



West Los Angeles College  
Child Development

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TOTAL POINTS EARNED: \_\_\_\_\_/40

**Class Demo/Activity Form  
Lesson Plan**

Student's Name - Amazing Student  
Curriculum Area - Self and Society  
Activity Name - All About You and Me  
Age of Children - 4/5  
(WORTH 2 pts)

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**Overarching Goal: (WORTH 2pt)** *How do you see this lesson fitting into the "big picture" of the students' long-term learning?*

**This lesson will help students learn about diversity in society and how they relate or differ from each other. Children will first look at themselves and describe various characteristics that they have and they will share in whole group discussion. Children will see how they relate to other classmates by playing a game in which they join groups based on their similarities. After, children will think about people other experiences or people they know who are different from them. Children will be able to describe themselves: physical characteristics, cultural practices, etc. and they will recognize characteristics and practices of others. This will help them be accepting of diversity in and out of the classroom.**

**Preschool Foundation Standard:**

**History-Social Science-Self and Society- 1.0 Culture and Diversity**

**1.1:** manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

**Social Emotional Development**

**1.0 Self-Awareness-1.1:** Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

**Behavioral/Instructional Objective: (WORTH 4pts)** *By the end of the lesson, (1) what concept, information, skill, or strategy will the student(s) learn and (2) how will they demonstrate that knowledge?*

- 1. The students will be able to identify three characteristics of them and will share it with the class.**
- 2. The students will be able to describe two differences and two similarities with classmates by drawing and describing their pictures in their small group.**

**Assessment: (WORTH 3 pts)** *What specific, tangible evidence will show that each student has met the two types of objectives?*

After the lesson, the student will present their drawing and describe the picture. The teacher will guide the conversation by asking: Whom did you draw? Why did you draw them? What do you have in common? What is different? If they are able to say two differences and two similarities, then they have understood. If they cannot, the teacher will guide them and explain what is a similarity and difference.

**Accommodation: (WORTH 4pts)** *(What type of accommodation did you use to ensure whole class participation for your lesson?)*

**To accommodate exceptional children with vision impairments, the teacher will provide worksheets and will go through the students what needs to be done. She will make sure the worksheet has bold outlines. For children who processing impairments, the teacher will go step by step with all students and will repeat directions when needed. She will continue to clarify and describe the topic. For children with hearing impairments, the teacher will point and use hand gestures to describe what she is saying.**

**Materials: (WORTH 1pt)** *List all of them including book titles*

All About Me Worksheet, pencil, crayons, skin color crayons, plain white paper.



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**Introduction: (WORTH 2pts)** *(How are you engaging the students into your lesson? What is your opening to the lesson?)*

The teacher will sit in front of the class. She will describe diversity and tell the children to describe her. How do I look ex. Color of skin, eyes, hair. Am I short or tall? What color are my eyes? What language do I speak? The children will then identify which similarities and differences they have with the teacher.

**PROCEDURES FOR THE LESSON**

In this section, provide specific directions, explanations, rationales, questions, potential vignettes/scenarios, strategies/methods, as well as step-by-step details that could allow someone else to effectively teach the lesson and meet the lesson objectives.

**Procedure: (WORTH 8pts)** *(Detailed as possible. Where are the children sitting, what the teacher and TAs are doing and how the lesson plan is being delivered to the students)?*

1. The students will be sitting on the rug. The teacher will sit on a chair in front of the children.
2. The teacher will introduce the word diversity. She will explain what it means and give examples
3. The teacher will ask students to describe her. She will use guiding questions like: What color is my hair? What color is my skin? Am I tall or short? What color are my eyes? What language do I speak?
4. Then the teacher will ask 4 students what characteristics they share with her.
5. Then, she will ask 4 students what is different.
6. The teacher will explain that sometimes we share similarities and sometimes differences, but we are all the same. (5 minutes)
7. The teacher will then tell students that they will play a game and instructs all the children to stand up.
8. She will describe the instructions: You move to the left side of the carpet (shows with hand and moves to left) if what I say describes you.
9. Gives an example of instructions: If I say kids with brown hair move left, then if you have brown hair you move left. (The teacher helps the children move).
10. Makes sure to tell children that if it does not describe them, then they do not move.
11. The teacher will start the game and say things like: If you have curly hair move left, if you have brown skin move left, if you have brown eyes move left, if you speak Spanish move left, if you have a sister move left, etc. This will go on for 10 minutes.
12. The teacher will stop the game and have the students sit. She will ask if the children noticed that some children had the same characteristics as them and that some were different.
13. The teacher tell the children that they will work on one activity All About Me. The children will describe themselves and will draw their picture.
14. The teacher will go through each section with the students and the Teacher Assistant will walk around helping the children and making sure they are doing the task correctly.
15. In one section the child writes their name, their age, gender, hair texture, eye color, and draw their own picture. (Children will use pencil, crayons, skin colors) Teacher explicitly should tell children to use skin colors for their face and body. (20 minutes)
16. When the children are finished, they will come to the rug together.
17. The teacher will share with the children her own All About Me to model for the children. She will then go around and tell the children to share one thing about them. (5 minutes)
18. The teacher will tell the students to turn to the person on their left and share something about them. Guiding statement: My name is \_\_\_\_\_. I have \_\_\_eyes/\_\_\_\_hair. Each person has to share. The teacher will provide an example with the TA. The teacher will be listening and helping the children.
19. Next, the teacher will tell the children to turn to their partner on the right and do the same.
20. The teacher will tell the class that now they will go back to the tables.
21. She tells the children that they will draw a picture of two friends. They can draw a friend that has something the same as them and another friend that has a different characteristic. The teacher will model for the students by drawing on the board two friends and describing them. (15 minutes)
22. The teacher and the TA will walk around helping the children and asking questions to make sure they understand and are on task.



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**Closing: (WORTH 3pts)** *(How will you bring closure to the lesson and, by doing so, review and determine what students have learned.*

The teacher will have the children come together with the picture that they drew of their friends. Each student will have to present in front of the class. The teacher will ask: whom did you draw? Why did you draw them? What do you share that is the same? What is different? If the children understand they will be able to describe two similarities and differences. If they can't, the teacher can ask more questions or give suggestions.

**Transition Activity (WORTH 5pts)** *(List the activity and what you will tell the students to transition them into your next activity).*

I will tell students that we all have characteristics that can be similar or different. It does not matter how we look, we are all friends. It is ok to be different and we should respect each other. The next activity will consist of children describing people they know outside of school and what differences and similarities they share with them. They can bring a picture of the person or draw a picture of them.

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**Teacher Language Interaction: (WORTH 3pts)** *List open-ended statements/divergent questions you might ask children.*

What characteristics do you have in common?

What characteristics are different?

What color is your skin?

What color are your eyes?

What color is your hair?

What length is your hair?

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**Vocabulary Words: (WORTH 3 pts)** *List new and/or unique words you will introduce to the child that **relate** to this activity. Include a written child definition for each word. Remember when presenting your activity you must introduce and discuss the word(s) with children in a developmentally appropriate manner.*

**Diversity- it means that there are a lot of different things. Different color hair, different color skin, different languages, etc.**

**Characteristics- a quality, something that describes a person**

**Similarity-something that is the same, that both have**

**Difference-something that is different, one person has it and the other doesn't.**

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