FLAUNTING YOUR DIFFERENCES

Empower students to embrace their unique qualities and build empathy with this transformative class activity.

Objective
Students will boost self-esteem and empathy by brainstorming positive ways to describe, appreciate, and flaunt their differences. Then they’ll brainstorm, organize, and write an essay or create artwork.

Time
45 minutes (plus additional time for creating an essay or artwork)

Materials
• Activity sheet: It’s Time to Flaunt!
• Contest planners (essay and/or artwork versions)
• Entry form
• Art supplies for the artwork option

Standards
ELA: CCSS, Grs. 3–5
• W.3 Write narratives to develop real experiences and/or ways of understanding or actions.
• SL.1 Engage effectively in collaborative discussions with diverse partners
SEL: CASEL Competencies
• Self-awareness: Assessing one’s own strengths […] and possessing confidence and growth mind-set.
• Social awareness: Taking the perspective of and empathizing with others from diverse backgrounds and cultures.
• Relationship skills: Establishing healthy and rewarding relationships with diverse individuals.

Remote Options
Visit scholastic.com/flauntit for a step-by-step version of this learning experience in Google Docs for independent student work.

Instructions

1. Explain that today the class is going to talk about their unique differences. Ask students to answer silently: 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 students that this class is a “safe space.” That means everyone belongs and can show their true selves. Inform students that each one of them is responsible for making all their classmates feel welcome. Call on students to provide ideas for safe-space ground rules about how to show respect for all. (For example: Listen to what others have to say; be kind to one another.) Ask students to explain why these rules might be needed. Write the rules on chart paper to display in a prominent spot, or share your screen.

3. Pair up students (or give them the option to respond to the upcoming prompts in a journal entry). Explain that they are going to interview their partners. Remind them this is a safe space with ground rules. Pairs should ask:
   • 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 or screen: “We all have differences.” “What makes me different is what makes me, me.” Underneath, write two categories: “Visible Differences” and “Invisible Differences.” Share and discuss the reading passage, then fill out the chart together. (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 students work in groups to explore words people use when speaking about visible and invisible differences. Ask students to choose one of the following to describe each word: “positive,” “negative,” or “neutral.” Discuss why they attached these feelings to their words.

6. Ask students what they think “flaunt” means. (“Flaunt” means to confidently 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 show people that differences can be a positive part of life. Share the Kids Flaunt winning essays and artwork from scholastic.com/flauntit.

7. Have students identify their unique qualities using the peacock feathers on the It’s Time to Flaunt activity sheet (or have students draw their own peacock—or simply make a list). Then, hand out the contest planners (versions for essay or art) and rubric. Send home the entry form for parent signature. Then, submit the essays/art and forms to the Kids Flaunt Contest!

8. Ask whether anyone wants to read their essay to the class or share their artwork. Validate students as they volunteer to flaunt their differences. Explain that it is equally important to respect and celebrate other people’s differences. Make a class commitment to value one another’s differences. Tip: Use this work as a foundation for future conversations about inclusion/diversity.

ENTER THE CONTEST!
Teachers or parents/guardians: Submit your students’ essays or artwork. Students have a chance to win an HP laptop! Deadline: 11/16/20
Find a student planner, rubric, and details at scholastic.com/flauntit.

Materials presented with generous support from

Perfect project for getting to know your students!
CELEBRATING OUR DIFFERENCES

Read about the kinds of things that make every kid unique, then answer the questions.

Did you know there are more than 7 billion people on Earth? Even though there are so many of us, no two people are exactly the same. We all have differences that make us who we are.

Some differences are visible and easy to notice. For example, some kids in your class are tall and some are short. Some may wear glasses to see, or use a wheelchair to get around. Other differences are invisible. A child may speak two languages at home or have a less common family structure, for instance. Some kids have learning differences like dyslexia or psychological differences like anxiety—you can’t see them from the outside, but they are there.

Differences can be tough for a kid to handle, especially when other people don’t take the time to understand them. “If other kids notice what I am doing, they might think it is weird,” explains Roman Hathaway, a 9-year-old who has an invisible difference called obsessive-compulsive disorder (or OCD). “My OCD makes my body feel like something is always wrong, out of balance, needs to be fixed. If someone touches me, I have to touch them back.”

Our differences can also make us strong. Shona Karp, who is 10 years old, was born with one eye. “Having one eye has made me tough!” she says. “It means having many surgeries. But I don’t get down on myself. I still go to field hockey practice! I love being unique!” Being different can also help you learn how to speak up for yourself and teach you creative ways to solve problems.

No matter what your differences are, you never need to hide them from other people. Instead, you can flaunt them proudly! And you can help your friends and classmates celebrate the things that make them unique too!

Reflection Questions

Write your answers on a separate sheet.

1. How have your visible and invisible differences shaped who you are?
2. What advice would you give to a friend who is worried about a visible or invisible difference?
IT’S TIME TO FLAUNT!

Celebrate your differences! Fill in the peacock feathers with descriptions of the visible and invisible differences that make you who you are. For ideas, think about what’s unique about your mind, your body, your family, and your daily life.

Name ____________________________________________

Flaunt: to confidently show something
**Introduction: Get to Know Me**

Catch your reader’s attention and introduce your big idea.

- Describe yourself.

- What personal difference do you want to highlight? How does this make you unique?

**Body: How My Difference Affects My Life**

Write lots of specific details to make your essay stronger.

List ways that your difference impacts your daily life. Then add specific examples you could include. (How do you know you’re being specific? Try starting with a specific time, like “Every day...” or “One time last year...” or “At lunch...”)

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<thead>
<tr>
<th>Effect on My Life</th>
<th>Specific Example</th>
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**Conclusion: Flaunt It!**

Sum up your ideas and make your reader think.

- How do you celebrate your difference and how are you learning to flaunt it?

- What message do you want your readers to remember?

**You’re Ready!** Use this outline to write your essay on a separate sheet!
Flaunt Your Differences Through Art

Now that you've brainstormed things that make you different, it's time to plan your artwork. Your artwork should express the contest theme: “The things that make me different make me, me!”

**Part A: Plan**

1. What personal difference did you choose? ________________________________

2. How does this make you unique? ________________________________

3. How does your difference impact your daily life? ________________________________

4. How do you flaunt and celebrate your difference? ________________________________

5. What type of art will you create?
   - [ ] drawing
   - [ ] painting
   - [ ] collage
   - [ ] comic strip
   - [ ] other: ________________________________

6. What images will you include in your artwork? Why? (Think about your answers above.)

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<thead>
<tr>
<th>Image</th>
<th>Reason</th>
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7. What colors will you include in your artwork? Why? (Think about how colors will change the feeling of your piece.)

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<thead>
<tr>
<th>Color</th>
<th>Reason</th>
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**Part B: Create**

1. Create your work of art on a single sheet of 8.5 x 11-inch paper.

2. Write your artist statement—several sentences to describe the difference you are illustrating and how you flaunt it. What do you want the person looking at your art to understand?

Name ________________________________
Create the Entry: “The Things That Make Me Different Make Me, Me!”

Use the *It’s Time to Flaunt!* sheet, essay/art planner, and rubric to create the entry in one of two ways:

1. **Essay**: Students write an essay (at least three paragraphs) about what makes them different and how they flaunt it!

2. **Art**: Students create 2D artwork (drawing, painting, collage, comic strip, or something else) and write one to three sentences about what makes them different and how they flaunt it!

For a full list of prizes and the Official Rules, visit scholastic.com/flauntit.

Complete the Entry Form

Student Name: ___________________  Student Grade: _________  Student Age: _________

**Teacher Information**

Teacher Name: ___________________

Teacher Email: ___________________  Teacher Phone: ___________________

**School Information**

School Name: ___________________

School Address: ___________________

School City: ___________________  School State: _________  School Zip: _________

I give my child permission to enter the Kids Flaunt Contest and to be profiled at donthideitflauntit.com if selected.

Parent Name: ___________________  Parent Email: ___________________

Submit your students’ entries in one of three ways:

1. Upload them online at: scholastic.com/flauntit.

2. Email them to: flauntit@scholastic.com.

3. Mail them to: Kids Flaunt Contest, Scholastic Inc., ATTN: SNP, 3rd Fl., 557 Broadway, New York, NY 10012

NO PURCHASE NECESSARY. Void where prohibited. The Kids Flaunt Contest is open to students in grades 3-5 in public, accredited private school, or home school located in one of the 50 United States or DC and which are in compliance with the laws of those states. The entries may be submitted only by the students’ teacher or parent, who must be over 18 at the time of submission. To enter, have students complete their entry and Entry Form with a parent signature and submit them between 12:01 a.m. ET on Sept. 10, 2020, and 11:59 p.m. ET on Nov. 16, 2020. ARV of all Grand Prize Student prizes: $400. ARV of all Grand Prize Teacher prizes: $440. ARV of all First Place Student prizes: $350. ARV of all First Place Teacher prizes: $340. For a full list of prizes and complete rules, visit scholastic.com/flauntit/rules.

Materials presented with generous support from
Create either a **3-paragraph essay** OR a piece of 2D (flat) **artwork**. The contest judges will use the following criteria to pick the winning essays and artwork. Your teacher may also use this sheet to grade your assignment.

**Plan for Success:** Prepare for your entry to meet these criteria *before* you begin creating.

### ESSAY

<table>
<thead>
<tr>
<th>Criteria: What Does a Winning Entry Look Like?</th>
<th>Possible Points</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Paragraph 1: Concept</strong>&lt;br&gt;The essay clearly expresses the contest theme: “The things that make me different, make me, me!” The essay makes it clear:</td>
<td>5</td>
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<tr>
<td>● what the student’s personal difference (or that of a close family member) is</td>
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<td>● how this difference makes the student unique</td>
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<td><strong>2. Paragraph 2: Impact</strong>&lt;br&gt;● The essay shows specific examples of how the student’s unique qualities (or those of a close family member) influence the student’s daily lives.</td>
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<tr>
<td><strong>3. Paragraph 3: Flaunt</strong>&lt;br&gt;● The essay clearly describes how the student (or a close family member) is able to flaunt what makes them unique.</td>
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<td><strong>4. Overall Originality and Creativity</strong>&lt;br&gt;● The essay clearly shows creativity and originality while expressing how the student’s (or close family member’s) difference makes them unique.</td>
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<td><strong>5. Overall Presentation</strong>&lt;br&gt;● The entry&lt;br&gt;   ○ is written in an engaging way&lt;br&gt;   ○ is written or typed neatly and clearly&lt;br&gt;   ○ is laid out clearly in three paragraphs</td>
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**Total Points** 25
## ARTWORK

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<tr>
<th>Criteria: What Does a Winning Entry Look Like?</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tr>
<td><strong>1. Concept:</strong> The artwork clearly expresses the contest theme: “The things that make me different, make me, me!” The artwork makes it clear:</td>
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<tr>
<td>● what the student’s personal difference (or that of a close family member) is</td>
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<td>● how this difference makes the student (or close family member) unique</td>
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<td><strong>2. Impact</strong></td>
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<tr>
<td>● The artwork shows specific examples of how the student’s unique qualities (or those of a close family member) influence the student’s daily lives.</td>
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<td><strong>3. Flaunt</strong></td>
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<tr>
<td>● The artwork clearly illustrates how the student (or a close family member) is able to flaunt what makes them unique.</td>
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<tr>
<td><strong>4. Overall Originality and Creativity</strong></td>
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<tr>
<td>● The artwork clearly shows creativity and originality while expressing how the student’s (or close family member’s) difference makes them unique.</td>
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<tr>
<td><strong>5. Overall Presentation:</strong></td>
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<tr>
<td>● The entry</td>
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<td>○ is a 2–D piece of visual art that fits on a single piece of paper</td>
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<td>○ includes 1–3 sentences describing the artwork</td>
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<tr>
<td>○ creates visual interest by applying art skills/techniques</td>
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**Total Points** 25