

Respecting Visible and Invisible Differences

Lesson Plan

Resource: H&PE Elementary Resources

Unit: Human Development and Sexual Health

Grade(s): 3

Lesson: 2 of 5

H&PE Curriculum Expectations

2019 H&PE Curriculum Expectations: A1.4, A1.5, D1.4, D3.3

Materials

- Access to a shared document (chart paper and markers or online interactive tool)
- One piece of coloured paper, pencil and scissors per student
- Sticky notes (paper or online interactive tool)
- **[Teacher Resource: Anecdotal Recording Chart \(PDF\)](#)**

Learning Goals

- We are learning about how visible and invisible differences make each person unique.
- We are learning to identify ways of showing respect for differences in others.
- We are learning how to respond to relationship challenges and to communicate consent in our interactions with others.

Overall Assessment

Using the Teacher Resource: Anecdotal Recording Chart, observe and provide verbal and written feedback on students' ability to describe how visible and invisible differences make each person unique and identify ways of showing respect for differences in others.

Minds-On

Share the learning goals with the class and co-construct success criteria with students. Consider posting the success criteria in the learning space for reference throughout the lesson.

Using the following prompts, ask students to raise their hand if the question applies to them (students lower their hand before the next question is asked):

- Are you 8 years old?
- Are you wearing running shoes?
- Do you like baseball?
- Do you have freckles?
- Do you have brown eyes?

Explain to students that these are just some of the visible and invisible differences that make each of them unique. They may share some of the same characteristics as someone else but no one is exactly like them.

Action

Lead a large-group discussion based on the following teacher prompt and record student responses on sticky notes (one response per note):

Teacher prompt: "Sometimes we are different in ways you can see, such as hair colour, facial features, and physical aids. Sometimes we are different in ways you cannot see, such as how we learn and what we think. What are some examples of things that make each person unique?"

Student responses:

- “We all come from unique families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grandparents or with caregivers/guardians.”
- “We may come from many cultures.”
- “We also have different talents and abilities and different things that we find difficult to do.”

Display a **T-Chart** with the headers “Visible Differences” and “Invisible Differences”. Write the following visible and invisible differences on sticky notes (one per note):

- Visible differences - eye colour, skin colour, hair colour, facial features, body size and shape, physical aids, physical abilities, clothing, possessions.
- Invisible differences - learning abilities, skills and talents, personal and cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies, sensitivities.

Group students into pairs and provide each pair with one or two of the sticky notes. Have pairs decide if their difference is a visible or invisible difference and then place it under the correct column on the “Visible Differences” and “Invisible Differences” chart. Review the placement of the sticky notes in each column clarifying and extending student understanding of how visible and invisible differences make each person unique. Consider adding more visible and/or invisible differences based on the number of pairs to make sure each pair has at least one difference to share.

Write the word “respect” for students to view. Use the following teacher prompts to lead a large group discussion:

Teacher prompt: “Having a different point of view than someone can also be a relationship challenge. What is respect? How do we show respect for others even when we disagree with their point of view?”

Student responses:

- “Respect means accepting someone for who they are even when they are different from us.”
- “We may not agree with someone all the time, but we can respect them and make sure we don’t hurt them by excluding them or saying mean things about them.”
- “We can show respect by being kind to everyone and showing that we care about them.”

- “We show respect when we are interested in learning about other people’s culture, and respecting others’ beliefs and choices.”
- “We show respect by including everyone and making sure no one is left out.”

Teacher prompt: “What is consent? What does it look like, sound like and feel like? How are respect and consent connected to each other?”

Student responses:

- “Consent means getting permission to do something like borrowing something from someone or asking permission to touch them or give them a hug. It also means we get to give permission before someone touches us. We get to decide.”
- “When someone is giving their consent, it sounds like, “yes” or “sure” or “okay”. They have to say it. If they don’t say anything or they shrug their shoulders, then you cannot assume they are saying yes. If they say no or push away, then we have to respect their choice.”
- “When we respect someone, we respect their right to make their own choices and their right to say no. We shouldn’t keep pressuring them to change their mind about something or do something they don’t want to do.”

Consolidation

Provide each student with a piece of coloured paper to trace their hand and then cut out the hand outline.

Using an **Elbow Partner** strategy, have students reflect on ways they can show respect. Have students use the following sentence stem to describe one way they can show respect, writing their response in the palm of their hand outline: “I will be a role model and show respect for differences by...”

Use student responses to create a class “respect tree”. Display the prompt “I will be a role model and show respect for differences by...” in the centre of the display and then use their hands as leaves. Consider using student responses to generate content for a classroom book, blog post, or website feature article.

Notes to Teachers

The language of “boys” and “girls” is gender interpreted. Gender-neutral language is used throughout this unit to remove gendered words. Although a sex may be assigned at birth, this does not equal gender identity, nor gender expression or sexual orientation. Gender-neutral language eliminates assumptions about someone’s gender identity or sexual orientation based on their appearance. It avoids reinforcing gender binaries and it respects diverse identities. The use of gender-specific language tends to be biased towards masculine words, contributing to gender power imbalances. The words children hear affect their perceptions of the gender appropriateness of certain careers, interests, and activities. For students who identify as trans or intersex, constant reminders about gender binaries can be stressful and reinforce traditional gender roles and expectations.