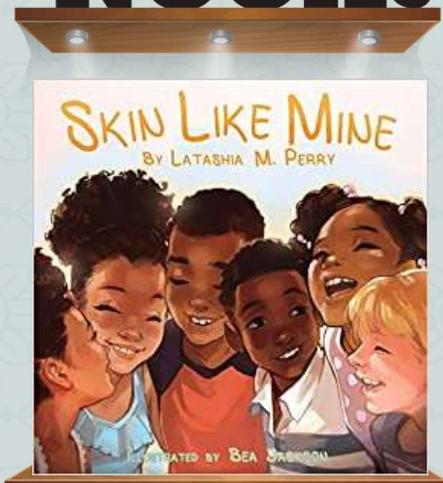


New York State
BOOK NOOKS



Title: Skin Like Mine
Author: Latashia M. Perry
Illustrator: Bea Jackson
Publisher: G. Publishing, LLC
Date published: 2016

Pyramid Model Skill or concept(s)	Cultural Awareness, Identity, Self-esteem, Friendship, Diversity
Goal/Objective:	To empower children through positive self-image, to accept and love themselves along with others. That everyone is unique and beautiful, no matter what the color of their skin tone is.
Emotional Vocabulary:	Unique, Self-assured, Pride, Acceptance

Story Time: (Show and Tell It)

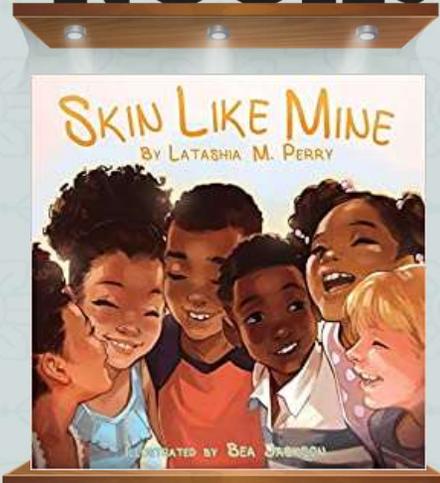
Name of Activity:	I am Special
Supplies needed:	The book "Skin Like Mine", mirrors, white card stock paper, multi-cultural crayons, colored pencils, markers, multi-cultural construction paper, scissors, yarn in different colors representing the hair colors in the program, glue
Ideas of what to say or do.	<p>Warm up:</p> <p>Begin by telling the children that we are all different; we come in different shapes and sizes, and we all have different colors of skin. Show the children the book and read the title and author. Have the children look around at their friends and help them notice that everyone has a different color of skin. Remind the children that the color of their skin makes them "one of a kind" and that just like with their friends, they can have a different skin color than the members of their families. Let them talk about who in their families may have skin that is similar or different than their own. Read the story. While reading, pause as the author describes each skin tone as it relates to the food that is described, ask the children who thinks their skin tone matches the food or they can talk about what food they think their skin tone matches.</p>

Skin Like Mine

This is the story of a young girl who talks about how the color of her skin is unique. On each page, the author describes the skin tone of a character and how it makes them "one of a kind" by comparing the color of skin to the color of different foods. The author states how the color of someone's skin doesn't mean anything, it's what's on the inside of a person that counts. The book ends by saying that you should love the body you were given and that differences in people make the world unique and special.

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Ideas of what to say or do. (continued)

Once the story is done, let the children know they will be going on a walk to see what they can find in the environment that matches the color of their skin (if you can't go for a walk outside, have the children find something in the room/program that closely resembles the color of their skin). On the walk, discuss the object found that the children think resembles their skin tones.

Main Activity:

After your walk, tell the children that they will be creating self-portraits. They can choose whatever materials they want from what is offered to make sure they have the perfect shade that closely resembles the color of their own skin tone. Give the children a mirror so they can look at themselves while they draw if they want to see themselves as they create.

Once the children have created their pieces of art hang them up on a wall surrounding the words, "I am Special".

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Ideas of what to say or do. (continued)

Bring the children back together in a large group. Have them bring their mirrors with them. Remind the children that everyone is special, no matter what color their skin is and that they should be proud of who they are; both on the outside and on the inside. Teach the children the poem, "I am Special".

"I am Special"

I am special, I am special, if
 you look, you will see,
 someone very special,
 someone very special, yes it's
 me, yes it's me!

Read the poem and then have the children repeat. Have them look in their mirrors and repeat the poem again, as they are looking at themselves. Remind the children that everyone is special and unique and that is what makes the world a special place.

What Pyramid Model skill or concept is covered?

Cultural Awareness, Identity, Self-esteem, Friendship, Diversity

