

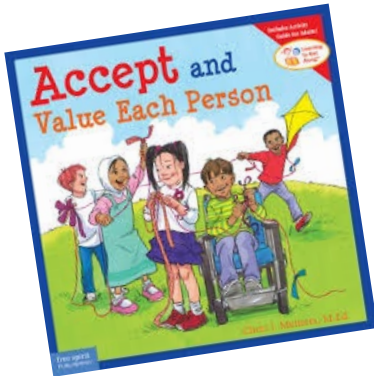


ABC TK/Kindergarten

YEAR1

Book of the Month

Key Phrase



Title: Accept and Value Each Person
Author: Cheri J. Meiners, M.Ed.
Illustrator: Meredith Johnson
Publisher: Free Spirit

Everyone is Welcome



BOOK SUMMARY

Accept and Value Each Person introduces diversity and related concepts such as, respecting differences, finding similarities, being inclusive, and appreciating people just the way they are. As the world is becoming more diverse, so are the daily lives of our children. Accepting and valuing people and groups who are different from oneself and family is an important social skill.



FRAMEWORK

Social and Emotional Learning (SEL):

Relationship Skills – Ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Social Awareness – (tolerance, acceptance, belonging, and safety)

Developmental Assets:

Positive Values - #26 Caring, #28 Integrity

Social Competencies - #33 Interpersonal Competence, #34 Cultural Competence

Positive Identity - #38 Self Esteem, #41 Positive Cultural Identity

Developmental Relationships:

Challenge Growth- Expect my Best, Stretch,

Expand Possibilities- Connect, Broaden Horizons



GOALS

- Students will express ways to be kind and accepting of others.
- Students will value and appreciate others for their similarities and differences.
- Students will discover ways they are similar and different from their classmates.



KEY IDEAS

When children are interconnected, accept others, and have the capacity to be reflective, it increases empathy and understanding. The ability to be reflective and to understand others builds resiliency. Celebrating differences helps to create a culture of acceptance that embraces students of all cultures and beliefs. These are the empathy tools that students will learn in this book:

- Treat everyone kindly.
- Find ways that you're alike.
- Include someone who is new.
- Learn to give and receive help.
- Appreciate others the way they are.
- Talk and listen when differences cause a problem.
- Try to understand how others feel.
- Value each person as part of the group.



CONVERSATION STARTER

Four- to five-year-olds love routine and consistency. Start your ABC lesson with the same opening:

- (Volunteer) Smile and say, "Hi, I am _____, your Project Cornerstone reader and I'm so happy to be back with you today. How do we start our lesson? Yes, that's right. We are going to chant *One Little Finger!*"
- (Volunteer) Bring out your puppet. "Do you remember _____, my puppet?"
- (Puppet) "*Wow, you are wonderful singers, and that song is like magic, because I see hands in laps, and it looks like you are ready to listen! I missed you! Raise your hand if you helped someone at school. Give me a thumbs up if you offered to help at home. That's great! I see a class full of kids that care!*"
- (Volunteer) "Does anyone remember what we talked about last month? That's right we talked about integrity and responsibility. Cuckoo saw there was a problem and she decided to help, to show she cared about the other birds. Give me a heart with your fingers if you care about your friends! "Well, _____, today we are going to talk about how we are the same and how we are different and why we should appreciate and value those differences. For example, let's think about how you and I are the same and how we are different."
- (Puppet) "*Well, we're different because I'm a puppet and you're a...*"
- (Volunteer) "Human."
- (Puppet) "*Yes. That's one way we are different. Also, I'm (furry, green, fuzzy etc.) and you are not.*"
- (Volunteer) "True. What's another way we are different?"
- (Puppet) "*Do you like liver and lima beans (food of your choice)?*"
- (Volunteer) "No, I definitely do not."
- (Puppet) "*Me either. So, it's not too hard to find ways that we are different, but how are we the same?*"

- (Volunteer) "I like to read. How about you?"
- (Puppet) "I love to read!"
- (Volunteer) "In that way we are alike. Do you like pizza?"
- (Puppet) "Well of course! Doesn't everybody?"
- (Volunteer) "Let's find out. Everyone, give me a thumbs up if you like pizza."
- (Puppet) "I see a lot of pizza lovers out there. Is there another way we are the same?"
- (Volunteer) "I like to spend time with my friends."
- (Puppet) "Me too. I bet there are many ways we are the same!"
- (Volunteer) "I'm sure there are. People like to be happy, have friends, and to be liked for who they are."
- (Puppet) "I want those things for sure."
- (Volunteer) "We can certainly find many ways we are alike, but differences are what makes us interesting. That's when we can learn things from each other. We can value these differences. So, let's get to our story and find out more!"
- (Puppet) "Let's! Goodbye everybody! See you next time!"



READ THE BOOK

Hold the cover of the book up and read the title, *Accept and Value Each Person*, the author, Cheri J. Meiners, and the illustrator, Meredith Johnson. 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—when 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.

As you read you may want to have the students be active participants by:

- Pg. 6 - Have all students repeat the phrase, "I'm a lot like other people."
- Pg. 8 - Say together, "I can include another person. There's room in my heart for someone new." Ask them to define include.
- Pg. 10 - Ask, "Do you like to make friends?"
- Pg. 13 - Ask, "What does value mean?" (appreciate, celebrate)
- Pg. 20-21 - Ask, "What is happening here?"
- Pg. 22-25 - Look at the facial expressions and body language. How do they feel?
- Pg. 27 - Say, "There is something I can like about everyone." All whisper and repeat this.
- Pd. 28-31 - Say together, "We can do more together than alone."



DISCUSSION QUESTIONS

You can ask questions after you have finished the book or ask as you go along. Asking as you read the book can help keep students engaged if they are getting distracted.

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.)



ACTIVITY OPTIONS

TK

Accept and Value Game

- Explain to the students that we are going to see how we are like other people with this game and how we can be different from others.
- Practice a few times as a group.
- Say, "stand up if you have a heart." Ask them to sit down.
- They have brown eyes, long hair, 5 years old.
- Have them stand up and do the hula if:
 - You have a driver's license, are 100 years old.
 - like—pizza, ice cream, worms, etc.
 - When it is a difference for example maybe—I was born in another country. Have everyone do a celebratory hand sign like waving hands back and forth after the person stands up.
- Debrief the activity by asking what they noticed:
 - Did everyone always stand up?
 - What did they notice?
 - Are we all the same? Is it ok if we don't all like bologna sandwiches?

TK/K

We're Unique and Beautiful Bouquet

Materials: pictures of flowers or bouquet of 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.



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." Hand draw stems and leaves for the flowers or have the students do this too.

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
 Dzień dobry, dzień 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



CLOSING

- Today we talked about how we can accept the ways we are different from others, how to find the way we are the same, and how to appreciate others just the way they are.
- Raise your hand if you know one way you are the same as a classmate.
- Give me a thumbs up if you know one way you are different from a classmate.
- Let's all say, "There's something I can like about everyone."
- Excellent! Now we are going to count to 3 and say, "Everyone is welcome."
- Wave goodbye, friends.



SCHOOL WIDE EXTENSIONS

Everyone is Welcome Mural

Materials: paper for mural, paint, markers (various mediums for the mural)

Have the students collaborate on a mural that celebrates diversity and showcases the beauty of different cultures and identities.

Multicultural Dance

Play music representing different countries or cultures. Ask parents to come in and teach simple dance steps that represent the different countries in your classroom.

Snowflakes

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

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 have students draw designs on them. Then let the students cut out their snowflakes.