

# Grade Five—Unit Two

## Lesson Four

### Respecting The Differences Of Others

#### PURPOSE/OBJECTIVE

Students will learn to respect the differences of people around the world and in various situations in order to avoid conflict, and promote peace in their lives.

#### MATERIALS

- Students' workbooks
- *The Teacher's Manual Audio Lessons*
- Tape player
- Aluminum foil

#### PROCEDURE

1. Review Lesson Three, "Respecting Authority," by asking the following questions:
  - a. What does the word **authority** means? (*Someone who is in charge of or responsible for someone.*)
  - b. How can you show respect to those in authority over you? (*Answers will vary, but should include, following the instructions given, responding in a polite tone, and having a positive attitude.*)
2. Explain to students that today they are going to learn that respecting the differences in others avoids conflict. Remind students that a conflict is a problem or disagreement between two or more people. Tell students that valuing the differences in our physical appearances, cultures, and languages can bring harmony and unity among us.
3. Explain that respecting the differences in others is like listening to a symphony. Tell students that there are many musical instruments that look and sound different. However, when played together, these instruments create a beautiful, harmonious sound in an orchestra.

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4. **Activity #1—Symphony Sounds:** Play the Symphony portion of *The Teacher’s Manual Audio Lessons*. Have students turn to **page 41** in their workbooks (answer key on **page 85** in the *Teacher’s Manual*) and identify the instruments in the orchestra. Briefly discuss how each instrument looks and sounds differently from each other. Explain to students that like the instruments, people look and sound differently from each other. Guide class discussion by asking the following questions.

a. What if the violin said to the piano, “You are too big and you look funny with all those keys? I don’t want you around me.”

Play the tape, then discuss how the symphony sounds without the piano.

b. What if the drums said to the cello and the violin, “ You sound funny. I don’t want you around me.”

Play the tape and discuss how the symphony sounds without the cello and the violin.

Emphasize to students that a symphony is a combination of sounds from different instruments. Explain to students that, like instruments, people look and sound differently from each other.

a. Our hair, eyes and skin colors are different.

b. Some people may speak differently or with an accent because they are from another country.

c. Some people may not be able to afford brand new clothes.

d. Some people may wear eye glasses or braces.

e. Some people may need a wheelchair or walk with a limp.

f. Some people may be slow learners or speak with an impediment.

g. Some people may look differently because of injury or disease.

5. Explain to students that, unlike the instruments, people have feelings. When we disrespect others based on their physical, lingual (the language they speak), or cultural differences, we can create a conflict. Ask students how they would feel if someone said hurtful things to them. (*Answers will vary, but may include sad, hurt, or angry.*)

Tell students that when we respect the differences of others, we can avoid conflict and make many friends, even in the foreign nations. You never know when you might be in need of a true friend.

6. Tell students that the key to respecting the differences in others to avoid conflicts is to:

a. Consider that everyone has feelings.

b. Care about others as you would want them to care for you.

- c. Honor and realize that everyone is important and has the potential to contribute.

7. **Activity #2—Show Respect:** Tell students that you will read several scenarios. In each scenario, someone is disrespected because they are different. After reading the scenario, answer the questions that follow. Choose the appropriate number of students to play the characters. Instruct the students to act out the scenario in a positive way, where respect is shown to avoid conflict.

- a. Today was the audition for the school choir. Sally and Mary were very outgoing. Cindy, on the other hand, was very shy. In fact, she was so shy she hardly uttered a word. However, Cindy really wanted to be a member of the choir. When she showed up for the audition, Sally and Mary started laughing. They asked Cindy, “What are you doing here? You don’t even like to talk. What makes you think you can sing?”

1. How was Cindy disrespected? *(Sally and Mary made fun of her because she was shy.)*
2. How could this create a conflict? *(Cindy could be upset, sad or angry. This could turn into resentment. She could become discouraged from trying out for choir, and she may become even more shy.)*

- b. Henry was shot in the back during a drive-by shooting. At the time of the incident, he was only eight years old. For the last two years, he has been in a wheelchair. On his first day at his new school, several boys made fun of him. He needed help to be pushed up the ramp, but instead of helping him, they said, “Hey, why don’t you take the stairs?” Another one said, “Why don’t you try out for the track team?” Laughing, they walked past him. Henry sat in his wheelchair, still unable to get up the ramp.

1. How was Henry disrespected? *(They teased Henry because of his handicap. They ignored him when he needed help.)*
2. How could this create a conflict? *(Henry could become angry because he still couldn’t get up the ramp. He could feel rejected, hurt and discouraged. This could lead to resentment.)*

- c. Victor was an overweight child who had recently moved from Armenia. He was very self-conscious because of his size and his inability to speak English very well. His sister, Kelley, would try to encourage him to lose weight and was helping him improve his

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English. His classmate, Michael, would tease him continuously about his weight and accent. He would call Victor mean names and would encourage his classmates to make fun of him, as well.

1. How was Victor disrespected? (*Michael and his classmates teased Victor because of his weight.*)
2. How could this create a conflict? (*Victor could be sad or even depressed. This could turn to resentment and anger. Victor could feel devalued as a human being.*)

d. Roselyn was a very cheerful, gentle girl, who had just moved to a new city. On her first day of school, she had to stand in front of the class and introduce herself. When she began to speak, her classmates started laughing and snickering because she spoke with an accent. Roselyn was very embarrassed.

1. How was Roselyn disrespected? (*They began laughing and snickering at her because of her accent.*)
2. How could this create a conflict? (*Roselyn could feel unwelcome, sad, hurt or angry. She may feel resentment if it continues.*)

8. Using a piece of aluminum foil, demonstrate the effect that hurtful, disrespectful comments have on others. Tell students that every time a hurtful comment is made, it causes someone's feelings to be hurt. Demonstrate this by crumpling the foil into a tight ball. Ask one student to smooth the foil out, and restore it back to its original smooth appearance. Have students notice that even though the foil is smoothed back out, it still has signs that it was once crumpled up. It can no longer go back to a completely smooth surface. Emphasize that in the same way, disrespecting others can cause hurt and conflict that can scar someone for life.

9. Conclude the lesson by reminding students that their differences are like the musical instruments. When played together, they can create a symphony of life. Encourage students to respect the differences of others. Respecting these differences makes the world a very interesting and beautiful place. Tell them that it is not important what physical shape or color their friends are, what is important is that a friend agrees to practice moral values as they learn from *The Peaceful Solution Character Education Program*. Thereby, their friends are always being loyal, honest, and respectful of others and their belongings.

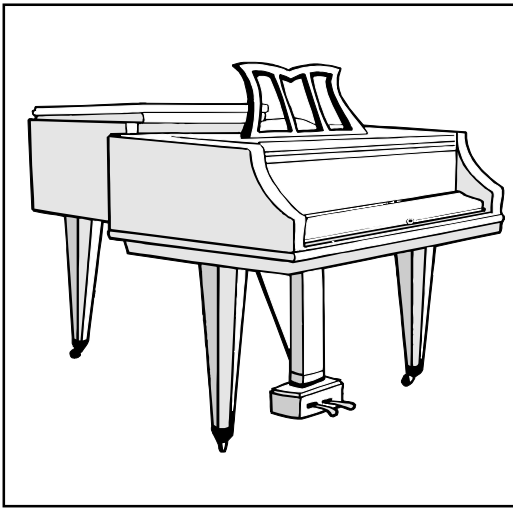
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### Activity #1

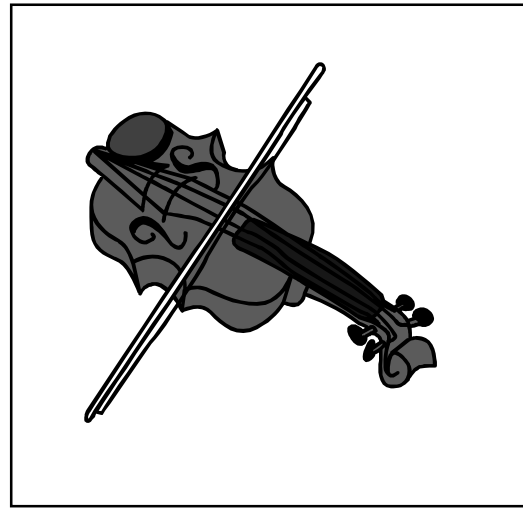
### Symphony Sounds Answer Key

*Identify each of the pictures below and write the correct name on the line below the picture. Listen to the symphony portion of The Teacher's Manual Audio Lessons. Discuss how each instrument looks and sounds differently from each other.*



*piano*

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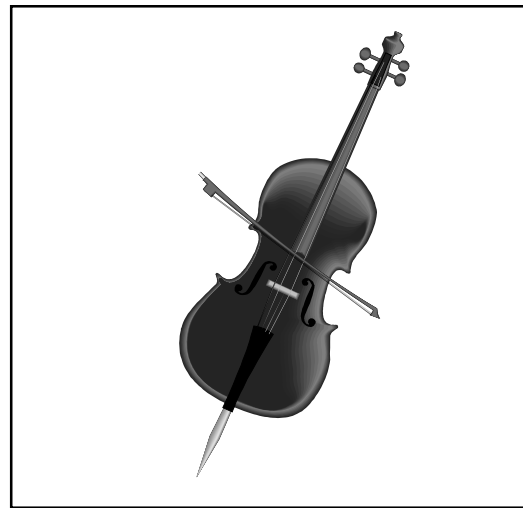
*violin*

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*drums*

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*cello*

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