

## *Lesson ~ Exploring Personal and Cultural Differences*

### **Big Ideas:**

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself.

Everyone has a unique story to share.

### **Core Competencies:**

**C** I recognize that there are different points of view and can disagree respectfully.

**T** I can analyze my own assumptions and beliefs and consider views that do not fit with them.

**PS** I take action to support diversity and defend human rights and can identify how diversity is beneficial for my community, including online.



**Learning Targets:** I can explore and think about foods that are significant to my identity; to my family, my culture. I can consider foods and traditions that are different from my personal and cultural identity.

**Co-constructing ideas:** Are there particular foods that are very much a part of your cultural identity? Your family background? Foods that you and your family eat regularly or as part of special occasions? Invite students to share about foods that are unique to their family; their culture! “Do you have interesting foods or traditions unique to your family? What are they?”

**Shared Read:** *The Sandwich Swap* by Her Majesty Queen Rania of Jordan Al Abdullah

This book leads naturally to a comparison of cultural foods.

Before reading: Establish a purpose for listening/viewing. Based on the title and the cover, invite predictions.

*This is a story about Lily and Salma who are best friends. They like doing all the same things, and they always eat lunch together. Lily eats peanut butter and Salma eats hummus-but what's that between friends? It turns out, a lot. Before they know it, a food fight breaks out. Can Lily and Salma put aside their differences? Or will a sandwich come between them?*

A lovely animated cartoon of *The Sandwich Swap* (5:57) can be found here:

<https://www.youtube.com/watch?v=MvEr6FsVoBI>



During Reading: Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

After reading: Invite students to reflect on the story; to recall what happened between Lily and Salma; to consider what Lily and Salma suggested to their Principal as a special event for their school (inferring from pictures).

**Digging Deeper:** “Me, You, Us” Partner Venn. How are you different than the person right next to you? How are you similar? What do you have in common?

Provide students with an 11X17 mat as shown below and invite them to work in pairs, side by side, to first jot down attributes of their own identities (if they need topic suggestions take some time to co-construct ideas). Next, invite students to explore their partner’s side of the diagram, looking for things they have in common. Students take turns jotting down commonalities in the centre section. To share similarities and differences across the whole classroom, have a gallery walk so students can explore other peoples diagrams.

*Adapted from: The Curious Classroom, Harvey “Smokey” Daniels, 2017, p. 28-29.*

