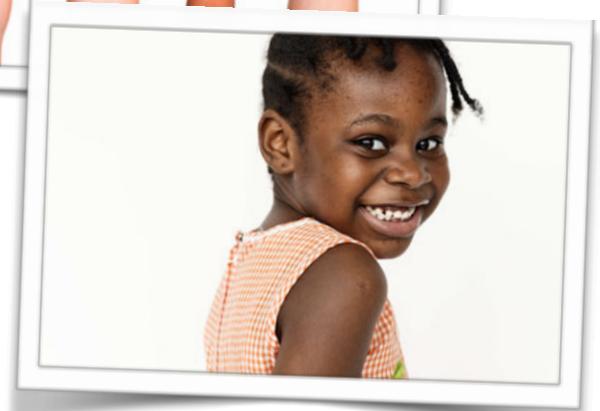


# *Valuing Diversity*



An inquiry for grades 5 to 7

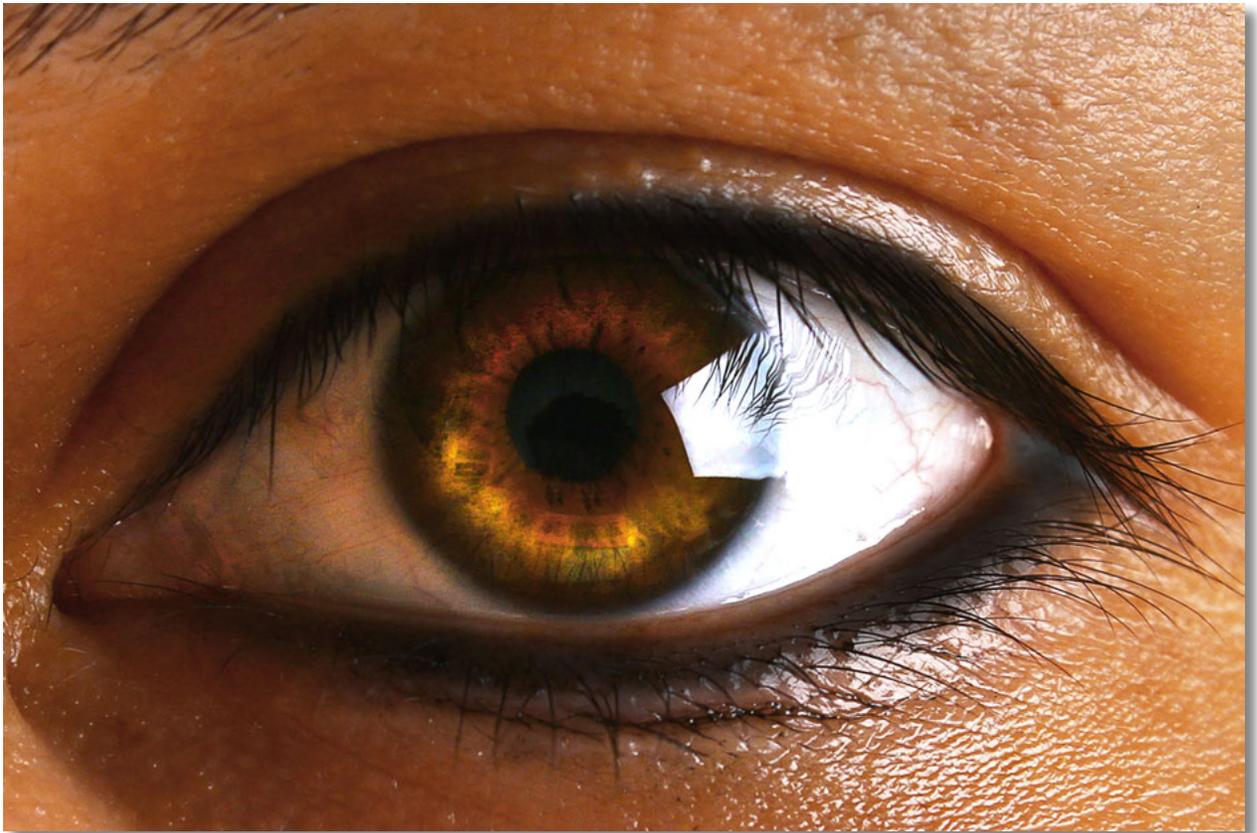


## *i see you*

Among the tribes of northern Natal in South Africa, the most common greeting, equivalent to "hello" in English, is the expression: Sawu bona. It literally means, "I see you". If you are a member of the tribe, you might reply by saying Sikhona, "I am here." The order of the exchange is important: until you see me I do not exist. It's as if, when you see me, you bring me into existence.

This meaning, implicit in the language, is part of the spirit of ubuntu, a frame of mind prevalent among native people in Africa below the Sahara. The word "ubuntu" stems from the folk saying Umuntu ngumuntu nagabantu, which, from Zulu, literally translates as: "A person is a person because of other people." If you grow up with this perspective, your identity is based on the fact that you are seen ~ that people around you respect and acknowledge you as a person.

*(Schools That Learn [Senge, 2000, p. 11] cited from The Fifth Discipline Fieldbook, p. 3)*



What is...



## tol·er·ance?

/ˈtɒl(ə)rəns/ 

*noun*

1. the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.  
"the tolerance of corruption"  
*synonyms:* [acceptance](#), [toleration](#); [More](#)
2. an allowable amount of variation of a specified quantity, especially in the dimensions of a machine or part.  
"250 parts in his cars were made to tolerances of one thousandth of an inch"

## un·der·stand·ing?

/ˌʌndərˈstændɪŋ/ 

*noun*

1. the ability to understand something; comprehension.  
"foreign visitors with little understanding of English"  
*synonyms:* [comprehension](#), [apprehension](#), [grasp](#), [mastery](#), [appreciation](#), [assimilation](#), [absorption](#); [More](#)

*adjective*

1. sympathetically aware of other people's feelings; tolerant and forgiving.  
"people expect their doctor to be understanding"  
*synonyms:* [compassionate](#), [sympathetic](#), [sensitive](#), [considerate](#), [tender](#), [kind](#), [thoughtful](#), [tolerant](#), [patient](#), [forbearing](#), [lenient](#), [merciful](#), [forgiving](#), [humane](#); [More](#)
2. **ARCHAIC**  
having insight or good judgment.

# ac·cept·ance?

/ək'septəns/ 

*noun*

1. the action of consenting to receive or undertake something offered.  
"charges involving the acceptance of bribes"  
*synonyms:* [receipt](#), receiving, [taking](#), obtaining [More](#)
2. the action or process of being received as adequate or suitable, typically to be admitted into a group.  
"you must wait for acceptance into the club"  
*synonyms:* [welcome](#), favorable reception, [adoption](#)  
"her acceptance into the group"

# e·qual·i·ty?

/ə'kwälədē/ 

*noun*

the state of being equal, especially in status, rights, and opportunities.

"an organization aiming to promote racial equality"

*synonyms:* [fairness](#), equal rights, equal opportunities, [equity](#), [egalitarianism](#); [More](#)

- **MATHEMATICS**

a symbolic expression of the fact that two quantities are equal; an equation.

plural noun: [equalities](#)

# di·ver·si·ty?

/də'vərsədē,dī'vərsədē/ 

*noun*

the state of being diverse; variety.

"there was considerable diversity in the style of the reports"

- a range of different things.

plural noun: [diversities](#)

"newspapers were obliged to allow a diversity of views to be printed"

*synonyms:* [variety](#), [miscellany](#), [assortment](#), [mixture](#), [mix](#), [mélange](#), [range](#), [array](#), [multiplicity](#); [More](#)

# in·clu·sion?

/in'klōZHən/ 

*noun*

1. the action or state of including or of being included within a group or structure.  
"federal legislation now mandates the inclusion of students who are English language learners"
2. **BIOLOGY • GEOLOGY**  
a body or particle recognizably distinct from the substance in which it is embedded.

## Core Competencies

### **Connect and engage with others (to share and develop ideas)**



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

### **Acquire, interpret and present information.**

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



### **Analyze and critique**

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

### **Question and investigate**

*I can tell the difference between facts and interpretations, opinions, or judgments.*



### **Valuing diversity**

*I can explain when something is unfair.*

*I can advocate for others.*

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

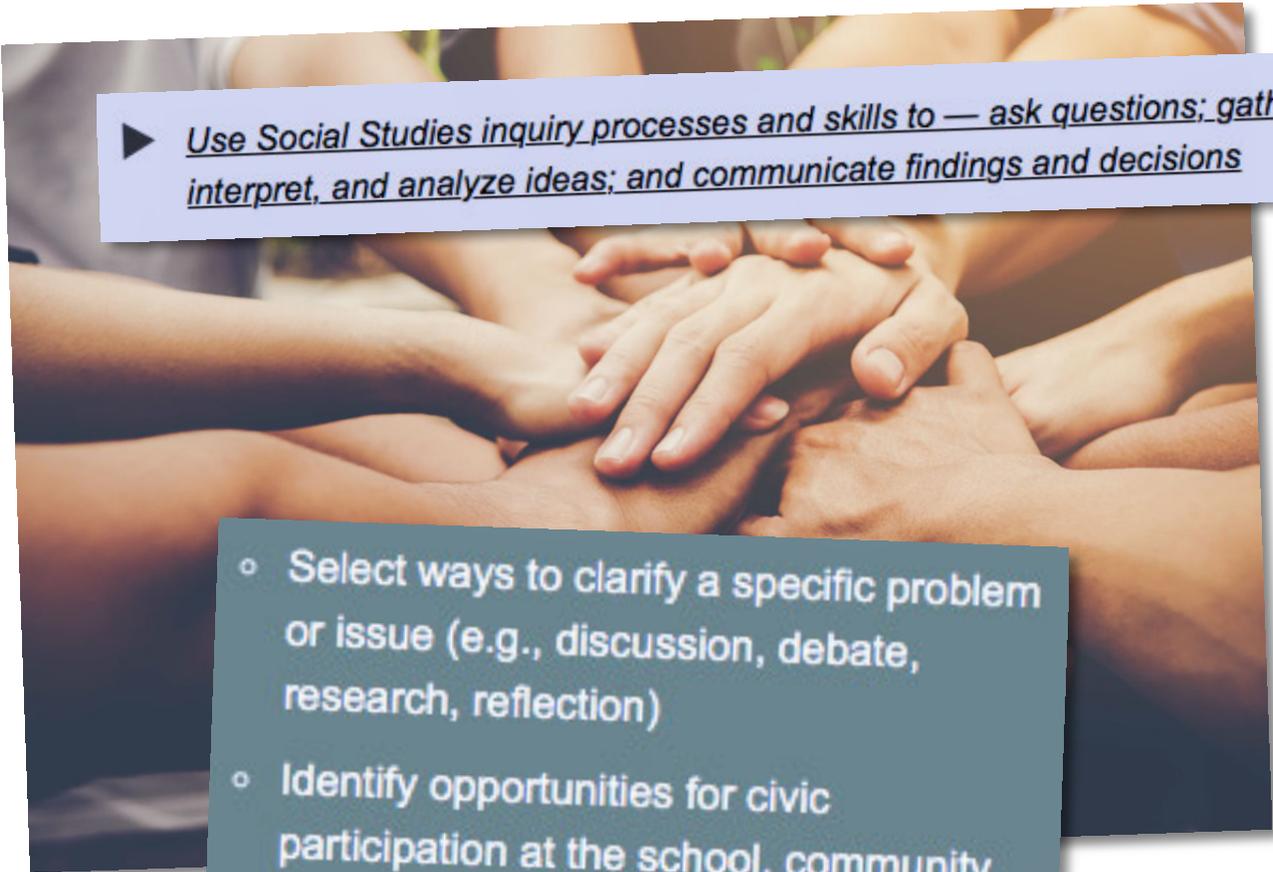
## Exploring Diversity

human rights and responses to discrimination in Canadian society



- Sample topics:
  - Canadian Charter of Rights and Freedoms
  - LGBTQ rights and same-sex marriage
  - gender equity
  - racism
  - religious freedoms
  - freedom of speech
  - language rights
  - protest movements
  - examples of individuals who have fought for change and spoke out against injustice
  - key provisions of the Canadian Charter of Rights and Freedoms
  - the role of the Charter in establishing equality and fairness for all Canadians (e.g., addressing cases of discrimination)

## Communicating Findings

- 
- ▶ Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Select ways to clarify a specific problem or issue (e.g., discussion, debate, research, reflection)
- Identify opportunities for civic participation at the school, community, provincial, and national levels

- ▶ Develop a plan of action to address a selected problem or issue

## Taking Action

- Individually, or in groups, design a plan of action to address a problem or issue (e.g., fundraising campaign, clothing or food drive, letter writing to a politician, editorial in school or community newspaper, petition).

## Comprehension Strategies

Comprehend and connect (reading, listening, viewing)

- ▶ Access information and ideas from a variety of sources and from prior knowledge to build understanding

- ▶ Use a variety of comprehension strategies

may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.

before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text



- ▶ Apply a variety of thinking skills

### Thinking Skills

may include exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing

to gain meaning from texts

- ▶ Respond to text in personal and creative ways

### Creativity

beginning to question the author's viewpoint and intent; stating opinions with supporting reasons and explanations; using a variety of methods to respond (e.g., in writing, orally, and through drama)

## *How to Use Books to Foster Heart-Mind Well-being*



Books, and the stories within them, offer safe and engaging teachable moments for children to explore emotions, understand common life challenges and apply social and emotional skills.

Bibliotherapy is the technical term for using books to help children, youth and adults work through tough issues that they face in their everyday social worlds. Many books are written explicitly about feelings or problems. But many more are more subtle in their approach - offering characters and events that children and youth can relate to which broaden perspectives and offer opportunities to develop empathy and practice critical thinking.

Research shows that by identifying with characters and events in books, young people may feel less isolated, can be relieved of emotional pressure and gain insight into their own behaviours and self-concept. Stories also provide a problem-solving playground where students recognize that there is more than one way to approach problems. Using a book as a safe scenario, children are able to discuss problems more freely and can actually practice generating solutions or planning a course of action.

To be clear, a book on its own does not offer the same depth of learning compared to when adults provide guidance and help children to think, understand and engage with the story and with each other in prosocial ways.

One framework for adults to structure bibliotherapy suggests four steps:

1. Pre-reading

- Choose well written, age-appropriate books whose stories use familiar language.
- Activate the child's background knowledge. This can be done by holding up the book and asking for predictions about the story or offering a general statement about the book and asking if they have ever experienced the topic.

## 2. Reading

- Read aloud. Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

## 3. Post Reading Discussion

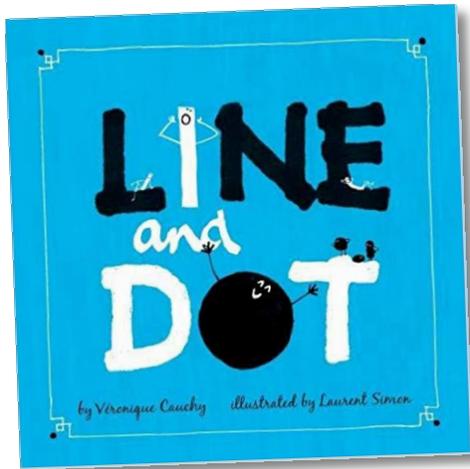
- Have children re-tell the plot, describe and evaluate the characters' feelings and/or comment on events that occurred.
- Ask probing questions to help children think about their own feelings and better identify with the characters and events in the story

## 4. Use Reinforcing Activities

- Apply problem solving strategies to expand on the book's resolution of a situation.
- Practice and apply social and emotional learning using activities such as journals, role plays, debates, art activities or interaction with parents.
- Consider reading the same book for several days (with younger children) as an additional strategy to support children's social emotional development. Children learn the story, they can re-tell the story, and it becomes their story! They feel successful, confident and competent!

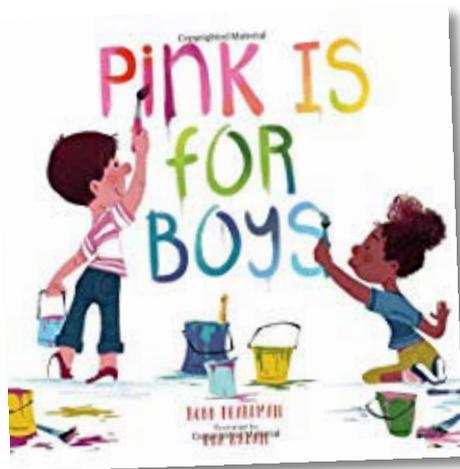
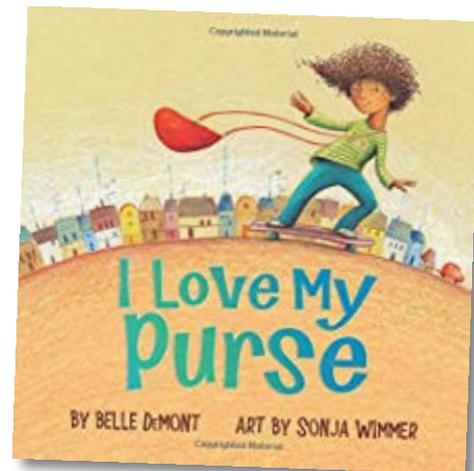


## *Books to explore*



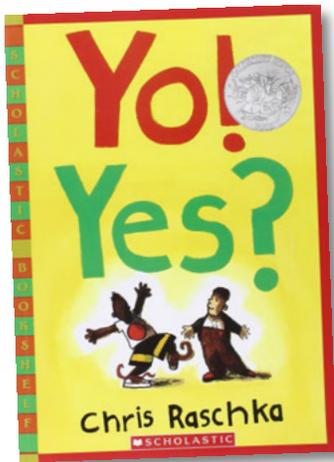
*One day, a line met a dot... and they decided to play together!* Line and Dot create bold and brand new things by including a diverse group of friends—and they find that creating together is even more fun. This book creatively shows the importance of accepting, learning from, and living peacefully through individuality, differences, and diversity. *Line and Dot* demonstrates the importance of mutual respect and cooperation.

Charlie loves the bright red purse that his grandmother let him have. One day, he decides to take it to school. First his father, then his friends, and even the crossing guard question him about his “strange” choice. After all, boys don’t carry purses. They point out that they, too, have things they like, but that doesn’t mean they go out in public wearing them. But Charlie isn’t deterred.



Pink is for boys . . . and girls . . . and everyone! This timely and beautiful picture book rethinks and reframes the stereotypical blue/pink gender binary and empowers kids-and their grown-ups-to express themselves in every colour of the rainbow.

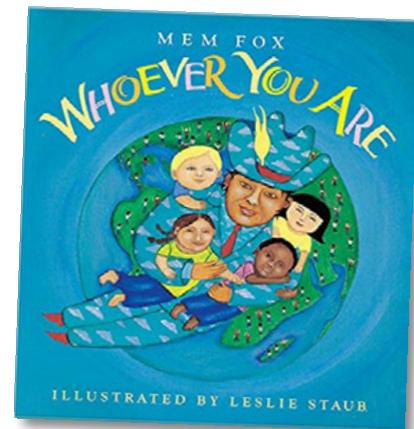
## *Books to explore*



Two lonely boys who don't know each other meet on a city street. Brought together with a simple Yo! answered by the other one's Yes? and the bounce of a basketball, this modern classic will strike a chord with every child who's ever longed for a friend.

*Little one, whoever you are, wherever you are,  
there are little ones just like you all over the world.*

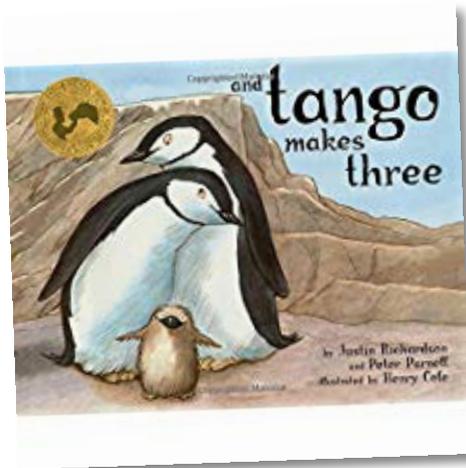
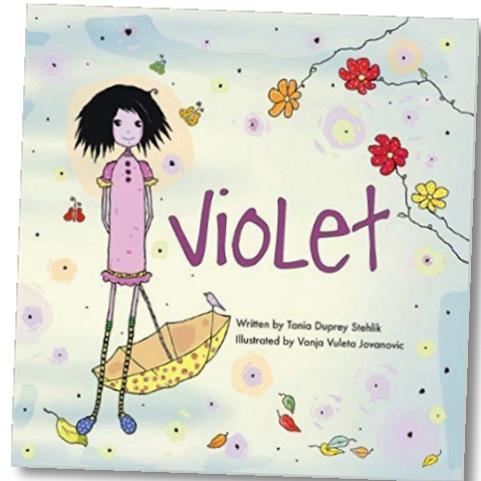
So begins the Australian author Mem Fox's joyful picture book *Whoever You Are*, a celebration of the world's diverse cultures, both our similarities and differences.



*It's Okay to Be Different* cleverly delivers the important messages of acceptance, understanding, and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colours and silly scenes.

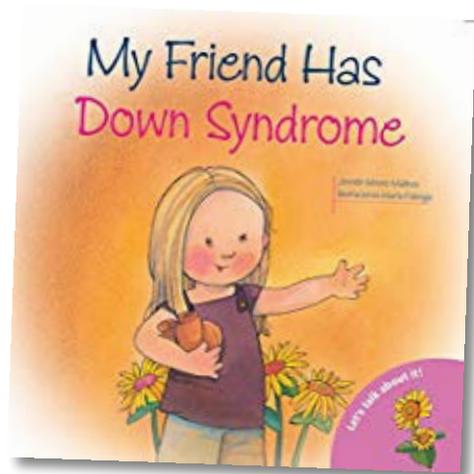
## *Books to explore*

Violet is happy that her father has come to pick her up after her first day at a new school. But as she races over to meet him, one of the other kids asks, "How come your dad is blue and you're not?" Violet has never even thought about this before. Her mother is red and her father is blue, so why isn't she red or blue?

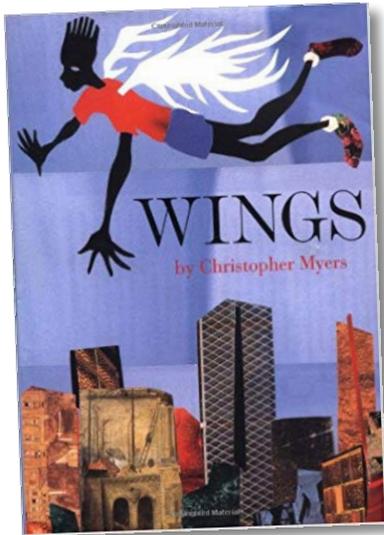


At the penguin house at the Central Park Zoo, two penguins named Roy and Silo were a little bit different from the others. But their desire for a family was the same. And with the help of a kindly zookeeper, Roy and Silo get the chance to welcome a baby penguin of their very own.

*My Friend Has Down Syndrome* explores this common chromosomal condition from a child's perspective. Younger children may be confused and have many questions when they encounter kids who have Down syndrome. Here, in this reassuring story, two children, one with Down syndrome and one without, learn that they are both good at different things and that by helping each other overcome their fears and difficulties they can accomplish a great deal together.

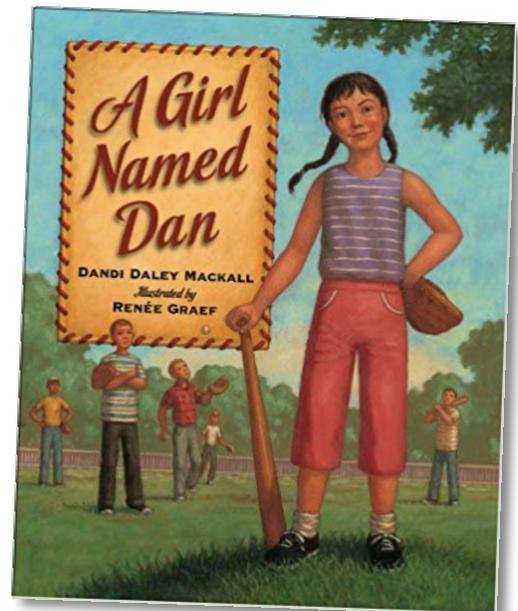


## *Books to explore*

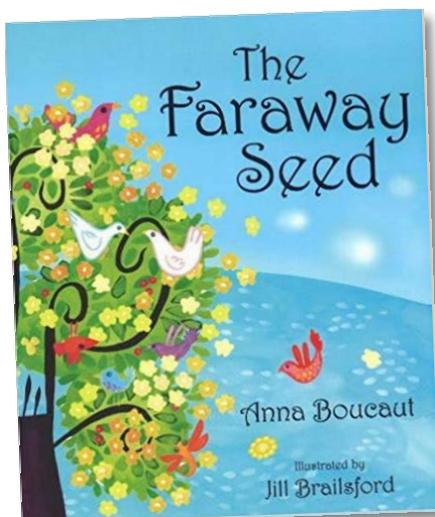


Ikarus Jackson, the new boy in school, is outcast because he has wings, but his resilient spirit inspires one girl to speak up for him.

Ten-year-old Dandi (affectionately called "Dan" by family and friends) lives and breathes baseball. She may not be a fence buster but she can "hit 'em where they ain't" in the neighbourhood pick-up games. The boys know she's a contender. And there's no bigger fan of the 1961 Kansas City A's. So when Charlie Finley, the A's new owner, announces an essay contest to get batboys, there's no doubt Dandi will enter the contest. Dandi not only enters the contest--her essay wins! However, her joy is short-lived when the contest officials enforce the For Boys Only rule.



A forest stood tall and proud, all its trees the same. One day a bird dropped a new seed in the forest and a different tree grew. Will the forest accept the new tree? With the theme being multiculturalism, acceptance and celebration of difference, this is the story of a little seed's journey to acceptance against all obstacles laid out by the forest, eventually making the forest not so 'perfect' but very, very beautiful with its diversity and loveliness.



## Video clips to explore

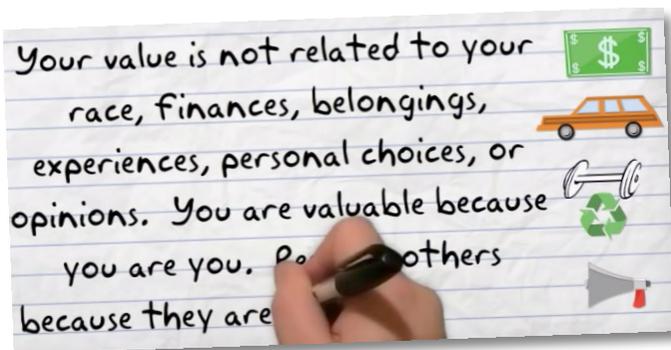
### What is diversity?

What is diversity? (1:06)

<https://www.youtube.com/watch?v=XtzqA82F2KI>

What is diversity? (4:51)

<https://www.youtube.com/watch?v=HT9dtDSRDEFA>



Diversity? (2:22)

<https://www.youtube.com/watch?v=hfO82z29hWg>

Inspiring a World where Everyone Belongs ~ Inclusion BC (2:11)

<https://www.youtube.com/watch?v=Dbd2Ao69qjU>

**EVERYONE**  
matters

## Websites to explore



In 2015, world leaders agreed to 17 goals for a better world by 2030. These goals have the power to end poverty, fight inequality and stop climate change. Guided by the goals, it is now up to all of us, governments, businesses, civil society and the general public to work together to build a better future for everyone.

<https://www.globalgoals.org>



<https://www.globalgoals.org/5-gender-equality>

Achieve gender equality and empower all women and girls.

<https://www.globalgoals.org/16-peace-justice-and-strong-institutions>

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



## Websites to explore



Diversity defined: <https://ccdi.ca/our-story/diversity-defined/>



What is inclusion? Inclusion:

- values us all equally, irrespective of our differences
- celebrates our full range of human diversity
- ensures we all feel like we belong, are engaged and connected
- is a universal human right

<https://inclusionbc.org/resource-types/inclusive-education/>

What is inclusive education?

<http://www.inclusionbc.org/sites/default/files/What%20is%20Inclusive%20Education.pdf>

Inclusive education means designing schools, classrooms, programs and activities so that all students participate and learn together.



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

### **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.

### **Core Competencies:**

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

**PS** I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).



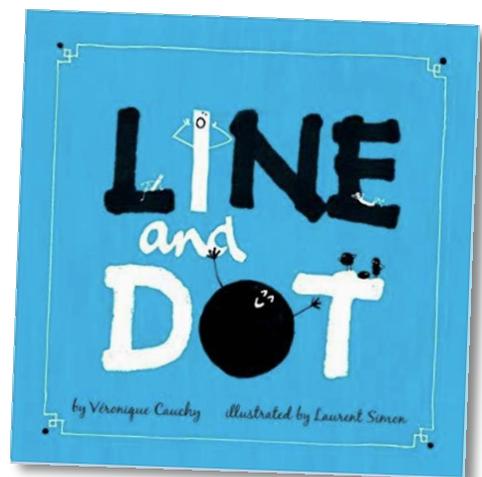
**Learning Target:** Engaging with others to share and develop ideas. I can analyze my own assumptions and beliefs and consider views that do not fit with them.

### **Shared Read:** *Line and Dot* by Véronique Cauchy

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

*This book creatively shows the importance of accepting, learning from, and living peacefully through individuality, differences, and diversity. Line and Dot demonstrates the importance of mutual respect and cooperation.*

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



After reading: Invite students to consider and discuss, “Why do you think the author wrote this book?”

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

**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?

<b>Advantages:</b>	<b>Disadvantages:</b>



**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...



## *Lesson ~ Identity and The Danger of a Single Story*

### **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.

### **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.



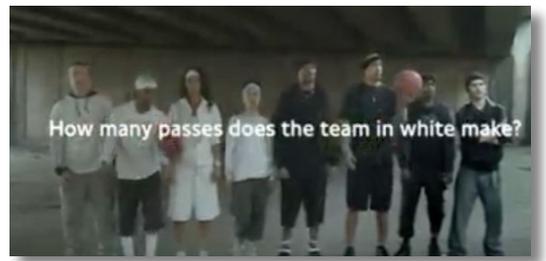
### **Learning Targets:**

- Engaging with others to share and develop ideas.
- Understanding that identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).
- Exploring and describing different aspects of identity.

**Establishing a Need to know:** Share the YouTube clip *the Awareness Test: How many passes does the team in white make?* (1:08)

<https://www.youtube.com/watch?v=Ahg6qcgoay4>

What can we learn from this clip? We find what we look for, but risk not noticing other things. “Watch out for the dancing bear.”



**Driving Questions:** What makes you, *you*? How would you describe your personality?



**Establishing a Need to know:** Share the YouTube clip *Ed Sheeran: Embrace Who You Are* (1:35)

<https://www.youtube.com/watch?v=CTufwCG8Xeg&t=1s>

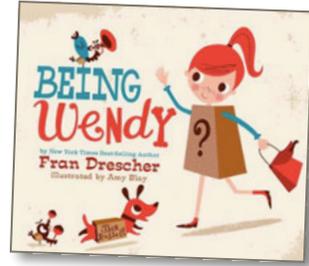
**Partner Turn and Listen:** *What did you notice in this short clip? What do you think? What do you wonder? What is something you learned from Ed Sheeran about his identity; his personality?* Invite a **whole group share...**

**Shared Read:** *Being Wendy* by Fran Drescher

**Before reading:** Establish a purpose for listening/viewing: investigating the story for its connection to the theme of Identity. **If you had to choose just one word to describe your personality, what would it be?**

## *Lesson ~ Identity and The Danger of a Single Story*

*In this delightful picture book, we meet Wendy, a girl who lives in an odd town where everyone has to wear a box. These boxes are labeled with what each person does. The teacher wears a TEACHER box. The baker wears a BAKER box. Even the doctor wears a DOCTOR box! These boxes are worn for life and Wendy has to choose hers soon. How will she ever decide on just one box? She's interested in so many things! Wendy's moxie makes her break out of her box . . . And she sets the whole town on end when she does!*



**After reading ~independent self-reflection:** If you had to define yourself, your identity, your interests with just one word, one idea, would that be difficult for you? Why or why not?

The author stated, “Wendy tried to take her dad’s advice, but the more she thought about it, the more she hated thinking inside the box.” *Have you ever heard the expression, “thinking outside the box”?* What does it mean? How does it apply here?

**Zooming in:** *What shape is your personality?* Source: <http://listening2leaders.com/shape-quiz-learn-colleagues/>

Invite students to draw one of the following four shapes on a sticky note: a square, a circle, a triangle, or a squiggly line. Then, sort students by the shape they selected. and give them a list of personality descriptors to consider and share in their small group.

Groups explore and discuss if they agree with how the shape they've selected describes them! Invite students to discuss things such as: *In what ways does your personality match the description? How is it different? What other shapes have descriptors that match who you are/ your personality? Is it possible to be a triangle AND a square, for example? How did it make you feel being ‘put in a box’?; being sorted into personality trait groups without knowing?*



**Closure:** Share the YouTube clip *Chiamanda Adichie, The Danger of a Single Story* (3:36)  
<https://www.youtube.com/watch?v=ODzwb90b5qE>

*African writer Chimamanda Adichie explains how we often assign identity to others: we tell single stories that create stereotypes, which then become the only stories that are told and believed to be true.*

After viewing the clip, invite students to turn and talk in response to the question, “**What is the danger of a single story?**” *What can we learn from Chiamanda Adichie about identity?*

**Whole Group conversation:** Why might how others see you affect your identity? Why isn’t your identity only how you see yourself?

## Squares:

Are loyal

Are hard workers

Very structured

Organized

Detail-oriented

Dependable

Make lists and check them off

Wise and rational

Tend to procrastinate – they need all the details

Have a reason for everything – can be stubborn

Often resistant to change

Prefer to work alone – don't care for teams

## Circles:

Are talkative

Love to have fun

Always giving advice

Want everyone to get along

Good at detecting body language

Are often indecisive

Work to be liked

Highly influenced by others

Like to talk about feelings/emotions

Get “dumped on” by squares & triangles

Willing to change if “everyone else wants”

Love teams – prefer to work with people

## Triangles:

Are leaders – will get ahead the fastest  
Good in a crisis  
Able to focus on important tasks  
Get to the point – want the bottom line  
Confident  
Outspoken – can be sarcastic  
Enjoy power  
Respected by peers  
Competitive – want to win  
Love to debate and argue (and argue!)  
Intolerant of others' mistakes  
Like to have their own way  
Implement change FAST – often too fast  
Want to lead the team

## Squiggles:

Are optimistic  
Emotional  
Creative – great visionary  
Innovative – love new ideas  
Often act without thinking  
High energy  
Impatient  
Spontaneous and flexible  
Enjoy being unique  
Many projects at once – may not finish any  
Unstructured – can be disorganized  
Thrive on change  
Get bored easily  
Get the team motivated and energized

## *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

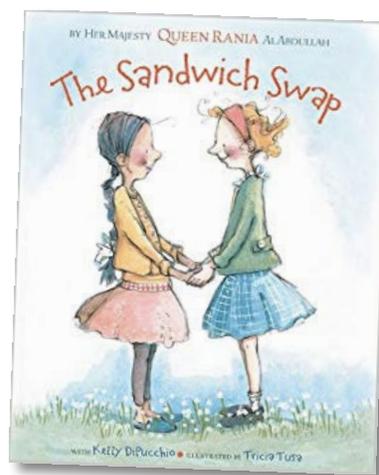
This book leads naturally to a comparison of cultural foods.

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>



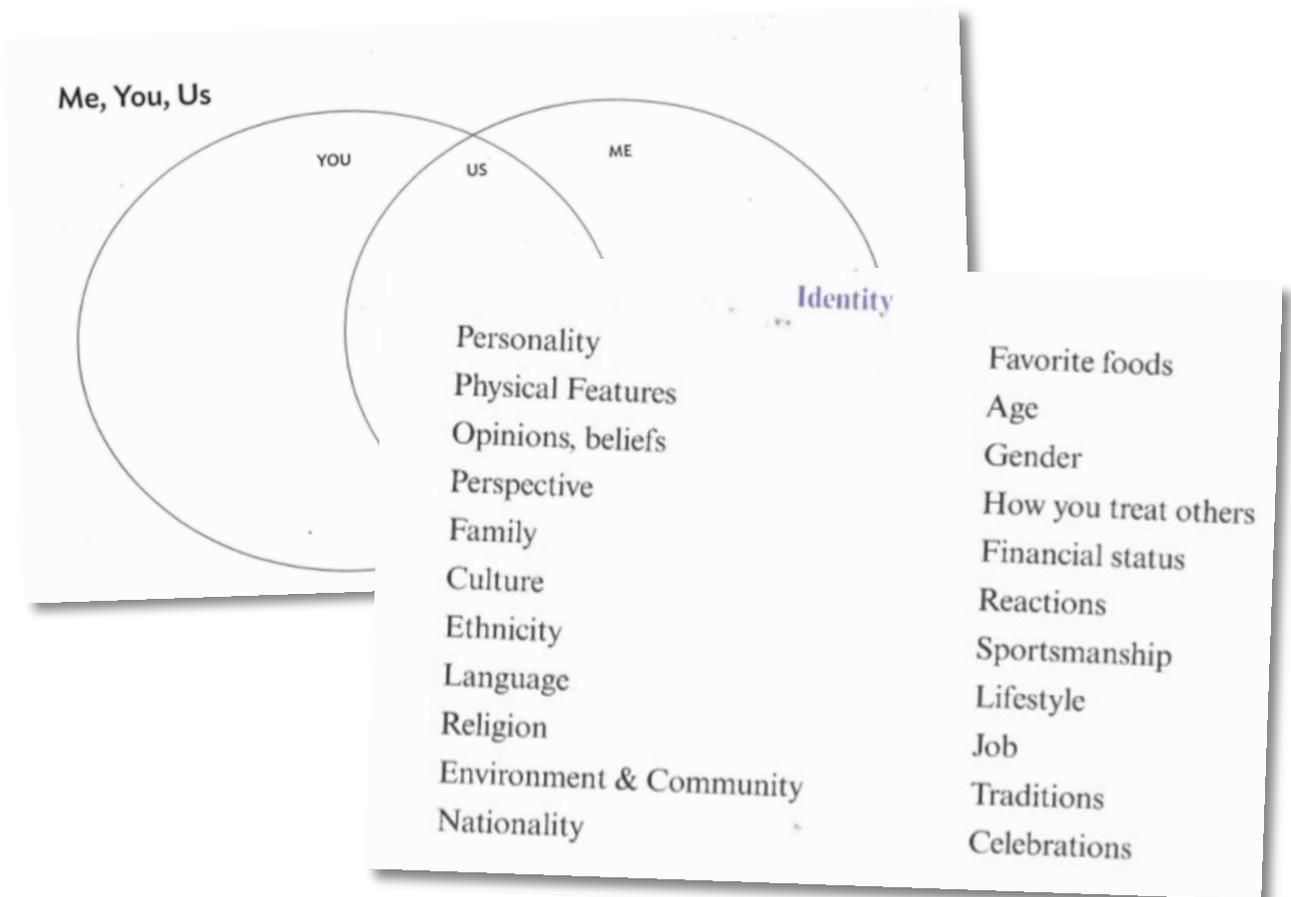
During Reading: Talk about the story as it unfolds. Invite children to make connections, visualize, ask questions, and make inferences.

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).

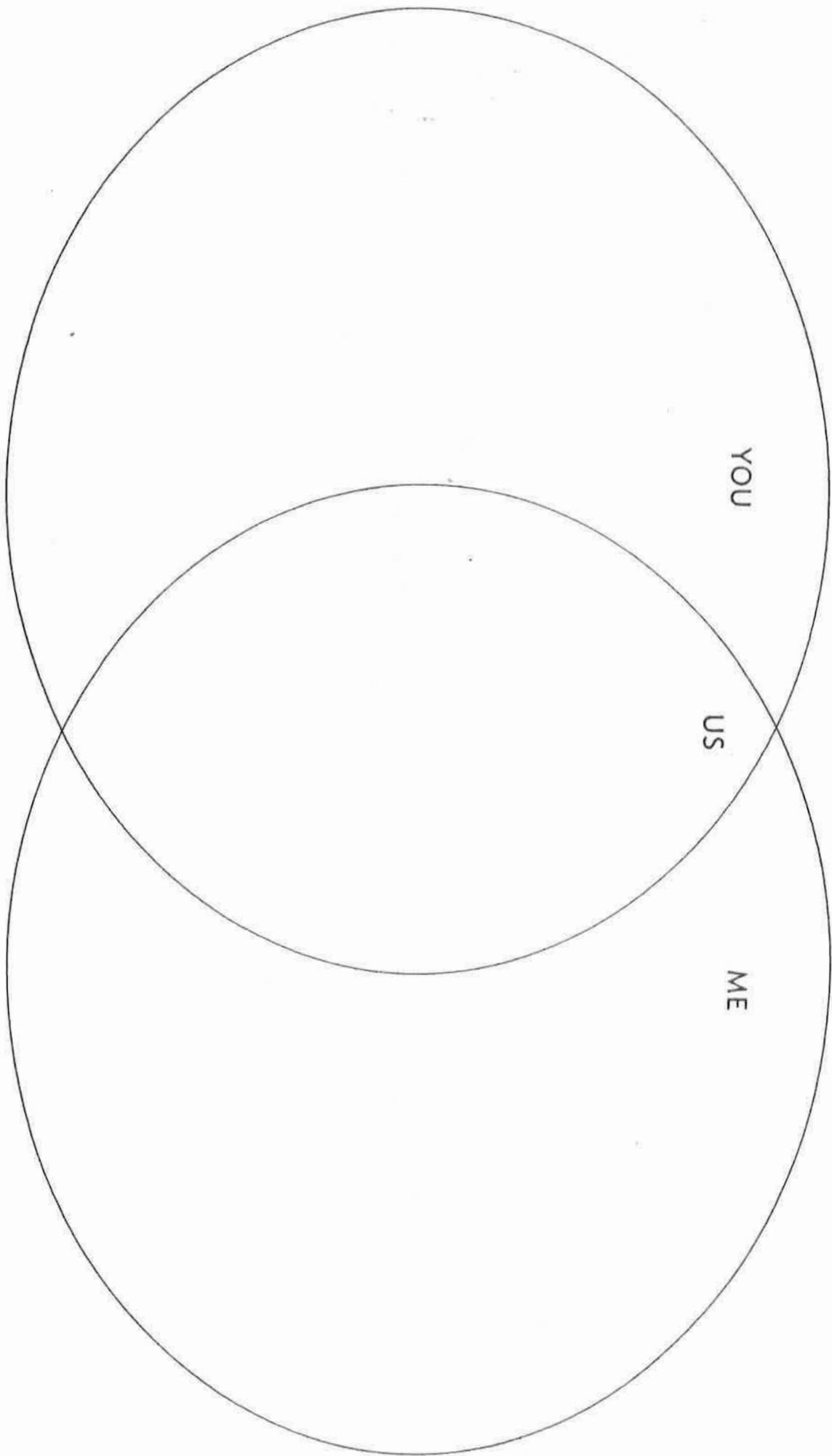
**Digging Deeper:** “Me, You, Us” Partner Venn. How are you different than the person right next to you? How are you similar? What do you have in common?

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.*



# Me, You, Us



***Step into the Circle:  
Promoting Safety and Respect***



How did a secondary school initiate a culture transformation that virtually eliminated calls to the office for disrespectful behaviour between students in the first 3 months? At John Oliver Secondary School in Vancouver, this radical shift involved several factors: fostered student leadership, informed staff and the following, simple activity that was the catalyst for actions leading to feelings of being respected, valued and safe.

Initially, John Oliver senior leadership students were the participants but soon, with some support and training, became the student-facilitators who then led classes through this activity grade by grade.

Purpose:

- To increase the understanding of how behaviours and attitudes impact others.
- To highlight the similarities between students.
- To recognize some of the factors which may influence feeling safe at school.
- To encourage student-led changes in school culture.

Flow:

- Arrange students in a large circle, standing.
- Read the series of statements below.
- Instruct the students that if this statement is true for them, silently step forward into the circle. If it is not true, remain standing still.



- 1 Step into the circle if you like eating sushi
- 2 Step into the circle if you like eating ice cream
- 3 Step into the circle if you play a sport
- 4 Step into the circle if you have 2 or more siblings
- 5 Step into the circle if you like learning new things
- 6 Step into the circle if you speak another language
- 7 Step into the circle if you've ever heard homophobic or racial comments in the school
- 8 Step into the circle if you've ever felt judged by someone at school
- 9 Step into the circle if you've ever judged someone else
- 10 Step into the circle if you've ever changed yourself to please another person
- 11 Step into the circle if you've ever experienced or witnessed bullying
- 12 Step into the circle if you wish to be part of a school where you feel safe, valued and respected by others

### Debrief

Group dialogue: What can we do to make changes in our classrooms and throughout the school so that we all can say that we feel safe, valued and respected?

### Adaptations

- Debrief the activity in pairs or triads asking how the activity felt and if anything surprised them?
- Ask if there was there a difference in the feeling of safety in the room before the activity and after the activity?
- Follow-up with a journal reflection on their experience and ideas for contributing to a more positive school culture.
- With the student-facilitators, add to or revise the questions asked to reflect their feedback and insight. Co-creating the activity will encourage a feeling of ownership and emotional investment.

## *Lesson ~ Exploring diversity and equality through Music*

### **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, analyze and reflect on messages presented in songs — and express my own views about important issues addressed in songs.

*The following link shares a mini-inquiry inviting students to analyze and reflect on messages presented in songs.*

<https://www.tolerance.org/classroom-resources/tolerance-lessons/sounds-of-change>

*And here's a link to a possible song to analyze and discuss...*

Everyday People ~ Sly and the Family Stone (2:23)

<https://www.youtube.com/watch?v=YUUhDoCx8zc>



## ***Lesson ~ Exploring diversity and equality through Music***

### ***Everyday People ~ Sly and the Family Stone***

*Sometimes I'm right and I can be wrong*

*My own beliefs are in my song*

*The butcher, the banker, the drummer and then*

*Makes no difference what group I'm in*

*I am everyday people, yeah yeah*

*There is a blue one who can't accept the green one*

*For living with a fat one trying to be a skinny one*

*And different strokes for different folks*

*And so on and so on and scooby dooby doo*

*Oh sha sha we got to live together*

*I am no better and neither are you*

*We are the same whatever we do*

*You love me you hate me you know me and then*

*You can't figure out the bag I'm in*

*I am everyday people, yeah yeah*

*There is a long hair that doesn't like the short hair*

*For bein' such a rich one that will not help the poor one*

*And different strokes for different folks*

*And so on and so on and scooby dooby doo*

*Oh sha sha we got to live together*

*There is a yellow one that won't accept the black one*

*That won't accept the red one that won't accept the white one*

*And different strokes for different folks*

*And so on and so on and scooby dooby doo*

*I am everyday people*

## *Exploring diversity and equality through Music*

Possible songs to analyze and discuss:

One ~ U2 (5:03)

[https://www.youtube.com/watch?  
time\\_continue=52&v=BgZ4ammawyl](https://www.youtube.com/watch?time_continue=52&v=BgZ4ammawyl)



Same Love ~ Macklemore & Ryan Lewis,  
featuring Mary Lambert. (7:03)

[https://www.youtube.com/watch?  
v=hIVBg7\\_08n0](https://www.youtube.com/watch?v=hIVBg7_08n0)

Where is the Love? ~ The Black Eyed Peas (4:12)

[https://www.youtube.com/watch?  
v=WpYeekQkAdc](https://www.youtube.com/watch?v=WpYeekQkAdc)



One Love ~ Bob Marley (2:45)

[https://www.youtube.com/watch?  
v=vdB-8eLEW8g](https://www.youtube.com/watch?v=vdB-8eLEW8g)

## *Exploring diversity and equality through Music*

Born this Way ~ Lady Gaga (4:39)

<https://www.youtube.com/watch?v=x10N7JM3wZk>



Streets of Philadelphia ~ Bruce Springsteen (2:57)

<https://www.youtube.com/watch?v=4z2DtNW79sQ>

What a Wonderful World ~ Louis Armstrong (2:29)

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



Imagine ~ John Lennon (3:55)

[https://www.youtube.com/watch?time\\_continue=46&v=DVg2EJvvlF8](https://www.youtube.com/watch?time_continue=46&v=DVg2EJvvlF8)

## *Lesson ~ Create something to make the world awesome*

### **Big Ideas:**

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

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



**Learning Target:** Using stop motion animation to share a message, I take action to support diversity and defend human rights and can identify how diversity is beneficial for my community.

**Driving question:** “What will you create to make the world awesome?” which comes from a video found on YouTube called *A Pep Talk from Kid President to You* (3:27)

<https://www.youtube.com/watch?v=l-gQLqv9f4o>“



*“...what will you create to make the world awesome? Nothing if you keep sitting there. That’s why I’m talking to you today. This is your time! This is my time! It’s our time, if we can make everyday better for each other, if we’re all on the same team let’s start acting like it. We got work to do. We can cry about it or dance about it! We were made to be awesome! Let’s get out there! I don’t know everything, I’m just a kid. But I know this, its everybody’s duty to give the world a reason to dance. So get to it. You’ve just been pep talked. Create something that will make the world awesome.”*

**Zooming in:** Share some examples of projects created using Stop Motion Animation, inviting students to think about using this technology to create something to share a message about valuing diversity.

<http://www.youtube.com/watch?v=GSzCLf8tjP4> (2:06) Magic Water

<http://www.youtube.com/watch?v=EOvEhWfneUM> (3:55) Lego Mini Golf

<http://www.youtube.com/watch?v=8uOcBIJIQco> (1:23) Whiteboard Workout

## *Lesson ~ Create something to make the world awesome*

Working in teams of two, students will brainstorm ideas, come up with a concept, plan and shoot a stop motion short that focuses on bringing awareness to a problem or issue regarding diversity.

As part of the planning process, students are encouraged to draft their ideas first on paper (see following). Students will need to determine how they will use *Stop Motion Studio* to share their understanding of diversity. Students will also need to think about and determine what medium they will use (Lego, clay, whiteboard and dry erase marker...) and what their message will be.

Provide a demo and brief tutorial for using the app *Stop Motion Studio*.



Students can use their own devices (iPads, iPhones) or school iPads to create their stop motion clip. Necessary materials can be brought from home or will be provided at school. Time and space at school can be provided to capture and produce the projects.

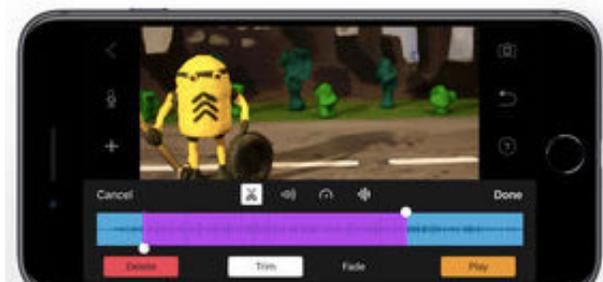
Create terrific stop action movies with the most powerfull animation studio.



Capture, edit and share.



Add sound effects, music or record voiceover.



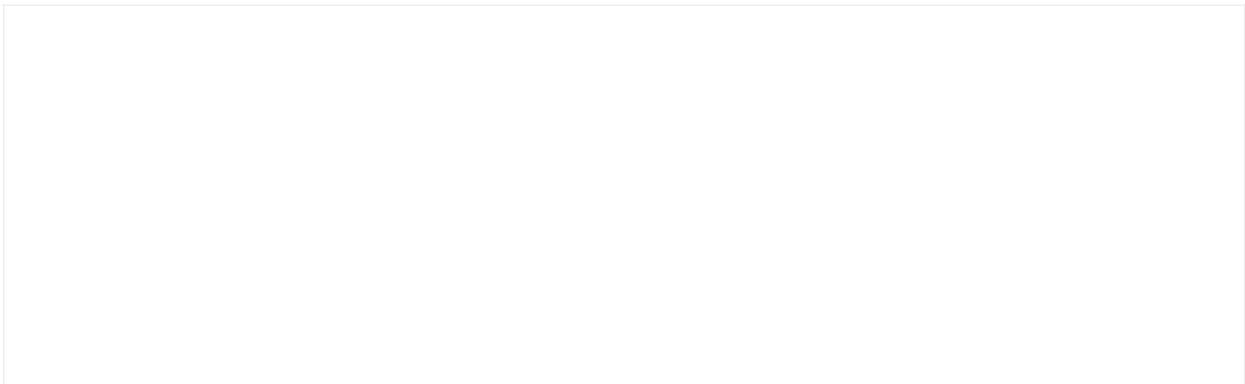
## *Lesson ~ Create something to make the world awesome*

Stop Motion Project ~ What is diversity?

**Step 1:** Determine the topic ~ What is our message about diversity?



Main ideas ~ What do we want the viewer to understand?



**Step 2** ~ Create a storyboard for approval BEFORE you begin shooting

A storyboard is a draft visual representation of the different shots (shot sketches) in the order they will appear in the finished work. *Your drawings can be simple stick figures.*

In addition, include:

1. a description of the materials you plan to use...(Lego, Clay, Whiteboards )
2. an audio description (where the narration comes in, or if there is music over the shot.)

**Step 3**~ Collect or create the stop motion on your device...

**Step 4** ~ Add captions and edit your video clip...

**Step 5**~ Add your audio...

## *Lesson ~ Create something to make the world awesome*

Team self-assessment:

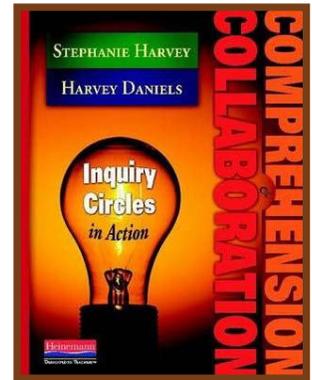
What worked?
What was difficult?
What would you do differently next time?

As a team, respond to the criteria below by sharing specific evidence of your successes:

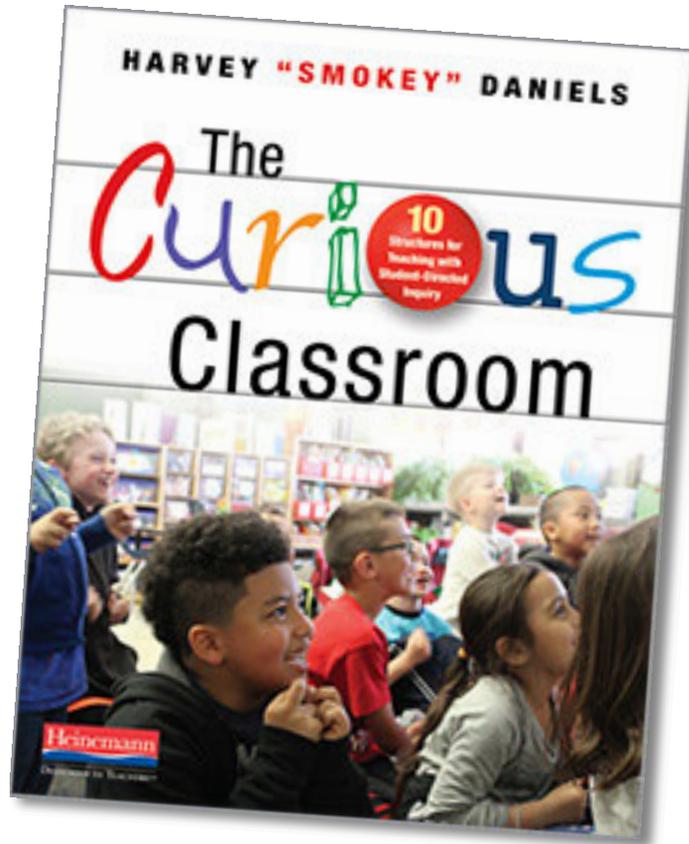
<b>Criteria for Success</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
Our Stop Motion offers an informative, thought-provoking message about diversity.				
Our Stop Motion includes eye-catching images and sound.				
Our message prompts the viewer to think differently about diversity, and to take action (to behave differently).				
Our team worked well together ~ communicating with purpose (contributing ideas), thinking creatively, and sharing responsibility (learning from each other)				

## *‘What learners can do during inquiry time’*

*pg. 286*



- ♦ **Read to themselves** ~ nothing correlates more highly with reading achievement than reading volume. Reading provides the most direct route to finding information and answering questions. So just plain, independent reading is one of the most important things kids can do during inquiry circle time.
- ♦ **Read to each other** ~ reading together with an inquiry circle partner or the entire inquiry circle can spur conversation and lead kids to discoveries they might not make when reading alone.
- ♦ **Conduct research online** ~ choosing sources which are accurate and authoritative. Is the source up to date? Consider EBSCO and other Destiny based links.
- ♦ **Respond in writing and/or drawing** ~ jotting and drawing thinking is especially useful when reading to find information and answer questions. Keeping track of thoughts and questions helps students clarify their understanding and synthesize information. Students are encouraged to write and/or draw about their research, whether in books, online, watching a video, or scrutinizing an artifact .
- ♦ **Respond by talking** ~ talking with groups or partners goes a long way toward learning and understanding. Explicitly set and co-construct criteria for ‘quiet conversation’.
- ♦ **Develop interview questions and conduct practice interviews** ~ students come up with some interview questions and practice interviewing with an inquiry partner.
- ♦ **Contact specialists and experts** ~ Students work with partners to come up with a list of people they might want to contact to get more information.
- ♦ **Maintain a research notebook** ~ We remind students to sort through their written and drawn responses and write up important findings in their notebooks so they don’t lose track of them Often these discoveries lead to more questions.
- ♦ **Plan to actively use knowledge and take action** ~ Students can discuss how they plan to actively use the knowledge which they have acquired. They might decide to simply share it with the class or they may be moved to take a more public advocacy position. They can talk with each other and then make a collaborative plan.



*Just getting started with inquiry? Looking for your own next step in student-driven inquiry? Or do you just want new teaching ideas to try? Read **The Curious Classroom**. "By the end of this book," writes Smokey Daniels, "I hope you will say two things: I never knew my kids were capable of working at this level; and this is the most fun I have ever had in my teaching life."*

You can find this book on Destiny and borrow it from the LRC Professional Library...

*Ever wonder how to get students genuinely engaged in your curriculum? Or wish you could let them explore the amazing questions they ask? If so, Smokey provides research-based suggestions that help explore the curriculum by connecting what kids wonder about, to the wonders you must teach them.*

<https://www.youtube.com/watch?v=xXfRj1mZmNI>



# Comox Valley Schools

A Community of Learners

INNOVATIVE • INQUISITIVE • INCLUSIVE