are.
- Draw a picture about what makes them special, then write about it.
- Write an acrostic poem using their name.

EDUCATE

Nice
Active
Musically inclined
Extreme sports lover

Explore

- Take a walk around your neighborhood, look for things that are different.
Different color cars, houses, flowers.

Quote

“Every man and woman is born into the world to do something unique and something distinctive and if he or she does not do it, it will never be done.” - Benjamin E. Mays

Questions

- Is there a story behind your name?
- Sometimes people have a hard time loving themselves, think about something you love about yourself.
- Would you be comfortable telling people that you love yourself?

Play

- Paint a picture using pastels or tempera paint.
- Sculpt yourself with unusual materials (playdoh, sticks, leaves, etc.)
- Go outside with chalk and trace your body outline and then color in with words that describe you.



Equip

Materials

Resources

<https://www.facinghistory.org/resource-library/identity-and-community/who-am-i>

EMPOWER

Evaluation

- Make a survey
- Write (younger can draw) a story about why it's good to be different.

How My Family Lives in America

by Susan Kuklin



EXPECT

Goal

-Students will begin to identify how their experiences help shape their identities.

- Students will deepen and review their understanding of diversity.
- Students share knowledge about their own culture/background

Objectives

- Write informative/explanatory text
- Participate in collaborative conversations with diverse partners
- Share stories about their families

Social Justice Element

- Self-love and knowledge
- Respect for others

EXPLORE

Lesson Summary

Youth learn about three families and their cultures. Use the book to help explore experiences/cultures in the group. An opportunity to celebrate and recognize the diversity in the group.

Vocabulary

- Family
- Home
- Culture
- Background
- Experiences

Read: How My Family Lives in America

Connect

- Discussion on how families are different. Some people live with parents, others with grandparents, some with friends that become family.
- Draw a family portrait
- Read the poem, Honey I Love from the book of the same name. Ask them to think about family members who might have an accent or speak a different language.

-Explore

Quote

The bond that links your true family is not one of blood, but of respect and joy in each other's life.

Richard Bach

EDUCATE

Questions

- Do you speak a different language?
- Do you know someone that speaks a different language?
- Do you have a favorite food?
- Is there a place you would like to visit?
- Take a walk around your neighborhood, pay attention to who you see.
 - o Survey people and ask if they speak another language
 - o Listen to hear if people are speaking a different language or if they have an accent.
 - o Collect menus from different restaurants and compare the items.
 - o What kind of stores/restaurants are in the neighborhood?

Play

- Build houses out of boxes of cardboard and paint them.



Materials

Resources

Book - Honey I Love, by Eloise Greenfield



Evaluation

- How many people in the class speak a different language
- Where do people in the group come from?

The Empty Pot

By Demi



Goal

- Students will begin to identify how their experiences help shape their identities.

- Students share knowledge about their own culture/background
- Students compare the actions of the characters in the story

Objectives

- Write informative/explanatory text
- Participate in collaborative conversations with diverse partners
- Share stories about justice

Social Justice Element

- Self-love and knowledge
- Respect for others

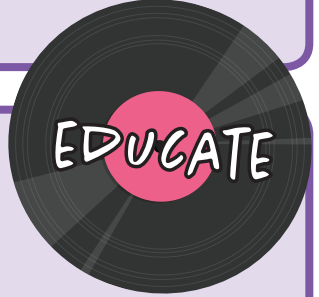


Lesson Summary

Youth explore a folktale on honesty. Students will explore how people in our lives and our experiences can impact who we can become.

Vocabulary

- Honesty
- Integrity
- Characteristics
- Character
- Gift
- Talent



Read: The Empty Pot

Connect

- Discussion on honesty
- Draw a garden filled with characteristics you'd like to see in people
- Plant seeds in the garden
- Beans in plastic Ziploc bags

Explore

Quote

“Every man and woman is born into the world to do something unique and something distinctive and if he or she does not do it, it will never be done.” - Benjamin E. Mays

Questions

- Do you speak a different language?
- Do you know someone that speaks a different language?

- Take a walk around your neighborhood, draw pictures of what you see
 - o Plants/flowers in pots
 - o Different color plants/flowers

Play

- Make a play of the story and act it out



Materials

Resources

<http://www.hawaii.edu/kalama/preservice/teachingreading/emptypot.htm>

<http://readingtokids.org/Books/BookView.php?bookID=00000869>

http://alex.state.al.us/lesson_view.php?id=33120v



Evaluation

- Discussion around honesty
- Discussion in the story

Lailah's lunchbox: A Ramadan Story

By Reem Faruqi

Illustrated by Lea Lyon



Goal

Students will begin to identify how their experiences help shape their identities.

- Students share knowledge about their own culture/background
- Students consider something that they do, that might be hard for others to understand

Objectives

- Write informative/explanatory text
- Participate in collaborative conversations with diverse partners
- Share stories about culture/history

Social Justice Element

- Self-love and knowledge
- Respect for others

EXPLORE

Lesson Summary

Learning about a personal/cultural tradition and the anxiety that being different can bring. Youth should consider who are allies and ways to communicate when they are uncomfortable.

Vocabulary

- Anxiety
- Courage
- Fasting
- Tradition
- Challenging
- Cherish

Read: Lailah's lunchbox: A Ramadan Story

Connect

- Discussion on fasting
- Discussion on holidays and traditions
- Prepare a multicultural menu and plan a potluck
- Invite a representative from the local Islamic Center or Masjid (mosque) to speak about the spirit of Ramadan, and have students prepare questions for the visitor. (Teachers may also arrange for students to be part of an Iftar gathering at the Islamic Center or a parent's home.) (Taken from: <https://www.soundvision.com/article/a-ramadan-fact-sheet-for-teachers>)

Explore

Quote

EDUCATE

Diversity is about all of us, and about us having to figure out how to walk through this world together. – Jacqueline Woodson

Questions

- Do you have a favorite holiday or tradition?

Activities

- Ask the students to create a “good deeds” Calendar.
 - o List out ideas of good deeds they can do
 - o Make a calendar (sample in appendix) have them write a good deed for each day of the week and cross off when they do it.
- Log their good deeds
 - o Send home a log and ask them to keep track for a week or a month or just go week by week and keep track (sample in the appendix):
 - o Their own good deeds
 - o Or when they notice the kindness of others
- Different Cinderella Stories (see the appendix)
 - o Venn diagrams about what they have in common
 - o Different color plants/flowers

Play

- Chalk talk – Venn diagrams outside in groups talk about a holiday or tradition and see what they have in common. Draw in chalk on playground.



Materials

Resources

<https://www.education.com/magazine/article/Ramadan/>

<http://www.kiddyhouse.com/Ramadan/>

Evaluation

- Discussion questions from:

<https://www.soundvision.com/article/a-ramadan-fact-sheet-for-teachers>



Moses; When Harriet Tubman Led Her People to Freedom

By Carole Boston Weatherford

Illustrated by Kadir Nelson



Goal

- Students make connections with history

- Students share knowledge about their own communities

- Students consider how they define injustice

- Students share stories of injustice, social movements or change

Objectives

- Illustrate text to demonstrate comprehension

- Participate in collaborative conversations about social injustice

- Share stories about lived experiences in their communities

Social Justice Element

- Social Movements and Social Change

- Issues of Social Injustice

EXPOSE

Lesson Summary

Hear the story of Harriet Tubman and learn about the extraordinary strength of an otherwise ordinary woman. Consider how she found the courage to do what she did. Consider any parallels to today or the impact of her work on today's world.

Vocabulary

- Song

- Strength

- Desire

- Faith

- Determination

Read: Moses: When Harriet Tubman Led Her People to Freedom

Connect

- Discussion on fasting

- Discussion on holidays and traditions

- Prepare a multicultural menu and plan a potluck

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EDUCATE

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