

# **Health Literacy Digital Resource Package**



'I am One: A book of Action' Written by  
Susan Verde  
By Christie Mason & Hope Brenner

**Grade 3**

# **Grade 3 Perspective**

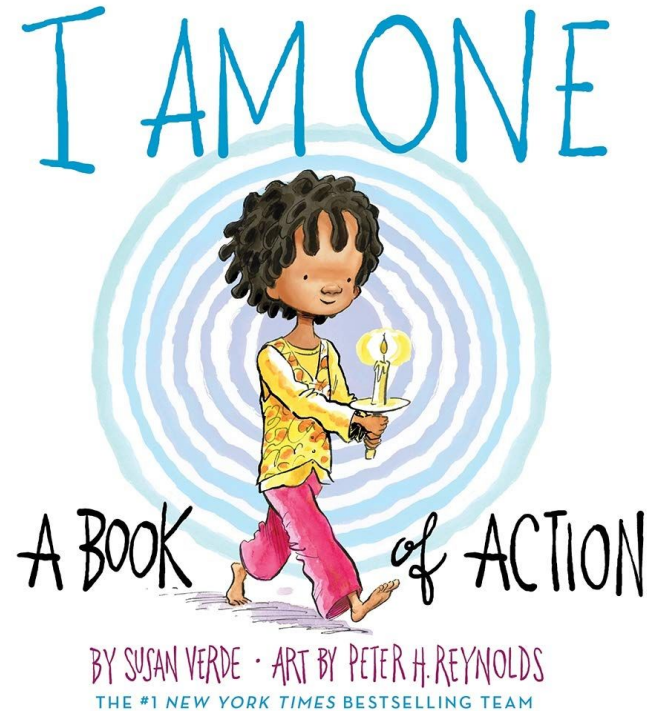
Investigating Health Knowledge and  
Information

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**I am One: A Book of Action**  
**Youtube Video**

# Brief Description of the Book - I am One: A book of Action Written by Susan Verde

This children's book is all about making a difference in the world no matter how tall, how small you are and where you come from. The author of this book describes the journey of a young female who sets out to break down barriers, create a ripple effect and light the way for a change to be made in order to make the world a better place for all (Verde, 2020). This book symbolizes the power of ONE and all the actions that need to be taken to create a difference and become a positive leader.



# **A note from the author**

The book 'I am One' was inspired by a quote from the Dalai Lama "Just as ripples spread out when a single pebble is dropped into water, the actions of individuals can have far-reaching effects" (Verde, 2020).

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# What is Oppression?

Oppression is..."The exercise of authority or power over the powerless. It is the feeling of being burdened mentally or physically by troubles" (Dictionary, 2020).

## What does this term look like for a Grade 3?

When a grade 3 student thinks about what oppression means, they may think that it is being unfair, unkind, and mean (Kiddle, 2020) to people who may be seen as different than them. It is important that children, even from a young age are becoming aware of oppression within their communities. This will be to ensure that they know how to react and make positive change to the situation, so it is not reproduced within in the classroom, school, and the community.

# Oppressive Cultural Norms

Below is the Oppressive Cultural Norm identified within the book...

- Ableism
  - “Ableism is the discrimination of and social prejudice against people with disabilities based on the belief that typical abilities are superior. At its heart, ableism is rooted in the assumption that disabled people require ‘fixing’ and defines people by their disability. Like racism and sexism, ableism classifies entire groups of people as ‘less than.’ and includes harmful stereotypes, misconceptions, and generalizations of people with disabilities” (Eisenmenger, 2019).



# **Video: A Chance**

# How can I make a difference?

These are a few essential questions to keep in mind while reading the chosen book and completing the activities.

When I am only ONE person in a world full of many others?

How can I create a chain reaction of making change in the world?

How can I help lead the way to a better place for everyone?

How can I begin to break down walls and barriers?

How can I create light in a room surrounded by darkness?

How can I make a ripple effect from just one drop in the water (to reach others to tell them to make change)?

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# USC outcome - STOP & THINK

**USC 3.2 - Examine the spiritual dimension of the "inner self" and determine the importance of nurturing it.**

B - Investigate common definitions of the "inner self" (e.g., quiet awareness of who one really is and one's reason for being).

C - Develop respectful language sometimes used to describe the "inner self" (e.g., soul, spirit).

G - Participate in experiences designed to increase one's sense of connection to others and other life forms (e.g., carefully observing the natural world, class rituals focused on appreciating each class member, participating in cultural activities).

# **Activity 1 - STOP (Wonder & Question)**

Understanding, Skills, and  
Confidences

Activity 1 - The "I am Tree"

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# **Activity 2 - THINK (Investigate & Interpret)**

Understanding, Skills, and  
Confidences

Activity 2 - I Spy

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# DM Outcome - THINK

**DM 3.1- Demonstrate the importance of investigating information for making informed decisions related healthy family and home.**

A - Critique decisions made by someone (e.g., community situation, character in a story) who did not investigate the information/facts before making a decision, and compare it to those made by people who did.

B - Determine the kinds of information to gather and investigate for making healthy decisions.

C - Examine sources of information/misinformation in the community.

F - Identify opportunities to be healthier based on the investigation of information.

# **Activity 3 - THINK** **(Investigate &** **Interpret**

Decision Making

Activity 3 - What Would  
You Do?

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# AP Outcome - DO

**AP 3.1 - Use the understandings, skills, and confidences related to one's "inner self", healthy family and home.**

B - Plan to act based on the knowledge and information that has been investigated.



# **Activity 4 - DO (Engage & Apply)**

Action Planning

Activity 4 - Your Inclusive  
Park

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**If you are feeling  
inspired...**

If you would like to see your inclusive park vision board brought to your community, take a moment and write a letter to your community mayor. Include the picture of what your park looks like. You are leading the path to create positive change.

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# Tips and Instructions for Mentors & Caregivers

As you are reading the chosen book, 'I am One: A Book of Actions, please do a 'verb' hunt with your student. We are working on learning verbs in class. As a guide, we have listed the verbs below.

- Start
- Inspire
- Breaking
- Change
- Speak
- Use
- Share
- Make

As you read through the chosen book, help guide your student to think about these statements below.

Begin to think about who you are... do you have similar traits as the girl in the book? Do you like to break down walls? Do you like to lead the way with the candle light? Do you like to create a ripple effect?

How to do make sure that everyone feels included? Do you notice when people are not being included?

What actions do you take to make people feel good about themselves?

# **Comprehensive School Community Health Connections**

[Sensory Hallway](#)

[Let's Play Tool Kit](#)

[Access Living - Ableism](#)

[Children Changing the World](#)

# References

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**THANK YOU!**