# **Lesson 2: What Makes Me Special**

### **Cluster of Learning Outcomes**

Students will...

- ✓ K.5.2.E.1c Determine the differences and similarities between self and others (e.g., body build, hair colour, eyes, skin colour, features, gender, body parts, fitness, interests, culture, beliefs and values...).
  - **K.4.2.A.1** Recognize that everyone is special, unique, and able to succeed (i.e., families, interests, talents, feelings, desires).
  - **K.4.2.B.1b** Talk about similarities and differences (e.g., likes/dislikes, cultural connections...) of responses of self and responses of others related to situations involving sports/physical activities and/or social events.
- ✓ Indicates targeted learning outcome.

#### **Lesson Focus**

As a result of the learning activities within this lesson students will be able to

- identify unique characteristics about themselves
- give examples of how they are similar to others
- articulate how humans are similar to or different from animals
- express their uniqueness through an art project

#### Resources

#### **Print/Publication**

story about diversity
 Example of Story:
 Giles, Andreae. Giraffes Can't Dance. Illus.

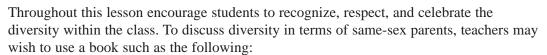
Giles, Andreae. Giraffes Can't Dance. Illus Guy Parker-Rees. New York, NY: Orchard Books, 2001.



### **Blackline Master**

• BLM 2-2.1: Personal Kit Categories

#### **Notes to Teacher**



Newman, Lesléa. *Heather Has Two Mommies*. 2nd ed. Los Angeles, CA: Alyson Wonderland, 2000.



### **Curricular Connections**



#### ELA:

GLO 4—Enhance the clarity and artistry of communication (generate ideas, organize ideas, effective oral communication, attentive listening and viewing)

GLO 5—Celebrate and build community (appreciate diversity)

#### MA:

Patterns and Relations (same/different) Statistics and Probability (graphs/charts)

#### PE/HE:

K.4.2.A.1 (self-awareness) K.4.2.B.1b (importance of diversity)

#### SC:

Cluster 1—Growth and Changes in Animals (diversity, animal kingdoms)

#### SS:

appreciation of diversity

# **Family Involvement**



- Have students share personal kits at home or invite families to see presentations in the classroom.
- Recommend a story about diversity that parents can read to their children to help them understand that everyone is special and unique.

Example of Story:

Giles, Andreae. *Giraffes Can't Dance*. Illus. Guy Parker-Rees. New York, NY: Orchard Books. 2001.

### **Suggestions for Instruction**



Read a story about diversity. Explain that
we are all different based on characteristics
we inherit from our parents and the effects
of our environment.

Example of Story:

Parton, Dolly. *Coat of Many Colors*. Illus. Judith Sutton. New York, NY: HarperCollins, 1994.

- 2. Ask each student to name one thing that makes her or him different or special.
- 3. Distribute copies of a BLM that lists categories of characteristics: hair, eye, and skin colour, gender, body parts, features, fitness, interests, culture, traditions, and languages, beliefs and values, family composition, and other.



Refer to BLM 2-2.1: Personal Kit Categories.

- 4. Explain to students that they will
  - gather information about their individual characteristics
  - put together a personal kit on these characteristics
  - illustrate these characteristics using their choice of charts, graphs, pictures, or drawings

- 5. Have students present their personal kits (during the next class).
- 6. As students are listening to each other's presentations, have each student write down at least
  - one element that they share with a classmate (or is the same as that of a classmate)
  - one aspect that they do not share (or is different)
- Discuss with students some similarities and differences between humans and animals when making curricular connections with science.
- 8. Have students create artistic projects that represent something special about them (e.g., painting, sculpture, dance, song, poem, skit, story).

# **Suggestions for Assessment**



one

Journal/Learning Log Entry Teacher Assessment: Anecdotal Notes
Have students describe, in their journals/learning logs, similarities and differences between self and others.
Suggested Criteria:
<ul> <li>Look for examples related to</li> </ul>
☐ hair colour
eye colour
skin colour
gender

☐ body parts	
features	
fitness	
interests	
☐ culture/traditions/languages	
☐ beliefs/values	
☐ family composition	
other	
Have students record one similarity a	and

difference between humans and animals.

## Notes