



ACCEPTING DIFFERENCES / ARTmony in the Forest

Level: Grade 1

Pedagogical Intent: The activity is aimed at making students understand that each person is different and that accepting this difference is important and enriching for all of us.

Task Description:

As a first step, students will make an eagle using the model provided by the teacher and they will paste it on a large cardboard representing the first forest with one animal species only. As a second step, they will draw a forest animal, but this time using their imagination, and add it in the second forest (different species of animals). The teacher will then ask them to compare the two forests and give their impressions. The teacher will guide them through a comparison exercise between human beings and a large forest (diversity of colours, forms, sizes). He/she will hand out material to create their own finger puppets and will invite them to invent a short story on the acceptance of others.

Cultural References: forest, ethnic diversity, Aboriginal game.

Teaching Strategies:

Lecture and guided practice.



Grade

Activity Evaluation sheet

School : _____

Title of activity : _____

Number of students: _____

Please give your appreciation using the following scale:

| | Very interesting | Satisfactory | Unsatisfactory | Very unsatisfactory |
|---|------------------|--------------|----------------|---------------------|
| Activity appropriate to the age group | 4 | 3 | 2 | 1 |
| Clarity of explanations | 4 | 3 | 2 | 1 |
| Activity content | 4 | 3 | 2 | 1 |
| Prescribed time vs. actual time | 4 | 3 | 2 | 1 |
| Ease of use | 4 | 3 | 2 | 1 |
| General appreciation (teacher) | 4 | 3 | 2 | 1 |
| Students' appreciation (in your opinion) | 4 | 3 | 2 | 1 |
| Level of interest to redo this activity in the future | 4 | 3 | 2 | 1 |
| Relevancy of activity in relation to the pedagogical intent | 4 | 3 | 2 | 1 |

What went well:

Problem(s) met, if any:

Suggestions or recommendations to improve the activity:

Suggestions or recommendations to improve the Gabriel-Commanda Educational Kit: _____

Thank you for your participation in this project!

To print: USB key / Evaluation sheet

CLASSROOM ACTIVITY PLANNING

Level: Grade 1

Lesson Planning

ARTMONY IN THE FOREST

Time: 35 minutes

Matériel :

- Eagle model
- 2 white cardboards 22x28
- Colour pencils
- Scissors

Conduct

Ask students to draw an eagle. (See slide 1 on interactive board for visual reference.)

Once the eagle is drawn, the students will cut it out and paste it in front of the class on the cardboard representing the first forest.

Show different pictures of forest animals to the students. (See the symbolic animal of the 11 nations of Quebec, with their Algonquin names, on the interactive board, slides 3 to 13.)

Invite the students to draw a forest animal, but this time on their own and without a model.

When they are finished drawing the animal, invite them to cut it out and paste it in front of the class on the second cardboard representing the second forest.

Ask the students to carefully observe the two forests and give their impressions.

Ask the following questions:

How do you appreciate forest #1?

Do you like this forest? Why?

Describe forest #2. Is it like forest #1?

What is the difference? Which one do you prefer and why?

Point out the diversity of colours, forms, sizes and the originality of forest #2.

CLASSROOM ACTIVITY PLANNING

Level: Grade 1

Achievement of learning outcomes

FINGER PUPPETS

Time: 25 minutes

Material

- Interactive board
- Colour pencils
- Finger puppet models (See appendix)
- Scissors
- Glue

Conduct

- 1- Compare the Earth with a large forest where different persons live together.
Ask the students which one of the two forests looks more like the Earth? (Forest #2).
Why? (The animals have different colours and features).
- 2- Ask the students if they know people from different ethnocultural origins. Remind them that we have preferred animals, and others we ignore. Explain that this happens also with children and adults who are rejected because of their skin colour, language or because they are different.
- 3- Invite students to make a finger puppet using the models and to invent a story with a friend on the acceptance of others and the advantages of being different.
- 4- Tell them that finger puppet games were popular in Aboriginal societies. They used animal fur to make the puppet's body, and hair to stuff and shape the head. We can also use paper and glue to make finger puppets.
- 5- Take the time to give examples of short scenarios to make sure the students have a clear understanding. For example, the wolf can mock the rabbit that is smaller, but the latter can boast that it runs faster.
- 6- Divide the class in dyads and hand out the finger puppet models.
- 7- Ask the students to colour their puppets and cut them out.
- 8- Once the finger puppets are finished, the students can start inventing their short story and practice their scenario.

CLASSROOM ACTIVITY PLANNING

Level: Grade 1

Reflective sharing and integration of learning **ACCEPTING DIFFERENCES**

Time: 10 minutes

Material:

- Finger puppets

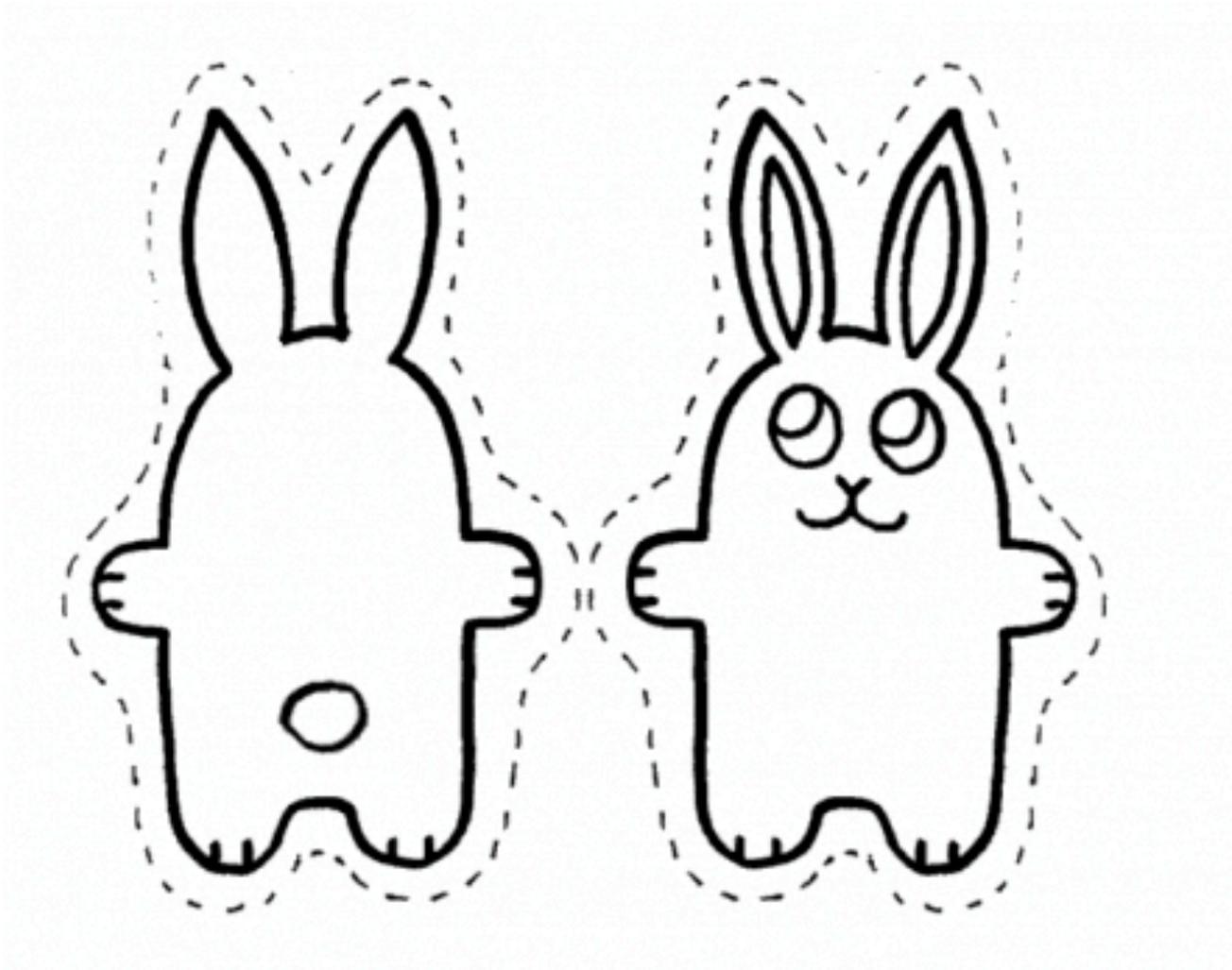
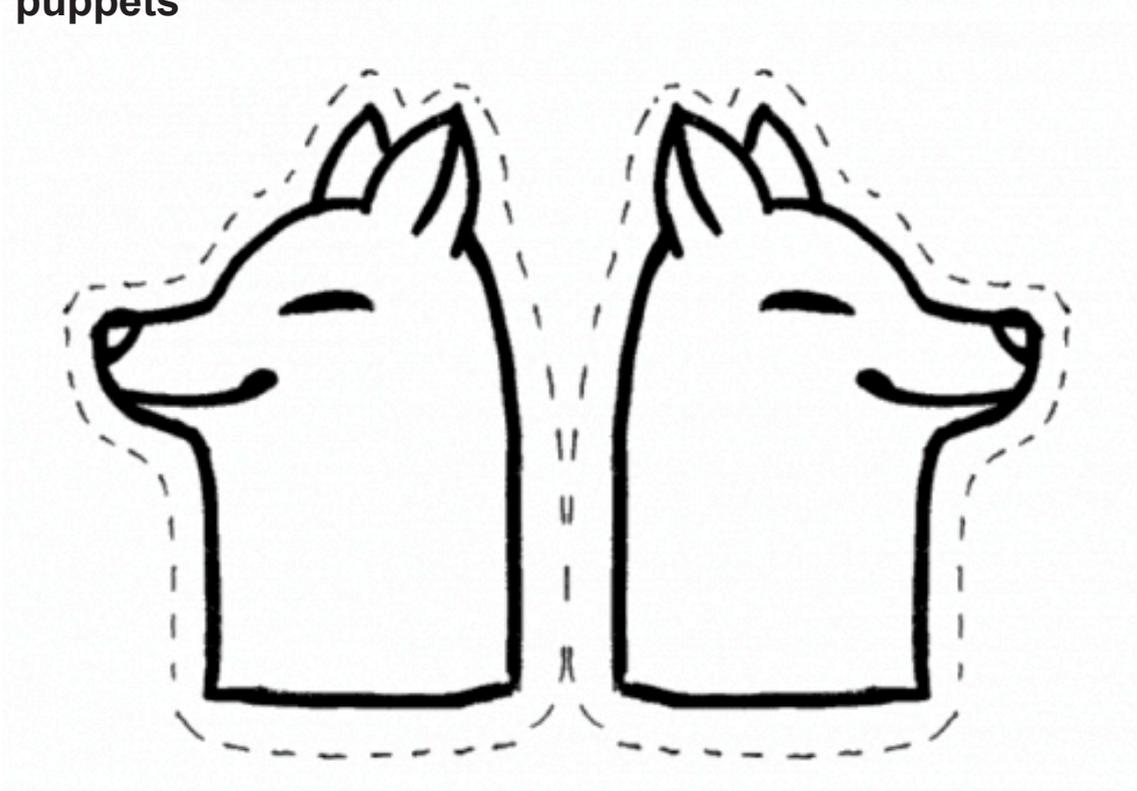
Conduct

Invite the students to present their puppet theatre (choose volunteers).

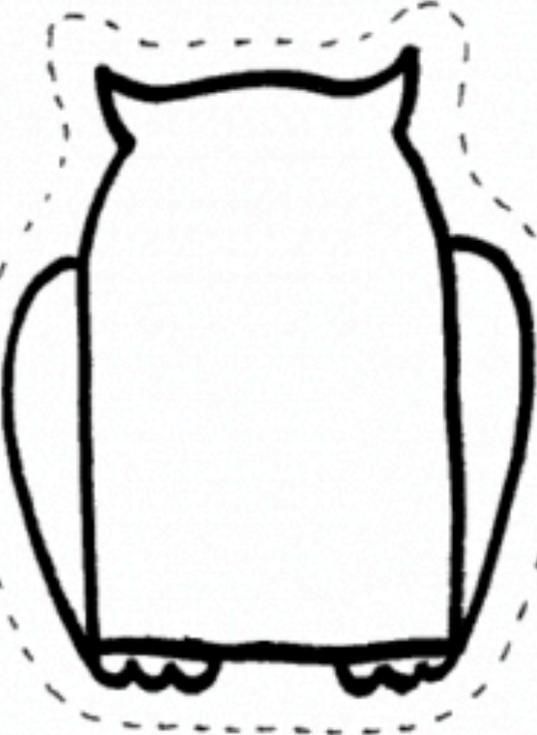
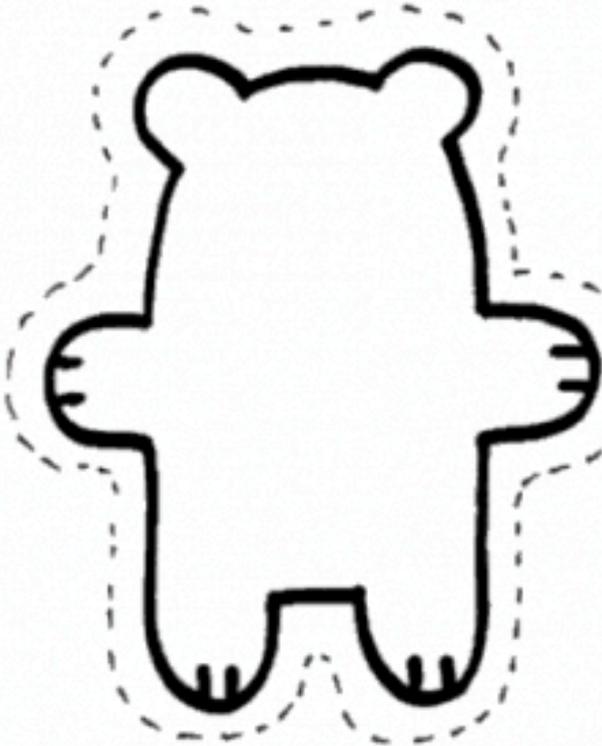
The teacher asks the following questions:

- Have you ever seen some of your friends being rejected?
What did you do? How did you feel?
Answer: ex. Rejection hurts.
- What lessons did you learn from the animals?
Answer: For example, differences are enriching. Beauty is often found in differences.

Finger puppets



Finger puppets



Finger puppets

