

Grade 6 – Challenge #3

Respect the Differences in Others

Understanding people who differ significantly from you can prove a challenge, as you may have no experience with their ways of life or customs; however, being understanding of differences is important to maintaining harmony in your relationships. Instead of fighting against differences, embrace them, be respectful of them and use the experience to learn and grow as a person.

1. Learn about the individuals. When dealing with a person or people who are different from you, you must first learn about them to see what makes them different from you. Spend some time talking to this person to find out how they differ from you and from others in the group.

2. Learn about others' cultures. Create learning opportunities by asking others about their customs and traditions. If a person who is from a different culture celebrates a holiday, consider joining in or urging him/her to share information about the event with you so you can improve your understanding.

3. Accept things with which you don't agree. Being respectful of individuals' differences doesn't mean always agreeing with them. If you have a difference of opinion that simply can't be overcome, move past this disagreement, looking at it as only a difference of opinions, not a matter of right and wrong.








4. Share information about your life. Reciprocate in information-sharing by volunteering information about your life. By doing so, you can show this individual that you are willing and eager to form a friendship.

5. Create connections where similarities exist. Look for things that you have in common with the individual with whom you have differences and build on these similarities, joining with him/her in social outings or discussing things that you both enjoy. As you do, you will likely see that you and this individual are more similar than you originally thought.



Respect the Differences in Others

You are unique! That means there's nobody in the world exactly like you. But you do have things in common with other people. To complete the chart below, the teacher should call out each characteristic and have all students who possess that characteristic raise their hand. Students will mark down the number of people who possess the characteristic in the space provided in the second column; they will also put a check mark in the last column if that characteristic also describes them.

	CHARACTERISTIC	# OF PEOPLE IN CLASS WHO POSSESS THIS CHARACTERISTIC	CHECK THIS BOX IF THIS CHARACTERISTIC DESCRIBES YOU
	BOY		
	GIRL		
	BLUE EYES		
	BROWN EYES		
	OTHER COLOR EYES		
	RED HAIR		
	BROWN HAIR		
	BLONDE HAIR		
	OTHER COLOR HAIR		
	SHORT HAIR		
	LONG HAIR		
	STRAIGHT HAIR		
	CURLY HAIR		
	OLDEST CHILD IN FAMILY		
	YOUNGEST CHILD IN FAMILY		
	MIDDLE CHILD IN FAMILY		
	LIKES TO READ		
	LIKES TO PLAY SPORTS		
	LIKES TO PLAY VIDEO GAMES		

Look over the chart above to identify the similarities and differences between you and your classmates.

Activity – Everybody is Unique



PURPOSE

This activity will demonstrate that everybody is unique. It will also remind us that what a person looks like on the outside sometimes has nothing to do with what they are like on the inside! The activity should reinforce the idea that one can't always judge the quality of a person by his or her appearance; people should always be appreciated for their differences.

MATERIALS

1. Person handouts (provided)
2. Markers, colored pencils, crayons, etc.
3. Scissors
4. Tape

PROCEDURE

1. Give each student a person handout.
2. Tell them to create a unique individual by adding features and clothing to their person. Their person can represent them or a person they would like to be. It can be a boy or girl, have any color hair, wear any style clothes...it's up to them. Just remind them to be creative.
3. Once they have finished creating their person, they should cut it on the lines marked on the handout; this will leave each student with three parts: a head, a torso and legs.
4. Collect all the parts, separate them into three piles (heads, torsos and legs) and shuffle each pile.
5. Hand out one head, one torso and one set of legs to each person. Try to give them parts from three different originals.
6. Have the student tape their new person together.
7. Display the reconstructed people in your classroom.

REFLECTION/QUESTIONS FOR DISCUSSION

1. What unique qualities did you give the person you created?
2. What unique qualities did your reconstructed person possess?
3. Did the three parts of your reconstructed person fit together?
4. When you look at your reconstructed person can you tell if...
 - he/she is smart?
 - he/she is kind?
 - he/she is respectful?
 - he/she has a lot of friends?
 - he/she is from a big family?
5. What do your answers to the previous question tell you about the relationship of a person's appearance to who they really are as a person?