

Many Cultures, One Community

Plan 1: Setting Our Acceptance Perspective

(55 min)

Materials Required:

- *The Name Jar* by Yangsok Choi
- Colored Pencils
- Scissors
- Glue Sticks
- 'Get to Know Me and My Culture' poster or handout (1/child)
- C.A.R.E. about U glasses template printed on cardstock (1/child)
- YouTube Videos listed throughout lesson plan
- Optional Contest Handout and prizes (See: Oriental Trading IN-42/2080)

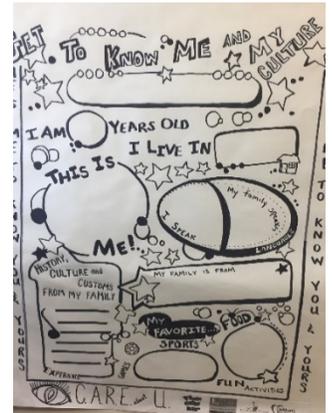
Optional: Order Pink Shirt Day Pink C. A. R. E. *about* U. Glasses from Lanie Cuesta
lcuesta@discountmugs.com Reference Order # DM3010560 to save on set-up fee

Objective:

To launch the series of lessons by inspiring curiosity in youth to explore the cultures of others with acceptance, respect, empathy and understanding.

Part One: Let's Get Compassionately Curious about Culture

1. Display one 'Get to Know Me and My Culture' poster or handout.
2. Ask: **Does anyone know what the word culture means?** You may have heard the word culture before, but do you know what it actually means? Think about what makes you and your family special. What language do you speak? What traditions and beliefs do you have? Do you enjoy special foods and wear clothing to represent your family or history?
3. Explain: The **culture** of a group of people is the traditions and beliefs that they practice in their daily lives. The fact that there are different cultures makes our world so fascinating and beautiful! In fact, in the United States, and even here in South Florida, we have people from different cultures. We live in a wonderful place with wonderful people from all over the country and all over the world!
4. Explain:
 - After we meet today, each of you will be able to complete one of these posters or handouts with colored pencils. You may want to take it home and maybe you will want to ask your parents to help.
 - Part of the poster is all about you. You have a place to put your name, draw a picture of yourself, draw your favorite food, sports or games, write the name of the town that you live in and the language or languages that you speak.
 - Part of the poster is about your family and your culture. You will be able to write where your family is from, put the language or languages that your family is able to speak and make a list of things from your family's history, culture and customs.
 - Most of us feel comfortable with our own culture, but sometimes we do not feel comfortable with the cultures of others. Sometimes, we are afraid to admit we do not know much about other cultures and many people are afraid to ask questions. It is hard to be respectful of what we do not understand, but respect and understanding of others is very important.
 - Sometimes, people make fun of what they do not respect and understand. Making fun of or being mean to others is not okay.
 - Although most of the poster is about you and your family, the most important part is on the sides where it says you are ready to learn about others.



- In the next few lessons, you should be comfortable with being CURIOUS. Being curious is the beginning of understanding. Being curious means you are eager to know or learn something. As you learn about the cultures of others, be sure to mix your curiosity with compassion. By compassion, we mean be sure to take the time to care, feel concern and empathy for others.
5. Ask: **What do you think the word empathy means?**
 6. Explain: Empathy means the ability to understand and share the feelings of another.
 7. Show the video at <https://m.youtube.com/watch?v=A5lahdXk5sU>
 8. Ask: How do you think the glasses in the video helped?

Optional: Announce the contest to create a scene or video. Distribute Handout. Show prizes.

Part Two: Making Our Own Empathy Glasses

1. Explain: The man in the video was thinking about himself. He could not understand other people. He was not thinking or caring about others until he got those special glasses. There are no real glasses like that, but we can pretend. Glasses like those could remind us to look at the lives of others with care, concern, acceptance, respect, empathy and understanding. We are going to make ourselves a pair of glasses
2. a. Write a *C. A. R. and an E.* on the board:

C. A. R. E. *about* U.
- b. Insert the small word *'about'*
3. Explain: We are going to use these letters and review the meaning of these words and phrases one at a time to make sure we are ready to learn about the cultures of others:

- **C**uriosity with Compassion- Being curious means you are eager to know or learn something. As we read, talk about and learn about the cultures of others, be sure to mix your curiosity with compassion. By compassion, we mean be sure to take the time to care, feel concern and empathy for others.
- **A**cceptance- The action or process of being received as alright, adequate or good, typically to be admitted into a group. Synonyms: Welcome, favorable reception, adoption

As we read, talk about and learn about the cultures of others, be sure to be accepting.

- **R**espect-a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way

As we read, talk about and learn about the cultures of others, be certain to treat the information with respect.

- **E**mpathy- the ability to understand and share the feelings of another.
- **U**nderstanding- the ability to comprehend or be aware of other people's feelings.

We will make glasses to remind us that as we learn about the cultures of others, we are working very hard to understand the feelings of others.

4. Handout the C.A.R.E. about U glasses template, scissors and glue sticks.

5. Instruct the children to cut, glue and wear the glasses for reading and/or discussing a book about a girl from Korea.
6. Explain: The glasses are a tool to reminds us of the C.A.R.E. about U. words we discussed. (Curiosity with Compassion, Acceptance, Respect, Empathy and Understanding).

Draw an eye in front of the letters on the board and declare: 'Now, we are ready to learn about others and their cultures

C. A. R. E. ^{about} U.

Extension Activity: Have the children work in small groups to create and act out a brief scene like the ones in the video, but using events they may experience in a school or afterschool setting.

EXAMPLES:

1. Scene 1: One student (or adult) seems to be distracted or rude toward others. The other students act less than understanding. Scene 2: Have the first scene re-enacted but with one or more of the students wearing glasses while displaying CARE for the others.

2. Scene 1: Create a free breakfast line on Monday morning. One student cuts in line and causes a commotion by pleading for an extra serving. The other students act visibly upset by this student, but keep their upset to a minimum- no fighting ensues. Scene 2: All but one of the other students turn away from the disruptive student. That one student puts on our special glasses. As one student puts the glasses on, the disruptive student puts on a sign indicating he has not eaten all weekend. When the student takes the glasses off, the sign disappears. This student who had the glasses on says: "Hey let's not upset anyone, take my place in line, I will go the back of the line so you can get your food faster. I can even share my breakfast if you need more. It's okay."

Part Three: Reading and Discussion

1. Read Aloud: *The Name Jar* by Yangsook Choi

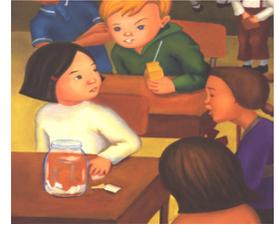
Students should put on their glasses to think about others feelings as you ask the following questions:

2. One the bus, none of the children are able to pronounce Unhei's name.
Ask:
 - a. How do you think Unhei felt to hear the children struggle as they mispronounced her name over and over again?
 - b. What should we do when we have trouble pronouncing someone's name? Is it important that we say them correctly? Why or why not?
 - c. Is it okay to laugh at people's names? Why or why not?
3. When her new class asks for her name, Unehi replies, "Um, I have not picked one yet. When she goes home, she tells her mother, "I think I would like my own American name."
Ask:
 - a. Why did Unhei choose not to share her name with her class?
 - b. How does Unhei's mother respond to her daughter wanting an American name? Why do you think she responds that way?
 - c. What do you think would be a good thing about Unhei having an American name? What would be bad? Why?

4. The next day when Unhei arrives at school, she finds the name jar on her desk.

Ask:

- a. How does Unhei feel about the name jar? How can you tell?
- b. Do you think that the class cares which name Unhei chooses? Will it make a difference? Why or why not?



5. Unhei spends a lot of time thinking about a new name, during which time she visits Mr. Kim's shop, shows Joey her name stamp, and receives a letter from her grandma.

Ask:

- a. Why might Mr. Kim's shop be comforting to Unhei and her family?
- b. What do we learn about Unhei's name when she visits Mr. Kim's shop? Is this important? Why?
- c. What does her grandma's letter make Unhei think about? How is Unhei's name connected to her grandma?
- d. What is the purpose of names? Why do we have them? Does your name help to make you who you are? Why or why not?

6. After the weekend, Unhei is ready to introduce herself to the class. "I liked the beautiful names and funny names you thought of for me," she told the class. "But I realized that I liked my name best, so I chose it again."

Ask:

- a. Why does Unhei choose her own name at the end? What were some of the experiences that helped her to decide this? Do you think this was the right choice? Why or why not?
- b. How do you think Unhei felt about her name by the end of the story? Why?
- c. What can we say about names and their importance? Is a name just another word or is it something more? Why?

Part Four: Wrap-up

1. Ask:

- a. How might you use empathy to understand how someone might feel to be new where everyone knows each other?
- b. What might you do to help?
- c. Thinking of someone who is different than you (i.e. speaks a different language, wears different clothes or has a name you never heard before), how can you treat them as you would want to be treated?
- d. Why do you think it is important to be understanding of others customs and cultures?



2. Explain:

Our schools, neighborhoods, towns and communities have people who are feeling overwhelmed for many different reasons. Use your empathy skills to try to understand.

Recommended Additional Reading:

The Crayon Box that Talked by Shane DeRolf

Yellow hates Red, so does Green, and no one likes Orange! Can these crayons quit arguing and learn to cooperate? Shane DeRolf's deceptively simple poem celebrates the creation of harmony through diversity.

Abuela's Weave by Enrique O. Sanchez

This story about the importance of family pride, heritage and personal endurance introduces children to the culture of Guatemala through the eyes of little Esperanza, who works with her her grandmother on weavings to sell at the public market.

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