

Lesson ~ What is diversity? How do our differences define us?

Big Idea: Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.

Core Competencies:

C I can understand and share information about a topic that is important to me.

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

PS I can identify how diversity is beneficial for my community.

Learning Target: Engaging with others to share and develop ideas. I can identify how diversity is beneficial for my community.



Co-constructing ideas: What is compassion? What is diversity? What does it mean to value diversity? Invite learners to share their ideas in response to these driving questions.



Share the video clip, *Josh opening doors and hearts* (6:04)

<https://www.youtube.com/watch?v=PIHtuKc3Gjg>

Invite learners to consider how Josh's story connects to our understanding of compassion and diversity... Students can share their ideas using the frame, "What did you notice? What do you think? What do you wonder?"

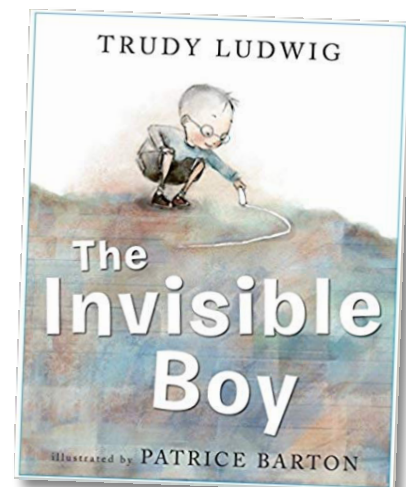
Shared Read: *The Invisible Boy* by Trudy Ludwig

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

Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party . . . until, that is, a new kid comes to class.

When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

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



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After reading: Invite students to consider and discuss, “What did Brian do to help Justin feel better after J.T. and the other kids made fun of the food he was eating?”

“What specifically did Justin do to make Brian feel less invisible?”

“Are there kids in your class, grade or school who you see being treated as if they are invisible? What could you do to help them feel more valued and appreciated?”

Co-constructing Ideas: Invite students to imagine a world in which everyone looks and sounds exactly the same. What would the world be like if everyone were the same... (average in intelligence, talents, appearance, and strength) - and no one was unique or different than anyone else? How do you think people would feel and act toward each other? Would they be happy and satisfied? What would be the advantages? The disadvantages?

Advantages:	Disadvantages:



Share Video clip: What is diversity? (1:06)
<https://www.youtube.com/watch?v=XtzqA82F2KI>

Invite students to reflect on the short clip and respond to the question, “What is diversity?”

Stemming from the video clip, invite conversation about how diversity is both what you see and what you don’t see.

Sometimes diversity is what you see...	Sometimes diversity is what you don’t see...

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Closure: Share the clip, *The Power of Words* (1:47)
<https://www.youtube.com/watch?v=Hzgzim5m7oU>

Partner turn and listen: What can we learn from this short clip about compassion and diversity?



Possible next steps: **How do our differences define us? What makes you, you?** Invite students to **design identity maps** or collages sharing what makes up their identity, jotting down or building their ideas ‘graffiti style’.

Students put their name in the centre of a big sheet of paper and then branch off listing things to describe themselves - gender, age, favourites, family, hobbies, interests.

Identity

Personality	Favorite foods
Physical Features	Age
Opinions, beliefs	Gender
Perspective	How you treat others
Family	Financial status
Culture	Reactions
Ethnicity	Sportsmanship
Language	Lifestyle
Religion	Job
Environment & Community	Traditions
Nationality	Celebrations

Adapted from: The Curious Classroom, Harvey “Smokey” Daniels, 2017, p. 26-30.

