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CORNERSTONE**  
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## **ABC KINDERGARTEN LESSON #6**

### ***Accept and Value Each Person***

*By Cheri J. Meiners, M.Ed.*

#### **21<sup>st</sup> Century Skills: Creativity**

**Common Core Standards:** The following standards are taught through the reading and activities for *Accept and Value Each Person*. Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades. Reading Literature 1., 3., 4., 10.a., b. and Speaking and Listening 1., 3.

### **MESSAGE TO ABC READERS**

*Accept and Value Each Person* teaches children about living in a diverse world. It talks about accepting and valuing people different from oneself and one's family.

#### **Asset Information:**

- #3 Other Adult Relationships
- #15 Positive Peer Interaction and Influence
- #26 Family Values Caring
- #28 Family Values Integrity
- #31 Family Values Healthy Lifestyle
- #34 Cultural Competence
- #38 Self-Esteem
- #41 Positive Cultural Identity

### **LESSON**

Some of you may have students who are learning to speak English in your classroom. To help them understand better, slow down as you speak, use short simple sentences, and give them time to respond. To help them better understand your words, try using pictures, gestures, and movements to help convey your meaning. Do not make prolonged eye contact or touch a student's head, as these are signs of disrespect in some cultures.

#### **Conversation Starter:**

Greet students. Remind them about last month's book, *Understand and Care*. Ask the students to name the tools they learned. Answers might include:

- Watch and listen to the person.
- Remember when you have felt the same way.
- Imagine how you might feel.
- Ask what the person is feeling.
- Show you care.

1. Use your puppet to explain that the book we are about to read, *Accept and Value Each Person*, is about accepting and valuing others who are different from you. Discuss with your puppet how people might look different on the outside, but are similar on the

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inside. (We all want to be happy, respected, and loved). You and your puppet can find three ways you are different and three ways you are alike. Remind students that you can always find at least one way you are like someone else.

## OR

2. Sing the Raffi song, "Like Me and You". See the *Getting to Know Each Other* page for the words or ask your teacher if she has the CD or download the song. Pass out a stuffed animal or action figure to each child. Let them explore by looking and touching the animals. Have students describe how their animals are similar or different from each other. Relate this to getting along with each other and the words of the song.

### Read the book:

Have students come to the carpet and sit to hear the story. If you are doing option 2 they can bring their animal or action figure with them. Remind the animals to sit quietly with listening ears. Begin reading the book. Pause at each page and ask, "What's happening here?"

You may have to stop and explain these words as you read:

- Acceptance—a feeling of belonging or being OK with the way you are.
- Value—If you value something about someone, you appreciate it and think it's important.
- Respect—You show people respect by listening to what they say and believe that they are important.

### Discussion:

1. What is something about you that's different from everyone else? (Besides physical differences, discuss distinctive attributes such as how they write, draw, their own unique skills, or their thoughts.)
2. How are people alike on the inside?
3. Pair students off and have them stand up. Tell them to look at each other and ask, "How are you and your classmate alike?" Have students share out loud. "How are you different?" Whisper to each other, "What is something you're good at?" "How can you help someone?"
4. What does it mean to forgive? (When you forgive someone, you decide not to feel hurt or bothered by what the person said or did.)

### GROUP ACTIVITIES:

Choose one of the following activities for the class.

#### Alike and Different Bingo

Materials: One worksheet per child, crayons or pencils

Directions:

- Read aloud a question from the worksheet and have the children draw or write their answers to the question in the box on the page. Before you start remind the students to put on their *listening ears* and use their *listening eyes* to follow directions.
- Once you have the sheet filled out, explain that you are going to play bingo. Ask the questions again, but this time have the students raise their hands to answer you. For example, when you ask the question, "What is your favorite color?" call on a child who raises his or her hand. When the child gives his or her answer, have all the students who gave the same answer stand up and look around the classroom. For each question,

make sure everyone either gives their answer or stands up for their answer so that all students participate for each question.

- Students may need to practice raising their hand. Go slow and don't continue until they are able to follow directions. If the students are unable to follow your directions, you may have to stop and continue the game on a different day.
- De-brief—ask if everyone had the same answers. Discuss the results.

### **Celebrating Cultures-We all smile in the same language.**

Have students celebrate their cultural background by standing up and teaching the class how to say hello in different languages using friendly body language. They can explain where their family is from and talk about their name reflecting their culture and language. For example the name Alejandro is also Alex in English. You can end with a song or having everyone role-play saying hello to one another.

## **'Round The World With Ways To Say Hello**

Hola, hola, (OH-lah) says hello in Spanish  
Hejsan, hejsan, (HEY-sun) that's the word in Swedish  
Jambo, jambo, (JAHM-boh) says it in Swahili  
'Round and 'round the world we go with ways to say hello

Bonjour, bonjour, (bohn-zhoor) says hello in French  
Privet, privet, (preev-YET) that's the word in Russian  
Ni hao, ni hao, (nee how) says it in Chinese  
'Round and 'round the world we go with ways to say hello

There are oh, so, many friendly ways  
Every language has a word or phrase

Shalom, shalom, (sha-lome) says hello in Hebrew  
Salaam, salaam in (sah-lahm) Arabic and Persian  
Annyong , annyong, (ahn-yohng) says it in Korean  
'Round and 'round the world we go with ways to say hello

Konnichiwa, konnichiwa, (Ko-nee-chee-wa) says hello in Japanese  
Sawubona, sawubona, (saw-oo-BOH-nah) that's the word in Zulu  
Prijatno, prijatno, (pree-yat-no) says it in Macedonian  
'Round and 'round the world we go with ways to say hello

There are oh, so, many friendly ways  
Every language has a word or phrase

Namaste, namaste, (nah-MUS-stay) says hello in Hindi  
Dzien dobry, dzien dobry, (JEEN-do-bri) that's the word in Polish  
Aloha, aloha, says it in Hawaiian  
'Round and 'round the world we go with ways to say hello

## Follow up:

Sing this song using greetings from other languages. Here are some possibilities: Mingala ba (Burmese) Bula (Fijian) Halito (Choctaw) Dobar dan (Croatian) Talofa (Samoan) Bawoni (Yoruba) Guten Tag (German) Poolah (Setswana) Zdravo (Serbian).

<http://www.songsforteaching.com/happalmer/roundtheworldwithwaystosayhello.htm>



## “We’re Unique and Beautiful” Bouquet

Materials: Pictures of flowers or real flowers, colored construction paper or scissors, glue, crayons or markers, white circles for middle of flowers for each child about 2-3" in diameter, large piece of paper to paste flowers on OR lots of different colored tissue paper and pipe cleaners

### Discussion:

Show the flowers to the students. Have them look at their shapes and colors, and name them if they can. Talk about their favorites, what they like, and why. Talk about the flowers individually and then put them together to show how well they work in a garden or bouquet. Relate the discussion to the children by talking about ways that each child adds something to the group: together, unique individuals make a special group.

### Directions:

1. Pass out the white circles and have the children draw their faces on the circles including their eyes, hair, skin color, etc.
2. Let them choose colored construction paper to make a flower using their scissors and glue. Be sure to suggest that they should each make a different and unique flower, such as one with petals, or shaped like a bell, etc.
3. Have the students paste their face on the flower.
4. As they finish, paste the flowers on a sheet of paper with a vase drawn on it, or make it into a garden scene.
5. Give the finished project the title, “We’re Unique and Beautiful” .You can hand draw stems and leaves for the flowers or have the students do this too.

### OR

You can fold and make tissue paper flowers. Cut out leaves and slip onto pipe cleaner. On the leaf have the students write how they are unique. Put the flowers in a vase.



## Snowflakes

Materials: Coffee filters-(pre-fold to save time) 1 for each student and a few extras, large sample of snowflake, scissors

Explain to students that snowflakes are always different and the variety makes every snowfall special. Have them look around the class and see that we are all special and different. Talk about their different colors, sizes, shapes, ages and abilities everyone has.

Demonstrate how to cut the snowflakes with your large sample. Pass out the coffee filters and let the students cut out their snowflakes.

## Celebrating Us in Room \_\_\_\_

Materials: Copies of the person outline run off on construction paper, crayons, markers, mirrors

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Directions:

- Divide the students into small groups. Pass out the mirrors and have them look at their faces. They can work together or individually.
- At their seats, pass out the person outline and have them draw their face on the outline including their hair.
- Decorate the rest of the person with the clothes they are wearing.
- Cut out their person and write their name.
- Put on a bulletin board so that the people look like they are holding hands.

## CLOSING

### Three Minute Huddle

This is to help the students remember what they learned and should only take about 3 minutes. It is done at the end of the lesson. If you run out of time to do an activity, you can come directly to the Three Minute Huddle.





Materials: Accepting and Valuing Others sign

Directions:

- Divide the students into partners. Have them face each other. Explain that they are going to role-play a few of the ways they can show acceptance at school.
- Choose a few of the listed statements and have the students act it out.
- Choose a few of the listed statements and have the students whisper ways that they can do the statement. For example if you chose: Forgive when you feel hurt. What could they say that would express this?

### 21<sup>st</sup> Century Skills:

Here is a key to the 21<sup>st</sup> Century skills used in this lesson:

<b>21<sup>st</sup> Century Learning Skills</b>	
	Collaboration
	Critical Thinking
	Communication
	Creativity