# Respecting Individuals

## Grade 1 Lesson 1

<table>
<thead>
<tr>
<th>National Sexuality Education Standards:</th>
<th>State Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe the characteristics of a friend. HR.2.CC.1</td>
<td>• STATE GOAL 24:</td>
</tr>
<tr>
<td>• Identify healthy ways for friends to express feelings to each other. HR.2.IC.2</td>
<td>o Promote and enhance health and well-being through the use of effective communication and decision-making skills.</td>
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## Time Requirements

Day 1 – 25 minutes  
Day 2 – 25 minutes  
Extension Activity – 30 minutes

## Lesson Objectives

- Students will identify differences and similarities between themselves and their classmates and that everyone is unique  
- Students will define respect  
- Students will describe the characteristics of a friend  
- Students will practice techniques for respectful communication between friends  
- Students will write “I” statements for conflict resolution

## Vocabulary

**Respect** – Treating other as special and unique human beings.  
**Individual** – Yourself, as someone who has skills, traits, and ideas that are different from anyone else.  
**Unique** – To be special and distinctive from anyone else.  
**Friend** – Someone who you care for and who cares for you.

## Materials

- “I’m Unique” Faces Activity Sheet  
- Crayons, markers, or other creative materials  
- “What to Say” worksheet

## Preparation

- Print a “I’m Unique” face for each student  
- Print or project a “What to Say” worksheet  
- Review “I” statement techniques
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- Review resources for additional materials

Content
- All children are unique individuals
- All individuals should be shown respect
- It is important for friends to communicate respectfully
  “I” statements can be used for conflict resolution and to communicate respectfully with friends and classmates

Activity

Day 1

1.) Introduction Activity
   Explain: Today the class will explore ways that they are each a unique individual. They will draw faces of themselves that show their classmates things about their likes, dislikes, and talents. The class will have the chance to see how their colorful faces are alike and different.

   Define: Unique and Individual

   Distribute the “I’m Unique” face. Read or project the activity instructions and have students complete their picture.

2.) Activity #1: Sharing
   Students will explain their picture to a partner. Pairs of students can present on their partner’s picture to the class.

   Say: “After looking at all our pictures what do we notice that is similar? What do we notice that is different?”

   After students have identified the similarities and difference, reiterate that based on how all these characteristics are put together makes each person unique

3.) Respect
   Define: Respect
   Discuss:
   ▪ Should students respect others even if they have different likes and dislikes, different pet, or look different than them?
   ▪ How does the class show respect to each other?
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- What can the class do to respect each other even if they like different things, have different pets, and come from different families?

**Fast Facts Box:** Integrate established class rules and methods for being respectful to classmates.

**Day 2**

4.) **Friends**  
**Define:** Friend  
**Ask:**  
- What are some things you do with your friends?  
- How does having a friend make you feel?  
- What makes a good friend?  
- Does your friend have to be just like you?

5.) **Activity #2: Communication**  
**Explain:** It is good to have different friends who are unique in their own ways. Sometimes friends don’t always agree but they still need to be respectful of each other.

**Ask:**  
- When might you disagree with a friend?  
- What is the respectful way to handle a disagreement with a friend?

**Integrate:** Classroom rules and procedures

**Teach:** “I” statements for conflict resolution  

**Practice** scenarios on the “What to Say” worksheet  
- Have students formulate and practice “I” statements for conflict resolution.
*For more advanced students, read the scenario in a group and ask them to write an “I” statement on an individual worksheet.

**Evaluation**

- Students will describe ways they are unique  
- Students will learn how to respect unique attributes in others  
- Students will identify characteristics of a friend  
- Students will practice using “I” statements for conflict resolution
Extension Activities

Teach: Common Sense Media Lesson: Show Respect Online (K-2). Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages. 45 minutes. Retrieve from http://www.commonsensemedia.org/educators/lesson/show-respect-online-k-2

-OR-

Read: Stand in My Shoes: Kids Learning About Empathy by Bob Sornson, Ph.D
  - Have students role play aspects of the story using “I” statements for conflict resolution.

Resources

- One World, One Heart Beating website provides free lesson plans on developing community and teaching empathy. Use these lessons to build concepts of respect, community, and celebrating differences.
  - Students can see post to the website here http://oneworldoneheartbeating.com/kids-corner/ to share community and class projects.
Follow the instructions to create a face that shows everyone how unique you are!

FACE COLOR
LIGHT GREEN – You have a sister
LIGHT BLUE – You have a brother
YELLOW – You have a sister and a brother
Orange – You are an only child

EYE COLOR
RED – You have a dog
BLACK – You have a cat
PINK – You another pet
DARK BLUE – Your don’t have any pets

SHAPE OF NOSE
Square – You like sports the best
Circle – You like music the best
Triangle – You like to read the best
Diamond – You like to work on computers the best
Star – You like to act out plays and stories the best
COLOR OF NOSE
PURPLE – You like Math
RED – You like science
GREEN – You like Language Arts and Reading
Pink – You like History

HAIR COLOR
RED – There are 2 people in your family
GREEN – There are 3 people in your family
BLUE – There are 4 people in your family
Purple – There are 5 people in your family
Orange – There are 6 or more people in your family

SHIRT COLOR
BLUE – Your were born in Chicago
RED – Your were born somewhere else

If you are respectful to your classmates, add a yellow star to your picture! ⭐
What to Say?

John and Maria are friends. They play ball every day after school.

Today, John is playing ball with Juan and does not invite Maria.

Maria feels sad and hurt.

What should Maria say to John?

When you ____________________________________________ ,

I feel ___________________________ because _________________________.

________________________________________________________. I would like ___________________________________________.

__________________________________________________________________________________________.