

Great Classroom Idea



Grade level: Elementary/Middle School

Subject (if applicable): Bible/Health/Science

Please check all that apply:

- | | |
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| <input type="checkbox"/> lesson plan | <input type="checkbox"/> project-based teaching/activity idea |
| <input type="checkbox"/> technology integration idea | <input type="checkbox"/> graphic organizer |
| <input checked="" type="checkbox"/> integration of faith and learning idea | <input type="checkbox"/> webquest |
| <input type="checkbox"/> classroom management technique | <input type="checkbox"/> virtual field trip |
| <input type="checkbox"/> devotional | <input type="checkbox"/> bulletin board idea |
| <input type="checkbox"/> science demo or experiment | <input type="checkbox"/> critical thinking strategy |
| <input type="checkbox"/> assessment tool | <input type="checkbox"/> original classroom game |
| <input type="checkbox"/> relationship-building idea | <input type="checkbox"/> other: _____ |

Description: (attach supplementary materials if needed)

We Are All Special

Objectives: To respect and accept people of all faiths/cultures
To teach students about Aboriginal customs and spirituality

Time: One 40-minute period

Materials: Large pictures of seven different breeds of puppies
Lined chart paper
Mirrors (ask each student to bring in a small one)
Pencils, erasers, crayons
Blank sheets of paper

Getting the Students Started

1. Ask the class to sit in a circle. Ask the students if they have a pet or would like to have one. Show the students the pictures of the puppies.
2. Ask them what they notice about the puppies.
3. Ask them if all puppies look the same or different.
4. Discuss the fact that even though each of the puppies looks different, they are all lovable.
5. Ask them if the variety in the appearance of the puppies makes them more or less interesting.

Engaging the Students' Interest

1. Ask the students to look at each other, especially at each other's facial features and hair.
2. Discuss different facial features and hair. Chart responses. In the discussion include the following differences: colour of skin, hair and eyes; length of hair and attributes such as curls, etc.; shape of the nose, mouth and face.
3. Discuss how everyone is uniquely beautiful and lovable.
4. Discuss how each of them is precious to their family and friends.

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Submitted by: Bruce Wentzell

School: Sandy Lake Academy

Learning Activities

1. Introduce the word *faith*. Faith means to believe. We have faith in God, our parents, in our teachers, in our water system, in our food system, etc.
2. Faith also means belief in more spiritual thought/action, (for example, in Who created the world, Who gave us the good and beautiful things that we see every day and Whom we worship.)
3. Note that there might be students of different faiths in the class and in the school. Ask if everyone celebrates Christmas.
4. Chart a list of different faiths so that students can see the many differences: Christians, Judaism, Islam, Buddhism and so on.
5. Introduce Aboriginal customs/spirituality of the First Nations peoples of Canada. Ask the students if they know why we say First Nations peoples of Canada.
6. Ask the students to brainstorm what they know about the customs of the Aboriginal people. Tell the students that many Aboriginal peoples believe that the Creator made everything in nature, including humans. They call nature Mother Earth. They believe that things in nature, such as the sun, rain, wind, etc, have spirits within them. They also believe that the way we treat Mother Earth affects all of nature, including humans. They pray to the Creator.
7. Discuss the fact that even in one family, people could have different faiths and traditions. For example, one parent might be Catholic and one might be Protestant. Stress how important it is for them to respect each other's beliefs.
8. Introduce the word respect. Write it on the chart paper. Note that it is important to respect and accept others regardless of appearance, faith or culture.
9. Explain to the students that our faith in spiritual things or religion is part of our belief system as is our faith in our parents, in our teachers, our water system, our food system, etc. Faith is inside our body, in our hearts and in our brain or thinking processes.
10. Ask the students what the world—and their class—would be like if everyone looked exactly the same and believed in exactly the same things and had the same faith. Note that the variety in people's looks and beliefs makes the world a much more interesting, enjoyable and beautiful place. Be sensitive to any identical twins. Stress that everyone is special and lovable, regardless of his or her features and of their faith.
11. Let the students know that they are each going to draw a self-portrait. Provide each student with a hand mirror and blank sheet of paper. Have them take out a pencil, eraser and crayons.
12. Ask them to take a good look at themselves in the mirror. Ask them to draw a picture of themselves, including as much detail as they can to their facial features and hair.
13. Write on the chart paper the following two sentences:
 1. I am special just the way I am on the outside and on the inside.
 2. All people are special no matter what they look like and regardless of their faith, belief and culture.

Application

1. The students could write a story, poem or paragraph about friends or others who look different or have different faith/cultures and how they accept people just the way they are on the outside and the inside.

Extension and Integration

1. This lesson could be integrated with language arts and social studies.
2. A class picture could be made, with self-portraits of every child in the class. It could be titled: Each of us Is Special, with our Different Looks and Beliefs/Cultures.