



K-5th Grade Lesson Plan on Diversity Animals

Objective: Explore diversity and stereotyping in people by studying dogs.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. Book on dog breeds.

Procedure:

- A. Ask the students "Who has a dog?" Have all of the students with dogs tell the class about their dog including breed if known.
- B. Discuss the different categories of dogs (working, toy, sporting, etc.). Discuss with the class the purpose of the different types of breeds. Discuss how the breeds have been developed over the years to produce desired characteristics and temperaments (Mastiffs were bred for fighting bears and lions, Great Pyrenees were bred to guard flocks, etc.)
- C. Discuss with the class the characteristics of different breeds. Break the class up into 6 groups and have each group select a breed to study. Have each group prepare a report on their breed.
- D. Have each group list the characteristics of their breed and record them on the board. Assign each breed of dog a color and flavor of Diversity Bean. Tell the class that the beans represent their breed of dog, i.e. all green lime flavored beans are Golden Retrievers.
- E. Discuss with the class the fact that the beans now have characteristics associated with them, the green beans have the characteristics of a Golden Retriever.
- F. Discuss any similarities and differences between the characteristics of the breeds.
- G. Ask the students with dogs if they feel that their dog fits a set of characteristics and temperament.
- H. List some well known dog breeds on the board and ask the students to describe them (Golden Retriever, Pit Bull, Rottweiler, Spaniel, Yellow Lab, Saint Bernard, Greyhound, Poodle, German Shepherd, Collie, etc).
- I. Ask the class if the descriptions are valid for every dog in the breed.
- J. Have the students taste a Diversity Bean of their assigned color. Record on the board the number of students who tasted what they expected. Repeat 2-3 times. Ask the students if they can think of why the beans taste different in relation to the characteristics of the breeds.
- K. Ask if anyone has met a mean Golden Retriever or a nice Rottweiler. Relate this to the concept that the green bean that looks like a Golden Retriever might taste like the yellow bean that represents the behavior of a Rottweiler. Discuss how appearances give no real clue as to

how a dog acts and what the temperament is.

L. Discuss with the class the fact that they should never approach a dog they are unfamiliar with. Discuss that even dogs that look nice can bite and be mean. Discuss the fact that even though a dog appears to be a certain breed, it may be mixed and have unexpected behaviors or it just may not have the normal characteristics of the breed. Discuss how you should never judge a dog by its appearance (nice looking little dogs can be very mean).

M. Ask the class how this relates to people. Ask if people are judged by appearance and ask for examples.

N. Introduce the concept of stereotyping in terms of the breed characteristics for dogs. Explain that the characteristics for the dogs are really stereotyping. Discuss with the class the errors associated with characterizing dogs and carry the concept over to stereotyping people based on appearance.

O. Have the students select a Diversity Bean of their choice. Ask for their expectations and then have them taste the beans. Reinforce the concept of not judging based on appearance, but rather judging based on what's inside the bean.

P. Relate this to people and discuss with the class the need to judge people based on what's inside, not on appearance. Discuss with the class the fact that people's appearance is not an indicator of what they are like. Discuss how nice looking people can be bad or how mean looking people can be nice. Explain that we should judge people on actions, behaviors and attitudes, not on appearance.



K-5th Grade Lesson Plan on Diversity Appearance

Objective: Expose students to concept that they should not judge people by appearances.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

- A. Have the students count their beans and divide them up into piles of the same color.
- B. Have the students count how many beans they have of each color.
- C. Discuss with the students which colors they like and dislike and why.
- D. Have the students discuss their expectations based on the colors.
- E. Have the students list the possible flavors that could be associated with each color and why.
- F. Ask the students if it is "fair" to base their choice on color when expected flavor is what they are really basing their decisions on.
- G. Allow the students to "trade" beans based on their desire for certain flavors/colors.
- H. Have each student select a bean of their favorite color. Record on the board the expectations of the class, i.e. everyone with a yellow bean expects lemon flavor.
- I. Have the students eat the beans. Record on the board the results.
- J. Discuss with the students the possible reasons for the results, i.e. are the flavors mixed up or is there a pattern.
- K. Ask the students what they expect when they taste the next bean. Ask the students if they want to taste the same color beans or if they want to switch colors.
- L. Have each student select another bean of the same color. Have them closely examine the bean to see if they can tell what they should expect when they eat it. Record on the board the expectations.
- M. Have the students eat the beans and record the results on the board. Compare the results with the first round, and discuss any differences.
- N. Continue this process for as many rounds as desired.
- O. Once the class reaches the stage where they realize that the color on the outside is not a good indication of flavor on the inside, discuss how this relates to NOT judging people by their

appearance. Relate this concept to stories the students may have read such as "Beauty and the Beast", "The Little Engine That Could", "The Iron Giant", etc.



K-5th Grade Lesson Plan on Diversity Colors

Objective: Use colors and filters to study the concept of diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. A prism, a light source and plastic filter sheets.

Procedure:

A. Discuss the primary colors and the ability to produce all other colors (except black) from combinations of the primary colors. Have the class try to list the combinations, such as red and yellow make orange, red and blue make purple, blue and yellow make green, etc. Discuss secondary colors.

B. Discuss the concept of the colors white and black. Explain that black is the absence of color/light (thus a black hole) and that white is all the colors combined.

C. Use a prism to break a beam of light into the light spectrum. Ask the students if they can give any other examples of prisms and the light spectrum. (If they do not come up with rainbows, ask the students about rainbows).

D. Introduce the plastic filter sheets and ask the class to discuss what will happen when the sheets are used. Have the students look at a light source using various colors of filters.

E. Ask the class what will happen when combinations of filters are used. Use various combinations of filters with a light source to obtain results. Discuss the results with the class.

F. Discuss with the class the fact that filters exist in nature. Ask the class why the sky is blue? Lead a discussion on the filtering effect of the sky.

G. Lead a discussion on how filters change our perception of what we see. A yellow filter will make light appear yellow, but also changes the color of all the other objects. A blue object would appear to be green, etc.

H. Pass out the Diversity Beans and have the class list the colors and match up the flavors.

I. Divide the beans into piles by color.

J. Have the class observe the beans through the plastic filter sheets and record the results.

K. Have the class select and taste various beans. Record the flavors tasted with the colors.

L. Discuss why the Diversity Beans don't taste as expected. Explain that one possible reason is that personal filters are creating expectations based on color/appearance.

M. Discuss the fact that we all observe the world through our own set of internal filters. Explain that our prejudices act as filters whenever we encounter others. Ask the class how these filters might work.

N. Lead a discussion on how stereotypes and prejudices act as filters in our daily interactions with others. Discuss the fact that diversity means that we recognize our filters and try to compensate for them. Explain that in a perfect world, we would eliminate the filters, but that we live in the real world. Discuss that diversity means we examine the filters within us and try to avoid judging others based on our filtered views. Our filters create a false appearance of others and make us prejudge incorrectly. Diversity means that we look beyond our filters, past appearances and judge others based on actions, attitudes, and behaviors.



K-5th Grade Lesson Plan on Diversity Expectations

Objective: Expose students to the concept of developing expectations.

Materials Required: Approx. 1.5 oz of Diversity Beans per student and assorted fruits.

Procedure:

- A. Have the students count their beans and divide them up into piles of the same color.
- B. Divide the students up into six groups and assign each group one of the colors of the beans.
- C. Have the students list objects that they know have the same color as their group's color.
- D. Next have the students look around the classroom and find objects that are the same color as their group's color.
- E. Lead the class in a discussion of color as it relates to objects. If a student has on a shirt that matches the group's color, ask the students if all shirts are expected to have that color, or all balloons, or all hats, etc.
- F. Explain the concept of expectations and have the students explore the different ways that expectations are established, i.e. by color or smell or touch, etc.
- G. Ask the students what their favorite flavor of jelly is and discuss what their expectation would be if they have a peanut butter and jelly sandwich with purple jelly.
- H. Have some pieces of fruit (banana, orange, apple, lemon, etc.) available in the classroom and have the children close their eyes and feel a piece of fruit and try to identify the fruit, have them develop an expectation of what they are feeling.
- I. Divide the Diversity Beans up by color and hand them out to each group. Ask the students what their expectations are of each colored bean.
- J. Have each group agree on what flavor they expect to taste based on the color of bean they have.
- K. Ask the students if they could close their eyes and develop an expectation of taste based just on feel, or smell.
- L. Have a bowl of mixed beans available and have a few students close their eyes and pick out a bean and describe it using just their sense of touch.
- M. Tell the students you are now going to conduct an experiment on meeting expectations.

- N. Ask each group what their expected flavor is.
- O. Have all of the students take a bean of their assigned color and have them all taste it at the same time.
- P. Ask which students tasted the flavor they expected. Record the results.
- Q. Ask the students what their new expectations are and why.
- R. Have the students take another bean and taste it, ask how many students tasted the flavor they expected and record the results.
- S. Give the students the chance to select any color bean to taste and ask them what their expectations are.
- T. Have them taste the color of their choice and ask them if their expectations were met. Record the results.
- U. Review with the students why they had expectations of taste based on color.
- V. Discuss with the students expectations based on appearance for people.
- W. Ask them what they would expect from people dressed in various outfits (suit, police uniform, nurses uniform, ripped t-shirt, barefoot, stained clothes, etc.).
- X. Ask them if bad people always dress in a certain way (this can lead to a discussion on avoiding strangers).
- Y. Lead them into a discussion of judging people and developing expectations based on appearance. Explain the importance of judging people not on their appearance but on their attitudes and behaviors.
- Z. Define diversity and relate the concept of diversity to the concept of not setting expectations or judging people based on outward physical appearance.



K-5th Grade Lesson Plan on Diversity Expectations - Fruit

Objective: Expose students to the concept of developing expectations.

Materials Required: Approx. 1.5 oz of Diversity Beans per student and assorted fruits.

Procedure:

- A. Have the students count their beans and divide them up into piles of the same color.
- B. Divide the students up into six groups and assign each group one of the colors of the beans.
- C. Have the students list objects that they know have the same color as their group's color.
- D. Next have the students look around the classroom and find objects that are the same color as their group's color.
- E. Lead the class in a discussion of color as it relates to objects. If a student has on a shirt that matches the group's color, ask the students if all shirts are expected to have that color, or all balloons, or all hats, etc.
- F. Explain the concept of expectations and have the students explore the different ways that expectations are established, i.e. by color or smell or touch, etc.
- G. Ask the students what their favorite flavor of jelly is and discuss what their expectation would be if they have a peanut butter and jelly sandwich with purple jelly.
- H. Have some pieces of fruit (banana, orange, apple, lemon, etc.) available in the classroom and have the children close their eyes and feel a piece of fruit and try to identify the fruit, have them develop an expectation of what they are feeling.
- I. Divide the Diversity Beans up by color and hand them out to each group. Ask the students what their expectations are of each colored bean.
- J. Have each group agree on what flavor they expect to taste based on the color of bean they have.
- K. Ask the students if they could close their eyes and develop an expectation of taste based just on feel, or smell.
- L. Have a bowl of mixed beans available and have a few students close their eyes and pick out a bean and describe it using just their sense of touch.
- M. Tell the students you are now going to conduct an experiment on meeting expectations.

- N. Ask each group what their expected flavor is.
- O. Have all of the students take a bean of their assigned color and have them all taste it at the same time.
- P. Ask which students tasted the flavor they expected. Record the results.
- Q. Ask the students what their new expectations are and why.
- R. Have the students take another bean and taste it, ask how many students tasted the flavor they expected and record the results.
- S. Give the students the chance to select any color bean to taste and ask them what their expectations are.
- T. Have them taste the color of their choice and ask them if their expectations were met. Record the results.
- U. Review with the students why they had expectations of taste based on color.
- V. Discuss with the students expectations based on appearance for people.
- W. Ask them what they would expect from people dressed in various outfits (suit, police uniform, nurses uniform, ripped t-shirt, barefoot, stained clothes, etc.).
- X. Ask them if bad people always dress in a certain way (this can lead to a discussion on avoiding strangers).
- Y. Lead them into a discussion of judging people and developing expectations based on appearance. Explain the importance of judging people not on their appearance but on their attitudes and behaviors.
- Z. Define diversity and relate the concept of diversity to the concept of not setting expectations or judging people based on outward physical appearance.



K-5th Grade Lesson Plan on Diversity Expectations II

Objective: Use Diversity Beans to discuss expectations and diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

- A. Give each student 6 Diversity Beans, one of each color.
- B. Discuss the possible flavors for each color with reasons for each possibility.
- C. Tell the class the 12 different flavors and have them match the colors and flavors (cinnamon, orange, root beer, coconut, sour apple, licorice, pineapple, grape, huckleberry, cherry, lemon, and lime).
- D. Have the students place the beans in the order that they like them, line them up from the bean they most want to eat to the bean they least want to eat. Have the students record their order of preference.
- E. Ask the students why they have ranked the Diversity Beans in the order they ranked them.
- F. Ask if any students don't want to taste a specific color and discuss why.
- G. Have the students select a Diversity Bean to taste and have them record the color and their expectation.
- H. Have the students taste the Diversity Bean and have them record the result.
- I. Discuss the results. Ask which students tasted a red bean and see what flavor they tasted. Have the students share with the class their results.
- J. Ask the class if this changes anyone's expectations for the next bean. Discuss why.
- K. Have the students select a Diversity Bean to taste. Have them record the color and their expectations.
- L. Have the students taste the beans and record the results.
- M. Discuss the results and ask if the student's expectations are changing.
- N. Ask the students if they would still rank the beans in the same order. Discuss why or why not. Allow the students to change their order if they want to. Record any changes.
- O. Have the students select and taste the next bean, have them record the results.

P. Discuss with the students possible explanations for the results. Discuss how the results are changing their expectations.

Q. Discuss with the students why they ordered the beans in the way they did to start. Ask if color and taste expectations are valid reasons now that they have tasted the beans. Discuss characterizing beans based on color/appearance.

R. Discuss how people characterize each other when they first meet. Ask the students if they characterize each other based on appearance before they even get to know each other.

S. Discuss whether appearance is truly an indicator of what a person is like. Relate the appearance of people to the color of beans. Discuss the results of the tasting of the beans in terms of what it could mean for people (you can't judge people by their appearance).

T. Discuss with the students that we should judge people based on attitudes, behaviors and actions.



K-5th Grade Lesson Plan on Diversity Food Groups

Objective: Use food groups to explore the diversity in food and people.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. Boxes of food with the food guide pyramid on the side.

Procedure:

- A. Divide the class into 6 groups and assign each group one of the food groups on the food pyramid.
- B. Define the food groups for the class and discuss the reasons for the food groups. Lead a discussion on general nutrition.
- C. Assign each group a color of Diversity Beans. Divide the beans up and pass them out to each group.
- D. Have each group pick the flavor of bean that best matches their color, assign the flavor to the food groups.
- E. Have the groups list all of the foods they can think of that are in their food group.
- F. Discuss each food group, listing the types of food in the group and the nutritional value of the group.
- G. Choose some foods that cross the lines and belong in multiple groups (chocolate covered raisins, chocolate milk, rice pudding, pasta primavera, etc).
- H. Have the students pick one of the Diversity Beans representing their food group and have them taste it. Ask which students tasted the flavor they expected. Record the results.
- I. Have the students choose another bean and ask them what flavor they expect to taste. Have the students taste the beans and record the results. Repeat until most of the students don't know what to expect.
- J. Ask the students who didn't taste the flavor they expected if they can think of an explanation to explain it.
- K. Guide the class towards discussing that sometimes you can't classify a food by its appearance. Relate this to the Diversity Beans in that you can't judge the flavor of the beans by their color.
- L. Ask the class about judging people by appearance. Ask if they can tell what group of people a person belongs to by their appearance. Have the students list groups/categories of people.

M. Explain to the class that food has been stereotyped by its predominant component so that people can monitor their nutrition.

N. Discuss with the class if there is a reason to stereotype people.

O. Explain to the class that people are like food, they can fit into numerous categories or groups. Explain that we shouldn't judge people by appearance or expectations. We should judge people based on their behaviors, attitudes, and actions.

P. Ask the students what they expect now when they taste the Diversity Beans. Have them select any bean to taste. Ask why they are selecting the colors they select. Have them taste the beans and see who tastes what they expect.

Q. Tell the class that they have broken their expectation based on color and appearance with Diversity Beans. Discuss with them that they should carry that over to their expectations of people they meet and they should not judge by appearance.



K-5th Grade Lesson Plan on Diversity Geography

Objective: Explore the diversity of people found within the United States.

Materials Required: Map of the United States and 1.5 oz of Diversity Beans per student.

Procedure:

A. Pick six states or geographic regions (South, Northeast, Mid-West, Rocky Mountain, Central, etc.) of the country.

B. Divide the class up into 6 groups and assign each group a state or region.

C. Have the groups study the state or region assigned and prepare a short oral report describing the area. The description can include crops grown, rural, urban, population, accents, types of food, state capital, landmarks, ethnic backgrounds, sports teams, famous people, weather and climate, topography, etc.

D. Assign each group a color of Diversity Beans to represent the people of their state or region.

E. Have them assign attributes to the people based on their knowledge and perceptions of the state. Some recommended states would be Texas, Iowa, Florida, Washington, New York, Georgia, Louisiana, California, Hawaii, and Alaska.

F. Record on the board or on flip-charts the attributes given to the people, basically have the students stereotype the people in their assigned states.

G. Ask the students if they have relatives that live in any of the states or areas, or if they have lived there previously. Ask these students if they think the descriptions developed by the groups are accurate.

H. Ask if anyone can define the word stereotype, and define it for the class.

I. Lead the class in a discussion of stereotyping and how easy it is to stereotype based on race, sex, ethnicity, background, appearance, etc.

J. Ask the students what they expect from their color bean. Associate the flavor with the state and people.

K. Lead them in a discussion of exterior appearance creating expectations and stereotyping.

L. Have them taste a bean associated with their state/region.

M. Record how many students tasted what they expected.

N. Repeat the tasting 5 or 6 times and record the results.

O. Discuss the fact that people from one state may have all the same appearance but have different flavors. Also, people (beans) with the same flavor are distributed throughout the states (have the students who tasted lemon raise their hands and show that "lemon" people are distributed throughout the states).

P. Ask the students if anyone feels confident that they can pick a "person" from a given state and match both the color and flavor of the bean. Have them try and record the success rate.

Q. Lead them in a discussion on not letting stereotypes/expectations affect their opinion of people. Explain to them the harm in prejudging people based on appearance or background.

R. Lead a discussion on the fact that where someone is from does not determine what they are like. Discuss behaviors and attitudes versus appearance.