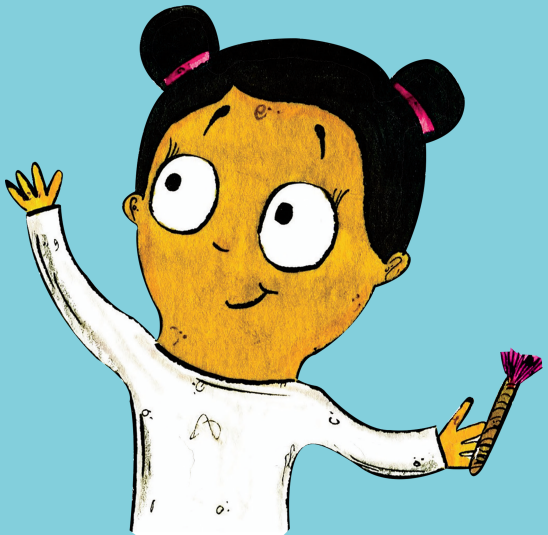
HOME KITS | LEVEL 1 WEEK 10

THE WALL



HOME KITS

Simple, fun activities to enjoy at home, strengthening your child's Social and Emotional learning for positive life outcomes.

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LEVEL 1 WEEK 10

THE WALL

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, children should be able to:

. Understand similarities and differences

. Celebrate diversity

RESOURCES

. None

VOCABULARY

. Unique . Rainbow

. Different . Favourite

ACTION

. Introduce the song below.

<u>SONG</u>
(to the tune of "This Old Man")

You're like me, I'm like you.
We all have feelings and a big heart too.
But I like sunshine, you like rain
We are different, yet the same
You're like me, I'm like you
We all have colours that we choose
But I like red, and you like blue,
We're the same and different too.

CLICK HERE TO LISTEN

. Ask your child what their favourite colour is and why.

→ **If possible, ask other family members to share what their favourite colour is, and why they like it.**

→ Point out how you and your child (or family members) like the same colours, or not, and if the reasons that they give for liking a particular colour are the same or different ("You both like the same colour! But even though you like the same colour, you both like it for different reasons").

→ **Tell your child that it is okay for us to like the same or different things and that that makes each of us unique (different and special).**

. Invite your child to play a spying colour game. Choose an object you can see and give your child a clue by telling them the object's color. Then, they should guess what the object might be.

→ **When they guess the correct object, it is their turn to look for something and your turn to guess what it is.** For example: "I see something red." The child looks around for something red and then says what they think it is. "Yes, that's right! The toy car! Your turn now."

GOOD LUCK
with this activity

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, children should be able to:

. Understand similarities and differences

. Celebrate diversity

RESOURCES

. None

VOCABULARY

. Same . Unique

. Different

ACTION

. Sing the song from Activity 1.

. Tell your child that you are going to play a guessing game.

. You will describe some things, and your child will guess each colour.

→ For example: "It's the colour of eyes and the vast oceans that fish swim in. What colour is it?... Yes, blue!" or "It's the colour of fluffy clouds that swish and swirl and change as they float by. What colour is it?... Yes, white!"

. Ask your child if they know when rainbows come out in the sky (when the sun shines and it is also raining).

. Discuss how the rainbow is made. It's when the sunlight shines on raindrops, and then we see different colours reflected in the light.

. Point out that what makes the rainbow so special and beautiful is its different colours. Just like what makes the world beautiful and special is the many different people in it, who are also all different colours and who like different things and believe in different things.

. Now take time to try and memorise the seven different colours in a rainbow: Red, Orange, Yellow, Green, Blue, Indigo (dark purple-blue) **and Violet** (light purple).

. Play a game where you **take each colour of the rainbow at a time, and each take turns to name as many things as you can see in the room or garden that are that colour.**

GOOD LUCK
with this activity

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, children should be able to:

. Understand similarities and differences

. Celebrate diversity

RESOURCES

. Internet or books

. Coloured pencils or crayons

. Paper doll chain (pg. 4)

. Heart templates

. Scissors

. Glue/tape

. Photographs of family members

VOCABULARY

. Same . Different

ACTION

. Look at photographs of family members or at children on the internet/books.

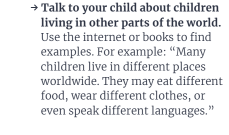
→ **Notice how they look different from each other** (different hair colour, skin colour, clothing, etc.)

→ **Talk to your child about children living in other parts of the world.** Use the internet or books to find examples. For example: "Many children live in different places worldwide. They may eat different food, wear different clothes, or even speak different languages."

. Then, discuss how children around the world do the same things. Let your child know some of the ways people are different and ways they are the same.

→ For example: "People may be different shades of brown and may come from different parts of the world, but in many other ways, we are the same. We all have hearts to spread love and be kind to others."

. If possible, print two copies of the paper doll chain – one for you and one for your child. If you can't print these, please trace or draw two copies. Colour the paper dolls together and then cut them out. While colouring, comment on how you're making them all different.



. Once coloured and cut, compare your colouring. Discuss how your dolls look different.

. Tell your child that although people can look different, there is one thing that people always have in common. Can they remember what it is? A heart!

. Remind your child that all people everywhere have a heart for doing kind things.

. Give your child three blank hearts and invite them to colour them in. Then cut these out and glue or tape them to the paper dolls on both chains.

. Display these somewhere in the home.

GOOD LUCK
with this activity

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, children should be able to:

. Understand similarities and differences

. Celebrate diversity

RESOURCES

. Food

. Drinks

VOCABULARY

. Favourite . Picnic

. Different

ACTION

. Ask your child what their favourite food and drink is. Ask them why it is their favourite. If possible, invite other family members to join in and express their favourite food and drinks and why they like them.

→ **Point out similarities and differences in what everyone answers.**

. Sing the song from Activity 1.

. Next, ask your child if they know what a picnic is. Explain that a picnic is where food is prepared and packed, and people take it to eat somewhere, like a park.

. Ask your child what they would like to eat if they were to have a picnic. Then tell your child you will have a picnic (even if it's simply eating in the garden, park, or on a rug in your home!).

→ **Together, create a list of food/drinks you have in the house and want to bring to a picnic**, and discuss a place to hold the picnic. Invite other family members to add ideas.

→ **Point out how there are differences between the food and drinks suggested by those taking part in the picnic**, and not everything suggested can be taken, they will have to agree together about what to take.

→ **Ask your child to suggest a fair way to agree.**

→ If necessary, you could suggest that you take turns in having a say over an item of food or drink to include in the picnic until all those taking part in the picnic have named one (or two) thing(s) each.

→ Prepare the food/drinks and place them in a basket or bag.

. Then, have a picnic! If possible, invite other family members or friends to join.

. Wherever you have the picnic, **focus on coming together, enjoying the food/drink everyone has chosen, and sharing a meal.** Talk about this while eating/drinking.

→ For example: "Thank you for helping to plan our picnic. **We have lots of different food to share. It's so nice to enjoy this time together! And it's such fun to be eating/drinking something I wouldn't have chosen but enjoy.** Thank you for liking different things from me."

GOOD LUCK
with this activity

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, children should be able to:

. Understand similarities and differences

. Celebrate diversity

RESOURCES

. Recycled Paper in various colours/old magazines

. A large piece of paper on which to create a collage

. Marker

. Glue/Tape

VOCABULARY

. Collage . Recycled

. Rainbow

ACTION

. Sing the song from Activity 1 again.

. Reflect on the activities of the week. Discuss with your child that everyone has feelings, no matter where people live worldwide, what food they eat, or what language they speak. Ask your child if they remember one thing that people worldwide share (a heart!).

. Tell your child that today, you will create a collage together. Ask if they know what the word collage means. Explain that a collage is a piece of art using different materials. The materials are attached to a big piece of paper to make artwork.

. Explain that because you've been reading about rainbow colours this week, you will make a rainbow collage using ripped pieces of recycled paper and magazines.

→ **Together, search through magazines and recycled papers to rip small pieces of paper in the colours of the rainbow** (red, orange, yellow, green, blue, purple).

. Outline a rainbow on the large piece of paper, marking the bands where the coloured paper will be glued/taped.

. Once all colours have been collected, invite your child to glue/tape the ripped pieces of coloured paper into the matching rainbow band.

→ Continue until all bands are filled.

. End the week by telling your child something you noticed they did well.

→ For example: "I noticed that you worked hard on collecting the colours of the rainbow" "You were very helpful when preparing for that picnic – thank you!"

GOOD LUCK
with this activity

THINK EQUAL

Your unique insights and stories can inspire and empower others on this incredible journey!

Share your experiences with us on social media or via email at **digital@thinkequal.org** and be part of a global community nurturing empathy and equality in young minds.