



National Farmers Union

*“Diversity: It’s What We Have In
Common”*

Section 1: Grades 1-2

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Optional Activities

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Lesson 1: Diversity: Red, White & You

- Unit Objective:** Students will be introduced to the concept of how diversity in individual items can combine to create a strong sense of unity.
- Grades:** 1-2
- Length:** 1 hour: 30 minutes for the flag construction craft activity; 10 minutes for snacks; 20 minutes for closing activities.
- Materials Needed:** Rolls of red, white, and blue crepe paper (also known as streamers); gray tag board for each student; glue sticks, [white stars](#), along with safety scissors and markers; handouts of the “From Many, One” worksheet; a dollar bill; a map of the United States (check with your local library, AAA office, or bookstore); enough quarters so each student receives one; and the ingredients to make the “flag” snack you will find at the end of this lesson.
- Preparation:** Set up round tables (if available) or rectangular tables in [u-shape](#) style facing front. Place a dedicated craft supply table to one side of the room. On this table place the rolls of crepe streamers, safety scissors, glue sticks, [stars](#), and tag board. In advance, read through the lesson and prepare one flag to use as an example. Put up a U.S. map on the wall or on the ledge at the bottom of a whiteboard.

Background:

The U.S. flag is well known worldwide. Students daily see it flying in their communities and perhaps even in front of their own homes. The flag’s design and colors have specific meanings. America was built on the foundation of diversity, yet one that is meant to create unity. This lesson will guide your students in creating their own flags, learn what the colors and stars and stripes mean, and consider how our diversity can contribute to a strong nation.

Teaching Strategy:

1. Welcome your students with an energetic smile and enthusiasm. *Today, we are going to learn a secret about [the](#) words on a quarter (hold up a quarter). And, we will learn why it is important for us to know why America is different from any other country in the world. We are going to learn a few secrets about the American flag.*
2. Hold up an American flag. *More than any other symbol, this flag means America. Actually, it means United States of America. The United States is one country, but it is made up of 50 states. Think of it this way, you can have one pizza but it might have eight slices. Each slice could have different toppings. Have you seen a pizza that is half cheese and half pepperoni? Pause to let your students consider your comments and to respond.*
3. *When things are similar, yet different, we call that diversity. It’s a big word. It can mean things are different. It can also mean things that get mixed up, like different colored jelly beans.*
4. *Our country and our flag are examples of diversity. The flag goes back to the year 1777, when people who were helping create the United States as a new country said the flag would be made of 13 stripes, alternating red and white, along with 13 white stars in a blue field. Thirteen was a special number, as there were 13 colonies that later would become the first 13 states of the United States of America. So 13 stars and 13*

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stripes are what we need to make the first American flag.

5. Hold up the flag you made that has 13 stars. *The colors of the flag have meanings. Red represents Hardiness and Valor. White symbolizes Purity and Innocence; and Blue represents Vigilance, Perseverance and Justice. Write down these words on a white board or flip chart. What is Hardiness? It means strength. Because America's different colonies were working together to create one country. There is strength in numbers. More people working together can get more things done. Valor means courage. Our country was being formed by people who were willing to do something new. They had courage. Purity means goodness. The people who started our country did so because they wanted a good place to live and a good country that treated everyone fairly. Without guilt is what Innocence means. People were doing what was right. They wanted to live in a country that gave them freedom to live their own lives. Vigilance, Perseverance and Justice are big words too. Vigilance means watchful, to make sure no one is trying to cause problems. Perseverance means to not give up, especially if things get difficult. And, Justice means fair for everyone. Does anyone have questions on these words? Pause to see if they do. If so, answer their questions in easy to follow answers.*
6. Hold up a current U.S. flag. *What is different about this flag from the one we just talked about? Give your students a moment to consider this. How many stripes are on this flag? Pause. That's right, thirteen. How many stars? Pause for effect. I will help you: there are 50 stars. Every time the United States grew by another state, it added another star to the flag. The last stars were added in 1959 when Alaska and Hawaii became states. We keep 13 stripes to honor the first 13 states. Our state joined the United States in (use the correct year, here).*
7. Using the map you set up before you began your class, show your students where their state is located. Then show them where the 13 states were located along the Eastern Seaboard. *Each one of these states gets a star on the flag. But only these states, the ones that were the first 13 United States, gets a stripe.*
8. *Okay, who wants to make a flag? We are going to make our own flag with the original 13 stars. I want each one of you to go to the supply table and pick up a gray tag board and take it back to your table. Give them time to do this. Now return to the supply table and pick up 13 white stars, one sheet of blue construction paper, and red and white crepe paper. You will cut the crepe paper into seven red strips and six white strips. Note: You will need to cut the ones that go beside the blue one length, and the ones that go below the blue to a longer length. We will put everything together using glue sticks. The blue paper goes in the upper left hand corner of your tag board. Place 13 stars on it. Then cut the strips of red and white crepe paper and glue them from top to bottom, beginning and ending with a red strip. If you have gray tag board showing, that's okay. Your flag will not completely cover the gray. I will walk around and help you.*
9. Do not rush the students and be sure to keep an eye on each table to assure you are helping every student who might need guidance. Carry your flag with you and use it as an example. Remember, these are not intended to be perfect flags.
10. When you see that your students are completing their projects, give them a verbal shout out that they have a few minutes left. Assist any students who may need your help to complete their flags.
11. Ask them to hold up their tag boards. *Wow, we have some very nice flags, here. You all did a great job.*
12. **NOTE:** Be sure to take a group photo of the children holding their flags, as well as a close up photo of one or two flags that turned out especially well. Post this on the NFU Facebook page, as well as your county and/or state Farmers Union Facebook page. Also submit the photo to your local newspaper with text based on the following: “(COUNTY) Farmers Union youth in grades 1-2 learned about diversity by making their own American flags. The lesson focused on how America’s first 13 colonies joined together to become the United States. Each state has its own advantages from agriculture to manufacturing which, when combined with the diversity of other states, makes for a very strong America.”
13. Have your students wash their hands, either by sending them to a bathroom or passing out wipes. While they are doing this collect scraps from the tables and wipe them clean.
14. Once the students have returned, you will resume with these comments. *Diversity can mean we*

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like different things. Some of us like pizza, others like tacos. It's all good. When it comes to the flag, raise your hand for the color you most like. Red? Wait for hands to go up. White? Blue? Some of you like blue, some white, some red. That's a form of diversity. How about stars and stripes? Do you like stars better? Strips? Again, this is diversity. And it is all good. Diversity requires us to have respect for what other people like. We may like blue, yet our best friends may like white. There is no need to act as if one is better or worse than the other.

15. We are going to have a snack. I made a snack that looks just like the American flag. Does it look like a flag to you? Serve the snack, along with milk, juice or water. You may place the skewers on paper plates or paper towels, the latter making clean up easier and keeping costs down. Be aware that some children may have food allergies or personal likes or dislikes toward the snacks.
16. After your students are done with their snacks, collect the paper towels and skewers and dispose of them.
17. Hold up a quarter. This is money, of course. On American money you will find a message that few people even know is there. I will pass out quarters to each of you. See if you can find the message. Give your students a few moments to inspect their quarters. Here is a hint. Look for little words on the back of the coin along the edge. Give them a few more moments to look. On our pennies and nickels and dimes and quarters, as well as on our dollars, you will find these words: E pluribus unum. Write these words on the whiteboard. Wow, those are strange words. They are not English words. They are Latin words. Latin is another language. A very old language. E pluribus unum means, "From many, one." Write down these words on the whiteboard. These words were first suggested as our country's motto way back in 1776, a year before our flag was designed. What do you think these words mean? Lead a discussion based on the answers you hear.
18. "From many, one" means our country is united. We have 50 different states yet we all are Americans wherever we live. If you live in Georgia or Montana, California or Vermont, we are all living in one America. The words also mean our country is stronger because of diversity. It does not matter if your eyes or blue or brown. It does not matter if you like white stars or red stripes. Diversity is a good thing.
19. Ask your students to line up at one end of the room. Once they are organized, ask all the ones who liked red best to join together in one group, all the white fans in another, and those who liked blue in a third group. You are good at knowing what you like. Now, I want you to get into new groups. If you like strawberries, get together here. If you like bananas, get together here. And if you like blueberries, this is where you want to go. Let them regroup. You may have noticed that not all of you will be in the same group you were before. This is another way of showing diversity. We will do this one more time. If you liked stars, go here. If you liked stripes, go here. Now, raise your hands if you like the flag. Wow. Some of you like stars, others like stripes, but you all like the flag. This is how diversity works. And it is how unity works. Just because you like something and your friend likes something else, it is nothing to get worked up about. We have our own likes. As you get older you will find lots of new things to like. Your friends will find lots of things they like. What you like and where you go and what you do in life will be different than what they do. That's diversity.
20. Make sure your students are ready to go home with their flags once their parents or caregivers arrive.

—Source: KnowledgeStorehouse

Ingredients

- 12 wooden skewers
- 1 package of blueberries
- 6 bananas
- 1 large package of strawberries
- 9x13 pan or serving tray
- Slice, skewer, and serve





Lesson 2: Everyone is a Good Egg

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|--------------------------|---|
| Unit Objective: | Students will learn color on the outside does not affect what is on the inside. |
| Grades: | 1-2 |
| Length: | 1 hour: 20 minutes for preparing sugar cookies; 20 minutes for dying eggs, 20 minutes for snacks and decorating sugar cookies. |
| Materials Needed: | Pre-boiled large brown and large white eggs, enough for each student to have one egg to dye; egg dye and cups in which to place the eggs as well as paper plates; the ingredients shown below to make the cookie recipe (Note: you will make two batches so be sure to have enough ingredients to make a double batch AND make sure you have both brown and white eggs); mixing bowls, baking sheets, and cookie cutters; several different colors of frosting and simple wooden ice cream “spoons” to use as frosting applicators; |
| Preparation: | A classroom with a whiteboard or flipchart and tables (preferably round). In advance, you will need to boil enough eggs for your each of your students to have one egg to dye. You will need a classroom with an oven, or arrange to have an oven available for this lesson. Set up your cookie ingredients at a table toward the front. Make sure there is room for your students to gather around this table. You may need an assistant to help with the baking. |

Background:

Teaching diversity is a challenge when your audience is made up of very young students. Happily, while children this age may recognize people appear **different**; many have not been imprinted with negative generalizations. For this lesson, diversity in people will be exchanged for diversity in ingredients: an illustrative euphemism of how “different” can come together to make great things. And, this lesson also allows your students to consider their own uniqueness and value it in a positive light.

Teaching Strategy:

1. **NOTE:** Be sure to preheat your oven. Greet your students with obvious enthusiasm and excitement. *Do you like eggs?* Pause and listen to the responses. *Eggs can be scrambled, fried, baked, or made sunny side up. We use eggs to make omelets. An egg can be made many different ways. We can think of this diversity. Diversity means there is more than one way to make an egg or to use an egg. You may have heard adults say someone is a good egg or a bad egg. A bad egg is one that is spoiled. Bad eggs are trouble. We cannot use a bad egg to make breakfast.*
2. Hold up a brown egg and a white egg. *These are good eggs. Why are some eggs white and some eggs brown?* Let your students think about this. *White chickens make white eggs, brown chickens make brown eggs. In fact, chickens come in many colors, including red... but you will not find any red eggs. Some chickens even come in a mix of colors, just like some dogs and cats.*
3. *If your family usually buys brown eggs, then brown eggs seem normal to you. If your family buys white eggs, then a brown egg might look funny to you. Guess what? Brown eggs and white eggs are the same on the inside. The color on the outside is different, that's diversity, but all eggs taste the same and they cook the same way. As I said, these are good eggs.*
4. *A lot of us know eggs are popular for breakfast. We also use eggs to make cakes and cookies. Who would like to make and bake cookies?* Expect a show of hands.

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5. *We are going to mix and bake sugar cookies.* Invite your students to gather around your “mixing” table. Mix the cookies according to the recipe: be sure to explain each step to your students so they feel a part of the process. **NOTE:** You will in fact make two batches of dough: One of which must use a brown egg, the other a white egg. This is important.
6. Prepare your batches of dough and spread each one out onto a large, clean cutting board or similar surface. Do not let your students know which one used the brown egg or which one contained the white egg. You will invite your students to use cookie cutters to make their own cookies. Each student will need to cut out two cookies, one from each batch of dough. In turn, you will use a spatula and place the cookies on the baking pans. Bake these cookies. If possible, have an assistant available who can watch the baking process and remove the cookies at the right time. Also, cookies will need to be moved to a cooling rack or paper towel for a suitable period before being served.
7. While the cookies are baking and cooling, continue with the lesson. You will help your students dye eggs. *We have talked about brown eggs and white eggs. Have you ever seen blue or yellow or purple or green eggs?* Pause to listen to their responses. *Many of us dye eggs at Easter. We are going to dye eggs and we will have different colors from which to choose.* Depending on the number of students in your class, you may choose to set up cups or bowls of dye at one table, or set them up in front of each student. Be sure each student is able to use the color he or she wants. Expect the possibility of some spills. Supervise handing out hardboiled eggs and make sure you have extras on hand.
8. *If you leave your egg in a short time, it will be lighter in color. If you leave it in a long time it will be darker in color. Think about this as you dye your egg.* Dye two eggs yourself, making sure one is light and one is dark yet both in the same color. Help your students immerse their eggs into the dye; be sure to rotate the eggs so they dye evenly, and remove them and set them on paper towels or in paper bowls or foam cups to dry.
9. *How do these eggs look to you? Are they different? The obvious answer is yes, because they are different colors.* Now hold up your two eggs. *Are these different? Hmmm... not so much. They are the same color, just in a darker and lighter shade. Hold up two white eggs. And are these different? No, not at all. Really, other than color variations, the eggs are all the same shape, size, and will look the same on the inside if we peel away the shell. Let's crack them open and look.* Let your students have fun opening and examining their eggs.
10. *Because these eggs were boiled, the insides became hard. A fried egg has a yellow yoke surrounded by white. Here the yoke looks like a golf ball. It too is surrounded by white. And, all of these eggs are the same even through the colors of the shell are different. Does this mean a blue egg is better than a yellow egg? Or a red egg? Is a brown egg better than a white egg?* Listen to the answers your students may provide. Use their comments to help them understand why diversity can mean variety (as in color) yet also be familiar (as in the egg itself).
11. *It's time to give our cookies a taste test.* Pass out the cookies and make sure that each student gets one cookie made with a white egg, and one with a brown egg. *Take a bite of one cookie, then the other one. Is there any difference in how they taste? Nope, not at all.*
12. *Now we are going to decorate our cookies. Allow your students to choose a frosting color and use their wooden spoon to scoop out enough frosting to cover their cookie. Be tolerant should they want to mix color just for fun.*
13. Well, now. We have cookies of all colors, eggs of all colors and it looks like fingers of all colors. What we learned today is that diversity can mean something different, yet it can also mean something that really is familiar.
14. **NOTE:** Be sure to take a group photo of the children with their cookies. Post these images on your state and national Farmers Union Facebook pages.

– Source: KnowledgeStorehouse

Sugar Cookies

Ingredients:

1 cup butter, softened
1 cup granulated white sugar
1 teaspoon vanilla extract
1/2 teaspoon almond extract
1 egg
2 teaspoons baking powder
3 cups all-purpose flour

Directions:

1. Preheat oven to 350° F.
2. In the bowl of your mixer cream butter and sugar until smooth.
3. Beat in extracts and egg.
4. In a separate bowl combine baking powder with flour and add a little at a time to the wet ingredients. The dough will be very stiff. If it becomes too stiff for your mixer to turn, roll out the dough onto a countertop surface. Wet your hands and finish off kneading the dough by hand.
5. Divide into workable batches, roll out onto a floured surface and cut. You want these cookies to be on the thicker side (closer to 1/4 inch rather than 1/8).
6. Bake at 350 for 6-8 minutes. Let cool on the cookie sheet until firm enough to transfer to a cooling rack.

Lesson 3: Feathers and Fins

Unit Objective: Students will learn that their own personal preferences help contribute to diversity in a group.

Grades: 1-2

Length: 1 hour: 30 minutes for building aquariums or nests, 10 minutes for snacks, 20 minutes for closing activities.

Materials Needed: Shoeboxes, corks with flat ends, paper clips, printouts of the fish and birds coloring pages, glue sticks, blue construction paper, safety scissors, color crayons, straw or twigs, a bag of lichen (pronounced “liken” and sometimes called reindeer moss). If possible, check with your local fish and wildlife department to see if they may provide you with a guide or booklet of birds and fish native to your region. Also, be sure to select appropriate snacks for children this age. Snacks should be healthy and appealing to your students and should include fruits and veggies. Water, juice, and/or milk should [accompany](#) your options.

Preparation: In advance, set up a craft supply table at the front of the room. Place the shoeboxes, corks, paper clips, liken, coloring pages, safety scissors, color crayons, glue sticks, blue construction paper, straw/twigs, and booklets on birds and fish at the front table. Be sure your students are at work tables, either circular or set up classroom style facing forward. Also, in advance: use a sharp knife to cut a slot into the small end of each cork to allow a paper clip to fit into the slot.

Background:

Diversity can mean variety, yet the task of encouraging young children to see diversity as inclusive rather than “different” is a challenge. In this lesson, students will have numerous options to embrace diversity based on their own interests, yet see how that diversity contributes to a common good. Feathers and fins offer a great metaphor for diversity as well as how differences are beneficial when it comes to making the world a better place.

Teaching Strategy:

1. Greet your students with enthusiasm and a smile. *Robins, ducks, chickens, turkeys, eagles, and seagulls all are different types of birds. These birds are different in how they look and how they live, yet they are alike in many ways. They have wings, they build nests, and they have feathers. They are different, too. Some live in trees, some live in ponds, some live in mountains, others by oceans. When something is different, we call that diversity.*
2. *What kind of fish can you think of?* Listen to the responses offered by your students. *How about goldfish, sharks, guppies, trout, and sunfish. Some fish can look almost the same, and some of them can look at lot different. (NOTE: If possible, obtain a photo book from a library that shows similar fish (trout) and some unusual examples (lionfish).*
3. *By a show of hands, which do you like more, fish or birds? Ask your students to share with you why they like one or the other.*
4. *You have your own personal likes. This shows diversity. It is important for each of you to know that if you like birds and your friends like fish, it is a choice. Liking or not liking something is for each person to decide. You need to respect each person's own choices. Your brothers and sisters, parents, aunts and uncles, friends,*

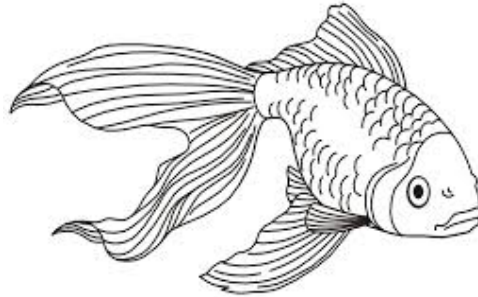
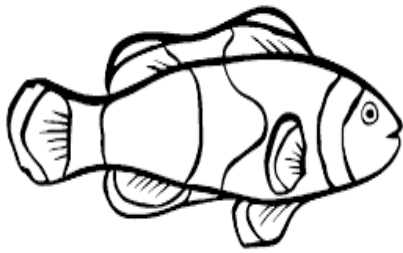
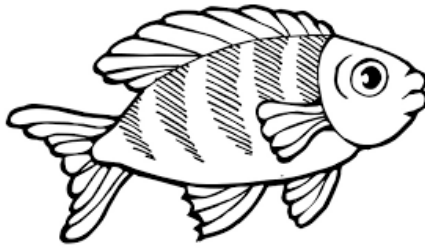
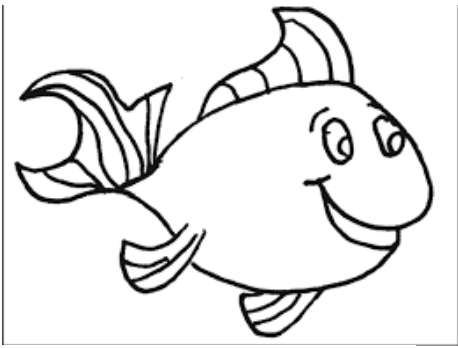
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and even people you don't know yet all have their own personal likes. You would not want them to make fun of you if you like fish and they like birds. You would not want to make fun of them, either, for not liking only what you like. Diversity means we are grateful for all the variety we have in life.

5. Ask your students to go to the table and get a shoebox, a scissors, a sheet of blue construction paper, and colors.
6. If you like birds, you are going to build a nest. If you like fish, you are going to build an aquarium. First, cut your construction paper to fit in the bottom of your shoebox. *This paper will be the background, or habitat, for your creatures.* If you are building a nest, use white color crayons to make clouds and green colors to trees. If you are building an aquarium, use green color crayons to create plants, and blue ones to create waves. Walk around the room and help your students as needed. Your students do not need to be perfect at their cutting or coloring skills.
7. Now, using a glue stick, place your blue paper at the bottom of the box. Then flip your box on its side. In museums, this is called a shadow box. It helps frame a three-dimensional picture which *is also* known as a diorama.
8. Ask your students to come up to the supply table and select the right fish or bird coloring sheet, and pick up a couple of corks and paper clips. *First color and then cut out a couple of birds or fish for your nest or aquarium.* Walk around to help any students who may need a guiding hand. Place your fish in the paper clip and then push the paper clip into the small end of the cork. It should look like this. (Hold up an example you made prior to or during the class.) Place your animals in your shoebox. Share your birds or fish with the person next to you. They will let you have their birds or fish. Put these in your shoebox? Does it make a difference? Because of other students you have a variety of birds or fish in your box. Variety makes the world a better place. Now trade back. Using a glue stick, put glue at the bottom of the cork (the large side opposite the paper clip). Place each fish or bird inside your box. Do not move it until it has had time to dry.
9. We will finish our projects by putting in a little seaweed for the aquariums and twigs or straw for the nests. Come up to the table and pick up sticks, straw, or moss for your nests or aquariums. Using the glue stick put these at the bottom of your box and set your box back toward the middle of the table.
10. It is time for snacks. First, take a few moments to clean up. Pass out wipes or send your students to the nearest sink to wash their hands. When your students are ready, serve snacks and drinks to them. Give them time to enjoy their treats and to study their projects now they have paused from the work.
11. Be sure to ask your students to “bus” their own tables after they are done with their snacks.
12. Come up to the supply table and choose a booklet on birds or fish. I will give you a few moments to look at the photos in these books. I want you to select one you like the most. Allow a few minutes for your students to scan through their book.
13. Time's up. I want each one of you to stand up and tell us which bird or fish you like most, and why. Remember, this is all about what you like and not about what others like. Go from student to student and ask them to tell you what animal they chose, and why. You may have to help them with pronunciation of the name of the bird or fish. You may need to ask leading questions to help them formulate an answer. Examples include; *Do you like the color? Do you like the shape?*
14. When your students are done sharing, thank them for participating in this activity. I noticed some of you like very different birds or fish, others like the same birds or fish. This is diversity. What would happen if we only had eagles or chickens in our world? What would happen if we only had goldfish? Listen to their responses. Use their answers to build discussion about diversity. The world works because of diversity. Chickens do not live in mountains. Ducks do not live in deserts. Eagles do not live in ponds. Diversity means each type of bird can find its own home. And we need different types of birds otherwise, some areas would have a lot of birds and other areas would have none. Diversity means we have a lot of choices in birds, yet they also share a lot in common.
15. Please write your name on the back of your shoebox. Then come over here and line up so I can take a photo. Take group photo of the children holding their nests or aquariums along with a close up photo of one or two projects that turned out especially well. Post these on your state and

national Farmers Union Facebook pages. Also submit the photo to your local newspaper with text based on the following: “(COUNTY) Farmers Union youth in grades 1-2 learned about diversity by studying different birds and fish and by building their own nests or aquariums from shoe boxes.”

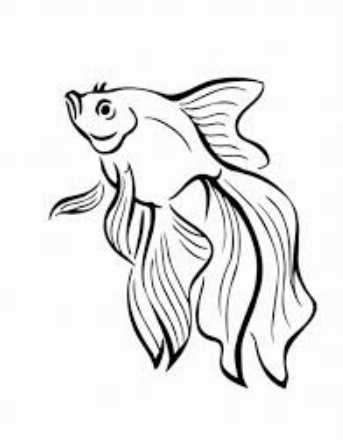
– **Sources:** KnowledgeStorehouse

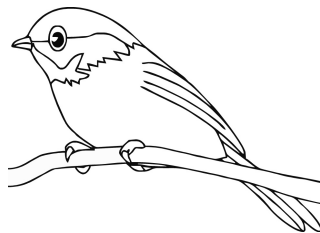
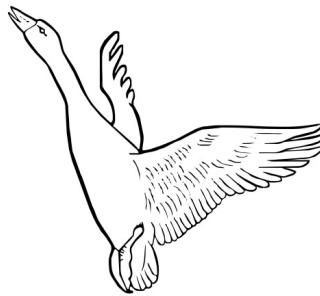
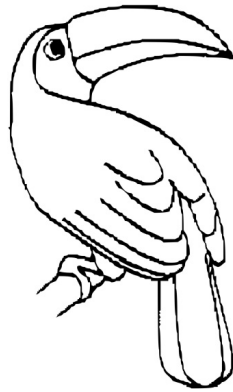


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Lesson 4: Color My World

- Unit Objective:** To introduce the concept of diversity in terms of color, both as a singular hue and mixing to create an ever changing mix of colors.
- Grades:** 1-2
- Length:** 1 hour: 15 minutes for the opening discussion and activities, 10 minutes for the snack, 20 minutes to make and use kaleidoscopes, 5 minutes for closing activities.
- Materials Needed:** A white board or flipchart. A classroom with tables, preferably round. Materials to make a kaleidoscope: paper towel tubes, 3-ounce unwaxed paper cups with white bottoms, glue sticks, clear plastic report covers, rubber band, clear tape, small and colorful sequins (or similar materials) and/or shiny confetti, decorative stickers, a punch or sharp pencil (not for students), black paper napkins, colorful wrapping paper and colorful stickers. A variety of paint samples or color charts from a hardware store, and a BIG box (at least 64 count) of crayons. Three clear drinking glasses, water, and red and green food dye. Be sure to have enough printouts of the Rainbow Page for each student.
- Preparation:** Set up a craft table at the front of the room. You will pass out or ask students to retrieve items from this table as they are needed. Set up the rest of the tables in classroom style, either round tables or rectangular ones facing forward. For snacks, be sure to select a colorful variety of fruits and veggies such as red strawberries, yellow bananas, purple grapes, orange carrots, and green celery filled with peanut butter or cheese spread, as well as juice and milk. Also in advance, cut and prepare the plastic, clear “triangles” as shown below and tape them. Trim these to fit inside the length of the cardboard tubes you have selected. Punch a small hole in the center of the black napkins by using the sharp pencil or punch. Make more of these than you need, as some students may tear a few of these before getting one in place with a rubber band. Finally, be sure to cut the wrapping paper to length and width so it is easy for children to wrap around their kaleidoscopes and tape it in place.

Background:

Awareness of diversity often is introduced due to outside events. Yet personal preferences among young children can help build awareness of diversity by looking inward at one's own likes and then sharing them outwardly with others. This lesson uses colors to build awareness and acceptance of diversity.

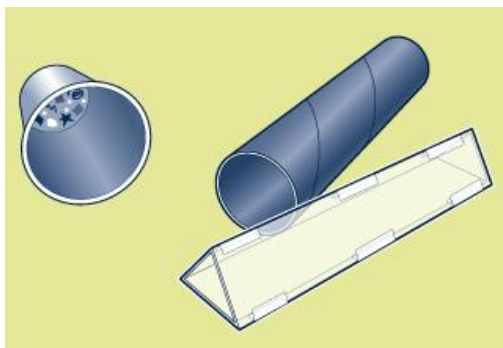
Teaching Strategy:

1. With enthusiasm and a smile, hold up two sheets of paper, one white and the other black. *I have two colors, black and white. What could I do if I want to create a third color?* Let them think about “Diversity: It's What We Have In Common” ~ National Farmers Union Curriculum © ~ Section 1 ~ p. 16

- this and respond. Keep an eye (and ear) on your students to make sure all of them have a chance to answer. *What color do I get if I mix white and black? Let your students offer their guesses. I get gray. Hold up a gray sheet of paper. Not much of a color, really. Gray can be light or dark. The color is the same but the shade has changed.*
2. *Shade is simple a variation of a color. The shade of a color may be light or dark. You can have light blue or dark blue, light green or dark green. The variations of shades in some colors such as yellow are not as easy to notice.*
 3. *How many colors are there? Let's think of a rainbow. Pass out the **Rainbow Page** to your students. Rainbows are made up of the colors of Red, Orange, Yellow, Green, Blue, Indigo, and Violet. Those last two colors are a lot like purple. So, it looks like there are seven colors, right? But what about black and white? Aren't they colors too? That adds up to nine colors. Pause to allow your students to consider this. But wait, look at the flower just below your rainbow. It has a lot of colors. Now hold up your large box of crayons. Here I have 64 colors. Did you know there are thousands and thousands of different colors? For most of us, we think of colors as being red and blue and green or various shades or combinations of those colors. Red, blue, and green are sometimes called primary colors. By mixing them in certain ways we can make many other kinds of other colors. If you mix red and green paint you will get yellow. Depending on how you mix the colors, you might get bright yellow or soft yellow. Pause again to let them consider this information. Illustrate this by using water and color dye, with one glass containing red, one containing green, and one glass empty. Pour the green and red together to show how this creates a new color.*
 4. *Wow. We are learning a lot about color today. What I really want to know is... what is your favorite color? I want each of you to come up to this table and choose a color sample that comes closest to your favorite color. These samples are from a store that sells paint. People take these samples of different shades of one color to see what it might look like in their own home.*
 5. Allow your students enough time to choose colors. After they have returned to their seats, ask them one by one to stand up, show the color they selected, and name one thing that their color reminds them of. (**NOTE:** If they do not have an example to share, offer something that is linked to that color: red reminds you of apples, green makes you think of tree...). Use this discussion time to let students freely express their preferences. Look for ways to tie the colors together: for example, if someone likes green and the next student likes yellow they could use their color choices to "paint" a John Deere tractor.
 6. Pass out a handful of various color crayons to each table. *Write your first names using each one of the colors you have at your table. Give them time to do this task. When they are done, continue. Look at the names you wrote. What is the same? Well, it is the same name and you used the same letters to make it. Your handwriting is the same. The only thing different is the color of your name. But it is your name each time you wrote it. Color is a form of diversity, which means variety. Or, think of diversity as a choice. Diversity can look different, yet it can also be familiar.*
 7. *Take a crayon and draw an animal. Pause to let them do this task. Because you chose different animals, you created diversity. If all the animals in a zoo were the same, we would soon get bored and want to leave. If all the animals are different, then we want to take our time to see each one. That's diversity, too.*
 8. *Here's something else to consider. If we just mix all our colors together, we get a mess. It all kind of blends into one color. But, if we let each color stay true to its purpose, we will see patterns. The diversity of the colors we choose is what gives us patterns.*
 9. *To see how this works, we are going to make our own kaleidoscopes. But first, we are going to have a snack. Serve snacks and invite your students to build a rainbow of snacks. Allow enough time for them to munch, visit, and clean their hands for the next activity.*
 10. *How do we make a kaleidoscope? To start with, you will need to start with a paper cup, a glue stick, and sequins (or your other choice). Ask your students to come up to the supply table and obtain these items. Use the glue stick to put a little glue in the bottom of your paper cup. Stick the glitter (or sequins) against the glue and set the cup aside.*

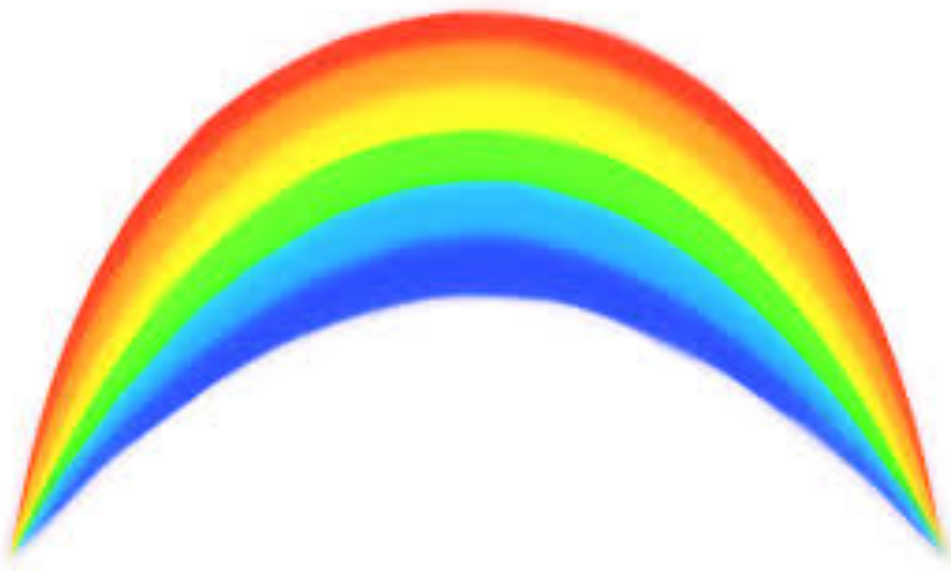
11. *Come back up to the table and pick up a cardboard tube and a plastic triangle that looks like this (hold up an example). Place the plastic “tent” inside the tube. Put the tube inside your cup. Now put some confetti in the middle of your tube. Walk around and help any students who may need assistance in what they are doing. Put a rubber band around the side of the cup to hold it in place.*
12. *Place a black napkin over the other end of the tube. Hold it in place using a rubber band. **NOTE:** If you did not pre-punch a hole in the napkins, go around with a sharp pencil and put a hold in the center of the napkins.*
13. *Hold your tubes, look into the napkin end and slowly turn the cup at the other end. What do you see? Your students should see an ever-shifting rainbow of colors, especially in a well-lit room. Think of what you just made. You made a kaleidoscope. The diversity of the colors at the bottom of the tube can give off amazing patterns when they work together. This is how diversity works. We take separate things that are different and put them together to create something new and something better. Allow your students a few minutes to simply play with their new creations.*
14. *Your kaleidoscopes look wonderful on the inside. Let’s dress up the outside with paper and stickers. Please come up and choose a wrap and stickers in the colors and patterns you like. Place your tube inside the wrap and tape it in place, then add stickers. Allow them a few minutes to accomplish these final tasks.*
15. *What did you make? Kaleidoscopes. What did you learn? That we all like a certain color, but it takes all colors working together to really add color to our world. The diversity in color is what gives us rainbows, and boxes of color crayons and kaleidoscopes.*
16. **NOTE:** Be sure to take a group photo of the children holding their kaleidoscopes. Post these on your state and national Farmers Union Facebook pages.

—**Sources:** KnowledgeStorehouse, KinderArt



Making a kaleidoscope

Obtain 8"x11" transparency film (for overhead projectors or notebook covers) and using a ruler, draw three lines lengthwise on the transparency, space the lines 1 ¼ inch from the edge and between each line. Use a scissors to cut along the third line. Take the transparency and fold inward along the first and second lines. The goal is to create a tent or triangle end shape from the three sides that looks like the one in the image above. Using clear tape, tape the edges together. Additional tape may be needed to reinforce the folds. Cut this tent to fit inside the length of the cardboard tubes.



Optional Activities

The following activities could be incorporated at the end of any lesson to fill extra time.

1. Pass around an appropriate thank you card for your students to sign (first name only is fine). Send this card to the Farmers Union organization that sponsored your event. You may want to send additional cards to any sponsors and even to your state or national Farmers Union presidents to let them know your students are learning more about family farm agriculture and how diversity is good for individuals and for communities.
2. Play the game Twister which uses color as a fun way to play a game.
3. Go on a diversity scavenger hunt: The object is to find things that are both different (shape, color, texture, size) and yet the same the same (books, chairs, cars, cows).
4. Teach some Farmers Union songs.