

Cone Kids

MATERIALS

FOR STUDENT:

(one per student unless otherwise noted)

- FloraCraft® Make It: Fun® Foam Cone, 2 3/8" x 3 7/8"
- Wiggle eyes, two 12mm diameter
- Toothpick
- Paintbrush
- Pencil
- Paper plate
- Ziploc bag
- Paint apron

For the following items, color options are: red, blue, yellow, green and orange

- Chenille stems, 12" length, two (will get two legs or arms per 12" stem)
- Chenille stems, 2 1/2" length, one (will get four mouths per 12" stem)
- Colored brad (paper fastener)
- Yarn, 4" length, two



FOR TEACHER:

- FloraCraft® Design It:® Wire Cutter
- Acrylic paint in a range of four human skin colors such as: Raw Umber, Sable Brown, Toffee and Camel
- Scissors
- Pencil
- Masking tape
- Four plastic containers (to hold choice items)
- Permanent black felt tip marker
- Glue gun (for teacher only) or thick white tacky glue
- Old newspapers or plastic tablecloth (optional)
- Plastic-lined garbage can
- Paper towels
- Bucket of water
- Small empty squeeze bottle
- Wet wipes
- Drying area

SOCIAL STUDIES

GRADE LEVEL

KINDERGARTEN – FIRST

COMPLETION TIME

- 30 minute session (2 hours minimum drying time)
- 30 minute session



OBJECTIVES

Students learn to:

- Observe physical differences in appearance and appreciate human uniqueness
- Be introduced to the larger issues of diversity and various ethnic relations
- Respect the importance of human worth, equality and inclusion

STANDARDS

Understand that:

- All people have individual traits and are alike and different in many ways
- All people belong to some groups because they are born into them, and to some because they join them
- Telling and listening is a way that people can learn from others

TEACHER PREPARATION

(Note: Read through all the instructions first and check out the TIPS! Plan for two class sessions with drying time in between them. It is suggested that you randomly assign paint colors but that you allow students to make feature color choices (arms/legs, mouth, nose and hair). During the second session, have a glue gun plugged in and ready to use (ideally set on low temperature) but out of student reach. This can give you immediate adhesion when you're in a hurry to help students. Be sure that the glue has cooled before returning the projects to students (takes a minute or so.) It is also recommended that you make one set of Cone Kids first, before preparing the materials for any others, since knowing how the parts fit, might affect how you prepare the rest of them.

[1] Select a range of four or more paint colors to correspond with human skin such as: light, dark, slightly yellow, and slightly red.

[2] For the arms/legs, use a ruler and wire cutter to measure and cut in half the chenille stems (making 6" lengths) for two arms of one color and two legs of another color, for each student. For the mouth, cut one 2 1/2" length chenille stem per student.

For the hair, use scissors to cut two 4" lengths of yarn, for each student.

Prepare all of these in the various colors and make extras to offer choices.)

[3] Use a pencil to write student names near the edges of the plates. Use a permanent marker to write names on the plastic bags. Put the following into the containers: Yarn hair, chenille stem arms/legs, chenille stem mouths, and brad noses. Wait to set out until the second session.

[4] Set a paper plate with a foam cone, paintbrush, pencil, toothpick and paper towel at each student's place. Just before students arrive, squeeze the various paint colors onto the paper plates.



[1]



[2]



[3]



[4]



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INSTRUCTIONS

[1] Have students wear their aprons and roll up their sleeves, explaining that this paint will not wash out of clothes. Demonstrate and have students hold the pointed top of their cone (upside down) while they paint the bottom, first, and then the sides. When the painting gets close to their hands, have them put the cone down onto the plate and insert their toothpick into the pointed top. Explain that this gives them something to hold while they finish painting the top.

While students paint, squeeze more paint onto their plates and distribute wet wipes as needed.

When they are finished, collect the brushes and put them into the bucket of water (until after class when they can be washed out).

[2] After the foam cones are dry, but before the next session, use a glue gun to glue two wiggle eyes halfway down on each cone. Then put the plate with the cone and their plastic bag at each student's place.



NEXT SESSION

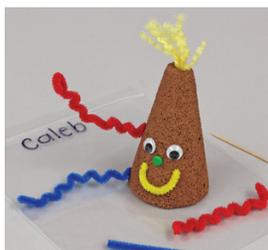
[3] Instruct students to put into their bag, their choice of: One brad for the nose, two lengths of yarn for the hair, two chenille stems for arms, two more for legs, and one short chenille stem for the mouth.

Then have them return to their places. Instruct them to insert the brad nose into their cone. Demonstrate the various mouth options and have them bend their short chenille stem into shape. Show them how to pinch both ends back (about 1/4") in order to insert them into their cone.

Demonstrate and have them fold both lengths of the yarn in half and use a toothpick to push the yarn folds down into the top of the head.



[4] Demonstrate and have students bend the ends of their long chenille stems into loops to make feet and hands. Then show them how they can bend zig-zags into their chenille stems. Have them insert the arms at the sides of the cone, in line with the eyes, and the legs at the sides, near the bottom.



[5] Cut and distribute a short strip of masking tape to each student. Have them write their name on it and put it on the bottom of their Cone Kid. Then, they can pose them in various positions, as desired.

MODIFICATIONS

To simplify project:

- Pre-select colored items and put them into plastic bags along with pre-painted cones for a grab bag of possibilities.
- Wrap colored paper around the cones, instead of painting them. (Attachments can still be made through the paper.)

To expand project:

- Have students think of ways to embellish their Cone Kids with paper, felt, yarn, chenille stems, etc.
- Invite students to create a back story of where their character lives, who their family is, what their home is like, what they eat and where they go to school.

For multiple ages:

- Younger and older students can work side-by-side with older students creating more detailed characters, that might include drawings on cardstock of various accessories, such as pets.
- Older students can do research on the Internet to learn more about other cultures and lifestyles that could open discussions on inclusion.

ADDITIONAL IDEAS

- String yarn or cord around the room and let students position their Cone Kids hanging from it.
- While students are posing their Cone Kids, you can discuss how humans don't choose our skin colors, but we do get to choose the expressions on our faces (smiles, frowns, excitement).
- Have students find photos of people with varying skin colors, and discuss equality and human rights, including those of individuals who have different physical and intellectual abilities. Sometimes these differences can be seen (such as with people wearing braces, using wheel chairs or having Down syndrome). But other times they cannot be seen (such as with people having autism, depression or developmental differences). These people need to be included, too. This type of discussion can build important social awareness.



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TIPS

- Have extras of everything.
- If you're comfortable with mixing colors, use washable tempera paint to mix the range of colors. Acrylic paint works well, but it will not wash out of clothes.
- Prepare the painting area, covering tables if needed. Allow for plenty of space for each student. Have large plastic-lined garbage can ready.
- If the acrylic paint seems too thick, walk around with a squeeze bottle (not a squirt bottle) of water and put a few drops of water on each student's puddle of paint. Or, if you know it in advance, add a little water to the paint in the container and shake well, to thin the paint to the consistency of cream. This will go down into the pores of the foam more easily.
- If students have to move their freshly painted cones, have them hold their plate with one hand and their toothpick with the other, so that the cone doesn't roll off as they walk.

REFERENCES

All Kinds of Families by Mary Ann Hoberman
Taking Down Syndrome To School by Jenna Glatzer
I Have A Dream by Martin Luther King, Jr. published by Random House
Wonder by R. J. Palacio