

UNAC (with Safe and Caring Schools)

*Developing A Sense of Worth in Oneself and Respecting the Similarities and Differences of Others*



**United Nations  
Association  
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Branch*



**ACGC**   
Alberta Council for Global Cooperation





**Grade 1 Health**  
**Lesson one in a series of two**

Living  
Respectfully

Developing  
Self-Esteem

Preventing  
Prejudice

Respecting  
Diversity

## **Developing a Sense of Worth in Oneself and Respecting the Similarities and Differences of Others**

### **Contributor**

Tracy Goodman, teacher, Brookwood School, Spruce Grove, Parkland School Division

### **Objective**

- To understand that there are cultural/religious similarities and differences in people all around the world
- To recognize that we need to be respectful of others
- To develop the meaning of unique, respect and belief

⌚ **Time:** 60 minutes

### **✂ Materials**

- Have the principal approve handouts before sending them home.
- Have student handout 1 completed before the lesson (sent home and returned). You may want to send home a completed copy of a fictional model for parents to view.
- Prepare an overhead of your completed fictional model.

### **Getting Started**

#### **Knowledge Now**

- Elicit from students what it means to show respect for others. How can we show respect? Print the word *respect* and its definition on chart paper and place it on the wall.
- Use think/pair/share to review what it means to be unique. (This should have been previously discussed in Health Theme 1: Self-awareness and acceptance.) Have students discuss with a partner what they think the word means. Share ideas with the class, and come up with one classroom definition. Print the final definition of unique next to respect on chart paper and display in classroom.

- Brainstorm ideas about how people are unique. Print ideas on the board. The teacher may need to guide the students outside of a physical focus by asking the class, “Do we all celebrate our birthdays the same way? Do we all like to sing? Do we all have blond hair? Do we all like the same foods? Do we all have blue eyes?” We are all unique, which means that we have things that are the same and that are not the same as other people.

## Engaging Interest

- Ask students if they think being different is OK, and why or why not? Explain that by agreeing that it is acceptable to be different from others, we show respect for others. Listening to all the ways that people are different from us helps us to understand other cultures and religions and to learn from them.

## Learning Activities

- This lesson will focus on how each of us is unique. Reviewing student handout 1 (completed at home and returned) before this lesson may provide some background information.
- Demonstrate this by going through the first five questions together identifying some of the similarities and differences among the classmates.
- Use the last three questions (My family celebrates) of the handout “My family and I” on the overhead. Fill out the student responses about their family celebrations and the beliefs their families have and why. Accept both religious and non-religious responses; for example, birthday celebrations and so on.
- Use your fictional model that you sent home to parents. You may use one of the following examples depending upon your class.

My family celebrates birthdays because we believe each person is unique and special. We celebrate other days, such as Thanksgiving, because we are grateful to have so many good things in this country.

**OR**

My family celebrates Christmas on December 25 because we believe that Jesus was born on this day. It is a way for us to celebrate His birth each year. We celebrate other days such as Easter Sunday. We celebrate these because they are a part of the Christian religion.

- Ask students what it means to ‘believe’? What is a belief? Beliefs can be religious or non-religious such as honesty and kindness etc. Do we all have beliefs? Are they all the same or are they different for each person? Is it OK if we don’t have the same beliefs? Print the final definition for ‘belief’ on chart paper and post it next to respect and unique.
- **This can be optional or under teacher’s guidance.** Place students into groups of four and allow them to share their beliefs. Encourage group members to listen to each other, and ask questions about one another’s beliefs.
- As a class, share together. Be sure to model respectful listening and inquiry as well as positive feedback and compliments about student differences.

- End by revisiting the new three words that were introduced today and remind students that we should all be proud of our uniqueness. It is part of what makes each and every one of us special in our own way. It is good to learn about each other.

### **Assessment/Analysis**

- Ask students to explain what it means to be unique and how we can show respect for all of the differences in our classroom and in our school? **It is critical to know that beliefs can be other than religious, such as, honesty, kindness and caring.**
- Ask students to compliment other classmates on something that makes them unique and to be specific. Have them explain what they find interesting about their uniqueness.

### **Application**

- Discuss: What would it be like if we were all the same? Would you like it? Why?
- What might happen if we did not show respect for people who are different from us? How would it make you feel?
- Have a short class celebration of the three new words: respect, unique and belief. Sing a song or have a cookie.

### **Activities for Extension and/or Integration**

- Social One Topic B: My Family and Topic C: Other Canadian Families could lead into lessons focusing on tradition and the celebration of various holidays.
- Students bring in pictures of their celebrations (**non-religious or religious**) to share.

### **Subject and Level Learner Outcomes for Subject and Level**

R-1.9 Recognize and accept individual differences within groups; for example, one's own family.

### **Safe and Caring Topics and Concepts**

- Develop self-esteem
- Living respectfully
- Respect diversity

## Teaching Strategies

<b>Go to</b> <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies.htm</a> For strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think/pair/share</li> </ul>		<ul style="list-style-type: none"> <li>• Questioning,</li> <li>• Probing</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Modelling</li> </ul>			<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Posters</li> </ul>

## Supplementary Resources

- ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers, 2003
- [www.interfaithcalendar.org](http://www.interfaithcalendar.org)
- Scott, S., ed. 1995 *Stories in My Neighbor's Faith: Narratives from World Religions in Canada*, Toronto, Ontario.: United Church Publishing House.

# Student Handout 1

Name \_\_\_\_\_

## My Family and I

1. My full name is \_\_\_\_\_.

2. I was born on \_\_\_\_\_ in \_\_\_\_\_.

3. I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters. Their names are \_\_\_\_\_.

4. My eyes are \_\_\_\_\_ colour.

5. My favourite colour is \_\_\_\_\_.

6. **Optional:** My family celebrates (can be secular such as birthdays or religious)

\_\_\_\_\_ on \_\_\_\_\_.

7. We do this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

8. **Optional:** Other celebrations that are important to my family are (explain why)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Grade 1 Health  
Lesson two in a series of two

Living  
Respectfully

Developing  
Self-Esteem

Respecting  
Diversity

Preventing  
Prejudice

## Developing a Sense of Pride in Oneself and Respecting the Similarities and Differences of Others

### Contributor(s)

Tracy Goodman, teacher, Brookwood School, Spruce Grove, Parkland School Division

### Lesson or Unit Plan Objective

- To understand that there are cultural and religious similarities and differences among all people
- To develop a sense of pride in one's cultural and religious beliefs.
- To recognize that differences of others need to be respected

 **Time:** 60 minutes

### **Materials**

- Student handout 1 from previous lesson
- Star template

### Getting Started

#### Knowledge Now

This lesson is intended to be the second consecutive lesson in the Health 1 (theme one and two) curriculum. It is a great way to reinforce the objectives of the lesson, demonstrate acceptance and continue to develop a strong self-esteem regarding one's traditions.

- Use think/pair/share to review the definitions from the last lesson (respect, unique, belief).
- Ask for examples of beliefs (religious or secular) that are unique to each of us and how we can show respect for them.

### Engaging Interest

- Students will need handout 1 (completed) from the previous lesson. With teacher leadership, students might review the handouts of what their family celebrates.
- Students also need to consider why their beliefs are unique, and why they should feel proud of them. The teacher may want to have the students do this part of the task in their journal or in another printed format. Perhaps a picture could be drawn

## Learning Activities

- Using the handout from the previous lesson, have students write a short paragraph (three to five sentences) about their families' celebrations. They may choose the one from their handout or they can write about a different one. They will need to name the celebration and explain why they do this as a family and what it means to them.
- The teacher may want to provide the class with sentence starters, such as 'My family is unique/special because we celebrate \_\_\_\_\_. This is important to us because \_\_\_\_\_.
- Once they have written their sentences and they have been checked by the teacher, they can do their good copy onto the star template that is provided.
- The teacher could choose to do a bulletin board with all of the stars and a title, such as We Celebrate or We Respect Each Other Because We Are Unique and Special.
- Another option would be for the teacher to choose to make a class book. The students could draw a related picture on the other side of the star and then laminate each star. Punch a hole in the top of each star and put them onto a large binder ring. Students can practise reading from the book aloud with their peers.

## Assessment/Analysis

- Both the bulletin board and the class book are a great way to celebrate each child's uniqueness. Discuss with the students why we did this activity.

## Application

- Draw a picture that shows how this knowledge of the words *respect*, *unique* and *belief* can be applied to everyday life.

## Activities for Extension and/or Integration

- The class book could also incorporate the students' physical attributes on one side and their celebrations on the other.
- Invite the parents to a celebration/tea to view the stars.
- The stars could be used as a presentation to another class.

## Subject and Level Learner Outcomes for Subject and Level

R-1.9 recognize and accept individual differences within groups; for example, one's own family.

## Safe and Caring Topics and Concepts

- Live respectfully
- Develop self-esteem
- Respect diversity and prevent prejudice

## Teaching Strategies

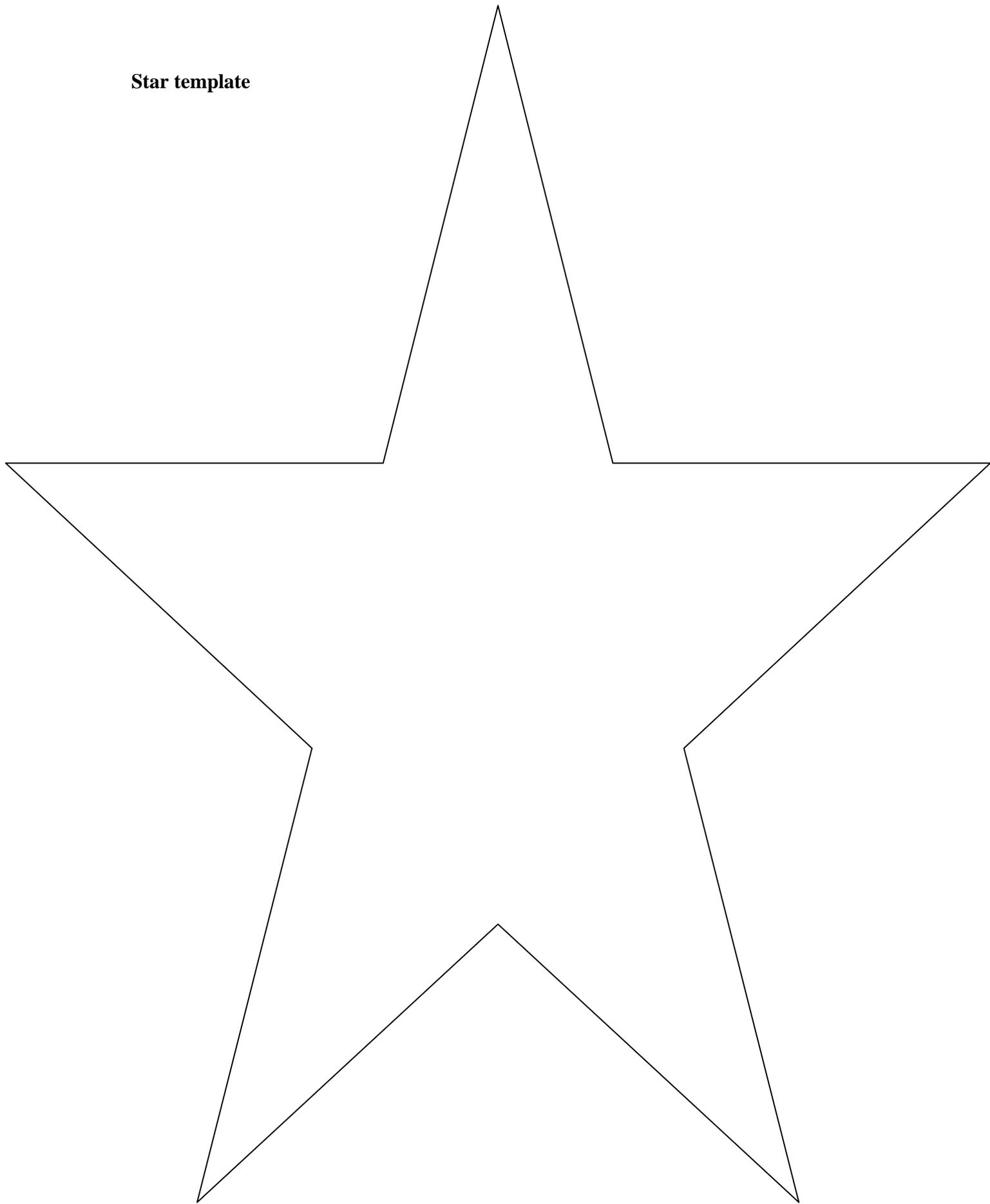
<b>Go to</b> <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies. htm</a> for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think/pair/share</li> </ul>		<ul style="list-style-type: none"> <li>• Questions</li> <li>• Class discussion</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Reinforcement</li> </ul>			<ul style="list-style-type: none"> <li>• Bulletin board</li> <li>• Class book</li> </ul>

## Supplementary Resources

- Fast, A., et al. 2003 *ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*, 2003
- Interfaith Calendar: Primary Sacred Times for World Religions  
[www.interfaithcalendar.org](http://www.interfaithcalendar.org)

**Star template**





Grade One Social Studies  
Review Lesson

Living  
Respectfully

Developing  
Self-Esteem

Respecting  
Diversity

Preventing  
Prejudice

## Developing a Sense of Pride in Oneself and Respecting the Similarities and Differences of Others

### Contributor(s)

Tracy Goodman, teacher, Brookwood Elementary School, Spruce Grove, Parkland School Division

### Lesson or Unit Plan Objective

- To show respect for the traditions of Canadian families
- To show respect for the diversity of religious and other traditions present within the class, as well as in the world around them
- To take pride in and feel confident about the uniqueness of one's own family traditions

🕒 **Time:** 60 minutes

### ✂ **Materials**

- Presentation rubric—Handout 2 (See Supplementary Resources)

### Getting Started

#### Knowledge Now

- Review what students have already learned about the traditions in Canadian families.
- What holidays do many Canadians celebrate? What are some holidays that are unique and celebrated by only some Canadian families?
- What are some traditions that a lot of Canadian families have? What are some that are different?
- Why do Canadian families have many common traditions?
- Is it acceptable for Canadian families to have traditions that are unique? How can we show respect for these differences?
- What tradition(s) do you find most interesting? Why?

### Engaging Interest

- Greet parents as they arrive.
- Allow students a brief preparation time to get their props/posters together.

## **Learning Activities**

- Briefly discuss respect for the traditions of all Canadian families, ways that show respect (that is asking questions, paying compliments) as well as ways that may be inappropriate.
- Before presentations, review briefly from chart what good presenters as well as good listeners should do.

## **Assessment/Analysis**

- Assess the students according to the presentation rubric. This may also be an opportune time to assess students' listening skills.

## **Application**

- Discuss what would happen within the classroom, school and community if we did not show respect for the traditions of others.
- Discuss how learning about others' traditions enriches us and helps us realize how important our own traditions are.

## **Activities for Extension and/or Integration**

- Have the students present their family tradition to another class.
- If possible, video the presentations that can be shared with family and archived in the school library.
- Create a classroom book of traditions.
- Ask the students to "journal" their feelings and ideas about the traditions of Canadian families.
- Create a bulletin board display in the classroom or in the hallway.

## **Grade 1 Social Studies Learner Outcomes** **Social Studies Grade 1**

1.2.1 Appreciate how stories and events of the past connect their families and communities to the present.

- Acknowledge and respect symbols of heritage and traditions in their family and communities.

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### **Knowledge**

- Students will demonstrate an example of a tradition and/or celebration that started in the past and continues today in their family and/or community.

### **Attitudes**

- Students will appreciate multiple points of view, languages, cultures and experiences within their own groups and communities.
- Students will acknowledge and demonstrate respect for symbols of all traditions in their families, as well as in the community.

## Skills

- Cooperative participation
- Demonstrate skills of oral, written and visual literacy
- Organize information

## Safe and Caring Topics and Concepts

- **Respecting Diversity and Preventing Prejudice**
  - Recognizing and appreciating individuals, families and cultures that are unique
  - Building respect for diversity
- **Live Respectfully/Building a Safe and Caring Classroom**
  - Students feel confident in their uniqueness within the classroom as well as the community

## Teaching Strategies

Go to <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies.htm</a> for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
			<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Questioning</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Bulletin board display</li> <li>• Posters</li> <li>• Presentations</li> </ul>

## Supplementary Resources

- Polacco P. 1995. *Uncle Vova's Tree*. New York: Putnam
- Scott S., ed. 1999. *Stories in My Neighbor's Faith; Narratives from World Religions in Canada*. Toronto, Ont.: United church Publishing House.
- Fast, A., et al. 2003 *ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*, 2003
- [www.interfaithcalendar.org](http://www.interfaithcalendar.org)

Please check the following websites:

Christmas

[www.cresourcei.org/cyxmas.html](http://www.cresourcei.org/cyxmas.html)

Diwali—celebrated by Jains

[www.rumela.com/events/festival\\_diwali\\_other.htm](http://www.rumela.com/events/festival_diwali_other.htm)

Diwali—Hindu the Festival of Lights

[www.reachgujarat.com/diwali.htm](http://www.reachgujarat.com/diwali.htm)

Hanukkah—Jewish

[www.geocities.com/Heartland/Prairie/5493/hanuka.html](http://www.geocities.com/Heartland/Prairie/5493/hanuka.html)

Muslim—Eid ul-Fitr celebrated after Ramadan

[www.ummah.org.uk/ramadhan/](http://www.ummah.org.uk/ramadhan/)

Festival of Lights as celebrated by Hindus

[www3.kumc.edu/diversity/ethnic\\_relig/diwali.html](http://www3.kumc.edu/diversity/ethnic_relig/diwali.html)

Name \_\_\_\_\_

### Family Tradition Presentation Rubric (Sample)

(Insert report card indicators here)

<i>I will be looking for the following skills:</i>				
The student identifies a tradition within their family.				
The student is able to explain and describe what happens during the tradition.				
The student spoke clearly and loud enough for others to hear.				
The student looks at the audience.				