
Inquiry for Healthy Decision Making Resource Package

It's Okay to Be Different

By: Todd Parr

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Grade 2

Grade Perspective

Discovering Connections
Between Self and
Wellness

Oppressive Cultural Norms

1. Personal: Values, Beliefs, Feelings
2. Interpersonal: Actions, Behaviors, Language
3. Cultural: Beauty, Truth, Right

Personal: Values, Beliefs, Feelings

- Both of our childhoods we were raised to believe only a male and female were allowed to get kiss, date, get married, etc. because of the views of the church. With the way society is today it is a lot more accepting of the LGBTQ+ community.

Example

Everyday World

- How you were raised will affect the way you look at things.
- Your gender, class, race and religion will affect your values, beliefs, and feelings.

VS.

Grade 2 Classroom

- Sexism: 'You're a girl, you can't help lift these chairs.'
- Racism: 'You don't look like the rest of us.'
- Religion: 'Why does Basheer get to keep leaving class?' (To pray)

Interpersonal: Actions, Behaviours, Language

- If we were to think of interpersonal oppression in terms of race, for example, seeing an Indigenous person on the street begging for money, and thinking they need to stop being so lazy and get a job. Whereas if someone was to see a white person begging for money, they would feel sorry for them.

Example

Everyday World

- I struggle using correct pronouns and names because of my beliefs.
- My beliefs form my opinions on certain cultures and people of colour.

VS.

Grade 2 Classroom

- Sexism: ‘Why does Suzy have her hair cut like a boy?’
- Racism: ‘Johnny you’re such a lazy Indian!!’ *teacher confronts the student* The student replies: ‘What? That’s what mommy says at home.’

Cultural: Beauty, Truth, Right

- Cultural Oppression to us is, for example, calling someone by the pronouns that fit the norm of society instead of what they prefer.
- Cultural Oppression would be not accepting or giving someone a chance, simply based on the colour of their skin.

Example

Everyday World

- The society I was raised in determines my belief in certain stereotypes.
- Friends and Family influence my opinions and beliefs.

VS.

Grade 2 Classroom

- Sexism: 'Why does Billy have his nails painted like a girl?'
- Racism: 'Why are you wearing shoes from walmart, and not Nike's?' (white student was raised in a house where all people of colour are poor).

It's Okay to Be Different

By: Todd Parr

Brief Description About The Book

It's Okay to Be Different, by Todd Parr is a book about acceptance and loving yourself for who you are, and loving others for who they are. It is a very inspirational book directed towards a younger age group. It sends a message to young kids that it is okay to be different!

USC 2.1- Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

- (a) Develop a common understanding and use of respectful language to talk about thoughts, feelings, and actions (e.g., emotions, ideas, behaviours, choices, reactions, control).
- (c) Investigate and illustrate how particular thoughts (e.g., "I am good at ...", "I can't do ...as good as she can.") make one feel.
- (f) Discuss the basic "cause-effect" relationship among thoughts, feelings, and actions (e.g., If I think I am smart, I will feel "content/confident" and I will try to learn. If I think I am "dumb", I will feel sad/frustrated and I may not participate in class.).

STOP!- Wonder and Question

For this first activity we are wanting families to have a critical conversation about acceptance for themselves and for others.

It can be tough for young children to talk about their feelings, and emotions. We want to make this easier for them, in a way that could be enjoyable. Families will be given a series of questions around acceptance that we want them to keep in mind while doing this activity.

What we are proposing is that each individual family member writing a poem about acceptance, and their feelings, while utilizing the questions on the next slide. After each person is done writing their poem they will come together as a family and share, to have that critical conversation.

Essential Questions

- What does acceptance mean to you?
- How do negative comments make you feel?
- What are some things other people do that make you feel accepted?
- Do you think you are accepting of others?
- How are you accepting of others?

Think!-Investigate and Interpret

Activity: [What Does Acceptance Look Like?- Worksheet](#)

For this activity students are tasked with filling in the first two categories individually, and the last two together as a family.

This activity will broaden the students understanding of what acceptance looks like in the classroom, and the playground. As well as at their house, and in their community. This will be done with the help of their family.

DM2.1- Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions.

(a) Examine the concepts of "advice" and "help" and develop the abilities to ask for both.

(b) Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community.

(c) Illustrate how, when, and why to access assistance (e.g., go to playground monitor, disrespecting another's possessions).

(e) Practise asking for help in appropriate situations and recognize possible consequences of not asking for help.

Think!- Make Healthy Decisions

Activity: [Scenarios for Healthy Decision Making](#)

Families will be given a list of scenarios related to acceptance and difference. They will go through each scenario and circle the answer that they think is most appropriate (can circle more than one), in the blanks provided they will be explaining their reasoning behind why they picked the one they did.

Under each scenario there are 1 or 2 resources that can help not only the students, but the families of the students to deal with these types of situations.

Comprehensive Community School Health Connections

[My Child is Being Bullied](#)

[Stomp Out Bullying](#)

[American Academy of Child and Adolescent Psychiatry](#)

[Lesbian and Gay Parenting](#)

AP2.1 Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, respect and diversity.

(a) Ask questions and explore possible answers regarding the steps needed to take action (e.g., What will be done? Who will do it? When will it happen? Where will it take place? How will it be done?).

(b) Demonstrate, with guidance, asking for help with the action to be taken.

(c) Document the action that was taken.

(d) Reflect on the action (e.g., What did I do well? What did I learn? How could I be better?) in order to guide future application.

Do!- Engage and Apply

Activity: [The Final Quest- Acceptance Scavenger Hunt](#)

For your final activity you will be sent on an Acceptance Scavenger Hunt. During this activity you will find the clues, go around to each family member and answer the question that is on the clue sheet, then proceed to find the next clue!

References

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HOPE YOU ENJOYED!!!
