Coloring Without Borders
4 Lessons on-Compassion Leading to Action

Self Portrait
(Lesson #1-Language Arts/Social Studies)

Can you help me draw a portrait of you?
¿Puedes ayudarme a hacer un retrato?

Grade: K-2nd

Personnel: Teacher

Materials:
- Handout from the book Coloring Without Borders-Self Portrait (page 24)
- Book We’re All Wonders by R.J. Palacio
- Multicultural crayons or color pencils
- Pencils & erasers
- Mirrors or phones/iPads (to use the reverse camera option as a mirror)
- White scratch paper
- Lined paper
- Construction paper

Length of Lesson: 2 class periods (depending on the number of students in the class)

Standards:
- Direct to SmartBoard or visual support for presentation
- Students will need the above materials
- Students will work independently, in partners, and as a whole group

Anticipatory Set:
Learning: Students will create a self-portrait using “Can you help me draw a portrait of you? Puedes ayudarme a hacer un retrato?” (Page 24). Students learn,
appreciate, articulate who they are and where they come from, and write an autobiographical or I am poem about themselves. In addition, they find connections to others in their class.

**Purpose:** To help students explore/express/connect their cultural identity through art.

**Transfer:** Students will also be able to see that we are uniquely different people and diversity exists even within our own families. It teaches them about themselves as well as others, their community, their country because things aren’t always what they seem. We all look differently, so this opens their minds to thinking about and accepting others which starts the lines of compassion.

**Methodology:**

- Teacher directs students to sit on the carpet and reads the book *We’re All Wonders* by R.J. Palacio.
- Teacher asks them to try and figure out what the book is trying to say. Discuss.
- Teacher explains that they will be sharing through their art and words how they are all special too.
- Teacher directs asks students to describe his/her physical appearance from the neck up (if she/he wants they can use a photograph of a random person and project it for students to examine).
- Teacher records their answers on the board...guiding them with hair, skin complexion, eye color, etc.
- Teacher shares with the students his/her cultural background and where some of her/his traits comes from.
- Students use their mirrors or devices to look at their faces and hair
- Students turn, talk, and share their cultural backgrounds and where some of their traits come from.
- Teacher asks for 2 volunteers to share with the class a little about themselves.
- Teacher then shares a slide show of art (self-portraits) from culturally diverse artists (ex: Frida Kahlo, Picasso, Van Gogh, Carmen Lomas Garza).
- Teacher asks what the art has in common...self portraits or the original “selfie” and discusses the features, colors, and shapes of the portraits.
- Teacher draws and labels different shapes on the board (oval, circular, triangular, etc.) and directs students to draw in pencil the shape of their face using most of the paper space (so they are not drawing tiny circles etc.).
- The teacher demonstrates how to section off the face into four, so that the students draws the facial features proportionally.
- Teacher draws eyes for the face right above horizontal mid line and discusses eye shapes.
- Students look at their eyes once again in a mirror or reverse camera to decide their shape and apply their eyes.
- The students draw their noses below mid line, looking into their mirror and feeling the shape of their noses with their fingers.
Follow this process until all of the parts of the face are completed (lips, hair, ears, eyelashes, eyelids etc.).

Once the students have finished the practice, the teacher passes out the Color Without Borders- self portrait page.

Students complete their final draft self portrait on the page using the multicultural crayons for skin color (it is helpful to hold the crayons up to your hand and choose the color with a partner), hair, eyes, etc.

Teacher asks them to write about themselves (K- uses the frame “I am _______(smart, funny, kind etc.) I am______ (brave, tall, a girl, a sister, etc.). I am me!” 1st-2nd- write 3 sentences about themselves.

Teacher randomly selects students to share their poems about themselves and their portraits.

Students mount their self portrait and poems side by side onto large horizontal construction paper.

**Closure/Assessment:**

The students will share their portraits and words in an art gallery wall that everyone will see and appreciate.

Teacher will ask students to share something that was appreciated, interesting, similar, different, and a connection with the class and/or table mates.

Teacher will end with praising them for celebrating and caring for each other's uniqueness as it is what makes our country stronger and more kind.
Can you help me draw a portrait of you?
¿Puedes ayudarme a hacer un retrato?
**This House**
*(Lesson #2-Language Arts/Social Studies)*

**Grade:** K-2nd

**Personnel:** Teacher

**Materials:**
- Handout from the book *Coloring Without Borders-What will this house look like?* (page 43)
- Pencils, eraser, color pencils or crayons
- One favorite picture of their family or screen shots of pictures
- Lined paper
- Butcher paper for the background of the quilt
- 9x12 multicolored construction paper
- Glue

**Length of Lesson:** 1-2 class periods (depending on number of students in the class)

**Standards:**
- Students will need the above materials
- Students will work independently, in partners, and as a whole group

**Anticipatory Set:**

**Learning:** Students will draw and write about their homes with their families using “What will this house look like? Como sera esta casa?” handout. Students learn and appreciate what makes a home and family. They learn to see that we come from such different places, but are all a community/family as they create the patchwork quilt of their drawings.

**Purpose:** To help students reflect and think about what makes up their special families that create their homes (near and far). Understand what makes a home. To share a mutual respect for other families around our country.

**Transfer:** Students will be able to share their families and homes (immediate, extended, religious, friends that are more like family, etc.). In turn, they will find similarities, differences, and connections in values, friendship, emotions, strength, support etc. This will lead to their hopes for all of our families in our country.
**Methodology:**
- Teacher writes the words “Family” and “Home” on the board and reads the words aloud.
- Teacher projects a few favorite pictures of his/her family (extended near and, best friends/neighbors that are more like family, soccer family, etc.) and shares how each are a part of his/her family.
- Teacher then projects a few pictures of places she/he call home. (immediate home, in-laws house, mom and dad’s, friend’s that are like family, or even out of the country at relatives homes).
- Teacher asks students to close their eyes and think about their family and home(s).
- Teacher gives them a minute to think and then randomly selects students to share their first 3 thoughts.
- Teacher records (love, mom, dad, Mexico, grandma’s etc.) their answers on the board.
- Students turn and talk to a carpet partner sharing their ideas.
- Teacher directs the students to look at his/her family pictures again to discuss a few questions about family and homes:
  1. Who is really our family?
  2. Do all families look alike?
  3. Can we have more than one place that we call home? What is a home (in their own words)?
  4. Why are families and homes important?
- Teacher records on the board key words from their answers.
- Students then pull out their pictures of their families and sit at their tables or desks.
- Teacher asks students to share with their partners:
  - What makes their family and home special (their family nights, foods, book worms, dance parties, nature lovers, early birds, music etc.)?
- Students take a moment to share their pictures and thoughts.
- The teacher randomly asks for students to share what their partners said.
- Then students are given the handout “What will this house look like?” from *Coloring Without Borders*
- Teacher asks each student to draw their family and homes. There is no wrong way to do it.....all they have to do is create it in their own way...just like their unique families.
- When they finish drawing K uses the frame “My family is_________________. My family is special because__________________. ” to write 2 sentences about their family. 1st-2nd write 3 or more sentences about their families using the words on the board to help.
- Students can glue their family drawings on any color construction paper with their words to be glued behind.
- Teacher will attach (on one side) all of the family drawings like a patchwork quilt on butcher paper (his/hers included....with a blank one at the bottom on the end to represent that the community/family is always open to adding more people to the quilt).

**Closure/Assessment:**
Teacher has students share their work with their tables.
Some students share with the class. Teacher asks each student an exit question:
What was something new that you learned about someone in the class?
What do you appreciate about our family quilt we made?
What do you see when you look at our quilt?
What is your hope for everyone’s family?
What will this house look like?
¿Cómo se verá esta casa?
Swing Buddy  
(Lesson #3-Language Arts/Social Studies)

Grade: K-2nd

Personnel: Teacher

Materials:
- Handout from the book Coloring Without Borders-Buddy Swing (page 42)
- Art supplies, pencil, and, eraser
- Bag with surprise items to help tell a story

Length of Lesson: 1-2 class periods (varies according to number of students in class)

Standards:
- Direct students to the carpet
- Students will work independently, in small groups, and as a whole group

Anticipatory Set:

Learning: Students will understand what it is to be a good friend and have compassion for others. Students will show their learning by completing acts of kindness for another person in their own way.

Purpose: To show students that caring for another person brings us together as a family, community, country. It isn’t difficult and everyone can do it.

Transfer: Students will go out and share their compassion for others beyond the school, their families, and communities. They will begin to see that their kindness for others makes a difference and can be contagious!

Methodology:
- Teacher reads the word “kindness” as he/she writes it on the board.
Teacher asks students to think about what it means and tell him/her if they can spot “kindness” after the story-in-a-bag.

Teacher pulls out a paper bag (or any small bag) with items in it to tell a tell his/her story of when they showed kindness. Ex: I was shopping with my kids at (pull out a Target sign)...my cart was full of the usual (pull out fruit, or milk picture, or pet food toys)...a lot and then a lady and her young daughter came up to me asking for (pull out money) for food. My kids looked at me and I looked them and immediately said that I would be happy to walk around with her to buy her what she needed. She picked out (pull out an apple), bread, water, pizza, cookies, and a little more. We all walked up to the register and I paid for everything. The little girl had a smile on her face when they left with their bag of food. I felt (pull out a heart) good that I could help them. Everyone should have food to feed themselves and their families.

Teacher asks students again if they thought about the word “kindness” and when they spotted it in the story.

Students share their thoughts while teacher records their words the board.

Teacher asks for more ways that students can show kindness at school, home, in their communities, and country.

Teacher adds to their list of suggestions (creating a word bank).

Teacher directs students to think which act of kindness is best for them.

Students turn and talk to a carpet buddy work about which act of kindness they could actually do to make a positive difference.

Teacher will show a visual of the Swing Buddy sheet and reads the words out loud to the class.

Teacher models drawing herself/himself on the swing and writing an act of kindness that he/she will do that week.

Teacher asks students to show a thumbs up when they know what they are going to do and gives them their paper to complete at their seats.

Students draw themselves on the swing with squirrel and write their act of kindness on the paper in a creative way.

Teacher directs students to stand in a circle with their Swing Buddy drawings in front of them. Each student takes turns saying which kindness act they will complete within the week.

Teacher adds his/hers too.

Teacher reinforces that the school, community, or country is better because of them. Their acts will encourage others to follow. These acts don’t stop during the week, but should continue when they can as much as they can.

Teacher may mount the Swing Buddy drawings on a bulletin board/wall/door etc. Encourage the students to look at the board for another idea in how to show kindness the next week.

Closure/Assessment:

Teacher will let each student during free time share their kindness act and how they felt afterward.

Students will compliment each other and ask the student what they plan on doing next!
Can you draw Squirrel and Acorn’s swing buddy?

¿Puedes dibujar al compañero de columpio de Squirrel y Acorn?
Binoculars
(Lesson #4-Language Arts/Social Studies)

Grade: K-2nd

Personnel: Teacher

Materials:
- iPads, tablets, laptops, desktop computer, or phone
- paper/pencil/art supplies
- Book “If Kids Ran the World” by Leo & Diane Dillion

Length of Lesson: 2 class periods (depending on the number of students)

Standards:
- Direct to SmartBoard or visual support for presentation
- Students will need the above materials
- Students will work in partners and as a whole group

Anticipatory Set:

Learning: Students learn and articulate what it is to be compassionate. Students learn perspective. Students learn the importance of compassion and turning it into action.

Purpose: To help students become more aware of their voice, choice, and power to help make our country a better place. To empower them to be agents of change at their level by showing kindness.

Transfer: Students become aware of others, their community, their country as things aren’t always what they seem. We all interpret things differently, so this raises their consciousness to what’s happening in our society.
Methodology:
- Teacher directs students to the carpet and asks students if they are old enough to make their school, city, world a better place?
- Teacher randomly selects 2 students to share their opinions.
- Teacher reads the book “If Kids Ran the World” by Leo & Diane Dillon and asks students to try and find a “rainbow” (thumb to nose with four fingers up and fan forward or away like a rainbow from the face) connection to something that they could do to make the world a better place as he/she reads.
- Teacher asks the students to tell them what they found that they could do.
- Teacher writes down their ideas to create a word bank. (Be kind, friendly, be helpful, plant trees, fix things for people, make people smile, etc.)
- Teacher shows them the binoculars handout and asks them to explain what binoculars are used for.
- Teacher directs them to place their hands like binoculars over their eyes and look around the room.
- Teacher asks them to put their hands together in their laps and tell him/her if they all see the same things through their binoculars.
- Teacher then asks them to close their eyes and think of 2 (3 for 2nd grade) wishes they would want to help our world to see through their binoculars to make it a better place. When they know their answer then they can open their eyes, take a handout, and draw their wishes they want to see in the binoculars.
- Teacher models by drawing her wishes she/he wants to see on the board.
- Teacher then directs students to the board so that he/she can model writing a sentence to match the pictures (K-1 may use a frame to write 2 sentences, 2nd grade may write 3 sentences independently) using the word bank (K-1 has an attached lines).

“I see everyone with ___________________.” Ex: I see everyone with love or families or homes or food or safety or happiness or good schools with books or toys or the medicine they need when they get sick etc.
- Students return back to the carpet and teacher reads a few wishes of students out loud.
- Students may use the “rainbow” connection sign if they made the same wish.
- Teacher tells students that they will now help make some of their wishes come true by completing a class “Kindness Project.”
- The class will look at all of the binoculars and the wishes displayed on a wall. Teacher decides if the project will be done as a class, independently, or in partners. Class or students select 1-3 things they can do to spread kindness in the binoculars of others.
- Ideas: creating cards for those who need a smile, help with trash cans, water plants, bake, pick up litter, donate toys, make a kindness iMovie (showing others how to be kind) and share it with the school, make posters to put up showing kindness, write a kindness song to sing for school assembly, etc.
- Students share ideas.
- Organization to support: Families Belong Together
**Closure/Assessment:**

- Students will complete a “Kindness Project” in partners or independently to show their learning.
- Students will present their outcomes with the class after they finish their projects (times to finish may vary depending on the project chosen)
- Teacher will have “kindness” stars to pass out as the students complete their presentations.
What do you see?
¿Qué ves?