

Grade/Subject: Kindergarten/You and Your World

Lesson Topic: Individuals as unique persons and respecting each others differences.

General/Specific Curriculum Outcome:

- K 1.1: demonstrate an understanding of themselves as unique and special
- K 1.2: describe their own physical changes and unique characteristics
- K 1.6: identify and describe groups to which they belong

Objectives: Students will begin to demonstrate an understanding of themselves as unique individuals and identify special characteristics about themselves while beginning to recognize that others around them are also unique in some similar or different ways.

Materials:

- Book *We're All Wonders* by R.J. Palacio
- Paper and drawing materials
- Timer

Procedure:

- Begin by reading *We're All Wonders* to learning centre group. (2 mins)
- Ask students to think about what we read and what they think we should do when we meet people who are different than us? Ask students how we would like others to treat us even after they know our differences. (1 min)
- Ask students to draw what makes them unique (special) on their piece of paper and explain that they will be timed. Show modelled drawing. Prompt: "I am unique because" (2 mins)
- Have students share with the person next to them what they drew and how they are unique. As they share, teacher can go around and write their responses on their paper. Explain if they are not finished, that they may have time later to finish their drawings (3 mins).
- If time permits, have students share with the entire group what is special and unique about *their* partner.

Extension: For those who finish sharing before time is up, ask them to discuss similarities or differences in their drawings about themselves.

Next Steps/Lesson Plans: When drawings are complete, display on the class bulletin board. Discuss with students how each person has something special or unique about themselves that makes our a class as a whole, a unique group. Next lessons can demonstrate how we show kindness to one another despite our differences. Recognize how we contribute to a community and belong to groups.

Differentiation: Provide different materials to respond to the prompt such as different drawing tools or technology. Could have students bring an object from home ahead of time or find objects in class that they feel represents them.