



LESSON: ONE



LEVEL: P - 1



DURATION: ~45min

Specific lesson outcomes for the students in accordance with the Australian Curriculum	How I will determine if outcomes have been met?	Met ✓ X
1. Students will learn about differences in family dynamics, structures and additionally more about themselves as an individual.	> Students will be able to understand that other children may have different family upbringings, traditions and different guardians to themselves.	
	> Value and respect each other's opinions, upbringing and family life.	
2. Indigenous awareness & other cultural backgrounds	> Gain an understanding of Aboriginal culture and other global cultures of other students within the classroom.	
3. Health and safety awareness (diversity, individuality & uniqueness) Movement through dance and language through song development	> Awareness and compassion towards others.	

### Safety Considerations

- |                          |  |
|--------------------------|--|
| > Respectful environment | > Listening to each other              |
| > Valuing each other     | > Supportive and considerate of others |

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
<b>INTRODUCTION</b>					
~5-10 minutes	<ul style="list-style-type: none"> <li>&gt; Class discussion on different family dynamics &amp; structures.</li> <li>&gt; Who is in your family?</li> <li>&gt; Who else could make up a family dynamic?</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students to gain an understanding of who could be in a family.</li> <li>Discuss:                             <ul style="list-style-type: none"> <li>• Mum &amp; Dad</li> <li>• Single Parents</li> <li>• Divorced Parents</li> <li>• 2 Mums</li> <li>• 2 Dads</li> <li>• Siblings</li> <li>• Grandparents</li> <li>• Friends</li> <li>• Adopted</li> <li>• Uncle/ Aunt</li> <li>• Etc...</li> </ul> </li> </ul>	> Class in a circle for a group discussion	> Nil	<ul style="list-style-type: none"> <li>&gt; Class discussions</li> <li>&gt; Questions to be answered</li> </ul>

### MAIN BODY OF LESSON

~10-15 minutes	<b>Activity 1:</b> <ul style="list-style-type: none"> <li>&gt; Students to draw an image of who is in their family.</li> <li>&gt; Additionally, ask students to draw someone else unique family.</li> </ul>	> Draw upon class discussion.	> Students working at their tables.	<ul style="list-style-type: none"> <li>&gt; Paper</li> <li>&gt; Coloured Pencils</li> </ul>	
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LESSON CONTINUED...



LESSON: ONE



LEVEL: P - 1



DURATION: ~45min

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
-5 minutes	<b>Collaboration time:</b> <ul style="list-style-type: none"> <li>› Come back as a group to share students artwork.</li> </ul>	<ul style="list-style-type: none"> <li>› Teachers to lead a class show and tell on their two drawings they have created.</li> <li>› Celebrate each child's home life and family dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>› Class in a circle.</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	<ul style="list-style-type: none"> <li>› Class discussions</li> <li>› Questions to be answered</li> </ul>
-10-15 minutes	<b>Activity 2:</b> <ul style="list-style-type: none"> <li>› Students to fill in their "I am Unique and Special" Worksheet.</li> <li>› Students to write a statement about themselves.</li> <li>› 'I am proud of...'</li> </ul>	<ul style="list-style-type: none"> <li>› Teachers to guide the activity, explaining each sub heading and giving examples.</li> <li>› What I like about myself?</li> <li>› What makes me special and unique?</li> <li>› 2 special things about my family? Examples; culture, beliefs, rituals, dress, food, celebrations etc</li> <li>› What am I good at?</li> </ul>	<ul style="list-style-type: none"> <li>› Students to work on tables.</li> <li>› Teachers to help students with their writing.</li> </ul>	<ul style="list-style-type: none"> <li>› "I am Unique and Special" Worksheet</li> <li>› Pens / Pencils</li> </ul>	
-10-15 minutes	<b>Collaboration time:</b> <ul style="list-style-type: none"> <li>› Come back as a group to share their worksheets with the class.</li> <li>› Have a class presentation on student "I am proud of..." Statements.</li> </ul>	<ul style="list-style-type: none"> <li>› Students to share their work with the rest of the class</li> <li>› Teachers can display work done around the class room to remind students of diversity.</li> </ul>	<ul style="list-style-type: none"> <li>› Circle</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	
<b>CLOSURE</b>					
-5 minutes	<ul style="list-style-type: none"> <li>› Conclude lesson by going over knowledge gained and key ideas.</li> </ul>	<b>Recap lesson</b> <ul style="list-style-type: none"> <li>› Who can be in a family and students to understand that it is okay to come from different family dynamics.</li> <li>› Students to also understand that we are all unique individuals and being different from each other is a good thing. Having diversity makes life more enjoyable and we can learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>› Floor time</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	<ul style="list-style-type: none"> <li>› Answer any questions students may have.</li> </ul>



LESSON: ONE

RESOURCE: I AM UNIQUE WORKSHEET

WHAT I LIKE ABOUT MYSELF?

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WHAT MAKES ME SPECIAL & UNIQUE?

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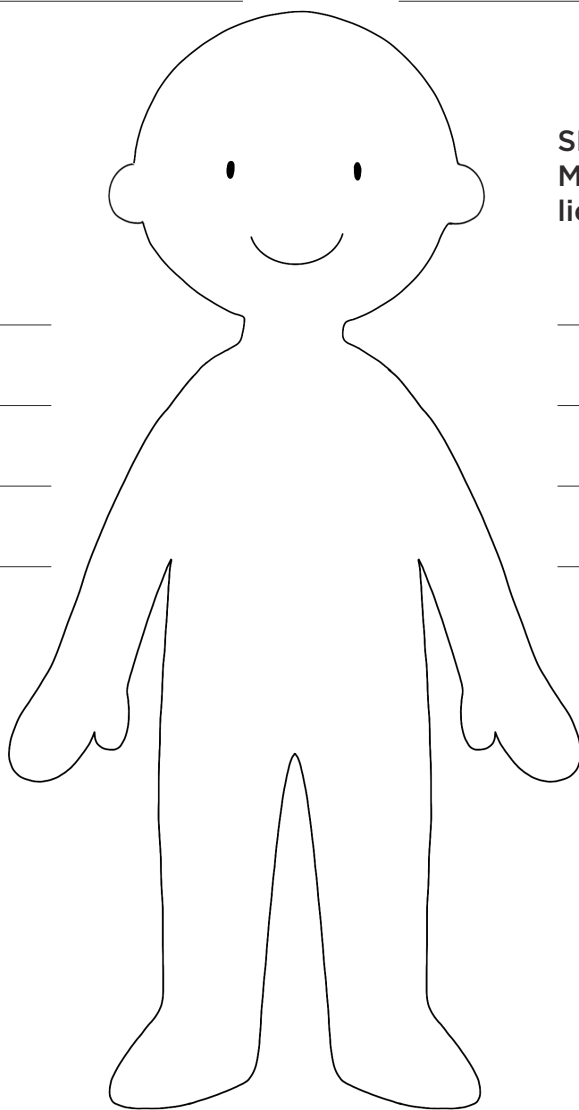
WHAT AM I GOOD AT?

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SPECIAL THINGS ABOUT MY FAMILY? (eg culture, beliefs and celebrations)

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I AM PROUD OF?

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LESSON: TWO



LEVEL: P - 1



DURATION: ~45min

Specific lesson outcomes for the students in accordance with the Australian Curriculum	How I will determine if outcomes have been met?	Met ✓ X
1. Students will learn about values and gender equality.	> Understand their values and gender equality through superhumans.	
	> Value and respect each other's upbringing and family life	
2. Indigenous awareness & other cultural backgrounds.	> Gain an understanding of Aboriginal culture and other global cultures of other students within the classroom	
3. Health and safety awareness (values, diversity, genders and individuality). Movement through dance and language through song development.	> Awareness and compassion towards others	

Safety Considerations	
> Respectful environment > Valuing each other	> Listening to each other > Supportive and considerate of others

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
<b>INTRODUCTION</b>					
-5-10 minutes	<ul style="list-style-type: none"> <li>&gt; Class discussion:                             <ul style="list-style-type: none"> <li>&gt; What are values?</li> <li>&gt; Values are basic fundamental beliefs that are a guide to what motivates us, our attitudes and actions.</li> <li>&gt; What are qualities in a person that are commendable?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>&gt; Make a list of as many admirable values and qualities students know of on the board.</li> <li>&gt; Examples: honesty, caring, loyal, nice, friendly, funny, responsible, supportive, fun, understanding, happy etc.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Class sitting on the floor.</li> <li>&gt; Students to raise their hand if they have a suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; White board / marker</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Class discussions</li> <li>&gt; Questions to be answered</li> </ul>
<b>MAIN BODY OF LESSON</b>					
-10-15 minutes	<p>Activity 1:</p> <ul style="list-style-type: none"> <li>&gt; High Five Worksheet. Students to write down their top 5 values and qualities that are important to them.</li> <li>&gt; Students to write down 3 people they can go to for help if they have a problem they need help with.</li> <li>&gt; Example: parents, grandparents, friends, teachers, police, counselors etc.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Draw upon class discussion.</li> <li>&gt; Discuss where students can go to for help if they need assistance.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Students working at their tables</li> </ul>	<ul style="list-style-type: none"> <li>&gt; High Five Worksheet</li> <li>&gt; Paper</li> <li>&gt; Coloured Pencils</li> </ul>	



LESSON CONTINUED...



LESSON: TWO



LEVEL: P - 1



DURATION: ~45min

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
-5 minutes	<b>Collaboration time:</b> > Come back as a group to share students work.	> Ask a few students to share their High Five Worksheet with the group.	> Class in a circle.	> Nil	
-10-15 minutes	<b>Activity 2:</b> > Students to design and name their very own Superhuman.	Class discussion on Superhumans. > What Superhuman do you know of? > Examples: Superman, Wonder Woman, Spiderman, Batman etc. > What makes a good superhuman? > What are their powers? > Can a superhuman be a female?	> Students to work on tables.	> Superhuman Worksheet > Pens / Pencil.	
-10-15 minutes	Collaboration time: > Come back as a group to share their Superhuman drawings and names.	> Students to share their work with the rest of the class. > Observe if anyone in the class draws a female Superhero. > Teachers can display Superheros around the class room.	> Class format in a circle.	> Nil	

### CLOSURE

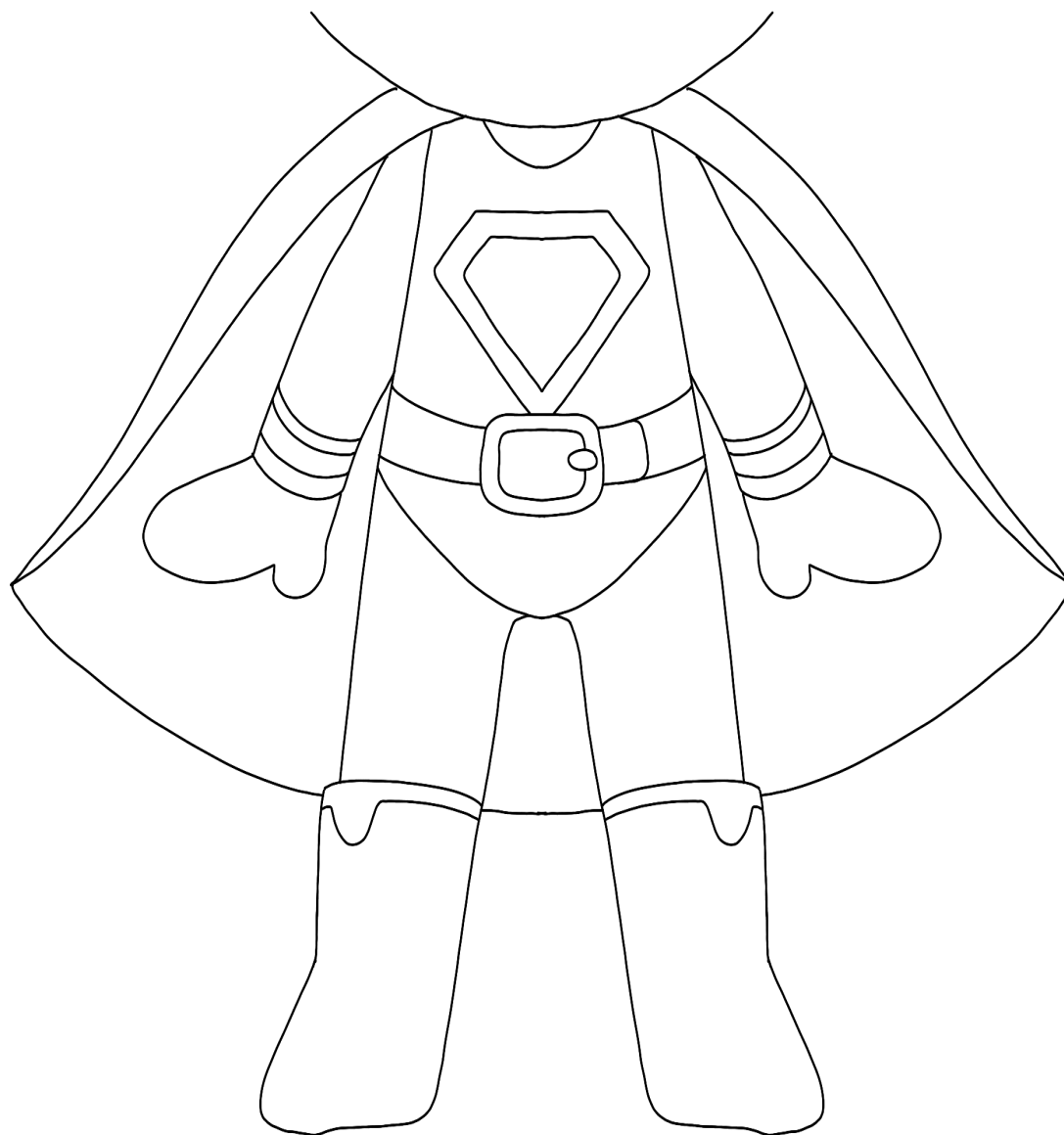
-5 minutes	> Conclude lesson by going over knowledge gained and key ideas.	<b>Recap lesson</b> > What are values and why they are important to have as an individual? > Values may vary from person to person. > Superhumans don't have to be female or male. Both genders play an important role in society but students need to understand we are not defined as an individual based on our gender, rather by our qualities and character.	> Floor time	> Nil	> Answer any questions students may have
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LESSON: TWO

RESOURCE: SUPERHUMAN WORKSHEET

DRAW A SUPERHUMAN WITH POWERS!



SUPERHUMAN NAME

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LESSON: TWO

RESOURCE: SUPERHUMAN WORKSHEET

LIST 5 IMPORTANT VALUES TO YOU


1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



THREE PEOPLE YOU CAN GO TO FOR HELP

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





LESSON: THREE



LEVEL: P - 1



DURATION: ~45min

Specific lesson outcomes for the students in accordance with the Australian Curriculum

How I will determine if outcomes have been met?

Met  
✓ X

1. Students will learn about gender stereotypes and how to speak to others.

> Students will understand job descriptions and that both men and women can work in the same field and have equal opportunity and rewards.

> Understand how to communicate nicely to each other regardless of gender and that words can be harmful.

2. Indigenous awareness & other cultural backgrounds.

> Gain a understanding of Aboriginal culture and other global cultures of other students within the classroom

3. Health and safety awareness (gender stereotypes, equality and diversity)

Movement through dance and language through song development

> Students are supportive and considerate of others.

> Understand gender norms and differences.

### Safety Considerations

- > Respectful environment
- > Valuing each other

- > Listening to each other
- > Supportive and considerate of others

Time      Activity/ Content      Teaching cues      Organisation      Equipment      Cues/ Questions

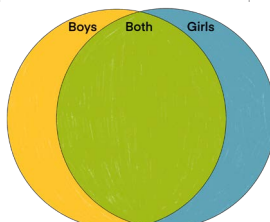
### INTRODUCTION

~5-10 minutes

- > Class discussion on gender stereotypes of men and women.
- > Create a Venn Diagram of similarities, differences and what is neutral between the genders.

- > Create a Venn diagram and use sticky notes to determine what characteristics, roles, actions and jobs are stereotypically portrayed for men and women. Encourage through movement of stick notes.

- > Class sitting on the floor.



- > White board / marker
- > Sticky notes

- > Class discussions
- > Questions to be answered

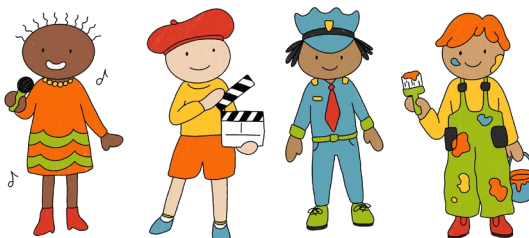
### MAIN BODY OF LESSON

~10-15 minutes

- Activity 1:**
- > Ask students to draw a person in the role of different job descriptions when read out.

**Examples:**  
Firefighter,  
Police officer,  
Army officer,  
Vet, Doctor,  
Hairdresser,  
Lawyer, AFL  
Footballer etc.

- > Teachers to read out job descriptions.



- > Students working at their tables

- > Job Description Worksheet
- > Paper
- > Coloured Pencils

CLASS TO WATCH

<https://www.youtube.com/watch?v=qv8VZVP5csA>



LESSON CONTINUED...





LESSON: THREE



LEVEL: P - 1



DURATION: ~45min

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
~5 minutes	<ul style="list-style-type: none"> <li>› Come back as a group to share their images created and to discuss gender stereotypes in relation to employment and society.</li> <li>› Students should understand equality and that both men and women are entitled to do the same job and earn the same amount of money.</li> </ul>	<ul style="list-style-type: none"> <li>› Teachers to lead discussion on gender stereotypes and equality.</li> </ul>	<ul style="list-style-type: none"> <li>› Class in a circle.</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	
~10-15 minutes	<p><b>Activity 2: Watch run like a girl video</b></p> <p>Students to understand that words can be hurtful and have a long-term effect on people. Students need to be thinking about what they say to each other and how they may be feeling. No one should be made to feel less than others, feel unworthy, discriminated against, feel embarrassed or bullied. Students need to be aware of consequence for inappropriate behaviour and that it will not be tolerated at school. Ask students the difference between a nice statement to someone vs a hurtful statement. (share examples) Students to come up with a positive an inspiring statement about themselves and others in the class. This can be done in letters on sticky notes placed on students backs.</p>	<ul style="list-style-type: none"> <li>› Teachers to set up YouTube clip.</li> <li>› Lead discussion on regardless of gender both men and women contribute to society and we should value each other.</li> <li>› Treat and talk to others the way in which we would like to be treated.</li> <li>› Students to share their work with the rest of the class (last 5 minutes of class).</li> <li>› Share nice statements from class peers.</li> </ul>	<ul style="list-style-type: none"> <li>› Students to work on tables or in a circle.</li> </ul>	<ul style="list-style-type: none"> <li>› Projector</li> <li>› Pens / Pencils</li> <li>› Sticky notes</li> <li>› Envelopes</li> </ul>	
<p><b>EXAMPLES OF INSPIRING STATEMENTS</b></p> <ul style="list-style-type: none"> <li>› “You are cool and unique”</li> <li>› “Your glasses are cool”</li> <li>› “You are kind to others”</li> <li>› “You are the best at soccer in the class”</li> </ul>					
<b>CLOSURE</b>					
~5 minutes	<ul style="list-style-type: none"> <li>› Conclude lesson by going over knowledge gained and key ideas.</li> </ul>	<p><b>Recap lesson</b></p> <ul style="list-style-type: none"> <li>› Gender stereotypes and equality</li> <li>› Be kind to others</li> </ul>	<ul style="list-style-type: none"> <li>› Floor time</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	<ul style="list-style-type: none"> <li>› Answer any questions students may have</li> </ul>

**RUN LIKE A GIRL VIDEO:**

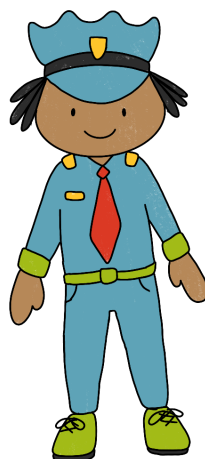
<https://www.youtube.com/watch?v=XjJQBjWYDTs>





## LESSON: THREE

### DRAW THE FOLLOWING JOB DESCRIPTIONS





LESSON: FOUR



LEVEL: P - 1



DURATION: ~45min

Specific lesson outcomes for the students in accordance with the Australian Curriculum

How I will determine if outcomes have been met?

Met  
✓ ✗

1. Students will learn about themselves, individuality and gender stereotypes

> Students will endeavour to understand gender stereotypes.

2. Indigenous awareness & other cultural backgrounds

> Gain an understanding of Aboriginal culture and other global cultures of other students within the classroom

3. Health and safety awareness (gender stereotypes)  
Movement through dance and language through song development

> Students are supportive and considerate of others.  
> Understand gender norms and differences.

### Safety Considerations

- > Respectful environment
- > Valuing each other

- > Listening to each other
- > Supportive and considerate of others

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
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### INTRODUCTION

~5-10 minutes

- > Class discussion on what they already know on gender stereotypes on toys, colours, appearance and social groups.

- > Teachers to introduce today's topics.

- > Class sitting on the floor

- > Nil

- > Class discussions
- > Questions answered

### MAIN BODY OF LESSON

-10-15 minutes

- Activity 1:**
- > Ask students to bring in their favourite toys or have images laminated of popular toys. E.g. dolls, teddy bears, cars, trucks etc....
  - > Ask students to organise their toys into two categories what girls should play with and what boys should play with.
  - > See if students talk about the possibility that anyone can play with the toys regardless of gender.

- > Teacher to facilitate discussion and the sorting of items (toys)
- > Discuss that is okay to like the same things regardless of gender stereotypes.

- > Students sitting in a circle

- > Labels: Girl, Boy, Gender Neutral
- > Toys



LESSON CONTINUED...



LESSON: FOUR



LEVEL: P - 1



DURATION: ~45min

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
~5 minutes	<ul style="list-style-type: none"> <li>› After students have the toys in two columns have a discussion around stereotyping toys based on gender.</li> <li>› Students should understand it is okay to play with whatever toys you like regardless of gender.</li> </ul>	<ul style="list-style-type: none"> <li>› Lead discussion on gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>› Class in a circle.</li> </ul>	<ul style="list-style-type: none"> <li>› Paper</li> <li>› Pencils</li> </ul>	
~10-15 minutes	<p><b>Activity 2: Discussion</b></p> <p>Ask students stereotypical questions:</p> <ul style="list-style-type: none"> <li>› What are behaviours and actions stereotypical for a girl vs boy? E.g. loud, quiet, mean, caring, sporty etc</li> <li>› Ask students what colours represent girls and boys?</li> <li>› Do girls have to dress in pink or like the colour?</li> <li>› Do boys have to like the colour blue and dress in that?</li> <li>› What does a boy stereotypically look, act and dress like?</li> <li>› What does a girl stereotypically look, act and dress like?</li> <li>› Can you be best friends with someone of a different gender?</li> </ul>	<ul style="list-style-type: none"> <li>› Students to gain an understanding that regardless of gender they can like the same things.</li> <li>› Appearance - students to understand it okay to be an individual and have your own unique look.</li> </ul>	<ul style="list-style-type: none"> <li>› Students to work at tables to write answers or sit on the floor for a class discussion</li> </ul>	<ul style="list-style-type: none"> <li>› Pens / Pencils</li> </ul>	
<b>CLOSURE</b>					
~5 minutes	<ul style="list-style-type: none"> <li>› Conclude lesson by going over knowledge gained and key ideas.</li> </ul>	<p><b>Recap lesson</b></p> <ul style="list-style-type: none"> <li>› Gender stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>› Floor time</li> </ul>	<ul style="list-style-type: none"> <li>› Nil</li> </ul>	<ul style="list-style-type: none"> <li>› Answer any questions students may have</li> </ul>



LESSON: FIVE



LEVEL: P - 1



DURATION: ~45min

Specific lesson outcomes for the students in accordance with the Australian Curriculum

How I will determine if outcomes have been met?

Met  
✓ X

1. Students will learn about emotions and how to talk appropriately and respectfully to others

› Understand how to communicate nicely to each other regardless of gender and that words can be harmful.

2. Indigenous awareness & other cultural backgrounds

› Gain an understanding of Aboriginal culture and other global cultures of other students within the classroom

3. Health and safety awareness (emotions)  
Movement through dance and language through song development

› Students to understand their actions and emotions and be mindful and aware of how other could be feeling.

### Safety Considerations

- › Respectful environment
- › Valuing each other

- › Listening to each other
- › Supportive and considerate of others

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
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### INTRODUCTION

~5-10 minutes

- › Class discussion on the topic of Emotions. Write a list on the board of as many emotions students know of e.g. happy, sad, angry, frustrated, shy, surprised, joy, fear etc.....

- › Teachers to introduce today's topic and create a list on the board of Emotions.

- › Class sitting on the floor

- › White board/ marker

- › Class discussions
- › Questions answered

### MAIN BODY OF LESSON

~10-15 minutes

#### Activity 1: Watch emotions video on "Inside Out"

- › Ask students how they would tell if someone is happy, sad, shocked, and nervous? Etc... what would their body language be indicating? What would their facial expressions suggest?
- › Ask students how do we help someone nicely? Example talk to them, ask them what's wrong, give them advice, help them with what they are struggling with, give them a hug etc...

- › Teachers to play video and discuss the following questions/

- › Students sitting in a circle

- › Computer
- › Projector

#### INSIDE OUT VIDEO

<https://www.youtube.com/watch?v=dOkYKyVFnSs>



LESSON CONTINUED...




LESSON: FIVE



LEVEL: P - 1



DURATION: ~45min

Time	Activity/ Content	Teaching cues	Organisation	Equipment	Cues/ Questions
	<ul style="list-style-type: none"> <li>How do we talk to someone nicely vs being mean? What is acceptable in our classroom? What are the consequence of being mean to other people?</li> <li>Students can also write a goal for the year and how they aim to show respect to someone else in the class.</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>I will aim to play with someone new at lunch time</li> <li>I will aim to ask someone how is their day going</li> <li>I will share my toys with others</li> </ul>	<ul style="list-style-type: none"> <li>Teachers to play video and discuss the following questions/</li> </ul>	<ul style="list-style-type: none"> <li>Students sitting in a circle</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>Projector</li> </ul>	
~10-15 minutes	<p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Students are to create their own emotions thermometer with emoji's of common emotions paired with suitable colours to match.</li> <li>Students can also try some Mindfulness Meditation in class to see if that helps calm, focus and relax students. After lunch time is a great way to focus students before moving on to the next topic covered in class.</li> </ul>	<ul style="list-style-type: none"> <li>Thermometers can be placed on the student's desks in the morning and when students arrive they can place an emoji on the thermometer to allow teachers to gain an insight into how that student is feeling. See if emotions change by the end of the day.</li> </ul>	<ul style="list-style-type: none"> <li>Students to work at their tables to create their thermometer.</li> <li>Mindfulness get students in a comfortable position siting up straight or laying down.</li> </ul>	<ul style="list-style-type: none"> <li><b>Thermometer Worksheet</b></li> <li>Pens / Pencils</li> </ul>	
					
<p><b>MINDFULNESS MEDITATION SUITABLE FOR STUDENTS</b></p> <p><a href="https://www.smilingmind.com.au/smiling-mind-app">https://www.smilingmind.com.au/smiling-mind-app</a></p>					
<b>CLOSURE</b>					
~5 minutes	<ul style="list-style-type: none"> <li>Conclude lesson by going over knowledge gained and key ideas.</li> </ul>	<p><b>Recap lesson</b></p> <ul style="list-style-type: none"> <li>Emotions, respectful behaviour and how we communicate to one another nicely.</li> </ul>	<ul style="list-style-type: none"> <li>Floor time</li> </ul>	<ul style="list-style-type: none"> <li>Nil</li> </ul>	<ul style="list-style-type: none"> <li>Answer any questions students may have</li> </ul>

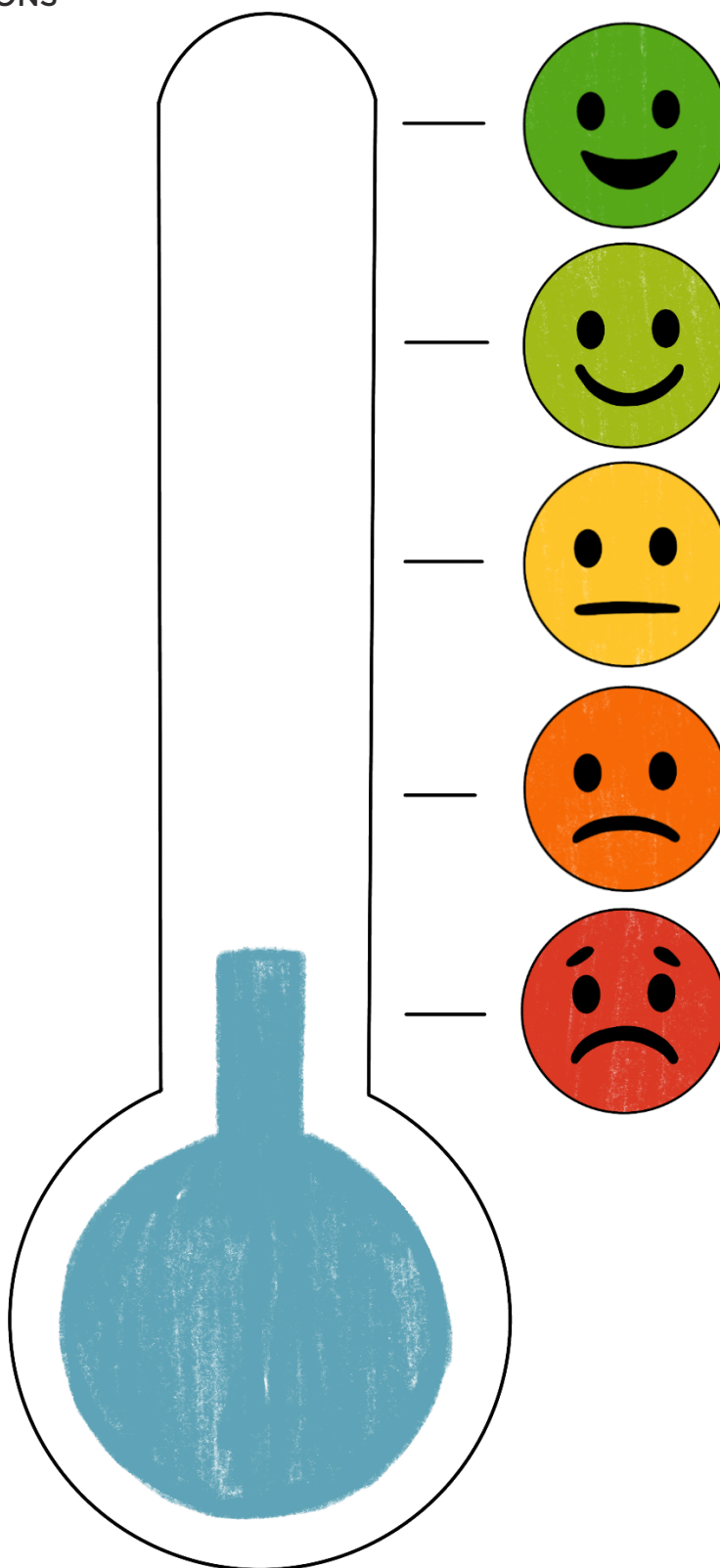




LESSON: FIVE

RESOURCE: THERMOMETER WORKSHEET

## RATE YOUR EMOTIONS







## WELCOME SONG

(A. Testro & M. Girasole)



I'd like to say Salem - I'd like to say Bonjour  
I'd like to say hello and stamp our feet on the floor  
Clap our hands together - Then pat our knees  
Roll our arms up nice and slow - And don't forget to  
sneeze - **Ah Ah Ah CHEW!**  
I'd like to welcome you - It's great to have you here  
Pat our cheeks - touch our nose  
And don't forget to cheer "**YEEE HAWWW!**"  
We'll dance until we Flop - Laugh until we Pop  
Let's sing, twirl and **SHOUT!** As if we'll never stop  
I'd like to welcome You and You and.....**ALL OF YOU!**

### SUGGESTED FACILITATOR SCRIPT

"Wow, look how many of you are here today and look how different you all are! Some of you are short, some of you are tall, I can see red hair, black hair, blonde hair, brown eyes, green eyes - you all look so different but you know what, you are all equal (hand gesture) Same/Same but different! Did you know we can all grow up to be anything we want to be - how great is that!"

"Now, what's the first thing we all do every single morning - WAKE UP!"