



*Department of Teaching and Learning*

**FAMILY LIFE EDUCATION**  
**GRADE 2 LESSON 1**

**TIME:** 45 minutes

**LESSON FOCUS:** To acknowledge that not everyone has the same strengths and weaknesses; however, it is important to recognize and respect each individual for who they are.

**STATE STANDARD:**

2.1 The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.

**DESCRIPTIVE STATEMENT:** The key idea is that all human beings are worthwhile and need to be accepted and appreciated as they are. The emphasis is on daily experiences in which children receive the message that they are worthwhile. In this environment, the student is able to use his or her strengths to overcome weaknesses, to realize that not everyone has the same strengths and weaknesses, to change the things he or she can change, and to accept the things that cannot be changed. Care is taken to ensure that children view persons with a physical or mental disability as unique individuals with many strengths.

**LEARNING TARGET:**

All human beings are important in this world regardless of their strengths and weaknesses. We must learn to appreciate and respect all differences.

**KEY TERMS:**

- Respect
- Different
- Empathy
- Kindness

**MATERIALS NEEDED:**

- Post-it notes (one per student)
- Paper square for kindness quilt

- Exit ticket handout
  - Strategies for the lesson are listed in **red** within the lesson (all strategy procedures are listed at the bottom of the lesson plan).
1. <https://www.youtube.com/watch?v=PCSLhFIRcHE>  
YouTube video: *Respecting Differences*
  2. <https://www.youtube.com/watch?v=L5HEKWib33g>  
YouTube video: *What Does It Mean to be Kind?*
  3. <https://www.youtube.com/watch?v=rweIE8yyY0U>  
YouTube video: *Color Your World with Kindness*

### **LINK (activate prior knowledge/lesson intro)**

1. Ask for two volunteers to **Role Play** the following situation to demonstrate the following scenario in a positive and negative light.

- **Being respectful**

**Scenario:** What would you do? A new student entered your class today; however, others decide to pick on the student for no apparent reason? How would you demonstrate being respectful?

2. Teacher will bring four different types of apples to demonstrate how they are different on the outside and have different names. However when you slice each apple they are the same. (cafeteria should be able to supply you with the apples)

- **Being different**

3. <https://www.youtube.com/watch?v=PCSLhFIRcHE>

YouTube video: *Respecting Differences*

### **ENGAGE AND EXPLAIN: (direct instruction/guided practice)**

1. Give each student a **Post-it note** to write, “What does it means to be ‘kind?’” Have each student place their Post-it note on board/poster/chart. The teacher will read/share responses with the class.
2. Present new vocabulary (see key terms)

Ask students to share how they’ve applied kindness in their lives and how good it feels to pay it forward.

1. What about in their home, school and community? Have student share their response with a **shoulder partner**.

Show video, *What Does It Mean to Be Kind*

<https://www.youtube.com/watch?v=L5HEKWib33g>

2. After the video have class check items from Post-it notes that were presented in the video.

Show the video, *Color Your World with Kindness*

<https://www.youtube.com/watch?v=rweIE8yyY0U>

### **ACTIVE LEARNING: (collaborative learning/work)**

After viewing the videos on Kindness:

- Make a class kindness quilt. Each student can complete a square with the header: Students can use their post-it notes from the beginning of class and add additional responses after viewing the videos to help

them complete their square. As students complete their squares, the teacher should connect them with scotch tape to make a “class quilt.”

**Header: I am kind to others when I ..... Finish the sentence and draw a picture.**

Put together as a quilt to display in class as a reminder to be kind and respect others who are different.

**REFLECTION: (individual work)**

Use the **Exit Ticket: 3, 2, 1 (strategy)**: See handout.

**LESSON CLOSURE:**

Students will discuss this lesson with their parents.

**Post-it Note Response**

1. Give each student a post-it note to write what the word “kind” means.
2. Each student will post their response on a board/poster/chart

**3 - 2 - 1 (Exit Ticket) (strategy)**: (students write)

3 kind words

2 people they want to show kindness to

1 thing they learned from today’s lesson

## EXIT TICKET: 3, 2, 1

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3. List **three** kind words:

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2. List **two** people you can show kindness to:

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1. List **one** thing you learned from today's lesson:  
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## EXIT TICKET: 3, 2, 1

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3. List **three** kind words:

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2. List **two** people you can show kindness to:

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1. List **one** thing you learned from today's lesson:  
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