



National Farmers Union

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

Section 2: Grades 3-5

Contents:

Lesson 1: My Favorite Pet ~ 1 hour

Lesson 2: Don’t Judge a Book by Its Cover ~ 1 hour

Lesson 3: Fruits & Veggies Taste Test ~ 1 hour

Lesson 4: Diversity Scavenger Hunt ~ 1 hour

Optional Activities

For more information contact:

National Farmers Union

mmiller@nfudc.org

202.554.1600

www.nfu.org



proudly supports this curriculum
chsfoundation.org

“Diversity: It’s What We Have In Common” ~ National Farmers Union Curriculum © ~ Section 2 ~ p. 1

Lesson 1: My Favorite Pet

- Unit Objective:** Students will consider how their choice in pets helps explain the value of diversity and, indirectly, tolerance or acceptance of variations on a theme.
- Grades:** 3-5
- Length:** 1 hour: 20 minutes for the opening activity; 5 minutes for snacks, 15 minutes for your guest speaker, 20 minutes for the collage and closing activities.

Materials Needed: White tag board ([can also use white paper in page protectors as a makeshift/budget white board](#)), pick up used magazines from a library or other source. Printouts of checklist, markers, glue sticks, scissors, SNACKS

Preparation: Set up round tables (if available) or rectangular tables in classroom style facing front. Place a dedicated craft supply table to one side of the room. On this table place magazines and brochures, scissors, glue sticks, and tag board. In advance, invite a guest (veterinarian, pet store owner, or breeder) to speak to your students about how certain types of pets are better in certain situations. Make sure this guest speaker knows your students are learning about diversity in animals, and even diversity in similar animals. It is not recommended that you have a speaker bring animals for exhibit, as there are safety concerns that may come into play.

Background:

This is a difficult age group, as a second-grader and a fifth-grader may be worlds apart when it comes to relative understanding of some concepts, as well as their interest level and ability to comprehend a topic or participate in an activity. This lesson helps bridge that gap by allowing your students to focus on a common topic of interest that will have universal appeal to this age group: pets. This lesson keeps attention on the value of diversity to individuals as well as the need to respect the diverse choices others may make.

Teaching Strategy:

1. Welcome your students with an energetic smile and enthusiasm. *If I asked you to name the best type of pet to own, what would you tell me?* Write down their answers on a white board or flip chart.
2. *You might tell me horses or hamsters, dogs or cats, mice or rats, birds or fish, lizards or spiders, just to name a few. If you visit a pet store, you will find all kinds of animals are sold as pets. If pet stores are selling all these different animals, what does that tell us about which pet is best?* Wait for an answer. *The truth is no one kind of animal makes the best pet for everyone. For some people, not having a pet at all is the best. For others, having all kinds of pets is best. A lot of us like to have just one pet, or one type of pet.*
3. *When we have a lot of pets to choose from, we call that diversity. Diversity means we have freedom to choose the pet that is right for us. And, diversity gives us even more choices. If you decide you like birds, you can get small birds like canaries, or big birds like macaws. You can choose song birds or quiet birds. You can choose brightly colored birds and birds with long tail feathers. This too is diversity.*
4. *If you live on or visit a farm, you may see a lot of diversity in animals. Did you know there are all kinds of different cows or chickens or horses? Who has visited a farm? What animals did you see?* Listen to their answers. *Some animals on farms have work to do. Horses can be used to help herd cattle. Dogs can help herd cattle too, and dogs can protect the farm from wild animals and warn farmers when someone strange*

"Diversity: It's What We Have In Common" ~ National Farmers Union Curriculum © ~ Section 2 ~ p. 2

- shows up. Cats keep mice and rats away. Some pets are useful and are put to work.*
5. How do we decide what pet would be right for us? Let's find out. Pass out two copies of the My Pet Checklist to each student. Put a check on the box before the topic if it is important to you. Write down why in the line that comes after the topic. You are going to do two sheets, one for a dream pet that you'd like to own, and one for a pet that you actually could own at this time if your parents let you. You may dream of having a horse, but you cannot keep one in your room... and I do not think your parents will want you to keep one in a garage. Some pets, such as mice, live for only a year or two. Others, such as cats and dogs, can live for 10 to 20 years. And some pets such as turtles may live longer than you will. How big should your pet be? Do you have room for it? Dogs can weigh more than you do right now. A goldfish takes just a little room. How much does it cost to feed a pet? Fish food is inexpensive. Buying a 50 pound bag of dog food each week will add up quickly. Think about this when you look at your worksheets. Allow your students time to do this task. Walk around the room to be a resource to any students who may have questions.
 6. After it appears your students have had time to complete this task, ask them one by one what they came up with for a dream pet and what they chose for a "real possibilities" pet. Be sure to allow each student to offer a response.
 7. Once each student has had a chance to share his or her ideas of the perfect pet, you will lead a discussion on the variations of pets, using some of the leading questions that follow. *Will all of these animals get along? Would we have problems if we put all of these animals in the same room? Is it easier to find a pet that will fit your home when you have so many to choose from? Is it possible that a friend's pet would not work in your home at all? Just because you want one kind of pet and your friend wants another, does that make his or her pet better or worse. Would that make your pet better or worse? The reality is we all have different things we like in life, be it foods, or television program or pets. There is no right or wrong when we look at the choices made by others, just as others cannot look at our choices and think we have it right or wrong. It's all good, just different. That's diversity.*
 8. *We are going to break for snacks.* Allow your students time to enjoy their snacks and to visit. After your students are done, pass out wipes or otherwise make sure they clean their hands.
 9. *We have a guest speaker today who will talk about diversity in animals.* Introduce your guest speaker by name and add a line about where he or she works and what he or she does. Keep an eye on your students to make sure they are paying attention.
 10. Ask your students if they have any questions. Be sure that each student has a chance to ask a question. Thank your speaker for his or her attendance at your class and make sure to lead the applause of thanks.
 11. *Please go up to the head table and choose a magazine, a tag board, and a glue stick and take these items back to your table. We are going to take a few minutes to create a collage – a collection of images – that represents the type of pets we would most like to have in our lives. Glue your images on the tag board and be sure to write your name in the corner or at the top.* Be available for your students should they have questions or need help.
 12. When your students appear to be done or nearly done with their posters, ask them to bring the unused magazines and glue sticks to the supply table. Then ask them one by one to show you and the rest of the class their poster. Ask them to describe what they chose to put on the poster and why.
 13. Each of us decided on a variety of potential pets. Some of us have common interests, others have uncommon interests. Remember, the different choices we have made today helps us understand diversity. Diversity is another way of saying we can make different choices, yet we also can find things in common. We may even find that because of diversity, what we liked a year ago has changed today. And what we like today may change a year from now.
 14. Take a photo of your students holding their posters and share it on your state Farmers Union's Facebook page and/or the National Farmers Union Facebook page for youth.

–Sources: KnowledgeStorehouse

My Pet Checklist

What I want most in a pet

___ Playful _____

___ Cuddly _____

___ Loud _____

___ Quiet _____

___ Large _____

___ Small _____

___ Furry _____

___ Feathers _____

___ Fins _____

___ Expensive (needs lots of food and space) _____

___ Takes care of itself _____

___ Does best in groups _____

___ Gets along with family members _____

___ Gets along with other pets _____

___ Is safe to be around _____

___ Is unusual _____

Lesson 2: Don't Judge a Book By Its Cover

Unit Objective: Students will learn not to pre-judge people based on first impressions.

Grades: 3-5

Length: 1 hour: 25 minutes for the book cover activity, 10 minutes for snacks, 25 minutes for the progressive story writing activity.

Materials Needed: White tag board, magazines and/or books that would be of interest to this age group (possibly donated by a library), a couple of Halloween masks (one scary, one not), ruled writing paper and pencils or markers, a portable music player, appropriate snacks and drinks.

Preparation: Set up round tables (if available) or rectangular tables in classroom style facing front. Place a dedicated craft supply table to one side of the room. On this table place magazines, scissors, glue sticks, and tag board. In advance, find a few children's books or magazines that would have appeal to this age group. If possible, find ones that are very inexpensive (used book stores) or donated. Your task in advance of the class is to remove the covers from them and mix them up. You will need blank pages of paper for each student. In advance of class, fold these sheets of paper in the middle to create a four page "book" (it will look like a greeting card).

Background:

The old saying, "Don't judge a book by its cover" can be applied to learning about diversity, even in a group that may have a lot in common. This lesson challenges students to consider the real story of others, as well as how others see them based only on outward appearances.

Teaching Strategy:

1. Greet your students with obvious enthusiasm and excitement. *Some of us, whether we are 10 years old or 50 years old, make quick decisions. We will see an ad for a car or movie and decide whether we like it or not without every wanting to learn more. People become comfortable with familiar things. Anything that looks strange may be thought of as uncomfortable. For example, you are used to strawberries being red and oranges being orange. What would happen if oranges were red in color and strawberries were orange in color? Even if they tasted the same it might make you feel uncomfortable.*
2. Hold up several magazines (or books). **NOTE:** These are the books or magazines that you swapped covers on before class. *Who would want to read one of these?* Hand them out to students at different tables. Let them puzzle over this for a while. *Were you surprised at what was inside your magazine? There is a saying you may have heard: Do not judge a book by its cover. Sometimes people reach opinions about others just by how they look or where they live or how the clothes they wear. But, would it be good if we all looked alike? The differences between each one of us is a form of diversity. We are going to learn about diversity today. Diversity is a good thing. Why? Because it introduces us to new ways of doing things. Diversity is why we have Italian food, Mexican food, and American food. We like musicians from Europe, fireworks from China, and cars from Japan.*

3. *We are going to write our own books. Here's the catch. The title of your book has to be different than the contents. For example, you might write "I Love Baseball" on the cover, but inside you will write how you really like car racing or horse riding instead. So, no, we are not really writing a book. We will put chapter titles on the inside of our book, but we will make a cover that is different from what is inside. Go to the white board and write down: My favorite hobby, My favorite food, My favorite holiday, My favorite sport, My favorite TV show. Use these as a guide to write down your story outline. If you wrote a book about yourself, you probably would start by making a list of what to write about. That list would include the things you like. Take a few minutes to write down these chapter titles on the inside pages of your book. Allow them a few minutes to do this task.*
4. *The next step is to put a title and photo on your book. Please take a magazine from the front supply table and look for an image that has nothing to do with what is inside your book. Using a glue stick, paste this image on the front page of your book.*
5. *Okay, let's line up so that each of you is facing one other person. Hold up your books so that the person across from you can see only the cover. You will have five minutes to talk to each other about what is on the covers of your books. One of you will start, then after two minutes and 30 seconds I will let you know it is time for the other person to start. Do not talk about what is inside your book. After two minutes and 30 seconds ask your students to "change places" in their discussions.*
6. *Stay where you are. We will do this again, but this time you will open your books so the person across from you can talk about the topics and interests you have listed inside. Begin. After two minutes and 30 seconds ask the students to change roles.*
7. *Please return to your seats. The back page of your book is still blank, turn your book upside down and flip it over. This will become a new cover for the same book. Choose a photo from a magazine that really does represent something you really like and put it on this page.*
8. *Let's line up again. This time, I want you to line up across from someone new. We will do the same activity, with one of you talking about the topic of your book based on the cover and changing roles at the halfway point. Keep track of time and let your students know when to change places.*
9. *After this activity is over, ask your students to return to their seats. Was it easier to talk to someone about something they like, or something they didn't like? (The answer should be the former). Sometimes, we see people just like we see books. We see the covers and think there is nothing inside of interest. Or, we actually put our own image on their covers based on what we think we see. It is important not to judge someone because of how we see them. We may see others wearing different clothes or hear them speaking a different accent or see them driving a different car than what we are used to. We use this quick look at their cover and decide not to trust them or not to want to talk to them. If we can get beyond the cover we may find they have plenty of different things they like that we like too.*
10. *It's time for a snack. Serve snacks and drinks appropriate to this age group. Give your students time to enjoy their snacks and to visit.*
11. *Choose a different magazine cover for each table and place it at the center of the table, along with a page from a writing tablet. Tell your students they will be playing a game similar to musical chairs. When the music begins they will write the beginning of the story based on the image on their desk. Tell them that when the music stops they should stop writing. (NOTE: In a large group of students, this exercise can be done as a group activity with each student in the group adding his or her thoughts on how to develop the story. In a small group, each student may need to do this by simply moving from chair to chair at the same table.) Tell them when the music is playing, they can write anything. Emphasize that they should not worry about spelling or grammar. Give them about five minutes to write. Then stop the music.*
12. *Ask your students to trade places with students at a neighboring table. Give them about one minute to read what the first group has written. Tell them that when the music begins again, they will create the middle of the story. Encourage your students to follow the storyline already written down, but allow them to get creative. Give them about five minutes to write. Then stop the music.*

13. Ask students once more to get up and go to a new seat at a new table. Have them read the first two paragraphs and look at the image. Again, play music to indicate that it's time to write. This time, they will create the ending of the story. Have a volunteer from each table hold up the magazine cover, explain what it is, and then read the story that was created for it.
14. *What did we learn this time? Well, we learned that even though we all saw the same image, we each had a different view on how to write a story about it. Diversity gives us the freedom to each take a different approach to the choices we make for ourselves and for how we see others. Remember that we should not judge a book by its cover. Nor should we judge a person by the first impression.*

– **Source:** KnowledgeStorehouse; DLTk's Crafts For Kids

Lesson 3: Let's Get Graphic

Unit Objective: Students will graph what they have in common and what makes them unique.

Grades: 3-5

Length: 1 hour: 25 minutes for the first activity, 10 minutes for snacks, 25 minutes for the second activity.

Materials Needed: The book "People" by Peter Spier (check with your local library). **NOTE:** You may need several copies, one for each table or work group of students. You will need chart paper, plain paper, pencils or markers, and tape.

Preparation: In advance make sure you have enough copies of the book "People" for the number of students you anticipate.

Background:

Students will interview their fellow classmates and use the information they learn to make a bar graph to illustrate the differences within the classroom in order to develop an understanding of and respect for diversity. This lesson uses the 48-page book "People" by Peter Spier. The book was published in 1988 and although the statistics are outdated, the overall message remains valid.

Teaching Strategy:

1. Greet your students with enthusiasm and a smile. *There are billions and billions of people in the world. Do you think everyone in the world is alike? Or is everyone different? Take a look around our room. Do all of your classmates look just like you or are they different? Do any of the students in this room look like me? I think we all agree that people are different. Differences are a good thing. It is because we are all different that the world is such an interesting place.*
2. *Diversity and respect go hand in hand. Blues and brown eyes and green eyes are forms of diversity. Brown hair and black hair and blonde hair are forms of diversity. We need to respect diversity. Respect is, of course, showing appreciation for the differences between us.*
3. *It is important to respect people even when they are different from you. This is called respect for diversity or respect of differences. If everyone respected differences instead of making fun of someone that is different or hurting people because they are different, it would increase peace in our schools, homes, communities, and in the world.*
4. *What are some of the things people make fun of in other people? Listen to your students. Use this to talk about why differences are not about right or wrong but are about varieties. Diversity benefits everyone, whether it is diversity in cookie types or musical instruments. Acknowledge sensitive topics such as skin color or religion, but handle such examples very carefully and with common sense.*
5. *We will read the book "People" and look at some of the many ways people are different. We will then look at some ways we are different from each other in this classroom. We will make a graph to show these differences. Our graphs will also show some ways we are the same. We will label our graphs and display them while we study this issue.* Pass out one copy of the book to each working group or table of students. Ask them to read the book as a group, perhaps assigning a reader for each group. Because of the illustrations, this book will not take long to read. (**NOTE:** Alternatively, you may assign certain pages rather than having the students read the entire book should you be

- concerned about time constraints.)
6. Read the book before class to gauge how much time you will want to allow for your students to read it in a group. If you choose ten minutes, give them a two minute warning after eight minutes have gone by. *Let's make a list on a white board of some of the differences that were discussed in the book.* Let students review the illustrations of the story to help them recall some of the points. The list could include different colors of hair, eyes, skin. It could include differences in the types of homes they live in, the number of people in their family, where they go to church, and so on. Accept any appropriate responses for the list. You will write down the examples on the white board.
 7. It's time for snacks. Serve appropriate snacks and drinks. Allow your students enough time to enjoy their break. Also, provide them with wipes to clean their hands before beginning the next activity.
 8. *Let's choose one of the differences between people and make a bar graph to illustrate the differences. I will choose eye color. I will interview each of you to see what color your eyes are and then I will illustrate what I found out by making a bar graph. Eyes are usually green, brown or blue so I will write those colors on the board first.* Write these colors on the white board. *Next I will ask each of you what color your eyes are and make a mark for each of you next to the correct color word. Now I will make a bar graph.* Take chart paper, tape it to the wall toward the front of the room or on a flipchart, and draw three columns labeling the bottom of each with the three eye colors. Draw parallel lines to make the bars. Color or fill in the correct number of bars for each eye color. (**NOTE:** This could be done by hand on the white board.) Then discuss with the class which eye color is the most frequent, least frequent, and what colors may be in balance. Ask students if it hurts anyone that some of the students have different eye colors. Ask the students if they can respect these differences. Label this bar graph "eye color" and display it on the wall as a model. You may want to put a poster that says "Respecting Diversity" in this area and add the student graphs later.
 9. Ask each student to select an area of difference that was discussed and listed on the board. One student can take hair color, one can take skin color (be sure it is someone that is able to be respectful of this difference), number of people in the family, and so on. If religion is an area you do not wish to explore, instead considering asking students to do interviews on favorite fast food restaurants or pets or television shows, or color of shirt, pants, and shoes worn that day. *You will need to interview everyone in class to get the answers to the topic you have chosen. Write down your topic at the top of a sheet of paper and make checks behind the different options, just like I did with eye color on the board. When you are done, make a graph just like I did showing the diversity you have discovered. If you have any questions I will be right here to help. Allow students time to gather information and make their graph.*
 10. The time for this activity will be variable, depending on the size of your class. Have your students present their graph and explain their findings. Use discussion questions from the model to discuss each difference. Place the graphs on the wall with the model. Lead a discussion on the findings. Questions from you may include: If six people like Taco Bell and four people like McDonald's, does that mean Taco Bell is a better restaurant, or does it mean of the ten people here, more of you like Mexican food? Help your students understand diversity is not about singling out one factor as good and others as bad. This discussion needs to be about discovering the value of diversity and appreciating what it brings to our lives and communities.
 11. *Diversity is all around us. We see diversity in the colors of crops, the types of animals at a zoo, and in each other in this room. The next time you think of something as being different, such as a type of food or music, remember that it is an example of diversity. And diversity makes the world a much better place.*

– **Sources:** New Haven Teachers Institute, yale.edu

Lesson 4: The Diversity Tree

- Unit Objective:** To use cooperative teamwork to engage students in looking for and discussing diversity.
- Grades:** 3-5
- Length:** 1 hour: Construction paper in different colors.
- Materials Needed:** A white board or flipchart. A classroom with tables, preferably round. A good variety of colored construction paper (8.5 by 11 inches... these can be cut in half to reduce costs), tape, markers, and a stapler. Enough copies of the **What Makes Me Different** Worksheet for each student.
- Preparation:** In advance of your class, put up the trunk and branches of a “tree” on an open wall in your classroom. The tree trunk need only be three to four feet high. Look at the handout illustration below for guidance. The trunk can be made construction paper or cardboard from a large box. Use a brown or black marker to draw in bark. Use tape to assemble the smaller pieces.

Background:

American coins bear the Latin phrase “E pluribus Unum,” which means, “From many, one.” This lesson will use this message to visibly illustrate how many different elements come together to create something solid and strong and valuable. Your students will create a “leaf” from their handprint and label it with their own abilities. These “leaves” will combine to make the image of a tree, which will help your students understand how each person has his or her own talents unique from other people, and also how each person contributes to a much bigger community.

Teaching Strategy:

1. Greet your students with a smile and enthusiasm. Hold up a large photo of a “leaf-type” tree, or point to a similar tree through a window and ask your students, *What is this? A tree,* will be the answer. *Hmmm... do you see just one tree?* The answer will be “yes.” *There may be one tree, but what is a tree made of? A trunk and leaves. Lots of leaves. The leaves look alike, but did you know during fall when the leaves change, each leaf follows its own stages. In early fall, part of a tree may be green, part may be orange, and part may be red. It takes a while for all the leaves to become the same color.*
2. *All of you are like leaves. As you grow you will learn new things, develop your own abilities, and discover your own interests. And, like leaves, all of you will take on a color that is your own in a manner of speaking. We are going to see how to use diversity to create a tree. I have started by making sure we have a trunk and leaves.* Point to the trunk.
3. *What does this tree need to look healthy? “Leaves” should be the answer. Our leaves need more than color, they will need to show something positive we can do or something we like. Here’s what you need to do. Come up to the craft supply table and take five sheets of colored paper. They can all be one color or different colors. It’s your choice. Also take a marker, a scissors, and a **What Makes Me Different** worksheet.*
4. *Have you heard anyone say someone is “different”? Guess what? We are all different. Each one of us likes different things, we look different to each other, and we have different friends. Different is also known as diversity. It means things are supposed to be different. When we put different things together, we can come up with something that has real value. Think of all the parts in a puzzle or a car: each piece is important and each one makes the difference when they all are put together.*

5. *Now, place your hand on a sheet of colored paper and trace the outline of your hand. Then cut out this outline.* Repeat these actions to make a total of six hands. Pause for them to complete this task.
6. *Look at your **What Makes Me Different** worksheet. Think about what you are good at and then write it down behind the topic. Also write it on one of your hands. Repeat this for all six hands you have made. For example, what makes you special in activities may mean you are good at kicking a football or volleyball, it may mean you are good at painting or riding a horse. When it comes to your friends, you may be good at telling jokes or playing games or listening. If you need help deciding what these things might be, I will be walking around ready to help you should you want any.* Do not rush this activity: allow your students time to think about this. And, if you do help any students try to ask them leading questions about their abilities in order for them to really contribute to this activity.
7. When your students are done, ask them to hold up their “hands” so you can see them. *Wow. We have a lot of hands. In a moment, these hands will become leaves. First, will each one of you tell me what makes you different?* Go around the room and make sure each student has a chance to tell you (and others) what he or she wrote down on each hand.
8. *Let’s put the hands up on our tree. We will use tape to place our hands among the branches and along the top.* Allow your students time to do this. As this is a fun activity, let them figure out how to work together, but be sure older and bigger kids do not crowd out the younger ones. If you have concerns, you may want to let them go by age with third graders going first.
9. Once all the hands/leaves are up, pause to look at the tree your students made. *We all are different in some ways, that’s diversity, but when we put it all together it works really well. We will talk about this more after our break. It is time for snacks.* Serve appropriate snacks and drinks. Be sure to pass out wipes following the snacks so your students can clean up before the next activity.
10. While your students are snacking, look over the tree leaves so you are sure you have an understanding of the types of “differences” available. This will be critical to the success of the next activity. You are looking for individual and shared items.
11. When your snack time is over, walk over to the tree and ask your students for their attention. *I am looking at all your abilities, the things that make you different. These differences make each one of you stand out. Think about that, being different is good. And being different means we have diversity.*
12. Look at a leaf that provides you with a single ability not shared by anyone else. *What if I need someone to paint a picture* (throw a football, sing a song, wash dishes... you will find an example). *Who can help me with this? Whose leaf is this?* Read what is on the leaf and ask that person to come forward and stand by the tree. *Now I need someone who can* (new example). *Will you come forward and stand by the tree.* Do this at least one more time so you have three (or more) students standing by the tree, each of whom has a unique ability.
13. *This is how diversity works. Because we all have different ability, we can contribute to an overall need in our communities and in our schools and in our families.* Ask your standing students to return to their seats. Tell your students you need help with a new task, one for which at least two students share the ability or interest. *I need help* (list the examples... running a farm or camping or building a fort...). *Would the people who put up these two (or three or four) leaves please come up. Sometimes we share a few things in common, but still not with everyone else we know. These people share diversity. Did you know we can have diversity in common?* Ask these students to return to their seats.
14. *Now I need a lot of help. If I read your leaf, please come up...* begin reading each and every leaf until all of your students are standing in front of the tree. Step back and look at your group. *This is how it works. No community, no school, no sports team, no choir, no business could last long without diversity. Our differences make it possible for us to succeed together. This sometimes is called cooperation. Each person brings his or her own best abilities to a group and together it all fits together like a puzzle. We have a strong tree to stand under because each one of you is different. That’s pretty cool.*
15. *Ask your students to return to their seats. For our final project today, I want you to make a second set of hands for you to take home as a reminder of what makes you different, and why diversity is a good thing.*

When you are done making a set of hands, please staple them together and make sure you have put your name on the back.

12. **NOTE:** Be sure to take a group photo of your students in front of the tree, along with a close up photo of one or two leaves 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/CHAPTER) Farmers Union youth in grades 3-5 learned about our community’s diversity by creating a tree that combined their individual abilities into an overall community canopy.”

–*Sources:* KnowledgeStorehouse



What Makes Me Different

In Activities _____

At School _____

At Home _____

To My Friends _____

To My Family _____

In My Own Life _____

Optional Activities

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

1. Have people get into groups based on eye color, regroup based on hair color, regroup again based on types of shoes, and keep going using variables (who likes cats and who likes dogs) that are easy for kids to recognize. Make sure each student has had to be included in several groups. Point out that even though each student has differences, over time those differences become common in everyday life.
2. Ask your students to count up the number of letters in their last name. Add these up on the white board and divide to get the average. Find a name that is closest to the average based on the length of his or her last name. Ask your students if this makes him average or unique. Use the example to show how some people use standards to single out one person from a group. Talk about how this individual's own abilities make him unique and that where his last name fits on a chart does not mean anything.
3. Prepare thank you cards for 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.
4. Teach some Farmers Union songs.