

# Teaching the Holocaust in Kindergarten Classrooms

*Krista Spera*

*Shawmont Elementary School*

**Overview**

**Works Cited**

**Rationale**

**Unit Objectives**

**Strategies**

**Standards**

**Classroom Unit Lessons**

**Resources**

**Appendix**

**Additional Unit Activities**

## **Overview**

Throughout history, many traumatic events have taken place surrounding the topics of inequality, prejudice, racism, and tolerance of others. The holocaust is considered one of these events. According to the Holocaust center (2014), when Adolf Hitler became chancellor in 1933, the German government began to pass laws that took away the rights of Jewish citizens. They were stripped from their rights, taken to concentration camps, and many lost their lives due to the horrific actions of the Nazi regime. It was not until 1945 that American troops liberated the concentration camps. By the time the Nazi regime was put to an end, more the six million Jewish people throughout Europe lost their lives. Because of its significance in history, the holocaust has been widely researched, discussed, as well as introduced to students in an educational setting.

Schools throughout the world teach students about the holocaust as they do many other events in history. However, there has been much debate as to what information should be presented in the classroom, as well as the age in which it becomes appropriate to begin instruction on topics such as the holocaust. By introducing the holocaust in school, students gain an understanding of events in history, while also gaining insight regarding the prevalence of prejudice and discrimination throughout time. Steven Penn (2013) claims that we are now entering a time period where there are very few survivors of the Holocaust remaining. Penn (2013) reasons that our generation needs to learn about the holocaust in order for the information to be transmitted into future generations. While many researchers agree that teaching the Holocaust in school is important, the debate as to when education on the topic begins remains. Of the current studies regarding the Holocaust in early childhood education many concluded that “the Holocaust is often considered too complex, too appalling, or too emotionally disturbing a subject to be taught to young children, even if taught only in its most preparatory version”(Schweber, 2008). In addition it is argued that “its representation in classrooms is too sophisticated for young children to process intellectually, and that the subject matter is too frightening for young children to handle psychologically” (Schweber, 2008).

Regardless of when students are introduced to the Holocaust, there are many other obstacles that educators face when teaching the subject. One major challenge is that teachers are not prepared or trained to teach the subject in many cases. “Holocaust education is not a required field of study for prospective teachers, nor can teachers rely on a set of curriculum or textbooks” (Bunch, Canfield & Scholer, n.d). It is crucial that teachers are properly educated not only on the events of the Holocaust, but how to relay the information in an age appropriate matter. With such a complex subject that pertains to

discrimination of a specific group of people, educators must be careful when teaching the history of the Holocaust “in order to not alienate the descendants of its victims and perpetrators” (Bunch, Canfield & Scholer, n.d).

Despite the warnings about introducing the Holocaust in early childhood education, some educational institutions throughout the world have implemented instruction to all elementary school children, including kindergarten students. After surveying kindergarten students throughout Israel, it was discovered that many children knew about the Holocaust, just “unaware of how to put it into context” (Grave-Lazi, 2014). While many people have disagreed with the implementation in younger grades, the education ministry believes that many children will benefit from the new educational program. In the primary grades, teachers have been instructed to introduce the Holocaust without showing “any content with threatening physical visualizations, such as photographs, simulations, or plays about the Holocaust. In addition, teachers and other professionals will receive training on implementing the subject in the classroom effectively, and be given age appropriate tools and assistance fostered to meet the needs of their students.

In regards to the tools that educators need to appropriately teach students about the Holocaust, more literature directed towards a younger audience are being published than ever before in history. After careful consideration of the Holocaust represented in children’s literature, “one could come to the conclusion that children these days are seemingly prepared to absorb much of the horrors of the 20th century history at a tender age” (Silverman, n.d). With the abundance of literature geared towards a younger audience, and educators throughout Israel introducing the Holocaust to younger students, some have suggested that children throughout America may already know information about the Holocaust from outside sources and can benefit from proper instruction in younger grades as opposed to waiting until later in school.

In today’s society, children seem to be exposed to more aspects of the world with the continuous technological advancement. Most households throughout the country own a computer or television, and children are learning how to use these devices early on. According to Emmons (2013), children under the age of 8 are spending an average of 1 hour and 40 minutes per day watching television, and many children are playing some form of a video game by the age of 4 years old. In addition, Caroline Knorr, the parenting editor for Common Sense Media (2013) claims, “Ninety percent of movies, 68 percent of video games, and 60 percent of television shows show some depictions of violence”. While the digital era does show benefits to young children and their development, early exposure to violence, aggression and other negative images may later correspond with aggression and behavior problems for a young child. Yet despite these findings, early media exposure continues to exist. Perhaps discussion in the classroom about more sensitive subjects such as the Holocaust may help children gain a better understanding in regards to things they are already being exposed to.

A study conducted at the University of Toronto (2012) has argued that previous research has shown that children between the ages of 3 and 6 begin to learn about stereotypes as well as being able to recognize discrimination. However this study conducted by Sonia Kang (2012) showed that “young children’s expectations about experiencing prejudice will be shaped by the beliefs that are communicated to them by adults”. These findings further suggest that young children can be introduced to topics related to the Holocaust. Furthermore, if taught in an appropriate and meaningful way, effectively teach students about discrimination, prejudice, and equality, which are the building blocks needed to introduce the Holocaust.

Though an end was put to the Holocaust in 1945, some aspects remain within societies and cultures today. There is still racism, religious intolerance, as well as biased opinions and prejudice. Just as in any other environment, they exist in classrooms, schools and local communities as well. Rather than begin with the complex topic of the Holocaust and exposing young students to information that they may not yet be ready to handle, teachers in early childhood education can integrate these terms into their curriculum and promote an appreciation for diversity within their students. Cecilia Oyler (2011) argues the importance of a “social justice” oriented education for all students, particularly students in early childhood classrooms.

“The phrase social justice has proliferated in teacher education in recent years and is an umbrella term encompassing a large range of practices and perspectives including critical multi-cultural and anti-bias education, culturally prevalent pedagogy, culturally responsive and competent teachers, critical literary practices, equity pedagogy, and access to academics for students with disabilities” (Oyler, 2011). In order for this type of education to be successful in any academic setting, it is the teacher that must be equipped with the proper skills, knowledge, and commitment to equality and diversity appreciation within the classroom. In addition, teachers must take the time needed to learn about each individual within the classroom, and implement lessons based on their findings. According to Oyler (2011), “to engage in such sophisticated multilevel, critical multicultural curriculum planning requires that teachers draw upon multiple sources, ranging from mandated curriculum guides and standards, to published teacher resource materials, to the collection of alternative sources for multicultural rich artifacts”.

Research conducted by Lynn Cohen (2009), agrees that early childhood educators need to provide programs that promote an appreciation for diversity as well as meets the needs for a diverse population. Diversity within the United States has grown in recent years with continued growth predicted in the near future. According to the National Center for Education Statistics (2009), in 2005 minority groups made up almost half of the population within the United States. With the increasing diversity, the need for multicultural approaches to learning within an educational setting becomes more pertinent as well. Cohen (2009) suggests that young children can learn to appreciate multicultural differences through play. It is well researched that many aspects of play are beneficial to the development of children. Through play “children assume roles, act out pretend scenarios, and use conversation to plan and negotiate their play with others” (Cohen, 2009). When there are many opportunities for play and social interaction within a classroom, children are given the ability to learn about culture and heritage.

While there are a variety of ways that professionals can promote diversity within a classroom, and research proves the importance of implementing a multicultural and diverse curriculum, many educators find the task complicated and complex. Moreover, it is believed that many professionals in early childhood education are uncomfortable in teaching or discussing diversity issues with their students. In order for teachers to confidently discuss and promote diversity with their students, professional development may be beneficial in supporting interculturalism. To date, teacher’s report that they feel unprepared and have not been trained enough to work with diverse populations. According to a study conducted by Leslie Ponciano and Ani Shabazian (2012), “as many as eighty percent of teachers did not feel prepared for the various challenges that diversity presented within their classrooms”. Professional development that adheres to these concerns may be beneficial for teachers throughout the nation. Teachers are more likely to teach subjects effectively when they feel confident with their knowledge and learning materials. “With support from program directors, teachers can effectively reflect on, model, and positively influence how future generations of children and families appreciate diversity in their lives” (Ponciano & Shabazian, 2012).

While there may never be a clear answer as to when to begin education on the Holocaust, it is believed that children should be developmentally able to comprehend the material presented. While some educators have begun teaching the Holocaust to children in younger grades, many believe that Children in the early years of formal schooling should not be introduced to the topic. Though the Holocaust may be inappropriate for children at this age, the themes surrounding the Holocaust can be introduced in ways that children can comprehend. By introducing different cultures, anti-biased opinions, and the negative impact of prejudice and racism, students are more likely to be prepared for the introduction of the Holocaust and other events in history as they advance in their schooling career.

## Works Cited

- Bunch, K., Canfield, M., & Scholer, B. (2005). *Humanity in Action*. Retrieved May 23, 2014, from *The Responsibility of Knowledge: Developing Holocaust Education for the Third Generation*: <http://www.humanityinaction.org>
- Cohen, L. (2009). *Exploring Cultural Heritage in a Kindergarten Classroom*. *Young Children* , 72-77.
- Emmons, S. (2013, February 21). CNN. Retrieved June 2, 2014, from *Is Media Violence Damaging to Kids?*: <http://www.cnn.com>
- Jewish Libraries. (n.d.). Retrieved May 18, 2014, from *Teaching the Holocaust through Picture Books*: <http://www.jewishlibraries.org>
- Kang, S. (2012, March 19). *Society for Personality and Social Psychology*. Retrieved June 8, 2014, from *Young Children Learn about Prejudice by Instruction, Older Children by Experience*: <http://www.spsp.org>
- Oyler, C. (2011). *Preparing Teachers of young children to be social justice-oriented educators. Promoting Social Justice for Young Children* .
- Quale, M. (2012, April 25). *The Huffington Post*. Retrieved June 3, 2014, from *Does the Holocaust Matter to Today's Kids?*: <http://www.huffingtonpost.com>
- Penn, S. (2013, June 27). *The Jewish Link*. Retrieved May 30, 2014, from *When Should Kids Learn about the Holocaust?*: <http://www.jewishlinkbc.com>
- Ponciano, L., & Shabazian, A. (2012). *Interculturalism: Addressing Diversity in Early Childhood Education*. *Dimensions of Early Childhood* , 23-29.
- Schweber, S. (2008). "What happened to their pets?": *Third Graders Encounter the Holocaust*. *Teachers College Record* , 2073-2115.
- Rosner, S. (2014, April 28). *Jewish Journal*. Retrieved May 30, 2014, from *Teaching Holocaust in Kindergarten: Are we Ready to Normalize the Educational Process?*: <http://www.jewishjournal.com>

## **Rationale**

The Holocaust has been implemented in classroom curriculums throughout the country for many years. It has been suggested that students need to become aware not only of the historical aspect of the Holocaust but about human rights and equality as well. During the Holocaust many people were not granted their civil rights and treated less than human. While this may be difficult for some students to comprehend, it is important that they are aware of how the world once was and how far we have come since then. There has been no exact age or grade level suggested that education on the Holocaust begins, and little research exists concerning children in primary grades. However, in the research and studies that have been published regarding the implementation of the Holocaust in early childhood classrooms, many concluded that “the Holocaust is often considered too complex, too appalling, or too emotionally disturbing a subject to be taught to young children, even if taught only in its most preparatory version”(Schweber, 2008). In addition it is argued that “its representation in classrooms is too sophisticated for young children to process intellectually, and that the subject matter is too frightening for young children to handle psychologically” (Schweber, 2008).

After evaluating all of the research available on teaching the holocaust to kindergarten students, the decision was made to create introductory lesson plans aimed towards the themes that surround the holocaust such as prejudice, discrimination, tolerance, and equality. The first few lessons describe these topics and help students to understand that though these themes do exist, they are harmful to others and that diversity should be celebrated. Students will learn throughout the week what makes them unique, the culture and traditions of their family, as well as their classmates, and identify the importance of treating others equally and fairly. Students will be introduced to the details of the Holocaust as they progress in school, so the idea for this unit it to more than anything give them the background knowledge needed to later understand the events leading up to and during the Holocaust in later grades. This unit gradually introduces the Holocaust for the purpose of the research topic presented in this academic paper. However, it is taught in an age appropriate manner without complex details. The lessons below are designed to be changed and altered depending upon the readiness of students. Below is a list of activities that can be implemented into the curriculum unit in addition to the other lesson plans. The following page is an overview of the thematic unit for the week. In conclusion, there are five lesson plans designed for kindergarten teachers to use when presenting the theme of the Holocaust and related terms to their students.

## **Unit Objectives**

1. Students will be able to identify characteristics of a safe community.
2. Students will comprehend that every person and family has similar as well as different characteristics.
3. Students will be able to identify and discuss the key vocabulary terms of the unit.
4. Students will be able to explain what it means to treat everyone with respect, despite any differences.
5. Students will be able to identify, write descriptive sentences, as well as present information about their family’s culture and the characteristics that make them unique.

## **Strategies**

1. Graphic Organizers- can be completed with the whole class or individually. Graphic organizers consist of a variety of different organizers that help learners visualize their ideas pertaining to the topic being discussed within the classroom. According to Scholastic (2014), graphic organizers can be used to assess student understanding of the topic and also to observe their thinking process on material presented. In Kindergarten, graphic organizers are mostly done during whole class discussions and learning with the teacher guiding the class discussion and creating the graphic organizer for the students. Some examples of graphic organizers include KWL charts, story maps, main idea webs, as well as Venn diagrams.
2. Literature Circles- can be done as a whole class or in small groups. As a whole class the teacher guides a discussion on what they have recently learned by asking questions, allowing students to

respond and comment on the book or literature read. As a small group, students are divided to discuss the literature in depth with their peers. The teacher can monitor the small groups to ensure that students are able to discuss the characters, main idea, and events of a story. Literature circles are ideal for kindergarten students because they provide a way for students to make predictions prior to reading, discuss main ideas and events, ask questions, and reflect on what they learned from reading.

3. Bulletin Board- can be used as a mean of effectively teaching a topic and displaying student work for students, parents, other school faculty, and visitors to view. Kindergarten students tend to feel great pride when their work is displayed. Bulletin boards can be used as an extension of a lesson to reinforce what is being taught, encourage students to do their best on the given assignment, as well as potentially serve as a visual aide of the particular topic as it progresses within a unit.
4. Think- write/draw share- similar to “Think pair share” instructional strategy in the sense that students are asked to work with a partner to discuss their ideas or response to questions regarding the subject being learned for an allotted period of time before sharing their discussion with the entire class. However, with this particular strategy, students are asked to write or draw their ideas individually before pairing up to discuss their ideas with a classmate. This allows younger students to fully develop their own ideas first before a discussion, and allows the teacher to gain a better idea of how students individually comprehended the lesson or the new material before moving on.

## **Standards**

7.3.1: Describe how individuals are unique and special

7.3.1: Compare and contrast customs of families in communities around the world

1.1.3: Describe pictures in detail using sentences

1.1.4: Restate main ideas and important details from a story

1.1.4: Draw connections between story events, personal experiences, and other books

1.3.3: Respond to questions and/or initiate conversations about main characters, setting, events or plot of a story

1.6.1: Initiate and respond appropriately to conversations and discussions

25.2.1: Understand the consequences of own behavior and its impact on others

25.4.1: Participate in cooperative large group activities with adult guidance

25.4.2: Respect and understand others’ differences in comparison to self

## **Classroom Unit Lessons**

### **Lesson Day One**

Lesson Plan: “What makes a good community?”

Lesson one serves as an introduction to communities and people living together for a common purpose or goal. This is a lead into a later unit on diversity, differences, and the holocaust.

Objective: Students will listen to “On the Town” written by Judith Casely. After reading, students will identify what a community are, different examples of a community, and how communities can be made into a different or better place.

Materials:

Chalkboard/whiteboard/ large paper to write on

Markers

Poster board with “Our community” written in the middle

Tape

Exit Slip

Pencil

Crayons

Scissors

Plain white paper

Procedure:

1. Students will go to the carpet

2. Teacher will explain that today we will be learning about communities and how we can make our communities' positive ones, or how to make them better
3. Teacher will then ask "who knows what a community is?" Allow a few students to answer.
4. If students have a hard time coming up with a definition, let students know that a community is a group of people coming together for a common purpose. Explain to the students that they can be part of more than one community.
5. Teacher will write community on the board and ask students what comes to your mind when you hear the word community?
6. Record student's responses on the board
7. Read "On the town" to the students
8. After reading the book ask and guide students to think about different kinds of communities
9. Upon wrapping up on the carpet ask students to give a thumbs up or thumbs down if they agree or not as to what is a community and provide them examples (is this classroom a community? The school? The 76ers?)
10. Allow students to return back to their seats
11. Have students trace their hand and cut out the hand.
12. In their hand ask students to draw what makes their community a special place or how they help to keep their community a special place.

## **Lesson Day 2**

### **"Identifying Differences"**

Objective: Students will be able to categorize and sort different objects. Students will complete a graphic organizer in which they classify animals based on their characteristics.

After completing the graphic organizer students will be asked to complete a worksheet where they will be asked to consider their findings.

#### **Materials:**

Sorting worksheet (2)

Glue

Scissors

Index cards

Boxes (3) filled with assorted items

#### **Procedure:**

1. The teacher will show the students the box of objects that needs to be sorted. Each student should have the chance to observe the objects in the box.
2. Students will be asked to return to their seats.
3. As students return to their seats teacher will hand each student an index card.
4. Students will be asked to write their name on their index card, and to make a prediction on how the objects in the box will be categorized.
5. After allowing the students ample time, allow students to share their predictions.
6. The teacher will let students know the correct categories for sorting these objects.
7. The box of objects will then be dumped on the floor.
8. Each table will be called to the carpet one at a time for a chance to help sort the larger box of objects into three smaller boxes.
9. After the objects are sorted, students will be given an organizer to complete at their seat. The organizer has a section labeled "pets" "circus animals" and "wild animals".
10. Students will also be given pictures of a variety of different animals. His or her job is to place each animal in the appropriate category.
11. Students will hand in their finished organizer to the teacher for grading and for the teacher to ensure that all students have gained an understanding of categorizing like items into different smaller categories.

## **Lesson Day 3**

### **Reading "Irena's jar of secrets"**

Objective: Students will be able to identify the main idea of "Irena's Jar of secrets" by creating a class

web chart. Students will then illustrate the main idea and write 2 supporting details to describe their illustration.

Materials:

“Irena’s Jar of secrets”

White paper (1) per student

Crayons

Pencils

Large piece of paper/chalkboard for main idea web

This book is an introduction to the holocaust geared towards younger children. The book talks about a young girl who smuggled food and medicine into the concentration camps in an attempt to try and save the lives of children. She also tried to take children into safety in hopes to later reunite them with their family later in life. She put her own life at risk to help people under the rule of the Nazi’s and is today considered a hero. This book is perfect for younger grades. Kindergarten students will have the ability to gain a sense of what was going on during the days of the holocaust, yet still read and learn about good people in the world that were willing to put themselves at risk to help someone else.

Procedure:

1. Start by an introduction discussion where the teacher explains that at this time some people were held against their will based on the way they looked or what they believed in.
2. Allow students to ask questions, or tell a story about a time when they remember their differences getting in the way of doing something that they wanted to do.
3. Are there any other examples of being treated unfairly that they remember in their own lives?
4. Teacher should be sensitive to questions and comments of the students and take the time to respond to what they are saying, or writing down their responses to go back to later.
5. At the carpet, read “Irena’s jar of secrets” to the class.
6. Throughout the story, the teacher should stop and go over any words the young students may not comprehend, or to allow them to make comments and connections.
7. After reading, make a class web chart with the students about details of the story.
8. Students should return to their seats and create an illustration of one key detail in the book and write two supporting details about their illustration.
9. After finishing the students should return to the carpet and share their illustrations and details with the rest of the class in order to get a better understanding of the text read earlier.

#### **Lesson Day 4**

“The crayon box that talked”

Objective: Students will be able to identify the importance of being unique and how differences make the classroom, the school, and the community a better place.

Materials:

“The crayon box that talked” by Shane Rerolf”

White blank paper (2 sheets per student)

Crayons

Pencils

Procedure:

1. Students will begin the lesson at their desks. Each student will be given two blank pieces of white paper.
2. Students will be asked to pick one crayon out of their box. The rest of the crayons will be put away for now.
3. The teacher will allow the students approximately 5 minutes to draw a picture on the first piece of paper. They are allowed to draw whatever they want, but may only use one crayon on their picture.
4. After 5 minutes, the students will be asked to take their crayons back out.
5. Students will be asked to take approximately five minutes on their second sheet of blank paper. This time they may use as many colors as they would like.
6. After the 5 minutes is up, the teacher will ask all students to come to the carpet for a class discussion.
7. Teacher will guide a discussion about student drawings. Take time to ask student’s questions like “Which drawing do you like better?” “Why?” “If you could only put one on a wall which would it be?”



8. Encourage the students to see that the picture that is more colorful represents the classroom or any other community. If we were all the same (like the first drawing), life would not be as beautiful as it is.
9. After the discussion, the teacher will read “The crayon box that talked” aloud to the students.
10. After reading, allow students to ask questions and make comments on the story.
11. Before concluding the lesson, as a class, the teacher will create a web chart displaying the main idea of the story with student participation to ensure comprehension of the lesson.

## **Lesson Day 5**

“Willie and Max and the Holocaust”

**Objective:** Students will be able to identify the main idea and supporting details of the text by making a class chart. Students will then illustrate the main idea and use complete sentences to describe the main idea and details that support the main idea.

**Materials:**

“Willie and Max and the Holocaust”

Plain paper (1 per student)

Pencil

Chalkboard or large paper to create class web chart

Crayons, markers, colored pencils

Because the Holocaust is suggested too difficult for young children to understand it is important to give them a background history that is simple and easy to understand and to not terrify them with details until they have a clear understanding of what the holocaust was, why it took place, and the events that happened before, during, and after. Younger children tend to be more sensitive and do not have the capacity to understand some of the more complex details and therefore books that talk about the lives of children may make the transition into learning this topic a little easier to understand and relate too. After reading this book about children during this time in history. Students will gain a better understanding of this time in history and the events that occurred as well. In this children’s book, the main character does not understand why his friend “disappeared”. She was actually taken to a concentration camp, which the main character is not aware of.

**Procedure:**

1. Teacher will read the story to her students
2. Throughout the story teacher will stop and allow students to make connections, comments, and ask questions as needed.
3. After completing the story, teacher will guide the students into making a class chart about the main ideas and supporting details of the story.
4. Students will return to their seats and illustrate a supporting detail of the story.
5. Students will be asked to write three details to support their illustration.
6. The teacher will be available to help with writing and help students create their illustration as needed.
7. After students have completed their illustrations they will be asked to return to the carpet
8. Teacher will allow students to share their illustrations and their supporting details.
9. Teacher will encourage students to ask questions, make comments and continue conversation as it pertains to the discussion of the holocaust in order to ensure that students have a proper understanding of the topic.

## Resources

### Teacher Resources

<http://www.teacherplanet.com/resource/tolerance.php>

<http://www.kidpointz.com/parenting-articles/preschool-kindergarten/social/view/teaching-tolerance-early>

<http://www.scholastic.com/parents/resources/article/social-emotional-skills/teaching-tolerance>

<http://www.goodcharacter.com/TeacherResources.html>

### Student Resources

<http://www.uen.org/Lessonplan/preview?LPid=10572>

<http://www.theleaderinme.org/resources/student-activity-guides>

[http://www.abcya.com/take\\_a\\_trip.htm](http://www.abcya.com/take_a_trip.htm)

<http://vimeo.com/23111919>



# Kindergarten Thematic Unit

## Unit objectives

1. Students will be able to identify characteristics of a safe community.
2. Students will comprehend that every person and family has similar as well as different characteristics.
3. Students will be able to identify and discuss the key vocabulary terms of the unit.
4. Students will be able to explain what it means to treat everyone with respect, despite any differences.
5. Students will be able to identify, write descriptive sentences, as well as present information about their family's culture and the characteristics that make them unique.

**Topic:** Introduction to age appropriate topics related to the Holocaust

## Key Vocabulary Words:

Tolerance, diversity, respect, bullying, culture, unique, prejudice, community, equality

## Assessment

Assessment for this unit will mostly be informal assessments by teacher observation, classroom discussion, small group work, and independent work throughout the week. Work completed by the students will be collected for assessment.

## Unit Related Literature:

1. "One of us" by Peggy Moss
2. "A Rainbow of Friends" by P.K Hallihan
3. "Same, Same but Different" by Jenny Sue Kostecki-Shaw
4. "A Taste of Colored Water" by Matt Faulkner
5. "Stopping at Every Lemonade Stand" by James Volbracht
6. "The Crayon Box that Talked" by Shane Rerolf
7. "This is Our House" by Bob Graham
8. "Spoon" by Amy Krause
9. "What if Everyone Did That" by Colleen Javernick
10. "Random Acts of Kindness" by Conari Press

## Class Discussion Topics

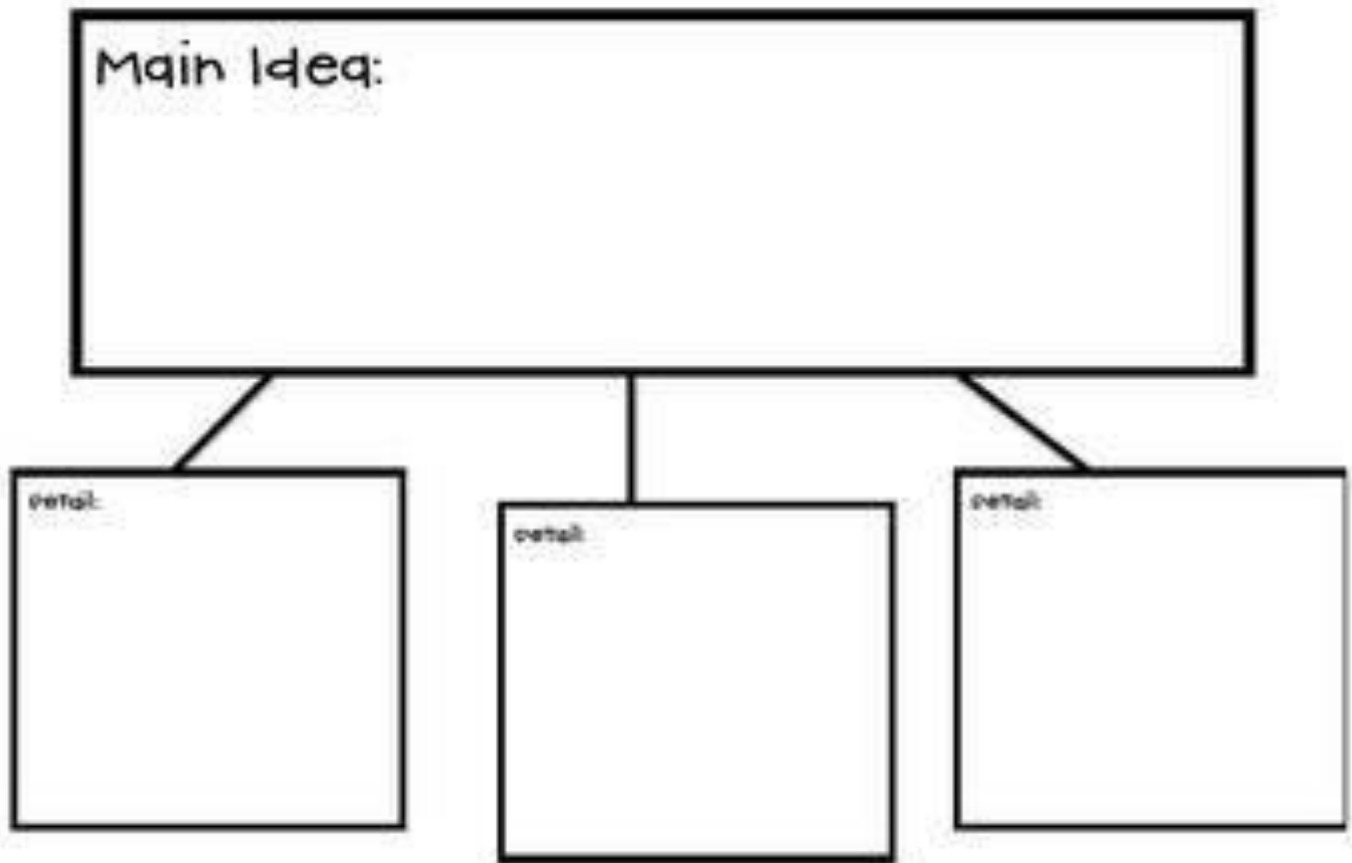
1. How would we feel if someone was mean or didn't include us in things because of the way we looked or because we are different?
2. What are some things that can be done if you see someone being excluded, or being bullied?
3. What makes our classroom a safe and diverse community?
4. What makes us similar? What makes us unique?
5. Why is it important to learn about what makes all families different?
6. What is diversity?
7. What is discrimination?
8. How can we prevent discrimination?

## Homework

Students will be asked to find out basic information about their family and what makes them unique throughout the week. Students will be encouraged to write down information, as well as bring in family photographs or other items that represent their family, culture, and beliefs. At the end of the week, students will share their findings with the rest of the class.

## Appendix

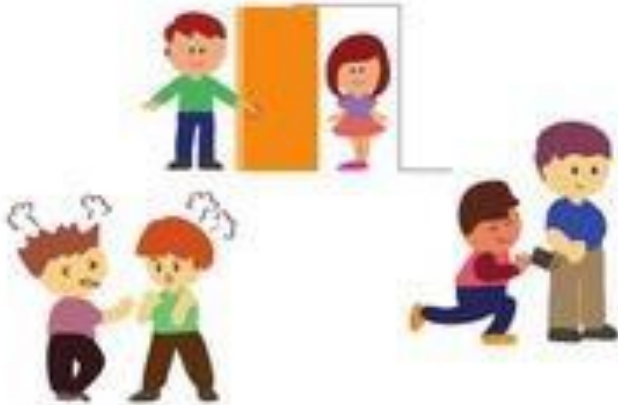
# Main Idea and Details





# I'm a Good Citizen!

Circle the picture that shows good citizenship.



Now draw a picture that shows an example of good citizenship. Write a sentence that describes your picture.

Blank area for drawing and writing.

Helping to clean up

Making a mess at lunch

Pushing friends in line

Sharing your book

Following directions

Throwing scraps of paper on the floor

Not telling the truth

Watching TV instead of doing your homework

Taking crayons without asking

Taking a friend's spot or seat

Helping a friend who fell

Playing during quiet reading time

# The Crayon Box That Talked

Wouldn't it be terrible?  
Wouldn't it be sad?

If just one single color  
was the color that we had?

If everything was purple?  
Or red? Or blue? Or green?

If yellow, pink, or orange  
was all that could be seen?

Can you just imagine how dull  
the world would be?  
If just one single color  
was all we got to see?





# What does RESPECT look like?

In the  
Classroom

- sitting still
- putting our hand up before you speak
- following the rules
- being nice
- LISTENING
- cleaning up after myself

On the  
Playground

- be helpful
- play fair
- play by the rules
- don't be a bully
- being aware of the little ones

At home

- listening to our parents and family members who are older
- doing our chores and keeping our room clean
- helping our family members
- taking care of pets

In the  
Community

- not littering
- keeping our community clean
- not throwing garbage in the water
- keep our yard clean



## **Additional Unit Activities**

- Classroom community quilt- students create a picture of what makes them unique and special on a small piece of paper. Students share their piece of the quilt. The teacher then puts all of the pieces together making a quilt to be displayed within the classroom.
- Bully vs. friend- students are asked to create what a friend looks like before creating their interpretation of what a bully looks like. Students share their work with a small group.
- Dramatic Play- Students form small groups and put on a play where they show what bullying and discrimination look like, as well as showing ways that it should be handled if seen.
- Foods from around the world- students are asked to bring in different foods from a variety of cultures to be tasted and explored!