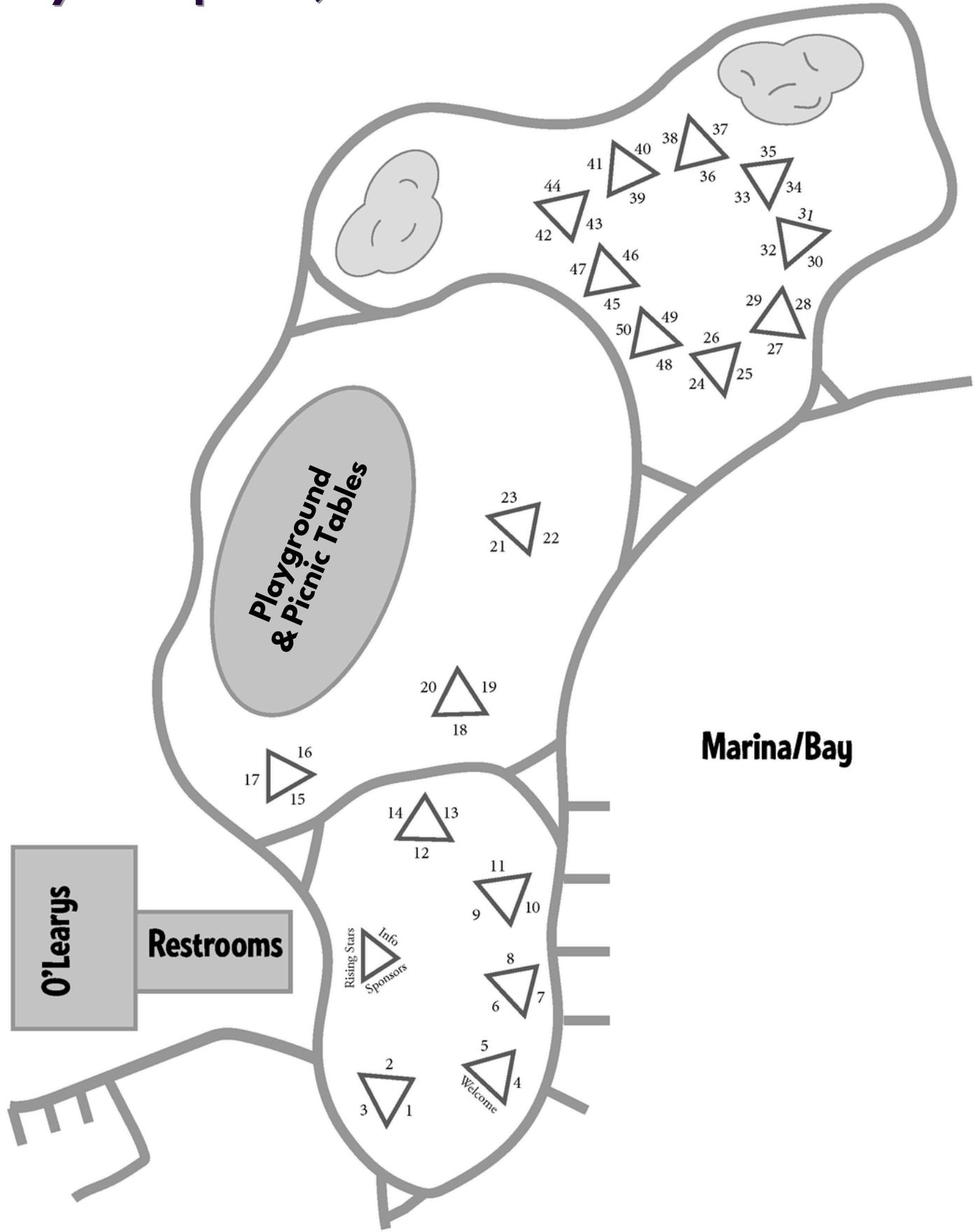


# EMBRACING OUR DIFFERENCES 2026 EXHIBITION

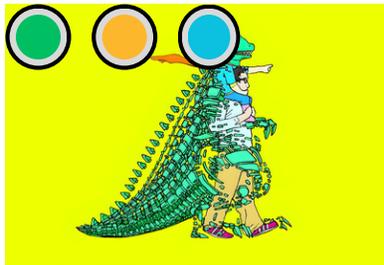
Sarasota's Bayfront Park  
5 Bayfront Drive, Sarasota, FL 34236

January 17 - April 19, 2026





1 The Game



2 We Dream Together



3 Fabric of Us



4 Open to All



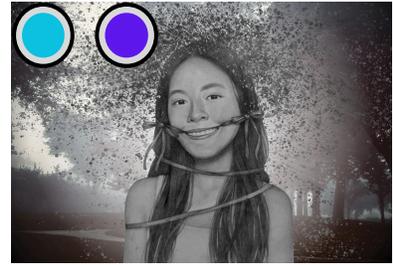
5 Limitless Expression



6 Portraits of Friends



7 All



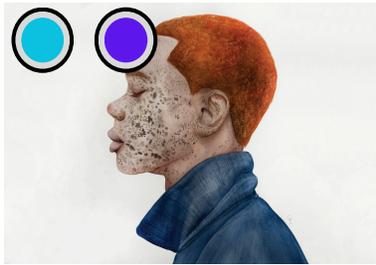
8 Tied Together with A Smile



9 The Most Beautiful Song in the World



10 Drawing Togetherness



11 Breathe



12 The Power of Love



13 Unlocked



14 No Different on the Floor



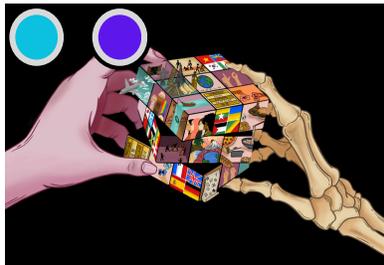
15 The Protectors



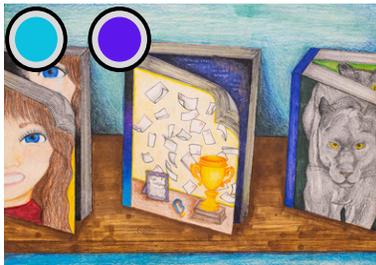
16 Daycare Moment



17 A Scarf Woven From Every Unique Thread



18 One Bones Carry Our Differences



19 Don't Judge a Book by Its Cover



20 Shared Meals

# ENTIRE EXHIBITION

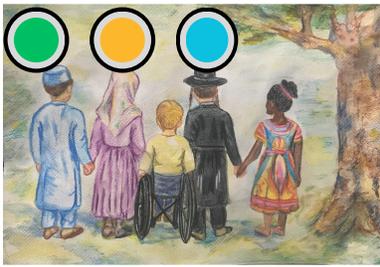
- Recommended for **K-2** Tours
- Recommended for **3-5** Tours
- Recommended for **6-8** Tours
- Recommended for **9-12** Tours

\* Artwork not included in field trip experience





21 World of Peace



22 Different Roots, Shared Future



23 Equal Booths



24 I Ain't Chicken of Differences



25 Fractured Reflections



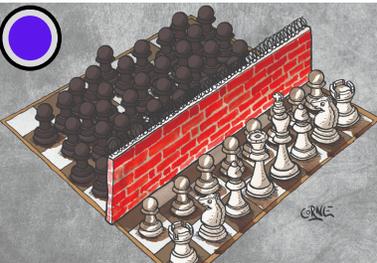
26 Disconnected



27 EYEVERSITY



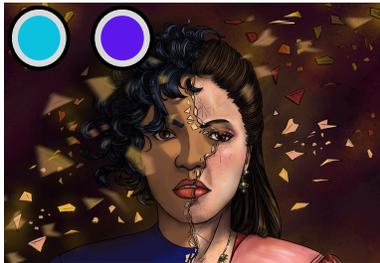
28 Let your Guard Down



29 Divided Game



30 Don't Create Illusion, Embody Reality



31 Break the Mold



32 Belief



33 The Anguish of Denied Identity



34 Puzzle of Humanity



35 Mommy, Please Don't Go



36 Unequal Steps



37 Aesthetic Lies, Brutal Truths



38 Silent Scream



39 Straighten Out



40 True American

# ENTIRE EXHIBITION

Recommended for **K-2** Tours

Recommended for **3-5** Tours

Recommended for **6-8** Tours

Recommended for **9-12** Tours

**\* Artwork not included in field trip experience**





41 Pedaling As One



42 Generations



43 Young Eyes



44 Same     ,  
Different Colors



45 Misfit



46 Fit for Life



47 Language Bridges Between  
Generations



48 Both and Neither



49 Ripples Through Life



50 Like Sardines

# ENTIRE EXHIBITION

 Recommended for **K-2** Tours     Recommended for **3-5** Tours

 Recommended for **6-8** Tours     Recommended for **9-12** Tours

**\*Artwork not included  
in field trip experience**





## How much does it cost to visit the exhibit?

All exhibit field trips are **FREE** with school bus transportation costs generously covered by our sponsors and donors.

## How do we sign up?

Visit [EmbracingOurDifferences.org/Free-Field-Trips](https://EmbracingOurDifferences.org/Free-Field-Trips) to register

## Where do we drop-off, enter, check-in, and park?



**Drop-Off:** After entering the Bayfront Park parking lot at the corner of US 41 and Ringling Blvd., use the traffic circle for bus unloading.

**Enter:** The archway over the pedestrian walkway right off the traffic circle is the entrance to your exhibit experience.

**Check-In:** If you've requested student docents to guide you through the exhibit, they will meet you at the pedestrian archway. Self-guided groups do not need to check-in.

**Parking:** Buses should seek off-site parking. Cars may utilize any available space in the Bayfront Park parking lot. Please note there is a three hour limit for all spaces, and some spaces are reserved for valet parking.

## Where are the restrooms located?

Public restrooms are located to the left after entering the park. Please refrain from using the single stall restrooms inside of O'Leary's Tiki Bar Restaurant.

## Can we bring sack lunches?

Of course! There are picnic tables located near the playground (first come) in addition to grassy areas where

field trips can gather and sit. Please help us keep Sarasota clean by placing all trash in the bins located throughout the park.

## How do I sign up for a guided tour of the exhibit?

Hundreds of high school students serve as guides for school groups who visit the exhibit every year, utilizing Visual Thinking Strategies (see next page for info) for a collaborative student-driven experience. Scheduling your docent is easy. Just click "YES" under "Would you like to have a student docent?" when registering for your in-person field trip.

## We are a self-guided group. Any tips for viewing the exhibit?

Check out the next few pages for techniques to engage your students in the exhibit.

## What Florida education standards are addressed on exhibit tours?

Check out the final page of this packet for a listing of Florida ELA, Visual Art, and Health Education Standards addressed as part of this experience.

# Visual Thinking Strategies



Visual Thinking Strategies (VTS)<sup>™</sup> is a collaborative, student-centered teaching method that improves critical thinking skills and fosters inclusive community-building dialogue through facilitated discussions of visual images.

You do not need any special art training to use this strategy. The goal of VTS is not to teach the history of a work of art but, rather, to encourage students to observe independently and to back up their comments with evidence.

## The Instructor

The role of the instructor in VTS is to facilitate the discussion. This is accomplished through questioning and facilitation techniques. After taking a moment for the group to look silently at the image,

### three questions are essential to the strategy:

- What's going on in the image?
- What do you see that makes you say that?
- What more can we find?

### Discussion facilitation techniques:

- Paraphrase comments neutrally – words like "correct," "wrong," or "good" should not be used.
- Summarize student responses using conditional language ("Sam thinks this could be..."). This keeps the conversation open to other interpretations.
- Physically point to the area being discussed in the image.
- Link contrasting and complimentary student comments.

### Some tips for doing VTS:

- Avoid inserting information. Let students look closely and reason out their responses, rather than discussing the facts.
- If a student comes to a factually incorrect conclusion, gently correct if absolutely necessary during your classroom lesson, not during the VTS conversation.
- Allow the conversation to go where it will, even if it gets off topic. Remember, the goal is not to share information, but to encourage critical thinking.

## The Student

The role of the students in VTS is to:

- Look carefully at the image
- Talk about what they observe
- Back up their ideas with evidence
- Listen and consider the views of others
- Discuss many possible interpretations

## Why Does It Work?

VTS is a research-based approach with measurable growth in all learners across all areas. VTS is an effective teaching method because it:

- Uses visual images to engage, puzzle and intrigue students while building ability and confidence in decoding complex and diverse material
- Is inclusive and fully respects all learners
- Is easily mastered because it uses existing strengths, interests and experiences
- Sparks motivation and curiosity
- Is easy to transfer the verbal reasoning skills and strategies to other areas of study

Learn More





# Visual Thinking Strategies™ Framework



Silently look at image

1

**What's going on in this picture?**

*Listen, Point, Paraphrase*

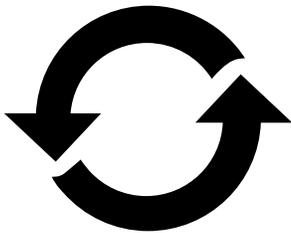
2

**What do you see that makes you say...?**

*Listen, Point, Paraphrase*

3

**What more can we find?**



Thank You



**vts**

Visual Thinking Strategies™



## BONUS - Pose Like the Painting

1

Ask students to choose a figure in the piece to pose like

2

Count down "3...2...1...POSE" and ask students to freeze in pose

3

Ask students:

A. "Which figure did you pose like?"

B. "What do you think they are feeling?"



## BONUS - Change One Thing

AFTER doing  VTS with students, ask:

"If you could change one thing in this artwork, what would you change?"

For example, a change could be switching the colors used, taking out an object, adding an object, or changing the face someone is making."

## Additional Embracing Our Differences Resource Links



Submit  
Art



Submit  
Quotations



Lesson Plans



Video  
Exhibit Tours



Read-Alongs

# VTS Standards Connections



## ENGLISH LANGUAGE ARTS (B.E.S.T): COMMUNICATION (C.2.1)

### Present information orally...

K	<b>using complete sentences.</b>
1st	using complete sentences <b>and appropriate volume.</b>
2nd	using complete sentences, appropriate volume, <b>and clear pronunciation.</b>
3rd / 4th	<b>in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</b>
5th / 6th	in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, <b>and appropriate pacing.</b>
7th	in a logical sequence, <b>emphasizing key points that support the central idea.</b>
8th	in a logical sequence, <b>supporting the central idea with credible evidence.</b>
9th / 10th	<b>with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</b>
11th / 12th	with a logical organization, coherent focus, and credible evidence, <b>while employing effective rhet. devices where appropriate.</b>

## VISUAL ART: CRITICAL THINKING & REFLECTION (C.1.2)

1st	Gather clues to help interpret and reflect on works of art.
2nd	Reflect on and discuss various possible meanings in works of art.
3rd	Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.
4th	Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
5th	Use prior knowledge and observation skills to reflect on, analyze, and interpret exemplary works of art.
6th - 8th	Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.
9th - 12th	Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

## HEALTH EDUCATION - RESILIENCY: CHARACTER

Kindergarten	HE.K.R.1.1	Define and give examples of kindness and caring.
1st	HE.1.R.1.3	Identify the benefits of sharing and cooperation.
2nd	HE.2.R.1.1	Identify the benefits of showing kindness and treating others with respect.
3rd	HE.3.R.1.1	Identify skills needed when working with others.
4th	HE.4.R.1.1	Consider the perspectives of others.
5th	HE.5.R.1.3	Describe the importance of considering the perspective of others when communicating.
6th - 8th	HE.68.R.1.1	Demonstrate the ability to respond with empathy in a variety of contexts and situations.
9th - 12th	HE.912.R.1.2	Demonstrate empathy in a variety of contexts and situations.