

**WE ARE LIKE ALL OTHERS, WE ARE LIKE SOME OTHERS  
AND WE ARE DIFFERENT FROM ALL OTHERS**

**Purpose:** To help students understand that they are like all other people, like some other people and like no other person. It gives them an opportunity to talk about their differences in a neutral way—differences are neither good nor bad. This lesson adds to the formation of a foundation for respecting differences.

**Time:** 45 minutes      **Group Size:** small group or class      **Grade Level:** 3

**Materials:** If possible, obtain a recording of Rogers & Hammerstein’s *My Favorite Things* from the musical *The Sound of Music* to play at the beginning of the lesson; [A Few of My Favorite Things](#) and [A Few of Our Favorite Things](#) Student Thinking Papers





**Missouri Comprehensive Guidance Program (MCGP) Strand/Big Idea/Concept::**

**Strand:** Personal And Social Development (PS)  
**Big Idea:** PS 2 Interacting With Others in Ways That Respect Individual and Group Differences  
**Concept:** PS.2.B. Respect for self and others

**American School Counselor Association (ASCA) Standard:**

**Personal Social Domain**  
**Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.  
**Standard B:** Students will make decisions set goals, and take necessary action to achieve goals.

**Link to Sample MCGP Units/Lessons** (Note: The Units/Lessons listed do not include all possible related MCGP Units/Lessons—they are merely examples of how activity fits with the MCGP Guidance eLearning Units/Lessons)

Kdg	PS.2 UNIT:	<a href="#">Friendship Is The Perfect Blendship</a>	 
1 <sup>st</sup> Grade	PS 2 UNIT:	<a href="#">Elementary Interactions</a>	 

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	CA6: participating in...discussions of issues and ideas.
Mathematics	
X Social Studies	SS7: the use of tools of social science inquiry.
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

	Perseverance	X	Integrity		Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Curiosity

**Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:**

Students' completed Venn diagrams (see ASSESSMENT in Procedures), will indicate 1. Ability to create a Venn diagram, 2. Ability to identify favorite things they have in common with one other person and favorite things that are different between them. Students' completed sentences (Venn diagram Student Thinking Paper) will indicate awareness that people are alike and different.

**Lesson Preparation/Motivation**

**Essential Questions:** Are you the same as everyone else? Are you the same as some of the other people? Are you different from everyone else  
**Engagement (Hook):** See Procedures

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>During this lesson, systematically observe students as they complete thinking papers and work with partners. Make note of students who have difficulty completing the thinking papers. Consider whether difficulty is a “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) the challenge OR if the inability to identify favorites is indicative of difficulty making decisions in other situations.</i></p> <p><i>Hook:</i> If possible, start by playing the recording of <i>My Favorite Things</i> (see materials)</p> <p><b>SHOW-ME...SHOUT-OUT</b> (all-at-once; inside shouts) Ask students to look at the other people in the room. Ask: Do you see anyone who is the same as you? Do you see anyone who is different from you? Do you see anyone who is EXACTLY like you?</p> <p>When students have responded to the questions in the <i>Hook</i>, introduce the lesson by telling them they will seek more specific answer to those questions as they complete the Student Thinking Papers.</p> <ol style="list-style-type: none"> <li>1. Distribute the <a href="#"><i>A Few of My Favorite Things</i></a> Student Thinking Paper to each student. Explain directions; make sure everyone understands task. Students complete the thinking paper on their own.</li> <li>2. When they have completed <i>A Few of My Favorite Things</i>, students form pairs. Tell the pairs to compare <i>A Few of My Favorite Things</i> Student Thinking Paper to discover what they do or do not have in common with each other—their similarities and differences.</li> <li>3. Distribute <a href="#"><i>A Few of Our Favorite Things</i></a> Student Thinking Paper to each pair. Draw a 2-circle Venn diagram on the board. Explain directions and with a volunteer student, demonstrate how to fill in the Venn diagram. Point out the sentences to be completed at the bottom of the Student Thinking Paper.</li> </ol>	<p><b>Students:</b> During this lesson, courageously volunteer and be sure to speak loudly and clearly enough for everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Participate in SHOW-ME...SHOUT-OUT Respond in unison to questions you school counselor asks.</p> <p>Listen--discover what you are about to learn!</p> <ol style="list-style-type: none"> <li>1. Look over the thinking paper; Ask clarifying questions after directions are given. Work independently and ask for help as needed.</li> <li>2. Working in pairs, look at each other's list of favorite things, ask each other questions and mark the favorites that are the same for both of you—your similarities.</li> <li>3. Volunteer to talk about things you and your school counselor like to do; compare similarities and differences and demonstrate (with him or her) how to complete Venn diagram. With partner, complete Venn diagrams. Individually complete the sentences at the bottom of the Student Thinking Paper and talk with partner about responses.</li> </ol>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>ASSESSMENT: Content:</b> To demonstrate ability to identify their favorite things, to identify similarities and differences between partner’s favorite things and theirs and to complete a Venn diagram to illustrate different and in-common “favorites” students will successfully complete student thinking papers (Steps 3 &amp; 4).</p> <p><b>ASSESSMENT: Personalization of Content:</b> Students’ completed sentences (Venn diagram thinking paper) will indicate awareness that people are alike and different.</p> <p>Invite several students to tell the class one thing they discovered about themselves and their partner. Invite additional students to tell what they learned about similarities and differences between and among people.</p> <p>Before collecting their thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher <b>might</b> read the papers. Is that OK?</p> <p>If not “OK,” write “PLEASE DO NOT SHARE” at top of paper.</p> <p><i>Collect Venn Diagrams to review after class.</i></p> <p><b>CLOSURE:</b> Encourage students to discover the similarities and differences among the people with whom they come in contact every day (e.g., other students in their class, family members or people in their neighborhood). Ask: Are differences + or - ?</p> <p>Students will take their <i>A Few of My Favorite Things</i> thinking papers home. Encourage them to talk with an at-home-adult about their favorite things and compare favorites of family members with their own favorites.</p> <p>Encourage:</p> <ul style="list-style-type: none"> <li>• Using a Venn diagram to compare similarities and differences of family members’ favorite things with their own.</li> <li>• Practicing the skill of comparing/contrasting by using Venn diagrams to represent similarities and differences in other categories (e.g., chores they love/hate).</li> </ul>	<p><b>ASSESSMENT: Content:</b> Complete student thinking papers (Steps 3 &amp; 4) with integrity (honestly + thoughtfully).</p> <p><b>ASSESSMENT: Personalization of Content:</b> Volunteers tell the class about discoveries you and your partner made about each other or what your partner taught you and/or what you learned about self and others.</p> <p>If you want your responses to be private between you and your school counselor, write “PLEASE DO NOT SHARE” at top of papers.</p> <p>Hand in completed Venn diagram for PSC to review.</p> <p><b>CLOSURE:</b> As your school counselor talks, think about his or her words and what they mean in your life; volunteer to answer the question: Are differences + or -? If you do not volunteer think about your answer and the answers volunteers give...do you agree or disagree? Why or why not?</p> <p>As your school counselor talks about sharing <i>A Few of My Favorite Things</i> with your at-home-adults, think about his or her suggestions and the best time to talk with your adults. Think of ways that you can use Venn diagrams to illustrate/represent similarities and difference.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><b>SHOW-ME...HANDS-UP:</b> Are you the same as everyone else? Are you the same as some of the other people? Are you different from everyone else</p> <p>Tell students to put their <i>A Few of My Favorite Things</i> thinking paper in their “take-home” folders.</p> <p><i>After lesson, review reflections (responses to sentence stems) for students’ 1. Ability to create a Venn diagram, 2. Ability to identify favorite things they have in common with one other person and favorite things that are different between them. Students’ completed sentences (Venn diagram Student Thinking Paper) indicate awareness that people are alike and different.</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students after your review.</i></p>	<p>Participate in SHOW-ME...HANDS-UP: Hold your hand up if your answer is “YES” to each question your school counselor poses.</p> <p>Put <i>A Few of My Favorite Things</i> thinking paper in “take home” folder and commit to talking with at-home adults about a few of their (adults) favorite things and make comparisons.</p>

**Classroom Teacher Follow-Up Activities (Suggestions for classroom teacher to use to reinforce student learning of Comprehensive Guidance Curriculum concepts)**

**Provide classroom teacher** with an overview of lesson and a copy of *A Few of My Favorite Things* and *Our Favorite Things* Student Thinking Papers; encourage him or her to support the idea that differences are “ok”.

**Review systematic observations** of students as they worked—as individuals and with a partner. Identify students who had difficulty completing the thinking papers and/or had difficulty with other aspects of lesson.

**Consult with classroom teacher:** Working together, determine if students’ difficulties are “will” (e.g., attitude) and/or “skill” (e.g., lack of oral/written communication skill) challenges OR if the inability to identify favorites is indicative of another personal issue, such as, difficulty making decisions in other situations. In addition, talk with him or her about students who were hesitant to express ideas during whole class conversations and/or with partners, appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions and/or partner collaboration, repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.

**Collaborate with classroom teacher** to plan appropriate interventions. Interventions might include (and are not limited to) additional classroom guidance activities about respecting differences and developing students’ confidence to identify their own preferences without fear of being different. Some students may benefit from Responsive Services involvement (e.g., individual/group counseling or parental involvement).

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## A FEW OF MY FAVORITE THINGS

**Directions:** Complete the sentences:

1. My favorite school subject is \_\_\_\_\_.
2. My favorite activity at recess is \_\_\_\_\_.
3. My favorite TV program is \_\_\_\_\_.
4. My favorite movie is \_\_\_\_\_.
5. My favorite sport or leisure activity is \_\_\_\_\_.
6. My favorite kind of music is \_\_\_\_\_.
7. My favorite song is \_\_\_\_\_.
8. My favorite color is \_\_\_\_\_.
9. My favorite food is \_\_\_\_\_.
10. My favorite book is \_\_\_\_\_.
11. My favorite place to visit is \_\_\_\_\_.
12. My favorite outdoor activity is \_\_\_\_\_.

If I had an hour to do anything at all, I would \_\_\_\_\_

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## A FEW OF OUR FAVORITE THINGS

Directions:

- \_\_\_\_\_ 1. Compare your *A Few of My Favorite Things* Student Thinking Paper with your partner's to discover how your favorites are the same and how they are different. Mark in-common favorites
- \_\_\_\_\_ 2. In the box below, draw a 2-circle Venn diagram that fills the entire box.
- \_\_\_\_\_ 3. Label one circle "My Favorites". Label the second circle "(Partner)'s Favorites". Label the overlapping area "Our Favorites".
- \_\_\_\_\_ 4. Write your in-common favorites in the overlapping area. In the "My Favorites" circle, write your favorites that are different from your partner's (the uniqueness of YOU). In the other circle, write your partner's favorites that are different from yours (the uniqueness of your partner).
- \_\_\_\_\_ 5. Complete the sentence below the box.

Am I the same as all other people? Am I the same as some other people? Am I different from everyone else? \_\_\_\_\_ For example \_\_\_\_\_

From this activity I learned I \_\_\_\_\_