

ACTIVITY GUIDE

BIG IDEAS

We are all similar in so many ways. We often use these similarities to connect to one another. On the other hand, our differences are just as special. In order for us to appreciate our differences, we must first look closely, notice, and name them.

The key takeaways from this Affirmation are:

- We are all similar in many ways, but we also have many differences that make us each unique.
- Our physical traits are closely associated with our ancestry.
- It is important to know how to respectfully describe our differences.
- It is important to affirm and celebrate all facial features, hair textures, and skin tones through art.
- It isn't fair to highlight/represent one group of people or specific features as more beautiful than others.

BIG QUESTIONS TO EXPLORE

- In what ways do we look similar and different from one another?
- Why do we look different from one another?
- How can we show through art that we appreciate those who are different from us?
- How do we draw those who look different from us?

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VOCABULARY

Ancestors – the people we are biologically related to who came before us: our parents, grandparents, great-grandparents, and so on. Some of our ancestors lived a really, really long time ago.

Diversity – a diverse group includes members who are different from each other in some way. Racial diversity means a group of people who are categorized into different racial groups and who may look different from each other.

Facial features – parts of the face (eyes, mouth, nose, etc.) that make a significant contribution to its overall appearance.

Observation – the process of looking closely to notice details.

MATERIALS / RESOURCES

Pencil or Pen

(Optional: crayons, colored pencils, or watercolor paint to add color to your drawings)

Mirrors (for drawing self)

Activity Sheets:

- 2.1) Noticing and Naming Differences
- 2.2, 2.3, 2.4) Similarities and Differences
- 2.5) Drawing Guide
- 2.6) Drawing Tips
- 2.7 - 2.14) Single Face Templates
- 2.15, 2.16) Taking a Look at New Friends
- 2.17, 2.18, 2.19, 2.20) Practice Templates

Recommended Books:

- [Eyes That Kiss in the Corners](#) by Joanna Ho and Dung Ho
- [Hats of Faith](#) by Medeia Cohan and Sarah Walsh
- [The Proudest Blue](#) by Ibtihaj Muhammad
- [Beautifully Me](#) by Nabela Noor and Nabi H. Ali
- [The Day You Begin](#) by Jacqueline Woodson and Rafael López

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BEFORE YOU BEGIN

1. Check out the video guide for Affirmation #2 to get inspired.

Decide what clips you might want to share with children during the activity.

2. Plan your activity flow.

Choose which activities you will engage children in and how you will pace them given your specific context and the time you have for the program. Preview the "Drawing Tips" activity sheet, and decide if you would like to use the grid method to support children's drawing practice. If you have more time, you could spend one session exploring each facial feature (eyes, noses, mouths, hair).

3. Check in on your own comfort level in noticing and talking about our similarities and differences.

Remember that by recognizing, naming, and celebrating our similarities and differences, we can connect through shared experience while also affirming each others' full humanity and unique beauty.

4. If working with a group of children, think about the cultural and religious diversity in the group.

Consider children whose beliefs or practices may not support them drawing portraits of themselves or others. If this is true for one or more children in your group, their focus for Affirmation #2 and Affirmation #3 could be closely noticing and drawing the differences among different types of trees (or another object category in which there is great diversity).

5. Think about how you will talk about the concept of race.

If you haven't already, take a look at the Activity Guide and Conversation Tip Sheet for Affirmation #1, which provide guidance on how to talk about race with children. Help children speak openly to explore their understanding of race, then support a deeper and fuller understanding by building from where children are and addressing misconceptions if needed. The resources below provide extra support:

- [How Children Learn about Race](#) (EmbraceRace webinar)
- [Why and How to Talk to Young Kids about Race](#) (EmbraceRace action guide)

6. Review the Conversation Tip Sheet.

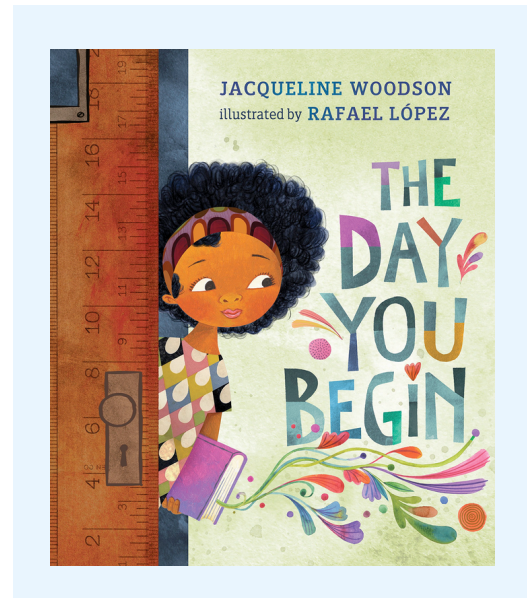
This will help you anticipate questions children may have and provides suggestions for how to respond.

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OPENING ACTIVITY

Let's Talk about Differences!

Picture books are a great way to help us learn more about what diversity means. A small list of suggested books is available in the Materials/ Resources section to learn more about diversity. These books would be great to read as an opening for Affirmation #2. Review and read through the recommended books and choose one or two to read with children as a way to spark their thinking about diverse representation.



Facilitate a conversation with children around differences and why we are different:

- When looking around at your friends, family, or neighbors, you may have noticed a few differences. Simple things like the shape of our nose, the texture of our hair, or even the color of our eyes can make us look distinctly different from one another.
- Ask children: **So, why do we all look different?** Create space for all children's ideas (children who wish to share) to be heard. Before the conversation ends, make sure that the following key point is emphasized and understood by children.
 - **KEY POINT:** One of the main reasons we look different from one another is that we have different ancestors. Your ancestors are the people you descend from biologically—your parents, grandparents, great-grandparents, and so on. Even if you've never met them, you probably share a mix of their physical traits.

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NOTICING AND NAMING DIFFERENCES

Part of the goal of the Drawing Differences program is for children (and adults) to develop more comfort and confidence noticing physical differences between people and using respectful language to describe and celebrate those differences.

To engage children in this activity, provide **Activity Sheet 2.1) Noticing and Naming Differences**. Take a look at the list of words together with children and discuss the following questions:

- Do we have any questions about what any of these terms mean?
- Are there any words we would add to this list to be even more inclusive?
Encourage children to write additional words on the line below each section.
- Which words would you use to describe your own features? You can provide children with **mirrors** to take a close look at their own features.

Note: If a child brings up an offensive or problematic word, acknowledge that history and encourage children to come up with alternatives: "That word has been used in the past to put people down and make them feel bad. What are some other more appreciative and respectful ways we can describe this kind of difference?"

DRAWING DIFFERENCES: WE SEE INDIVIDUALS 

Noticing and Naming Differences


Human beings share a lot of similarities, and also have many differences in how they look! It's okay to notice differences between people, and we can use kind and respectful language to name the differences that make us all so interesting.

Here are examples. What other words do you use to describe yourself or others?

Skin: brown, beige, freckled, smooth, warm
tan, pale, dark, rough, cool
olive, pink, light, wrinkly

Hair: curly, natural, brown, thin
wavy, afro, black, thick
straight, twists, red, short
textured, puffs, blonde, long
coils, head scarf, gray, dyed
locs, head wrap, white, no hair
braids, hijab

ACTIVITY SHEET 2.1) NOTICING AND NAMING DIFFERENCES

DRAWING DIFFERENCES: WE SEE INDIVIDUALS 

Noticing and Naming Differences (cont'd)

Eyes: smaller, brown, black, almond
bigger, green, golden, upturned
wide, hazel, round, downturned
bright, blue, narrow, monolid

Face Shape: round, square, wide
oval, heart, thin

Nose: bigger, wide, pointy, flat
smaller, narrow, round, bumpy
straight, curved

Mouth: bigger, thin-lipped, round, straight
smaller, full-lipped, curved

ACTIVITY SHEET 2.1) NOTICING AND NAMING DIFFERENCES

Activity Sheet 2.1) Noticing and Naming Differences

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COMPARE AND CONTRAST

This activity allows children to practice describing differences. Children will use their **observation skills** to find **similarities and differences** between two people.

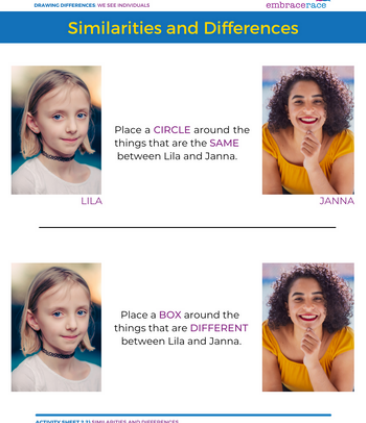
There are multiple options for this observation activity:

1. Using **Activity Sheet 2.2**, children can circle the things that are the same. Then, children can add a **BOX** around the things that are different about the two people.
2. Using **Activity Sheet 2.3**, children can use a Venn diagram with images of two people that they can compare and contrast.
3. Using **Activity Sheet 2.4**, children can work with a partner and compare and contrast their own differences using a Venn diagram.

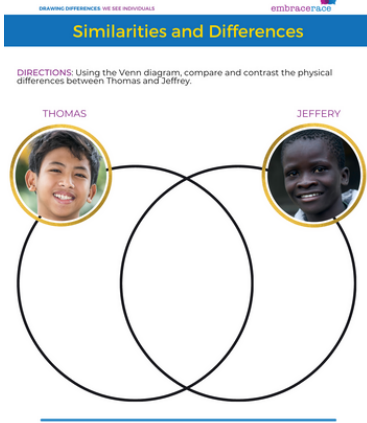
Note: When comparing and contrasting themselves in pairs, children may start to focus on aspects of their personalities, their interests, etc. You can let them know it's great that they are thinking about other important aspects of people beyond how they look, and direct them back toward physical differences for this activity.

Reflection: After comparing and contrasting, follow up with a short discussion with the children about their findings.

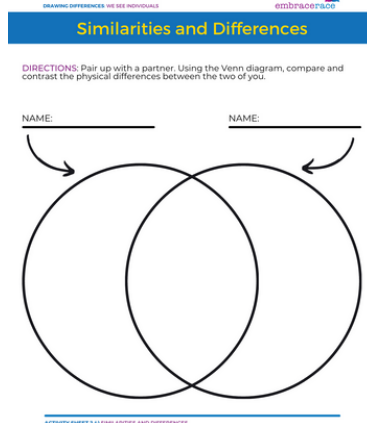
- What were some of the similarities and differences that you found?
- How did it feel to point out similarities and differences?
- Why do you think noticing our similarities is important?
- Why do you think noticing our differences is important?



ACTIVITY SHEET 2.2 | SIMILARITIES AND DIFFERENCES



ACTIVITY SHEET 2.3 | SIMILARITIES AND DIFFERENCES



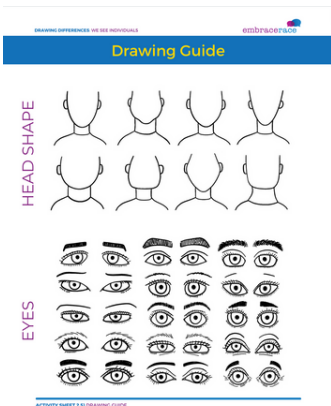
ACTIVITY SHEET 2.4 | SIMILARITIES AND DIFFERENCES

Activity Sheets 2.2, 2.3, and 2.4

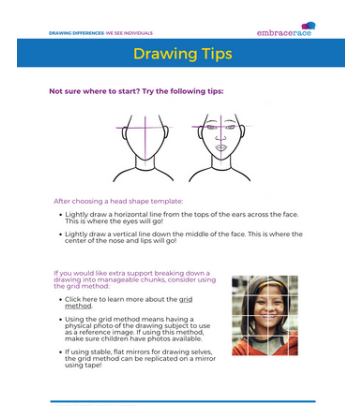
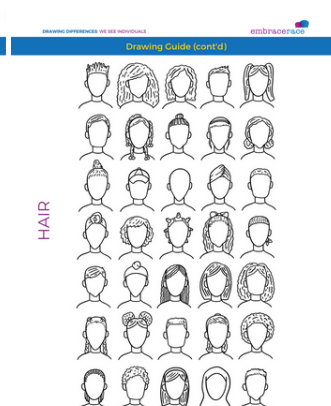
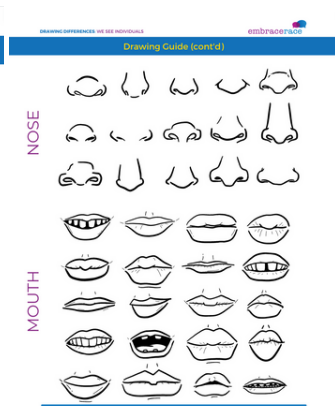
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DRAW YOURSELF

- Encourage children to take a look at the **drawing guide (Activity Sheet 2.5)**. children will notice that the drawing guide is separated into sections which offer a selection of facial features to choose from when drawing themselves or others. With so much choice, children can draw many different people!
- Have children look through **Activity Sheets 2.7-2.14** and choose the template with the head shape that most closely resembles theirs. Have children use this template to practice **drawing themselves** using the drawing guide. (Tip: Avoid making too many photocopies by printing out one copy of each full-size head template and letting children trace the shape on their own paper).
- Encourage children to take their time choosing the facial features that most closely resemble their own. Children can even use a **mirror** to observe themselves while they draw and can modify the features they choose from the drawing guide.
- In addition, you can refer back to **Affirmation #1** and encourage children to add skin tone using crayons, colored pencils, or watercolor paint.
- For additional tips on drawing faces, check out **Activity Sheet 2.6) Drawing Tips**.



Activity Sheet 2.5) Drawing Guide



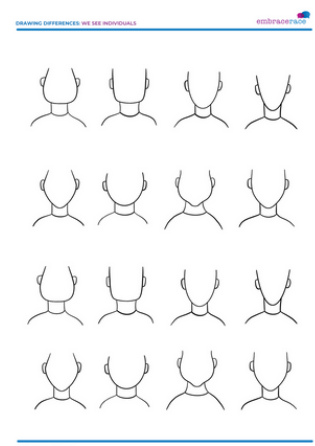
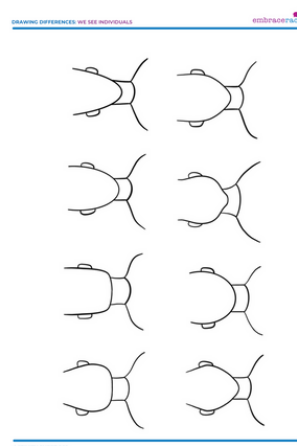
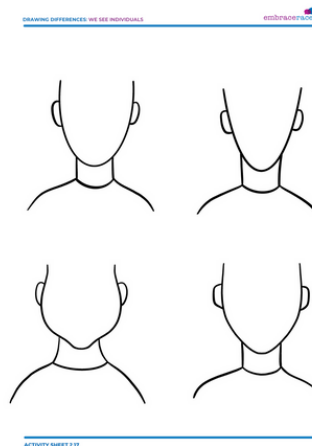
Activity Sheet 2.6) Drawing Tips

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DRAWING WITH DIVERSITY IN MIND

Now that children have practiced drawing themselves, children will focus on drawing with diversity in mind. Guide children through the process:

- Ask children to **closely observe** the people in **Activity Sheets 2.15-2.16) Taking a Look at New Friends**. Each person looks different in their own way. Children should pay attention to these differences as they examine certain facial features and other characteristics to draw with diversity in mind. The **drawing guide** and **drawing tips** can be useful again here.
- A variety of templates are available for children as they begin their drawing practice. **Activity Sheets 2.17-2.20** have either 4, 8, or 12 blank templates for children to use to draw a variety of people. Of course, children can also draw in a journal or sketchbook when practicing.
- You may want to focus on breadth, and have children practice drawing many faces, spending a short time on each one. Alternatively, you might focus on depth, having children spend a lot of time creating one portrait. Or, you can give kids the choice!
 - Tip: If you think children may be too focused on copying faces or features perfectly accurately, consider giving them pens instead of pencils as they practice. Not having the option to erase may help children focus more on the practice of drawing different shapes and features instead of "getting it right."



Activity Sheets 2.15, 2.17, 2.19 and 2.20

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CLOSING REFLECTION

After children complete the drawings of **themselves**, ask them to reflect on the following questions:

- How did it make you feel to draw yourself?
- What, if any, facial features did you notice about yourself that you did not notice before?

After children complete the drawings of **others**, ask them to reflect on the following questions:

- How did it make you feel to draw someone who looks different from you? Why do you think you felt that?
- As an artist, what different choices (different from drawing yourself) did you make when drawing someone who looks different from you?

LOOKING AHEAD

Our next affirmation is "WE FEEL SEEN." During this next activity, young artists will reflect on the diversity among the people we draw and explore how human diversity enriches our perspective on the world.