

# Come Join in the Circle

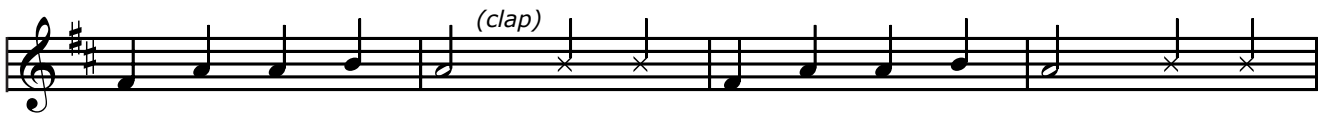
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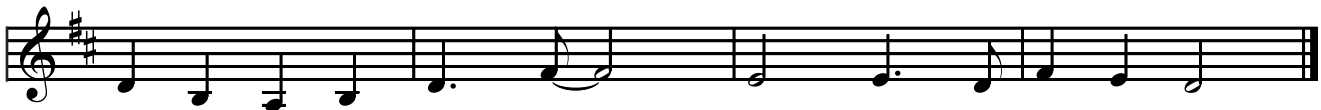
Come join in the cir - cle. — Moon, moon, the moon and sun.



Come join in the cir - cle. — There's room for eve - ry - one.



I'm so glad you're here. I'm so glad you're here.



Come join in the cir - cle. — There's room for eve - ry - one.

## Come Join in the Circle

Come join in the circle,  
Moon, Moon, the moon and sun.

Come join in the circle,  
There's room for everyone.

I'm so glad you're here. (*clap, clap*)

I'm so glad you're here. (*clap, clap*)

Come join in the circle,  
There's room for everyone.

Wave around the circle,  
Moon, Moon, the moon and sun.

Wave around the circle,  
Wave to everyone.

Wave the way you like,  
Wave the way you like,

Wave around the circle,  
Wave to everyone.

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# Alike and Different



**CASEL SEL COMPETENCIES**

- SA** Self-Awareness
- SO** Social Awareness
- RS** Relationship Skills

## Gathering: “Come Join in the Circle”

Have students sit in a circle. Play and sing the song, “Come Join in the Circle.” See page 6 for the music and song lyrics.

## Agenda Check

Today we are going to do some more things to get to know each other better. We just finished our song for the gathering (Gathering). Some puppets will help us start to look at ways we are alike and ways we are different (Alike and Different). Then we will play a game called Stand Up If (Stand Up If). We will close our lesson by talking about some of the things we learned (Closing).

## Activity: Alike and Different

1. Introduce the puppets to the students, saying something like: **Here are two friends who are going to help us learn about things that people have in common – things that are alike, or the same about us – and things that are different.** Have the puppets introduce themselves. (Puppets’ names should not be those of people in the class.)
2. Through the mouths of the puppets, engage students in noticing differences and similarities by saying something like:  
**PUPPET ONE:** Look at us. We are friends; we are *just like* each other.  
**PUPPET TWO:** No, we’re not. My mom says *everybody* is different.  
**PUPPET ONE:** Well, I think we are more alike than different. Maybe these students can help me out. What ways can you see that we are alike or the same?
3. After some discussion, Puppet Two could ask: **There are lots of ways that we are alike, but there are also many ways that we are different. I bet these smart students could think of lots of things that are different about us. How are we different?**
4. Listen actively as the students notice differences in skin color, hair, eyes, facial characteristics, gender, and clothing.
5. Depending on your class, you may or may not want to go to a more abstract level. For example, after they have identified differences that can be seen, you could ask them about other things that could be the same or different about them, things that cannot be seen.

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## Workshop Agenda

- Gathering: “Come Join in the Circle”
- Agenda Check
- Activity: Alike and Different
- Activity: Stand Up If
- Closing: Summary

## Materials

- Workshop agenda, written on chart paper and posted
- Two different puppets

## Learning Outcome

- Students will be able to identify how they are similar to and different from one another.
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Through a discussion, you could come up with such things as: kinds of families, numbers of brothers and sisters, hobbies and interests, favorite color, favorite food, etc. Point out that we can't know these things about others until we get to know them.

6. Have two volunteers stand in front of the group. Ask the class to identify ways the students are different. Next, ask them ways the two students are alike. You can repeat this several times so that eventually everyone who would like to participate has had a turn. This makes a good, quick activity when you are transitioning from one activity to another and have a little time.

## Activity: Stand Up If

1. Introduce the activity by saying: **We are going to play a game that will let us get to know some of the ways in which we are the same and some of the ways in which we are different from each other. This is a special game with NO TALKING. Sometimes we can say things without using words.** Bring up examples, like waving hello or smiling at someone. **The game is called Stand Up If. The way we will show that we are the same or different is by standing up or staying seated. We will be able to “listen” by looking to see who is standing and who is sitting. How could we say *yes* or *no* without talking?** Elicit that *yes* will be thumbs up, and that they can answer *no* by thumbs down.
2. For the first statement, say something that will get everyone to stand, such as: **Stand up if you have two ears.**
3. After they are all standing, ask if this is a way that we are alike and elicit a thumbs up.
4. Continue with a variety of topics that will be of interest and will show similarities and differences between different students. Possible topics include: number of siblings, if they are the youngest or oldest child, number and types of pets, likes and dislikes in areas such as food, games, etc. Encourage students to observe who is standing and who is sitting, who is the same as they are and who is different from them. Occasionally ask them to nod *yes* or *no* to questions like: **Is this a way that we are different from some people in our class? Are we all alike in this way?**

## Closing: Summary

Today we have learned that there are ways that we are different from each other and that there are also ways that we are alike. Being different can be fun. Can you imagine what it would be like if we were all *exactly* the same? It is also very nice to know that in many ways, underneath our differences, we are all alike. What is something new you learned today about somebody else in our class?

## Extensions and Infusion Ideas

### Concentration

This activity requires a photo of each student. For each photo, cut a piece of cardboard to the same size. Laminate or glue each photo onto the cardboard pieces, making a set of cards.

These cards can be used for several variations of the game Concentration. Lay out all the cards face up. Have the children take turns at finding cards with certain similarities. Examples include finding all the cards with certain hair color, curly hair or straight, short or long, etc. Children's observations can allow for discussion about who has dark skin, light skin, who likes to wear certain clothing, etc.

For larger classes, these activities could be done in small groups with groups of cards, if desired.

You could also try the more traditional version of Concentration in which the cards are placed face down and children try to match cards with certain characteristics from memory.

### *Stellaluna*

*Stellaluna*, by Janell Cannon (San Diego: Harcourt Children's Books, 1993), is a classic story that shows that friends can be both different and very much alike at the same time. Through the story of a baby bat that tries to act like his adoptive family of baby birds, the book explores the pitfalls of not being who we really are.

### Class Graphs

Graphs allow students to see similarities and differences in a concrete, obvious way. There are many ways and countless topics that can be graphed. Some examples of topics include:

- Favorite color
- Favorite food
- Favorite game
- Pets
- Number in family

The following is an example of a graph from Diane Levin's book, *Teaching Young Children in Violent Times* (Cambridge, MA: Educators for Social Responsibility, 2004). The teacher who used this graph took Polaroid pictures of each student, laminated them and attached a piece of Velcro to the back. If you didn't use pictures, you could make name cards for each student that could be attached to the graph instead.


## OUR CLASS GRAPH

The Question  
of the Day:


How do you get to school?

8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>


Car



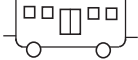
Walk



Bus



Subway – T



## Connecting to Literature

***Whoever You Are***, by Mem Fox

(New York: Harcourt Brace and Company, 1997) Gr. P-3

Summary: Several drawings of children around the world show their superficial differences, and several drawings show the ways in which they are the same in their feelings and needs.

1. What are some of the ways you are different from some of the children in the story?
2. What are some of the ways you are like the children all over the world?

***Best Friends***, by Marcia Leonard  
(Brookfield, CT: Millbrook Press, 1999) Gr. P-2

Summary: Best friends don't always have to agree.

1. Name some of the ways these two friends are different; name some ways they are the same.
2. Tell a way you are different from one of your friends. Does that mean one of you is better or worse than the other? Tell a way you and one of your friends are the same.
3. How do you and your friends settle disagreements?

***All Kinds of Children***, by Norma Simon  
(Morton Grove, IL: Albert Whitman & Company, 1999) Gr. P-2

Summary: Children around the world have things in common.

1. All children wear clothes. How are your clothes different from or like some of the other children's clothes?
  2. What do you like to hold when you are tired or sad?
  3. What are the different ways you go for a ride or get from one place to another?
  4. What are some of the things all children need?
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