

# What's on the inside?

## Lesson Plan 2



**Stage:**               Preschool

**Year Group:**       3-6 year olds

**Reader notes:**   Words in ***bold italics*** are vocabulary focus areas.

**Further resources to support this lesson are available at:**

[www.humanrights.gov.au/education/early-childhood/building-belonging](http://www.humanrights.gov.au/education/early-childhood/building-belonging)

### ▶ **Intentional Teaching:**

This activity aims to help children understand the principle 'you shouldn't judge a book by its cover'. They will discover that it is impossible to know what is on the inside of a parcel by looking at the wrapping; and will relate this to meeting new people and understanding the best way to find out what somebody is like on the inside is by getting to know them.

### ▶ **Aims and Objectives:**

- Openly express feelings and ideas
- Respond to ideas and suggestions from others
- Become aware of connections, similarities and differences between people
- Begin to appreciate diversity
- Begin to think critically about fair and unfair behaviour
- Become curious and enthusiastic participants in their learning
- Respond verbally and non-verbally to what they see, hear, touch, feel and taste

### **EYLF Learning Outcomes:**

#### **Outcome 1: Children have a strong sense of identity**

1.1. Children feel safe, secure and supported

#### **Outcome 2: Children are connected with and contribute to their world**

2.2. Children respond to diversity with respect

2.3. Children become aware of fairness

#### **Outcome 4: Children are confident and involved learners**

4.1. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

#### **Outcome 5: Children are effective communicators**

5.1. Children interact verbally and non-verbally with others for a range of purposes

### **Australian Curriculum Learning Outcomes:**

#### **English: Literacy**

[ACELY1784](#) Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact

#### **Health and Physical Activity: Personal, Social and Community Health**

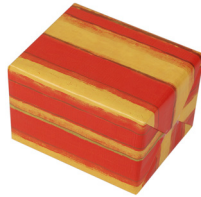
[ACPPS005](#) Identify and describe emotional responses people may experience in different situations

## ► Key Vocabulary:

Colour, different, same, interesting, expect, judge, fair, unfair, fairness, inside, outside.

## ► Resources:

Two or more parcels wrapped in different coloured or patterned paper



Suggested objects to include inside the parcels: dried beans, pine cones, pebbles, dried pasta, stones in different colours, shapes and sizes (note the objects must be the same type of item but with physical differences)



Two decorated eggs



## ★ Accompanying resource

Play dough mats (provided at the end of this lesson plan)

## ► Introductory Phase:

1. Gather the children together in a circle on the ground and explain that you have a special activity planned for them.
2. Ask the children to close their eyes. Lay out two (or more) boxes wrapped in contrasting paper so they look different to one another.
3. Tell children to open their eyes. What do they see?
4. What do they think is contained in each parcel? Hear some suggestions and ask them why they think this.

## ► Main Activity:

5. Explain to children that they are only going to open one parcel. Which one do they want to open? Take a vote and go with the majority.
6. Open the chosen box and find the contents. Explore the objects inside. Are the children surprised by what they find? Are the contents **different** to what they expected? Do they **like** the contents? What do they **like** or **dislike** about the contents?

7. Tell children that in fact, they can open both (or all) of the boxes. Can they guess what might be inside the second parcel? Do they think it will be same thing again or something different? Are they less inclined to guess this time? Open it together and look at the contents. What do the children think? What do they **like** or **dislike** about what they find?



### Educator Note

All of the suggested contents have similarities and differences. For example, the pebbles are all hard but may be different shapes and sizes. Use this opportunity to discuss the similarities and differences.

8. Discuss the **differences** between the two packages and their contents. Discuss the fact that it is impossible to know what is on the inside of the parcel by looking at the wrapping. Discuss the fact that some children may **like** what is on the inside and some children may not. This can be the same with people. We might look at them and think we know what they are like on the **inside**, but do we really know? What is the best way to find out what someone is like on the **inside** and whether we like them? By getting to know them (by opening the parcel).
9. Ask the children to think about the idea of **fairness**. Is it **fair** to **judge** somebody before we know them? Is it **fair** to look at somebody's clothing, skin colour, hair colour, and think we know what they are like on the **inside**?



### ► Closing Phase:

10. Present two eggs to the children that have different colours or patterns on their shells. Ask children to discuss the **differences** between the two eggs.
11. Crack both eggs open onto a plate. What can children tell you about the **inside** of the eggs? Are they very **different**? Or are they very **similar**? Do they think the eggs will taste any **different**? They are the same on the **inside** and the colour or pattern on the **outside** does not change what is on the **inside**, just like you and me.



### Educator Note

Due to possible allergies within a centre, please ensure the educator handling the eggs wears sanitary gloves and is the only person to have contact with the eggs. Dispose of them hygienically immediately after the activity.



### Educator Note

To avoid food waste, use the eggs to make an omelette so children can see that they taste the same, or use in the baking activity suggested in the sensory play activity on the next page.

### ► Questions for Sustained Shared Thinking:

Prompts for shared conversations, which can be extended and developed:

- *I wonder what would happen if you woke up with a different skin colour? Would it change you?*
- *What do you think about your own skin and hair colour?*
- *Why do some people not like other people?*
- *How do you get to know somebody?*
- *Do you think what someone looks like affects what they are like on the inside?*



## ► Opportunities for further enhancements in the learning environment:



### Sensory Play

**Baking activity** – bake some cupcakes with the children, splitting the basic mixture into three or four batches and adding a couple of drops of food colouring to each batch (each one a different colour). Have the children taste the cupcakes - does the colour affect the taste?

All cupcakes contain the same base ingredients so should taste exactly the same, but they will look different. This gives educators further opportunity to discuss the issues of difference, colour and judgement.



### Manipulative Play

#### ★ Accompanying resource

**Play dough mats** – Use the accompanying play dough mats (found at the end of this lesson plan), which depict figures with different skin tones, alongside a variety of play dough colours. Children can add play dough features to the figures on the mats, including clothing, facial features, accessories, background settings.

This is an opportunity for sustained shared thinking regarding ourselves, colour varieties, differences, similarities.



### Creative Play

**Provocation table: Display natural materials such as dried beans, pine cones, pebbles, stones in different colours, shapes and sizes. Children can explore these objects with tongs or chop sticks, mirrors and card, creating shapes and patterns.**

This is an opportunity for open-ended discussions about the materials being the same type of things, just with different colours and forms.



### Dramatic Play

**Provide an empty space for children to develop their own role plays; the outside area works particularly well. This area can contain items such as cardboard boxes, crates, a wide variety of props representing different family backgrounds, a wide variety of dress-up materials representing different cultures within your setting and mark-making materials such as paper and coloured pencils.**

This area could be called ‘Your Space, Your Choice’ or ‘Imagination Station’, for example. It extends the parameters of a traditional pre-set role play area such as a home corner or hairdressers by allowing children to decide on the direction of their role play. Educators may need to help facilitate the development of the area, and will be able to observe children’s interests and their use of the different cultural items.



## Accompanying resource

### Play dough mats

**Description:** Six A4 pages depicting children with different skin tones

**How to use:** Print the mats and laminate. Display alongside play dough for children to decorate with clothing, hats, facial features, backgrounds, etc.

The pages could also be printed and left in the creative area for children to embellish with paint and/or collage materials and take home or keep in their portfolios.

