

# FLAUNTING YOUR DIFFERENCES

**Materials** It's Time to Flaunt! activity sheet, pens, and art supplies (optional).

**Time Required** 45 minutes, plus additional time for creating an essay, poem, or artwork.

## Activity Steps

**1 Explain** to students that today they are going to talk about what makes them individuals and what they can learn from one another about their differences. Ask the class for a show of hands: **Who thinks they are different?** Share that sometimes it can be difficult or uncomfortable to talk about our differences. Ask the follow-up question: **Why might that be?**

**2 Tell** your students that this classroom is a "safe space." That means it's a place where *everyone* belongs and can show their true selves. Inform students that they're responsible for making the classroom a welcome place for all. To do that, they'll come up with some safe-space ground rules. These rules will describe how students can behave in a way that is accepting and respectful of one another. Ask students to explain why these rules might be needed. Call on students to provide some ideas for ground rules. (For example: *Listen to what others have to say; be kind to one another.*) Then write them on a large piece of paper. Display the rules in a spot that all students can see.

**3 Pair up** students. Explain that they are going to find out more about their partners and their differences. Remind them that this is a safe space and to follow the ground rules. Have students ask their partners:

- **What do you like about yourself? Why?**
- **What don't you like about yourself? Why?**
- **Do any of the things you like about yourself set you apart from others? Do any make you similar to others?**
- **Do any of the things you dislike about yourself set you apart from others? Do any make you similar to others?**

**4 Write** the following on the board: **We all have differences. What makes me different is what makes me, me.** Under those statements, write two categories: "Visible Differences" and "Invisible Differences." Provide examples for each. (*Visible differences include: glasses, braces, height, limb difference, weight, and wheelchair use. Invisible differences include: accent, stuttering, learning challenges, dyslexia, autism, and unique family structure.*) Ask students how their own visible and invisible differences define them. Remind students that even if they can't see someone else's differences, everyone has something that makes them unique.

**5 Have** student pairs work together to explore words people use when speaking about visible and invisible differences. For each word they come up with, ask students to choose one of the following to describe it: "positive," "negative," or "neutral." Discuss why they attached these feelings to their words.

**6 Ask** students what they think "flaunt" means. ("Flaunt" means to boldly display something.) Once the class has a working definition, start a discussion by asking: **What do you think would happen if you flaunted your differences?** Make sure to include the following points in the conversation: Flaunting your differences will make you stronger, help you to have a better attitude about yourself, help other people be brave about their own differences, and will show people that differences can be a positive part of life. If you have time, share printouts of the First-Class Flaunts from [scholastic.com/flauntit](http://scholastic.com/flauntit).

**7 Hand out** the **It's Time to Flaunt!** activity sheet. Walk students through the instructions to fill in their peacocks and complete their essays, poems, or artwork.

**8 Make room** for students to stand or sit in a circle. Give students the opportunity to try out flaunting their differences. Ask whether any students want to read their writing to the class or share their artwork. Acknowledge and compliment students as they volunteer to share their differences. Encourage all students to share.

**9 Flaunt it.** As an extension to the activity create a large, colorful bulletin board with pieces of paper in the shape of a peacock's tail feathers. Ask students to choose one thing from their activity sheet that makes him or her unique. Write it on each of the feathers. Collect a peacock full of your students' feathers with flaunts—and your own as well. It might be helpful to kick off the activity by first sharing something from your own peacock feathers. Display all the flaunts on a bulletin board. Afterward, create a bulletin board of their peacocks. Take a photo of your entire class in front of the display and add it to the board. Keep it visible in your classroom to remind students of today's exercise.

**10 Thank** the class for sharing what makes them, them! Wrap up by asking how discussing their differences made them feel. Ask again for a show of hands: **Who thinks they are different?** Encourage students to keep flaunting by entering the Kids Flaunt Contest with an essay, poem, or 2-D piece of artwork. Have students take home their Kids Flaunt entries attached to the contest entry form. The entry form should be completed by the student, signed by the parent or guardian, and then collected by the teacher. Send the entries, with a completed entry form, and a photo (optional), by mail (Kids Flaunt Contest, Scholastic Inc., ATTN M. Tulley, Space 3-230, 557 Broadway, New York, NY 10012) or email ([flauntit@scholastic.com](mailto:flauntit@scholastic.com)). Entries should be postmarked or emailed by 11/21/18 to be considered eligible.

NO PURCHASE NECESSARY. The "Kids Flaunt Contest" is open to students in the fourth grade in public or accredited private schools or home schools located in one of the 50 United States or the District of Columbia and which are in compliance with the laws of those states. The entries may be submitted only by the students' fourth grade teacher, who must be over 18 at the time of submission. To enter, have your fourth grade students complete the Student Activity Sheet and the Entry Form with a parent signature, which are available at [scholastic.com/flauntit](http://scholastic.com/flauntit), and submit them between 12:01 a.m. Eastern Time ("ET") on September 24, 2018, and 11:59 p.m. ET on November 21, 2018 (the "Entry Period"). The Grand-Prize winner will receive an Amazon Fire HD 8 computer tablet (ARV: \$109.99), an official 2018 NBA All-Star autographed basketball (ARV: \$500), a \$75 Amazon gift card (ARV: \$75), a Skylanders video game starter pack (ARV: \$25), a hardcover copy of "Skylanders Universe—The Complete Collection" (ARV: \$17), and be profiled on the Don't Hide It, Flaunt It website. The Grand-Prize winning teacher will receive a classroom set of Scholastic books (ARV: \$100) and a one-year subscription to a Scholastic Classroom Magazine, choice of Storyworks, SuperScience, Dynamath, and Scholastic News (ARV: \$180+). The three First-Place winning students, one from each category, will each receive a \$75 Amazon gift card (ARV: \$75), \$50 worth of Scholastic books (ARV: \$50), a Skylanders video game starter pack (ARV: \$25), a hardcover copy of "Skylanders Universe—The Complete Collection" (ARV: \$17). The three First-Place winning teachers, one from each category, will each receive a one-year subscription to a Scholastic Classroom Magazine, choice of Storyworks, SuperScience, Dynamath, and Scholastic News (ARV: \$180+), and a \$25 Amazon gift card (ARV: \$25). Void where prohibited. Additional restrictions apply. For complete rules, go to [www.scholastic.com/flauntitrules](http://www.scholastic.com/flauntitrules).

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