



# RESPECTING DIFFERENCE

**Grade:** Fourth Grade

**Lesson time:** 30-45 min

**VA School Counseling Standards** EA8; EP1; EP2; EP3; EP4.

**Curriculum Standards Addressed:** Oral Language 4.1a-d; Reading 4.4d.

**LEARNING OBJECTIVES:**

1. Students will learn the importance of respecting one another
2. Students will learn that different points of view are okay

**MATERIALS NEEDED:**

- Angel Child, Dragon Child by Michele Maria Surat
- Optical illusion pictures
- White paper
- markers/crayons/art supplies

**LESSON SUMMARY/PARENT CONNECTION:**

The counselor shows students optical illusions to demonstrate that it's okay to have different opinions as there is often more than one right answer. The class then reads Angel Child, Dragon Child and discusses the story. Lastly, the students draw pictures of their families and the students pair up to discuss their similarities and differences. The counselor emphasizes no family is better or worse, just different.





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## LESSON PLAN:

### Step 1: Anticipatory Set (Introduction and Accessing of Prior Knowledge)

1. **Show** the class each of the optical illusion pictures.
2. **Have** students that see an elderly lady go to one side of the room and those that see a young woman, go to the other. Do the same with the duck/rabbit image.
3. **Examine** each image carefully with students so that they see that each image actually has both images in it. No one was right or wrong.
4. **Discuss** with students why it is important to learn this lesson as part of respect. Have they ever been in a situation like this where they had a different point of view than someone else? How can there be more than one right answer?

### Step 2: Guided Practice (We Do)

1. **Read** Angel Child, Dragon Child and discuss it with students:
  - a. What happened in this story?
  - b. What was the disagreement?
  - c. How was it resolved?
  - d. What can we learn from this story?

### Step 3: Independent Practice (You Do)

1. **Separate** students into pairs. Each student will draw a picture of their family. After each student has completed the drawing, have the pairs see what is similar and what is different about their two families.
2. **Have** pairs come up and share what they learned about their partner's family (similarities and differences) once everyone is done.
3. **Emphasize** how no family is better or worse, just like no point of view is better or worse, only different.





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## LESSON PLAN:

### Step 4: Assessment

Do the students understand the importance of respecting one another? Do they understand that having different points of view is okay?

### Evaluation Form

Please consider submitting an evaluation of this lesson to us at The FACE Project so we can continue improving our materials: URL

[https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt\\_w4GrFm4byVQc/edit](https://docs.google.com/a/thefaceproject.org/forms/d/1Xu51SUMhb-8yGozpxm3asoWwrVO9jt_w4GrFm4byVQc/edit)

