

**Subject/Grade:** Grade 1 Health  
**Lesson Title:** What Makes YOU Unique?  
**Teacher:** Miss Ashlyn Helmeczi

### Stage 1: Identify Desired Results

#### Established Goals: (Learning Outcomes)

USC1.5 – Explore the association between a healthy sense of "self" and one's positive connection with others and the environment.

- (a) Use common and respectful language to talk about self and others (e.g., appearance, abilities, gender, behaviors, culture).
- (b) Recognize "self" as an individual who has particular physical and inherited attributes (e.g., height, freckles) and particular experiences that may or may not be similar to those of others (e.g., traditions).
- (c) Identify factors that influence one's sense of self (e.g., gender, culture).
- (d) Examine similarities and differences in people (i.e., gender, age, appearance, abilities, culture, language) and understand that differences do not make one person or group superior to another.
- (e) Begin to understand that every person has value that is not dependent upon her/his appearance, physical characteristics, or behaviors.

#### KUDs

**Understand:** Students will understand (can be written as I Can statements)

**Essential Question(s):**

Students will understand how important it is to be kind to everyone.

What words describe me?

Students will understand what diversity is.

What makes me unique?

Students will understand that it is important to accept everyone no matter what.

How can I work together with my friends?

Students will understand that when everyone works together, beautiful things can happen.

How can I be kind to others?

**Know:** Students will know...

Students will know that everyone is different, but also unique and special.

**Do:** Students will be able to....

Students will be able to use

Students will know how to work together.	<p>positive language regarding how they feel about themselves and their classmates.</p> <p>Students will be able to be kind to themselves and others.</p>
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<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>- Group Discussion</li> <li>- Read aloud (literature response)</li> </ul>
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<p><b>Stage 2: Determine Evidence by Assessing Learning</b></p> <p>Formative Assessment: Observe students</p> <p>Observation: Was the student able to use words that describe how they are unique? Was the student able to understand that everyone may be different, but everyone is important and special?</p>
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<p><b>Stage 3: Build Learning Plan</b></p>
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<p><b>Set (Engagement/hook)</b> <span style="float: right;"><b>Length of Time:</b> 5 minutes</span></p> <p>To start the lesson, read the book, “The Crayon Box That Talked”.  <i>Today, grade one, we are going to read a book called “The Crayon Box That Talked”. We are going to discuss how each one of us is unique and special in our own way.</i></p> <p><b>Development:</b> <span style="float: right;"><b>Length of Time:</b> 30 minutes</span></p> <p>After reading the book, have a discussion with the students.      Ask:  <i>What happened in the story? (possible student answers: The crayons did not like each other, and the girl drew a picture with them all together)</i>  <i>What was the problem at the beginning of the story? (possible student answers: The crayons did not like each other or get along)</i>  <i>How were the crayons different? (possible student answers: the crayons were all different colors)</i>  <i>What happens at the end of the story? (possible student answers: The girl draws a picture of all the colors together and they realize when they all are together, the picture is complete)</i></p> <p>Sit in a circle and have a sharing/talking circle (use a talking rock, so</p>	<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>- “The Crayon Box That Talked” by Shane DeRolf</li> <li>- Talking Rock</li> <li>- “Crayon” Template (1 for each student)</li> <li>- Crayon Box Bulletin Board</li> <li>- Crayon Quote Template (1 for each student)</li> <li>- Sticky notes (1 for each student)</li> </ul> <p><b>Management/Engagement Strategies:</b></p> <ul style="list-style-type: none"> <li>- Circle Reading Time</li> <li>- Class Discussion</li> <li>- Asking questions about the book</li> <li>- Sharing/Talking Circle</li> </ul>
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whenever the student is holding the rock they share and then pass it on).

Ask students:

*What makes you unique?* (possible student answers: I am smart, I can ride a bike, my hair has braids, I live on a farm)

Discuss how everyone is special and unique.

Give each student a "Crayon" template. Students will write their name, color, write words to describe why they are unique, and draw pictures on their crayon.

Once students complete their crayon, the teacher will collect them all and create a bulletin board. Create a crayon 'box' to put all the crayons in and have the quote

"We are like a box of crayons

each one of us unique

but when we are all together

the picture is complete"

(template and ideas below) → (this can be done AFTER the lesson)

**Closure:**

**Length of Time:** 5 minutes

To end the lesson and review on how we can create a healthy sense of self and others, give each student a sticky note, and they will write ONE word on the sticky note that describes what they see when they look around the classroom at their friends.

*On your sticky note, I want you to write one word that comes to your mind when you look around the classroom and see all of your friends. The word that comes to mind for me is smart.*

Then stick up all the notes on the board or somewhere in the classroom!

**Safety Considerations:**

- Be careful if students choose to use harmful language
- COVID: the sharing circle and the talking rock would not work because of the COVID protocols and safety measures in place (no sharing materials)

#### **Stage 4: Reflection**

Professional Development Plan (PDP)

**My professional goal(s) for this lesson is/are:**

- Communication Skills (audibility, clarity, facial expressions)
- Questioning techniques
- Timing
- Clear Directions

