

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

TARGET GRADE: Grade 4 and 5

TIME: 40 Minutes

MATERIALS NEEDED:

- Newsprint
- Markers
- Masking tape
- Construction paper or poster board – one piece per student (or pair of students)
- Crayons
- Stickers
- Other art supplies for creating and decorating posters
- Homework “Creating Your Own Family Pride Flag” – one per student

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Demonstrate understanding of at least three ways to treat others with dignity and respect. [Knowledge]
2. Demonstrate at least one way students can work together to promote dignity and respect for all people. [Skill]

PROCEDURE:

STEP 1:

Start the lesson by asking the class, “What are some ways that people are the same?” Let students give examples of similarities among people. Then say: “Even though there are lots and lots of ways that people are the same, there are also a lot of ways that people are different from one another.” Explain what the word “diversity” means by saying, “People come in all shapes, sizes, colors, religions, and backgrounds. That is what makes each person special.” Then ask, “What are some ways that people are different?” Again, solicit responses. As students provide examples, write them on the board or newsprint, creating a word collage to highlight the diversity. Then, depending on what the students respond, add some additional ideas by saying, for example: “Some of the ways that people are different are in the ways their families are put together. There are many different kinds of families and each one is special and wonderful.”

NOTE TO THE TEACHER: If appropriate, ask students for different examples of different types of families. Examples may include numbers of siblings, living with one parent or two parents, same or different gender parents, living with grandparents, foster families, adoption, different race/ethnicity of parents, etc.

NOTE TO THE TEACHER: If there is time, allow students to describe something different or special about themselves or their families.

Tell students that everyone can feel good about some of the ways they and their families are special and unique and that we should appreciate all the ways that we are different from each other as well as the same. Say “People also have different religions, different backgrounds, different foods they like. That is what we mean by ‘diversity’—all of the ways that we are different and special. Today we are going to talk about how we treat other people, especially when we think they are different from us in some way.

(10 minutes)

Define the word prejudice by saying: "Prejudice is when you judge or make assumptions about someone based on who they are or who you think they are." Write the word "prejudice" on the board or newsprint. Show the class that the word prejudice looks like "pre-judge". Tell the class, it means "To make a judgment or assumption about a person before you really even know them. For example, if you saw someone wearing a Star Wars t-shirt, what would you assume about them?" Take a few responses. People who are prejudiced against someone often treat that person poorly or are hurtful to them or don't treat them fairly or with respect. That is called discrimination. Explain that some people show prejudice and discriminate against other people and it is not okay. It is never okay to be rude or to insult anyone or to treat them unfairly. When you do this to someone just because of assumptions you make about them, that is a form of prejudice.

(2 minutes)

STEP 3:

Say: "Everyone has a right to feel good about themselves, their families and what they believe. That is why it is so important to treat everyone with dignity and respect". Write the words "dignity" and "respect" on the board/newsprint. Say, "Treating people with dignity and

Let students decorate their posters with markers, crayons, stickers or any other appropriate art supplies. When they are completed, hang them around the room or in the school hallway as a display.

(20 minutes)

STEP 5:

Ask students: "What are some ways people can work together as a group to make sure everyone is treated with dignity and respect?"

NOTE TO THE TEACHER: You may have to give some examples so students understand that you are looking for some kind of cooperative activity. Some responses can include: Have students take turns sharing something special and different about them or their families; have special days to celebrate and honor different traditions and customs; standing up for other people when they hear them being insulted or teased, even when those people may not be around to hear it; have students bring something in to class that demonstrates their pride in something about themselves or their families that make them special; make flags or posters together to celebrate different things people are proud about and then share them with each other and hang them up around the room.

Discuss that the rainbow flag represents pride of gay and lesbian people. Hold one up or show a picture of one for students to see. Ask if students can think of other symbols that people use to show their pride in their heritage or culture or some other trait about them? Examples are parades, books or movies and religious symbols.

NOTE TO THE TEACHER: You may narrow the choices down to those that can be undertaken, or tell the class that you are going to choose one of these great ideas for the class to do together. If there is no time for an additional class project, have students create a pride flag for homework.

(5 minutes)

STEP 6:

End the class by thanking students for all of their hard work in thinking about how to show respect and dignity for all people. Say "We3o6

Step 5 is designed to assess Objective 1. The creation of posters that hang around the

