

# #9430 STUDENT WORKSHOP: RESPECTING DIFFERENCES

SUNBURST COMMUNICATIONS  
1999  
Grade Levels: K-3  
15 minutes  
1 Instructional Graphic Enclosed



## DESCRIPTION

An elementary teacher's disability helps her class learn to respect differences in each other and other people-- differences in abilities, in likes and dislikes, and in cultures.

## ACADEMIC STANDARDS

### Subject Area: Behavioral Studies

- Standard: Understands that group and cultural influences contribute to human development, identity, and behavior
  - Benchmark: Understands that people are alike in many ways and different in many ways

### Subject Area: Working With Others

- Standard: Works well with diverse individuals and in diverse situations
  - Benchmark: Works well with opposite gender
  - Benchmark: Works well with different ethnic groups
- Standard: Displays effective interpersonal communication skills
  - Benchmark: Displays friendliness with others

## INSTRUCTIONAL GOALS

1. To emphasize the importance of giving and getting respect.
2. To recognize that people with disabilities deserve as much respect as anyone else.
3. To illustrate that everyone is different, but that all humans are alike in certain basic ways.
4. To demonstrate ways to overcome the barriers presented by differences of language and culture.

## BEFORE SHOWING

1. Has anyone ever teased you for being different in some way? How did this make you feel?
2. Is there something you feel you can do better than other kids, or something you think you are good at? Talk about it.
3. How do you think you would feel if you moved to another country where people spoke a language you did not understand? What would you do?

## AFTER SHOWING

### Discussion Items and Questions

1. Do you know anyone who is physically challenged, such as being blind or deaf or unable to walk? Have you tried to get to know this person? What are some of the things that he or she can do as well as you can? How can you show respect?
2. How did the students in Miss Landers' class feel when they first met her? What did they come to know about her?
3. What does the word *ability* mean? Why is it important to respect the fact that everyone has different abilities? When you tease someone for not being able to do something well, you are not showing respect for that person. How could you show respect?
4. Do you think there are certain jobs, hobbies, or interests, which are just for boys, or just for girls? Talk about some of these things. Why do you think they can't be done by both boys and girls?
5. Do you have a hobby or something that interests you very much? Tell about it.
6. What do you want to be when you grow up? Do you think men and women can be equally good at this job? Why?
7. In what ways was Shau-shing different from her parents? Why were Nicole and Caitlin so surprised when they saw her?
8. Why wouldn't Caitlin accept the cookie that Shau-shing offered her? Which of the girls showed respect for Shau-shing? How?
9. How do you think Shau-shing felt being in a strange new place where nobody understood what she was saying? How would you have felt?
10. What are some ways you can communicate with someone when you can't speak their language?

### Applications and Activities

1. Have an ethnic foods party in your classroom. Invite children to bring in a food that is part of his or her family's national origins, like a special holiday bread, cookies, or some other dish. Encourage children to bring in recipes for simple foods that might be prepared in the classroom as a group project. Bind the recipes into a class cookbook.
2. Invite children to learn how it feels to have a physical disability. Children may wear blindfolds or ear plugs to simulate vision impairment or hearing impairment. Have them use slings or crutches to see how it feels to be without the full use of their arms or legs.
3. Talk about the concept of stereotypes, or the belief many people have that all members of a group are the same. Write the following on the board and ask children to contribute words they think describe each group: movie star, teacher, babysitter, police officer, doctor, or

model. Then talk about each group and ask children if they think all members of these groups are alike.

4. Many people in the United States have their family origins in other countries. Ask students to find out where their families originally came from. Make a list of all the countries represented by the children in your class. Older students may research the flags of each of the countries; drawings of each flag can be displayed in the room.
5. Help children make finger puppets from old socks, construction paper, or other scrap materials. Have them use the puppets to act out situations from the video or the activity sheets, or any other situations they any come up with related to respect for people's differences.
6. Invite children to tell about their own real experiences related to dealing with people who seemed different to them. Have each child tell how the person was different, how this difference made him or her feel, and how the situation was finally resolved.
7. Write the words "alike" and "different" on the chalkboard. Ask children to think of the ways in which they are all alike and the ways in which they are all different. For instance, they are all between the ages of \_\_\_ and \_\_\_. List their ideas on the board under the appropriate heading.
8. Have children look through old magazines and journals and cut out pictures of people who are physically different, either because they are from different countries and cultures or because they have some physical disability, or are tall or short or whatever. Place all the pictures on the bulletin board under the heading, "Everyone Deserves Respect."
9. With children, make a class book about respect for the differences of others. Each child can write or dictate how they would like to be treated if they were in some way "different" from others in their group, and then draw a picture to go with it. Use large sheets of paper for the book pages and colored poster board for the cover. Display the book in your classroom library.
10. Invite children to talk about their hobbies, collections, etc. and bring in a sample that they can show to the class. Display all the objects on a shelf or table and invite other classes in to see them.
11. Choose a country, region or culture and ask children to find out as much as they can about how the people live there—the foods, clothing, celebrations, etc. Invite children to write reports, draw pictures, or bring in pictures they have cut from magazines, and place all the information on the bulletin board along with the name of the country or region. Every month or so, choose a different country to focus on. When you remove the old information, place it in a scrapbook. See how many regions of the world you can study in one term.
12. After children have completed the worksheet (see INSTRUCTIONAL GRAPHICS), collect their responses for display on a bulletin board. Be sure each child writes his or her name on the worksheet. The display could be titled, "What Makes Us Different."
13. Encourage children to think creatively about the concept of respecting differences and to write poems or draw pictures on this theme. Display the poems and drawings on a bulletin board.
14. Invite children to share possible responses to the following:
  - a. Your brother says that girls shouldn't be allowed to play football. What would you say?
  - b. Your friend says that America will never have a woman president. Being president is a man's job. What would you say?
  - c. Your father does the cooking and cleaning in your house while your mom goes to work. Your friends tell you this is really silly. What would you say?

- d. When you visit your brother in the hospital, you see that one of the nurses is a man. Your brother makes fun of him. What would you say?
15. Instruct children to draw or write about two things that they do well. Also, have them draw or write about two things that they don't do as well as other kids do.

## RELATED RESOURCES



### Captioned Media Program

- Just a Little Red Dot #8786
- Let's Be Friends #3265
- The Respecting Others Game #2679
- What's Respect? #3539



### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **CELEBRATING DIVERSITY**

<http://www3.kumc.edu/diversity/>

Click on one of the diversity topics such as "Ethnic," "National Holiday," "Religious," or "Other" and then click on a specific month to find out what certain group celebrates personal observances.

- **PEOPLE LIKE US**

<http://www.pbs.org/peoplelikeus/>

This PBS site explains social class in America. Also exchanges true stories of personal experiences growing up "Stuck in the Middle," "The Rollercoaster of Status," "Trouble at Home," "Downwardly Mobile," and "Be Careful What You Wish For." Add your story!

- **ISSUE SPECIFIC RESOURCES**

<http://www.inform.umd.edu/edres/topic/diversity/specific/>

Maintained by the University of Maryland, this diversity database provides numerous links to specific topics such as age; class; disability; gender; national origin, race, and ethnicity; religion; and sexual orientation.

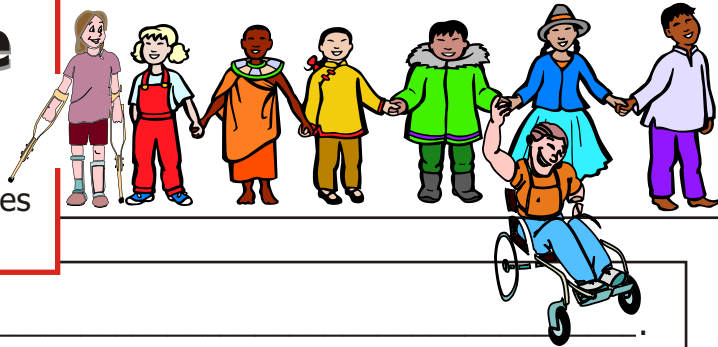
## INSTRUCTIONAL GRAPHICS

- WHY I'M ME

# Why I'm Me

**Directions:**

Complete each sentence.  
Draw pictures along the sides  
to decorate the page.



1. My name is \_\_\_\_\_.
2. My nickname is \_\_\_\_\_.
3. My favorite foods are \_\_\_\_\_.
4. One of the things I like to do best is \_\_\_\_\_  
\_\_\_\_\_.
5. The members of my family are \_\_\_\_\_  
\_\_\_\_\_.
6. My favorite game is \_\_\_\_\_.
7. My hobbies are \_\_\_\_\_.
8. When I grow up I want to be \_\_\_\_\_.

**Here is a picture of me!**

