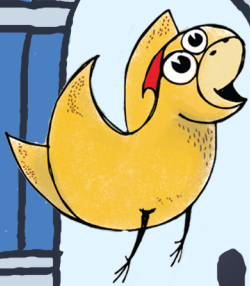




LEVEL 2 HOME KITS

WEEK #23

SYDNEY THE SEAHORSE





SYDNEY THE SEAHORSE

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Discuss diversity in skin colours positively
- Express that people's skin is different shades of brown

RESOURCES

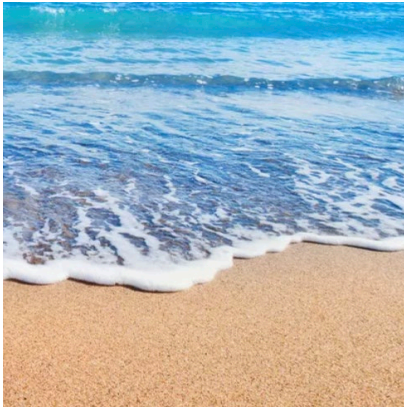
- Shades of Brown Cards (pg. 2)
- Brown Objects (pg. 2)

VOCABULARY

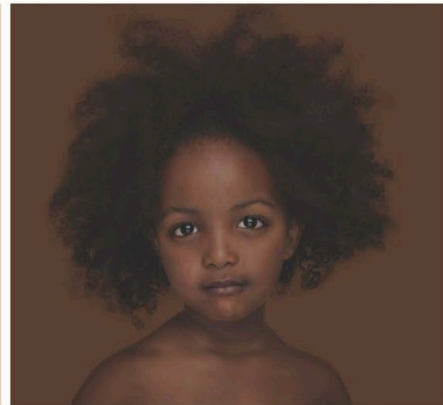
- Skin
- Different
- Unique
- Cinnamon
- Shade
- Medium

ACTIVITY

- To start the activity, ask your child to look around the room or place you are in and name things they can see that are brown. For everything they name, ask them to tell you whether the brown is dark, very dark, light brown, very light brown or medium brown.
 - For example, if your child names the legs of a chair they see in the room as something brown, ask them, "What kind of brown are the chair's legs? Is it dark brown wood? Medium brown?" etc.
- Show your child the pictures on pg. 2. Go over each picture and ask: "What do you see here?" (Sand, cinnamon, ice cream, chocolate, earth/soil).
- Now ask your child to name the shades of brown they see in each picture. Be sure to use positive words to describe the objects (e.g., "Silky light brown sand, so soft and lovely to walk on; light-medium brown cinnamon, a delicious spice to cook with; yummy medium brown ice-cream; delicious medium brown coloured chocolate; rich dark brown soil for beautiful plants to grow in; also delicious dark brown chocolate").
- Invite your child to match the shade of brown of the objects to the brown skin of the children on the cards. As they do so, repeat the positive statements about the object's colour and apply them to the skin colour of the different children.
 - For example: "Yes, this girl is light brown like the silky smooth, soft sand on the beach," etc.
- To end the activity, remind your child that everyone in the world is brown. We are just different shades of brown.



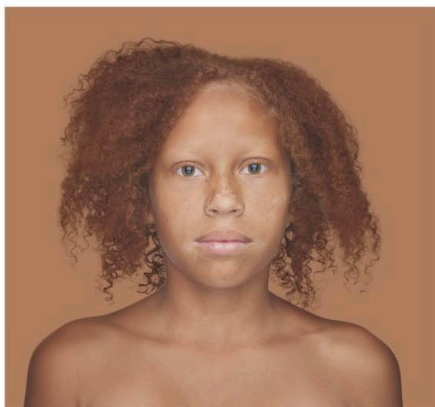
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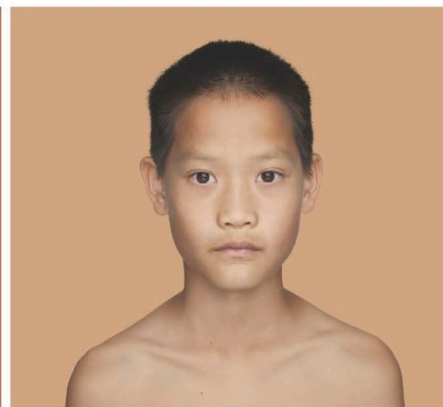
PANTONE® 1545 C



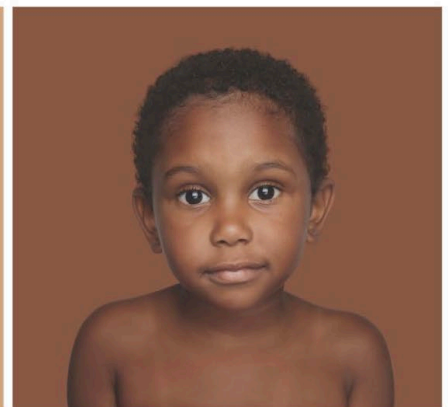
PANTONE® 51-6 C



PANTONE® 54-9 C



PANTONE® 51-5 C



PANTONE® 66-3 C

SYDNEY THE SEAHORSE

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Discuss diversity in skin colours positively
- Express that people's skin is different shades of brown

RESOURCES

- Shades of Brown Cards (pg. 2)
- Brown Objects (pg. 2)

VOCABULARY

- Skin
- Unique
- Shades

ACTIVITY

- Ask your child what their skin colour is. Accept only shades of brown as answers (do not accept "white," "beige," "pink," or "black" as these are not factually accurate). If your child says: "I'm white," "beige," or "pink," show them a white piece of paper or a beige or pink object and put it against their hand. Ask if they think it is the same colour as their skin (no).
- Now ask them to put their hand against the picture of the sea and sand (pg. 2) and show them how much closer the light brown sand is to their skin colour. Similarly, if your child says: "I'm black," show them a black object and put it against their skin and ask if it matches their skin. Then ask them to place their hand next to the picture of the dark brown chocolate and show them how much closer the colour is to their skin colour.
- Together, look at your child's and your own skin colour and discuss what shade of brown it is - a lighter shade of brown or a darker shade of brown.
- To end the activity, sing the song below.

SONG (to the tune of "Here We Go Round the Mulberry Bush")

**The colour of our skin is all shades of brown
All shades of brown, all shades of brown
The colour of our skin is all shades of brown
That is what makes us unique**

**On the outside, we have different skin colours
Different skin colours, different skin colours
On the outside, we have different skin colours
But on the inside, we're the same**

SYDNEY THE SEAHORSE

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Discuss diversity in skin colours positively
- Express that people's skin is different shades of brown

RESOURCES

- Shades of Brown Cards (pg. 2)
- Brown Objects (pg. 2)

VOCABULARY

- Skin
- Different
- Unique
- Shades

ACTIVITY

- Begin the activity by asking your child what they know about skin.
- Tell them that everyone has it, and it covers all of our body, protecting our bones and muscles.
- Remind them that everyone has skin; we are all unique and have our own shade of brown skin.
- Then ask your child which shade of brown skin is their favourite from the pictures on pg. 2 and why.
- Now, invite your child to play a game with you. Invite your child to walk around your home with you and point out any brown objects they can find. When they do, ask them to describe the particular shade of brown of each object they find and ask them to compare each shade of brown to the different pictures on pg. 2.
- Next, invite them to observe the brown things they found and identify which objects have the same or similar colour as their skin colour. As they do so, again ask them to describe the shade of brown and compare it to the pictures on pg. 2.
- Tell your child that we all have skin in different shades of brown, and we are all beautiful and unique!
- End the activity by singing the song in Activity 2.

SYDNEY THE SEAHORSE

ACTIVITY 4

LEARNING GOALS

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

- Discuss diversity in skin colours positively
- Express that people's skin is different shades of brown

RESOURCES

- Shades of Brown Cards (pg. 2)
- Brown Objects (pg. 2)
- Family Photos

VOCABULARY

- Skin
- Melanin
- Shades
- Protect
- Unique

ACTIVITY

- Start the activity by singing the song from Activity 1.
- Now take the family photos you have and look at the people in your family. Describe the different shades of brown skin using terms to describe them (light brown, medium brown, dark brown etc.). Remember the many different shades of brown you found in Activity 1, and talk about the colours of skin in your family being all shades of brown.
- Then, using the pictures on pg. 2, ask your child to think and talk about and compare each of your family member's shades of skin colour, using the descriptions provided in Activity 1.
 - For example: "I think Grandma has light brown skin like the silky smooth, soft sand on the beach," etc.
- Congratulate your child for observing and describing the beautiful things about their family members' colour of skin.
- Let your child know that on the outside, our skin is different shades of brown.
- Ask your child if they can guess what makes our skin brown. Explain that we have something inside our body called melanin, which protects our skin from the sun and makes the skin brown.
 - Ask your child if they think that the hotter the sun is in different parts of the world, the more people need to be protected from it (yes).
 - Ask if they can remember the name of the substance our body has in it to protect our skin (melanin) and explain that the hotter it is in a country, the more melanin the people who live there will have in their skin, and the darker the shade of brown their skin is.
- To end the activity, tell them that we may look different on the outside, but on the inside, we are all the same. Explain that we all have a heart and feelings, and we are all one big human family across the world.

SYDNEY THE SEAHORSE

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Discuss diversity in skin colours positively
- Express that people's skin is different shades of brown

RESOURCES

- Paper/Recycled Card
- Paint Brush
- Old Magazines
- Coloured Pencils/Paints (different shades of brown if possible)

VOCABULARY

- Skin
- Different
- Unique
- Collage
- Colourful

ACTIVITY

- Start the activity by asking your child to remember what you have been discussing in the different activities.
- Remembering the pictures on pg. 2, ask them to describe their own colour of skin and express what shade of brown it is. Then ask them to describe yours.
- Now invite them to be creative! On a piece of recycled card, ask them to mix the colours to make the different shades of brown (if possible) and try to match a shade of brown to their own colour of skin.
 - If they can make light, medium and dark shades of brown, ask them to draw a picture of themselves, painting their skin with the right shade of brown.
 - Then invite them to draw two more children with different brown skin shades to their own.
- If you don't have the means to mix shades of brown with the colours you have, you can make a collage instead.
 - Invite your child to make a pencil drawing outline of themselves and two other children.
 - Find different brown colours on the magazine pages and cut them out.
 - Tear off smaller pieces from these brown colours and stick them together to fill in the skin colour of the outline drawings your child has made.
- Afterwards, remind them that on the outside, our skin colour is different shades of brown. On the inside, we are all the same. We all have a heart and feelings and like to feel included.
- To end the activity, sing the song from Activity 1.

