



**Everybody Is Unique, Everyone is Important**  
**ERASMUS+ project**  
**“English in Modern Times of Fluid Change”**

**Subjects:** Arts & Humanities, Social Studies, Psychology

**Age group:** 14-15

**Time:** 90 minutes, 2 lessons

**Brief Description:** Teach about respect for others' unique qualities

**Objectives:** Students will

- talk about the meaning of the word *unique*,
- draw a truly unique person, one part at a time,
- create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another,
- define the most positive qualities of this person,
- write about why this person is one of your new best friends.

**After this lessons student will:**

- describe himself/ herself in a few sentences,
- list the trait that distinguishes him/ her from his/ her colleagues (external features, character traits, interests),
- indicate the differences between people: gender, appearance, age, different interests, race,
- collaborate in a group.

## Materials needed:

- pictures pictures of unusual children
- board with the word '*unique*'
- a youtube film <https://www.youtube.com/watch?v=guHbtjl52fs>  
and songs [https://www.youtube.com/watch?v=-QSLIEt\\_LJY](https://www.youtube.com/watch?v=-QSLIEt_LJY)  
<https://www.youtube.com/watch?v=ziLiIPViM2E>
- 2-inch square of white drawing paper, one sheet per student
- 3-inch square of white drawing paper, one sheet per student
- 4-inch square of white drawing paper, one sheet per student
- art supplies (might include crayons, markers, or paints)
- writing paper and pen/pencil
- boxes with „magic items” and pictures

## Lesson 1. Plan

In this lesson, students search for the most positive aspects of some very „unusual” people. The activity reinforces the idea that one can't always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, show the picture with different children and discuss with the students which girl they find more unusual and unique and why.

Ask students what the word means to them. Ask: *What is it that makes you unique among your classmates?* Students write their ideas-words on small pieces of paper. During this time, the teacher sticks the word '*unique*' on the blackboard, and then the students stick their ideas and say why this feature is important.

Next, draw a simple outline of a person on the board or chart. Draw two horizontal lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down). Talk about one section of the body at a time.

- Discuss some of the features that might make up a person's head/neck. Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on. Write students ideas about a person's head on the board or chart next to the head area of the person you drew.
- Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear -- a T-shirt, a sweater, a feathered boa. Write down some of the possibilities students name.
- Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on. Write down students' ideas.
  - To conclude, students watch a movie about extraordinary people <https://www.youtube.com/watch?v=guHbtjl52fs> and formulate conclusions about what makes them different.

Provide each student with a piece of white drawing paper measuring 2 inches square. Students write their names on one side of the paper and draw a head of a person on the other side of the paper. Tell students that this should not be somebody they know; this *unique* person should come from their imaginations. Remind them to think first about the features the persons head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person's head. Also, remind them their head could use a neck to sit on!

When students finish their work, provide them with a sheet of paper that measures 4 inches square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the persons torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. *Think unique!*

When students finish drawing a torso, hand them a third sheet of paper; this time a 3-inch square. Have students write their names on one side of the paper, and draw

the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to *Think unique!*

When students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

### **Putting It Together**

Each student choose a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally „*unique*” friend. The new friends will be pretty unusual-looking people, to say the least! But...

Here is the crux of the lesson...

*Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...*

You might use this read-aloud session as an opportunity to reinforce the lesson you hope they will take from this activity: What a person looks like on the outside has nothing to do with what that person is like on the inside!

To sum up the lesson I suggest a song "Everyone Is Different"  
[https://www.youtube.com/watch?v=-QSLIEt\\_LJY](https://www.youtube.com/watch?v=-QSLIEt_LJY)

This lesson based on [https://www.educationworld.com/a\\_lesson/03/lp294-05.shtml](https://www.educationworld.com/a_lesson/03/lp294-05.shtml)

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## Lesson 2. Plan

This lesson is intended to show that people are unique through their abilities, skills, and character traits.

- The lesson begins with pulling out "magic items" and pictures hidden in boxes. Students pull out magic items (eggs) and answer the questions "Are these eggs different? How are they different? What qualities and skills are presented in the photos? Do they also constitute individuality? "
- The teacher distributes the lyrics of the song to the students and students find words that make people special.
- Everybody sing the song "Everyone Is Different"  
[https://www.youtube.com/watch?v=-QSLIEt\\_LJY](https://www.youtube.com/watch?v=-QSLIEt_LJY)
- The teacher divides the students into groups that will participate in table teams in the "tolerance world cafe" session. Each group will create their ideas for the given key questions first at "their table", and then complete the answers at their colleagues' tables. These are key questions:
  - 1 What makes people different?
  - 2 Do people different from each other make our lives better, more interesting?
  - 3 How can people use their uniqueness?
  - 4 What reactions is caused by otherness?
  - 5 How can people who differ from one another become important, needed for each other?
- Designated students present the ideas that arose when asked. Discussion and conclusions.
- Different – unique - important- necessary. In groups, students create banners that summarize the collaborative work.
- At the end, the teacher sums up the content by creating with the students the lesson motto "**Different people are important in our lives**" and everyone deserves respect - the song „Peter, Paul and Mary "Don't Laugh at Me"  
<https://www.youtube.com/watch?v=ziLiIPViM2E>

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## Attachment 1 Pictures with unusual children



## Attachment 2

*Everyone Is Different*

(By Lanny Sherwin)

Verse 1:

We're all different colors, we wear different clothes,

We speak differently from different zip codes.

We're short, we're tall, we're fat, we're thin,

We're square pegs in round holes just trying to fit in.

Chorus:

Everyone is different, it's really no big thing,

It's the differences between us that make life interesting.

Those little quirks that make us work are Heaven-sent,

So give a little thanks that we're all different.

Verse 2

We're wise, we're weird, we're cool, we're geeks,

We're pieces of a puzzle -- strangely unique.

But put us together and what do you see?

The world is our home, and we're one big family.