

## 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. Guy Parker-Rees. New York, NY: Orchard Books, 2001.

#### Blackline Master

- BLM 2-2.1: Personal Kit Categories

## Notes to Teacher



Throughout this lesson encourage students to recognize, respect, and celebrate the diversity within the class. To discuss diversity in terms of same-sex parents, teachers may wish to use a book such as the following:

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

1. 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)
7. 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



### 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:

- Look for examples related to
  - 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 and one difference between humans and animals.

## Notes