



We Are All Special

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Lesson Two Objectives

- To respect and accept people of all faiths/cultures
- To teach students about Aboriginal spirituality

🕒 **Time** One 40-minute period

✂ **Materials**

- Aboriginal speaker
- Student Handout No 1—class set: People Look Different and Have Different Beliefs

Getting Started

Knowledge Now

- Review by discussing what the children learned the previous day about each person's unique features and different beliefs, and about accepting each other just the way they are. Assess and evaluate by listening to the answers during the following class discussion and reading the written answers that were completed for Student Handout No 1.

Engaging Interest

- Give each child the self-portrait they drew the previous day.
- Have each child show his or her portrait to the class.
- Ask each child what is especially beautiful about them.
- Ask the children if they can tell by looking at a person's portrait, what their beliefs are.

Learning Activities

Invite an Aboriginal speaker to the class to share Aboriginal culture and beliefs. Ask the speaker to bring in some objects and pictures. The speaker could answer children's questions or perform a sweet grass ceremony. **Be aware of allergies.**

Assessment/Analysis

Give the children a copy of Student Handout 1. Have each child write the answers to the questions or have them give answers orally.

- Does everyone in the class look the same or different?
- Do you think that everyone in the school have the same faith/beliefs?
- How should you treat people who do not look exactly the same as you and why?
- How should you treat people who have different beliefs?
- How do you want people who look different and have different beliefs than you to treat you?
- What do you think the world would be like if people respected and were kind to each other no matter what they looked like or what they believed in?

Assess and evaluate by listening to the answers during the following class discussion and reading the written answers that were completed for Student Handout No 1.

Application Activities for Extension and/or Integration

- This lesson could be integrated with art.
- Have each child make their face from plasticine, using specific colours appropriate to their features. Give each child a hand mirror, their self-portrait and a mat.
- Provide each child with plasticine to make a face approximately five inches in diameter. Also give them colours appropriate to their specific features.
- A bulletin board could be created.
A class picture could be made, putting together self portraits of every child in the class. It could be called Each of Us Is Special Just the Way We Are.
- To celebrate what has been learned:
Have the class say in unison: "I like myself and am special just the way I am, inside and outside."
They could stand in a circle and give themselves a hug as they say this then turn to each other and say "You are special just the way you are, inside and outside".

Subject and Level Learner Outcomes for Subject and Level

R 3.1 Recognize the effects of sharing positive feelings on self and others

R 3.5 Develop strategies to build and enhance friendships

R 3.6 Demonstrate inclusive behaviour regardless of individual differences or circumstances

Safe and Caring Topics and Concepts

Living Respectfully

- Defining Respect
- Identifying ways that people show respect and disrespect.
- Respecting Human Rights
- Examining rights and responsibilities related to the classroom
- Working cooperatively in groups

Developing Self-Esteem

- Respecting and Celebrating Our Unique Identities

Respecting Diversity and Preventing Prejudice

- Examining the meaning of respect for the dignity and rights of all persons...without prejudice as to race, religious beliefs, colour, sex, physical characteristics, dress age ancestry or place of origin
- Recognizing and Appreciating that Families are Unique Builds Respect for Diversity
- Studying different cultures, religions and lifestyles in the classroom and in the school
- Celebrating the Diversity in the Classroom
- Building Respect for Diversity

Teaching Strategies

Select those that apply to this lesson or unit plan. List each under the appropriate heading.

Go to www.sacsc.ca Click on Resources, Strategies for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Reflecting and thinking 	<ul style="list-style-type: none"> • Explanations

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
		<ul style="list-style-type: none"> • Listening • Observing each other 	<ul style="list-style-type: none"> • Brainstorming • Modelling

People Look Different and Have Different Beliefs

Does everyone in the class look the same or different?

Do you think that everyone in the school has the same faith or beliefs?

How should you treat people who do not look exactly the same as you, and why?

How should you treat people who have different beliefs?

How do you want people who look different and have different beliefs than you to treat you?

What would the world be like if people respected and were kind to each other no matter what they looked like and what they believed in?