

It's Okay to Feel Different

This lesson helps students develop an understanding of the importance of diversity in a community.

Objectives

Activities will help students:

- read and analyze themes from a picture book
- create text-to-self connections
- understand the terms “difference,” “diversity” and “community”
- develop an understanding of the importance of diversity in a community

Essential Questions

- What are *difference* and *diversity*?
- What is a *community*?
- Why is diversity important in a community?
- What are some ways we feel different and how can we celebrate these differences in our community?

Materials

- A copy of Todd Parr’s *It’s Okay to Be Different*. ([video reading](#)) Find it in your library or order it at <http://www.toddparr.com/books/>. Books with a similar theme of diversity, like *Hair/Pelitos*, by Sandra Cisneros and *Why Am I Different*, by Norma Simon, work well with this lesson, too.
- Jigsaw Puzzle
- Construction paper
- Oil pastels or crayons
- Posterboard cut into enough jigsaw puzzle pieces for each student to have one

Vocabulary

difference [dif-er-uhns, dif-ruhns] (*noun*) something that is not the same about two or more people or things; something that makes two or more people or things unlike each other

diversity [dih-vur-si-tee] (*noun*) the quality of being made up of many different kinds of people, creatures or things; having a lot of variety

community [kuh-myoo-ni-tee] (*noun*) a group of people who share something, like an interest, goal, or living or working space; a group of people who cooperate and learn to work together

Procedure

1. What do you think of when you hear the words *difference* and *diversity*? On chart paper, make word webs of ways people or things might feel or seem different from each other. (*It might be helpful to provide some examples.*)
2. Challenge yourself to think about ways you have felt different in school in the past. Turn and talk to your neighbor about one way you feel different, special or unique in your classroom community. Maybe you speak a language that no one else in your class speaks; maybe your family enjoys an unusual kind of food; or maybe you have a unique pet. If you have trouble thinking of something, ask your partner to help you.
3. Listen while the book, *It's Okay to Be Different*, by Todd Parr, is read out loud. (*Read aloud It's Okay to Be Different. After every few pages, stop and talk about what the book is teaching.*) Is the book silly, serious or a little of each? Can you make any personal connections to the text?
4. As a class, discuss why it is important to have lots of different kinds of people in a class community. (*Introduce the word community if it is unfamiliar to the students.*) What would be the disadvantages if everyone in the class were the

same? Why do you think difference is important? Make a chart showing how various differences can contribute to a class.

5. On a jigsaw puzzle piece, write your name and use words and illustrations to represent the difference you talked about.

6. Work as a whole class to assemble the jigsaw puzzle. Use what you know about working as a community to put the puzzle together!

7. Admire your finished product: It represents the diversity of your classroom community! Your teacher will tape the pieces together and hang the puzzle in your classroom so you can remember the strengths of your class community's diversity.

An alternative to steps 5 - 6:

1. On construction paper, create your own page for a class book similar to *It's Okay to be Different*. (You may want to have a sample page ready or create one together as a whole class.) Follow the same format Todd Parr uses in his book. Challenge yourself to write a page about a way you really do sometimes feel different. If you have trouble getting started, use the web you created at the beginning of class for ideas.
2. Illustrate your page using oil pastels or crayons.
3. Bind the pages together and listen while your teacher reads it aloud. Now you have a book to celebrate the many differences in your classroom community. Keep the book in your classroom library.

Applying What You've Learned

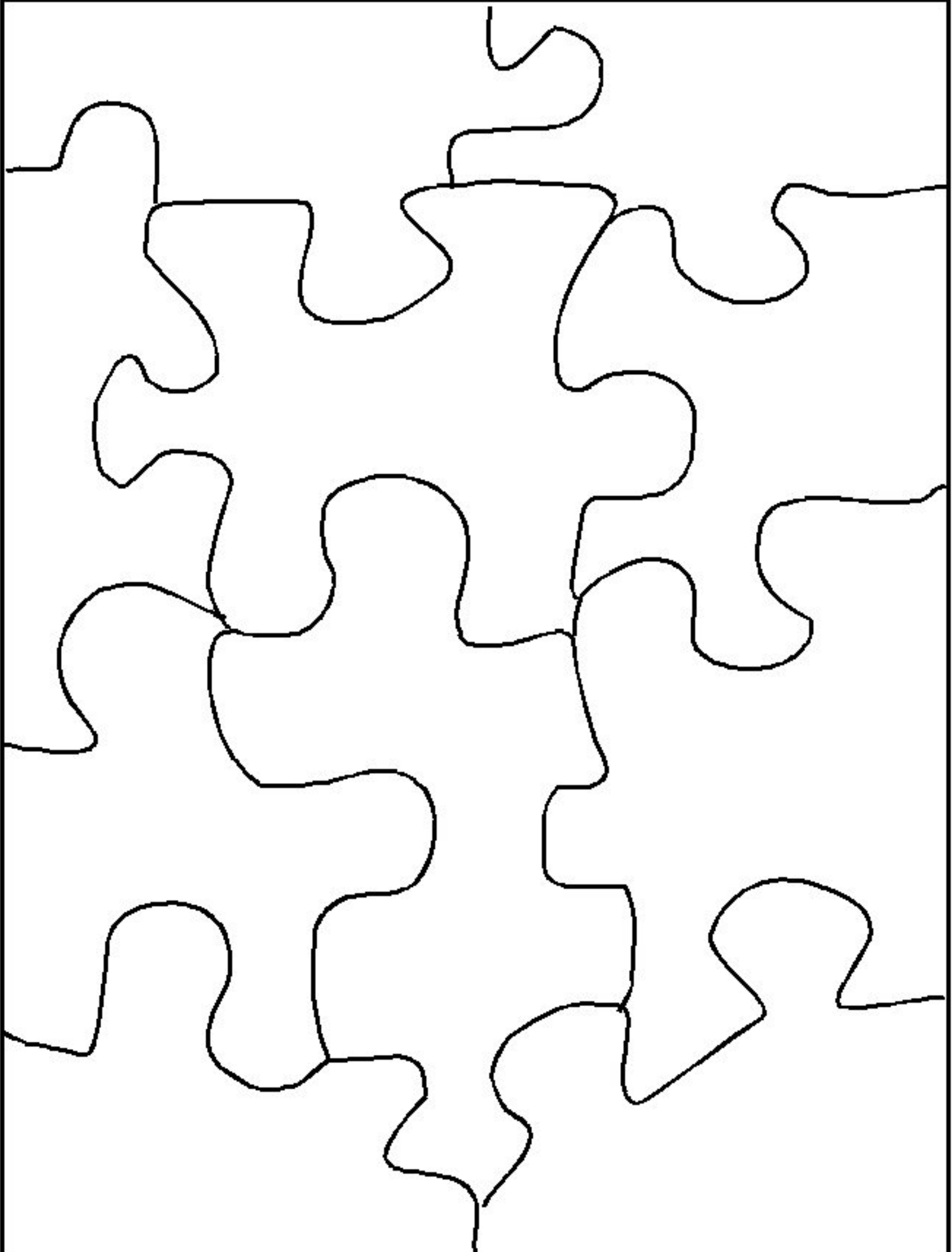
Think about what you've learned about difference and diversity. Discuss these questions with a classmate or answer them in a journal.

- Do you think difference and diversity are important in a community? Explain why or why not.

- What will you think about or do next time you feel different? What advice would you give to another student who was feeling this way?
- What do the words *difference*, *diversity* and *community* mean to you? How has your understanding of these words changed after these lessons?

Extension Activity

1. Team up with a classmate to find 10 new vocabulary words from your class jigsaw puzzle. With your partner, make a “difference and diversity” book. Write one new word on each page and draw a picture to help you remember what the word means. Share your book with another set of partners and add it to your classroom library.
2. Differences are important in every community, not just in classrooms. At home, talk with your family about what you learned from Todd Parr’s book. Discuss ways members of your family might sometimes feel different from each other, and talk about how this diversity can help make your family stronger. When you come to school the next day, write in your journal about what you learned from discussing these themes at home. Share your journal entry with a classmate or with the whole group.



Goal Setting Series (Part 2)

Lesson Name: Steps to Achieve a Goal
Grading Period/Unit (CRM): Supplemental Lesson

Estimated timeframe: 40 Minutes
Grade level/Course: 1st Grade/SEL

Lesson Components	
<p>Lesson Objectives: Students will create a goal for academic success or classroom behavior. Students will identify the steps they need to meet their goal.</p> <p>Language Objectives: The learner will use new vocabulary in oral communication. The learner will share in cooperative groups. The learner will narrate, describe and explain in writing.</p>	
<p>SEL Standards: SEL.1.7: Self-Management: Student demonstrates ability to set and achieve goals SEL.1.7.A Identifies a goal (hope / dream) SEL.1.7.B Identifies short-term goals for academic success and / or classroom behavior</p>	
<p>College and Career Readiness:</p> <ol style="list-style-type: none"> 1. Work collaboratively. 2. Engage in inquiry and dialogue. 3. Write clearly and coherently using standard writing conventions. 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is something you want to accomplish by next week? 2. Do you know how you can achieve that goal? 3. What are some steps you can take to achieve a goal? (For example, I want to have lunch bunch every week, I need 15 points to get lunch bunch. I need to do my homework every night to help myself earn enough points for lunch bunch *or relevant to classroom reward system*). 	
<p>Vocabulary</p>	<p>Essential: Goal: the result of effort toward an end or aim Achieve: accomplish; to get or reach something by working hard Perseverance: keep going despite obstacles Obstacles: something in the way</p> <p>Supporting: Focus, Future, Plan, Encouragement</p>
<p>Lesson Preparation</p>	<p>Chart Paper, Markers, Superhero Sheet (see PDF link below)</p> <p>Book: <u>Giraffes Can't Dance</u> by Giles Andreae</p> <p>All the jungle's got the beat, but Gerald the giraffe has four left feet. Such is the dilemma in this British team's bouncy picture book about self-esteem. As a multitude of fleet-footed beasts eagerly "skip and prance" at the annual Jungle Dance in Africa, Gerald feels sad "because when it comes to dancing/ he was really very bad." Luckily, a friendly cricket appears in the moonlight, chirping a morale-boosting song of self-confidence that soon sets Gerald in graceful motion.</p>

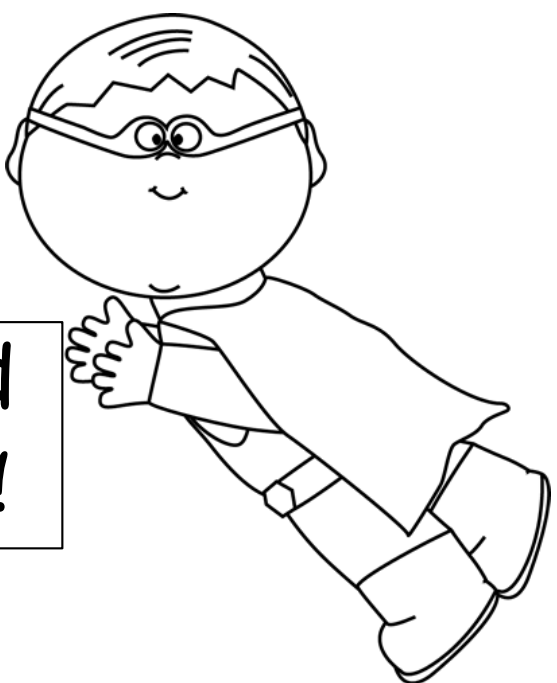
	<p>Digital Version: www.youtube.com/watch?v=Zzb5Acl-n70</p> <p>Super Hero Goal Planning Sheets: Download here</p> <p>*Recommended that students have access to Super-Hero Goal Sheet for next lesson* Next lesson is celebrating goals.</p>
<p>Anchors of Support</p>	<p>Goals Achieved Book (made the week before) Calming-Down poster</p>
<p>Differentiation strategies</p>	<p>Special Education: allow extra think time, small group discussion or dialogue, anchors of support available</p> <p>English Language Learners: http://curriculum.austinisd.org/bil_ed/index.html</p> <p>Extension for Learning: Setting a goal with your family using the Super-Hero Goal sheet</p>
<p>21st Century Skills</p>	<p>http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</p>
<p>English Language Proficiency Standards: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</p>	
<p>Lesson Cycle</p>	
<p>Lesson stages</p>	<p>Story and Discussion (10 minutes): Teacher introduces story, <u>Giraffes Can't Dance</u>, or shows the digital version. In the story, Giraffe wants to dance so badly, but along the way to achieving his goal he is discouraged by his friends. In the end, though, Giraffe perseveres!</p> <ol style="list-style-type: none"> 1. Before reading the story, I want you to “Think, Turn, Talk” with your neighbor: How would you encourage a friend to achieve a goal that was difficult for them? Ask for volunteers to share ideas. 2. Teacher reads story. After the story, check for understanding. What was Giraffe’s goal? What was an obstacle that Giraffe had to overcome? Who encouraged him along the way? 3. Whole Group Mapping Exercise: What steps did Giraffe take to achieve his goal of dancing? On the board or chart paper, Teacher and students make a list of the steps that Giraffe took to achieve his goal. <p>Skills Practice (20 minutes): Super-Hero Goal Setting As a class, brainstorm a list of class ideas for goal setting. When students are ready to fill out the SuperHero Goal Setting sheet, they can use a goal from the class list or come up with their goal independently. Before I send you back to your seats, let’s practice completing the Super Hero Goal Setting sheet by selecting one class goal and filling out the steps together to achieve this goal. Project the Super Hero sheet on the whiteboard, select a goal</p>

Goal Setting Series (Part 2)

	<p>appropriate for the class (walking in a straight line down the hallway, for example), then list 3 or 4 things the class will do to “get this goal”. *</p> <p>*Differentiation Option: If students are not yet able to select individual goals, teacher and students can set a goal as entire class and work through steps together. This will be your Skill Practice. Continue with Wrap Up.</p> <p>Send students back to their desks with the Super-Hero Goal Setting sheet. Students think of a goal they want to achieve for the end of the week. It can be an academic, behavior, or personal goal. Students may need to quietly discuss at their table what goals they want to achieve and the steps to achieve them.</p>
<p>Closure Activity</p>	<p>Wrap Up (5 Minutes): Ask students to stand up and say:</p> <p>If your goal is a behavior goal, move to (designated) corner of the room. If your goal is an academic goal, move to (designated) corner of room. If your goal is a personal goal, move to (designated) corner of the room.</p> <p>Have students <u>SILENTLY</u> dance like a giraffe to their appropriate corner. Students then have 1 minute to share their goal with a partner in their group. *If you choose a whole class goal, students find a Toe Talk partner and share one step in completing the class goal.</p>
<p>Check for understanding (evaluation)</p>	<p>Formative: Teacher observes that students can identify steps to accomplishing a goal in discussion and on super-hero paper.</p> <p>Summative:</p>

Name _____

Date _____



I'm a superhero and I will reach my goal!

My goal for _____ is _____

_____.

- These are some things I will do to get to my goal.
1. _____
 2. _____
 3. _____
 4. _____

Goal Setting (Part 3)

Lesson Name: Celebrating Accomplishments

Estimated timeframe: 30 Minutes


Grading Period/Unit (CRM):

Grade level/Course: 1st Grade/SEL

Supplemental Lesson

Lesson Components	
<p>Lesson Objectives: The learner will recognize when a goal is accomplished and acknowledge one's hard work. The learner will recognize appropriate ways to celebrate one's achievements.</p>	
<p>Language Objectives: The learner will use new vocabulary in oral communication; giving appropriate compliments to self and others. The learner will share in cooperative groups.</p>	
<p>SEL Standards: SEL.1.7: Self-Management: Student demonstrates ability to set and achieve goals SEL.1.7.E: Celebrates accomplishments - says and does nice things for self when a goal is reached</p>	
<p>College and Career Readiness:</p> <ol style="list-style-type: none"> 1. Work collaboratively. 2. Engage in scholarly inquiry and details 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is a goal you achieved? 2. What were some obstacles you had to overcome? 3. How do you celebrate your accomplishments? 4. How do you celebrate a friend or family member's accomplishments? 	
Vocabulary	<p>Essential: Celebrate, Goal, Achievement, Obstacles, Congratulate Compliment-to say something good about someone Supporting: Overcome, Steps, Challenge</p>
Lesson Preparation	<p>Materials: Popsicle sticks with student names</p> <p>Art Talk Photograph: http://www.dailymail.co.uk/sport/olympics/article-2187068/Mo-Farah-wins-gold-5000m-London-2012-Olympics.html</p> <p>Video: Soul Pancake - Giving Compliments https://www.youtube.com/watch?v=-OBgdoAmuwl</p>
Anchors of Support	<p>Superhero Goal Setting sheets (previous lesson)</p>
Differentiation strategies	<p>Special Education: anchors of support, extra think time and small group discussion. With guided practice, provide extra photos/pictures for students to practice reading faces and emotions</p> <p>English Language Learners: http://curriculum.austinisd.org/bil_ed/index.html</p>

Goal Setting (Part 3)

	<p>Extension for Learning:</p> <p>Home Launch: Students practice giving compliments to parents, siblings, or grandparents.</p> <p>Home Launch Twitter: Teacher can tweet: We learned about giving compliments today! Ask your student about it when they get home!</p>
<p>21st Century Skills</p>	<p>http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf</p>
<p>English Language Proficiency Standards: http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html</p>	
<p>Lesson Cycle</p>	
<p>Engage</p>	<p>Warm Up (5 Minutes):</p> <p>Art Talk Activity</p>  <p>Teacher posts the picture on the whiteboard and asks questions:</p> <ol style="list-style-type: none"> 1. What do you think is happening in this picture? 2. How do you think the runner is feeling? 3. What clues tell you how he feels? What strategies are you using to understand his feelings? 4. What positive self-talk do you think this runner is using to congratulate himself? <p>Today we are going to talk about celebrating your accomplishments. We are going to celebrate our goals and help to celebrate others.</p>
<p>Lesson stages</p>	<p>Video and Discussion (10 Minutes):</p> <p>Teacher Introduces video:</p> <p>We will watch a video about giving compliments. Sometimes, when we celebrate ourselves or others, it's nice to think of ways to use compliments.</p>

	<p>Giving compliments is like positive self-talk and positively talking to others about their accomplishments.</p> <p>Using Think, Turn, Tell, have students answer these 3 questions:</p> <ol style="list-style-type: none"> 1. How could you celebrate small things? 2. Can you give an example of something you could celebrate? 3. Who are some people in your life that you can celebrate? <p>Soul Pancake: Giving Compliments https://www.youtube.com/watch?v=-OBgdoAmuwl</p> <p>After video ask:</p> <ol style="list-style-type: none"> 1. What did you notice about how the people felt after receiving the compliments? <p>Activity (10 Minutes): Students will practice giving compliments to themselves and others. <u>Anticipate:</u> We have been talking about setting goals and working towards goals. Now we are celebrating goals. I want you to think about what you or your friend has been working on this week and I want you to give them a compliment.</p> <p>For example: Katie, I remember that you wanted to do your homework every night this week and you have done it. Good job! Or, my goal was to read two book this week and I accomplished my goal! I am proud of myself.</p> <p>Teacher pulls popsicle sticks with students’ names. Teacher gives students the choice to compliment themselves or a friend.</p> <p>As students complement each other/themselves make sure to reinforce the positive talk.</p> <p><u>Reinforce:</u> I am happy to hear that you are all trying to give compliments to your friends to celebrate their accomplishments. I am also noticing that you are thinking hard about your own achievements and how to compliment yourself. Great job!</p>
<p>Closure Activity</p>	<p>Wrap Up (5 Minutes): Teachers ask students to touch elbows (Elbow Crossing) with their neighbor and reflect on how it feels to give and receive compliments to celebrate goals.</p> <p><u>Elbow Crossing:</u> Students stand with both hands behind their head, elbows out to the side. Students turn and face their partner and touch opposite elbows with their neighbor in a twisting motion (left elbow to partners’ right elbow, vice versa).</p>

Goal Setting (Part 3)

	<p>As students elbow cross have them reflect on the following:</p> <p><u>Reflect:</u> Today we learned about celebrating accomplishments. I want you to tell your partner what it felt like when you received a compliment. What was it like when you gave a compliment?</p>
<p>Check for understanding (evaluation)</p>	<p><u>Formative:</u> Check for understanding by observing appropriate compliments that students give to themselves and others.</p> <p><u>Summative:</u></p>