



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

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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

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

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

Supplementary Resources

- ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers, 2003
- 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)
