



Getting to Know You

Contributor

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Objective

The purpose of this lesson is to help students learn more about their peers so that they will better understand and appreciate the diversity that exists within the classroom. The activities in these lessons promote a better understanding of the strengths and unique qualities that each person brings to the class. Students will learn how to show respect for differences, and important base to study of culture in general and bilingualism and multiculturalism specifically.

🕒 **Time** two to three, 48-minute classes

Getting Started

Knowledge Now

Open the class by stimulating thinking about the term *prejudice*. Ask the students what they think prejudice is. What are examples of prejudiced behavior? How do people form prejudices? How can prejudice be prevented?

The term literally means to pre-judge. To form an opinion about someone or something before knowing the facts. The opinion can be either positive or negative. When prejudices are negative (and most are) they can lead to stereotyping, misunderstandings, mis-perceptions and eventually conflict.

Ask students to think about a prejudice they personally might have and to reflect on it silently. Is there a reason for your prejudice? Have you checked the facts? What can you learn about your prejudice that might change your mind? Think about these questions as we work through this lesson.

Think about this:

How is simply not liking someone not necessarily an example of prejudice? What's the difference? How might this apply to this class? Why is it important to learn about each other's differences?

Engaging Interest

The teacher brings a personal item that reflects a memorable occasion (such as a birthday, holiday or other special occasion). Show the students the item and share the memory or occasion. Tell the students the object's significance. Model a show-and-tell approach. Ask the students to

bring an object that is important to them to the next class. Tell them that you will be asking them to share its significance with the class. Some may want to share an event (they may have a photo).

Experiential Learning/Skill Practice

Start the next class with a student show-and-tell. If students forget to bring an object, they can describe it and then tell about its significance. If you think that students will be reluctant to do this in front of the whole class, ask them to form small groups to share their stories.

Note: Be sensitive to cultural and religious differences. Try not to assume that all students celebrate occasions such as birthdays or religious holidays.

Keep file cards of the information that students chose to share. Do this to provide information you will need to create the matching activity that follows.

New Knowledge, Skills and Attitudes

Create an icon for each class member based on the sharing that occurred in the show-and-tell. Consult your notes. The icon should symbolize what was shared by each person. It should be easily recognizable and simple in design.

Who's Who Poster: Create a poster that shows each person with his or her corresponding icon (picture or favorite activity). To make the poster, create card sets with student names and a corresponding set of cards with each student's icon. Challenge the students to match the icon with the names. Do this as a "fun" contest. Make two more sets of cards; one that provides information on each student and the other a picture of each student. Increase the difficulty by asking students to match four sets of cards for each class member.

Bingo Game: Make a blank template of a bingo card and provide each student with a card. Ask each student to fill in the name of a different classmate in each square. Read out information on each student while students daub their bingo cards. The winner will call BINGO when his or her whole card is filled.

Debrief these activities by focusing on the value of human differences. Ask students to think about how we can learn about each other and begin to notice characteristics that may have gone unnoticed. Reinforce the idea that an important step in preventing prejudice is getting to know others personally.

Application and Assessment

Debrief these activities by encouraging students to learn more about their peers with the goal of increasing understanding. Ask them to focus on each others' valuable assets, unique qualities and special abilities. Point out the importance of diversity within any group. Ask the question—why is it better to have people with different talents and abilities when you are solving a problem, working on a job or participating in an activity?

Homework: Challenge students to find out strengths and unique qualities in a:

- Teacher
- Family member or relative
- Close friend
- Neighbour
- Student they don't know

Ask students to write insights about prejudice in their journals. Avoid formal assessment of this activity. The goal is to establish trust, empathy and caring.

Social Studies 7 Learner Outcomes

- Topic C Canada—A Bilingual and Multicultural Country
- Knowledge: Cultural heritage is part of an individual's identity
 Canada's population is made up of a variety of cultural groups
- Attitude: Appreciate and respect for the worth of all people
 Respect and tolerance for the rights, needs and opinions and concerns of others.

Safe and Caring Topics and Concepts

Respecting Diversity and Preventing Prejudice

Celebrating diversity in the classroom

Teaching Strategies

Go to www.sacsc.ca Click on <i>Strategies/Resources</i> for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> • Modeling • Games 			<ul style="list-style-type: none"> • Creating Posters • News Centres • Interactive Bulletin Boards

Supplementary Resources

- *Ready to Use Self-Esteem and Conflict-Solving Activities for Grades 4 to 8* by Beth Teolis
- This collection of activities can easily be used to develop positive peer relationships in

Health 7 or other subject areas.