



INCLUSION IN OUR COMMUNITIES

LESSON PACKAGE FOR GRADES 4 TO 6

THEME: DIVERSITY AND INCLUSION | SUBJECT: LANGUAGE



Canada

WE Are Canada

INCLUSION IN OUR COMMUNITIES

WE LEARNING FRAMEWORK SKILLS LEGEND:



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH AND
WRITING



CRITICAL
THINKING



REFLECTION

THEME: Diversity and Inclusion

SUBJECT: Language

GRADE LEVEL: Grades 4 to 6

LESSON PACKAGE OVERVIEW:

By analyzing and deconstructing texts about inclusion and/or diversity, students will understand how they can take action in their school and community toward building a more inclusive environment for all students and community members.

ESSENTIAL QUESTION:

- How can we make our communities more inclusive and celebrate diversity?

STUDENT LEARNING GOALS:

Students will:

- Analyze various texts for examples of inclusion and/or diversity.
- Deconstruct texts to uncover character motivation and understand that exploring texts and stories helps us understand ourselves and our place within a diverse and inclusive Canada.
- Action plan and take action on a current issue to create awareness within local, national and global communities, and create an inclusive school and community.
- Explore, discuss and interpret others' opinions.
- Understand that exploring texts and stories helps us understand ourselves and our place within a diverse and inclusive Canada.

WORD BANK

Diversity—the state of being diverse; showing a great deal of variety.

Inclusion—the action or state of including or of being included within a group or structure

MATERIALS AND RESOURCES

- Blackline Master 1: Concept Chart: Inclusion
 - Blackline Master 2: Think Theme Chart for *The Sandwich Swap*
- Picture Books
1. *All Cats Have Asperger Syndrome* by Kathy Hoopmann (2006)
 2. *All Kinds of Friends, Even Green* by Ellen Senisi (2002)
 3. *Be Good to Eddie Lee* by Virginia Fleming (1993)
 4. *Don't Call Me Special* by Pat Thomas (2001)
 5. *The Little Cupcake* by Anthony King (2005)
 6. *All Kinds of Families* by Mary Ann Hoberman (2009)
 7. *I Have a Dream* by Martin Luther King Jr (1963)
 8. *It's a Small World* by Richard M. Sherman (2011)
 9. *I, Too, Am America* by Langston Hughes (2012)
 10. *Mostly Monster* by Tammi Sauer (2010)
 11. *Wonder* by R.J. Palacio (2012)
 12. *The Name Jar* by Yangsook Choi (2001)
 13. *Those Shoes* by Maribeth Boelts (2009)
 14. *I'm New Here* by Anne Sibley O'Brien (2015)
 15. *Viola Desmond Won't Be Budged* by Jody Nyasha Warner (2010)

Recommended Assessment for Learning:

You know your students best—their learning styles and preferences, skill levels, and knowledge. You are also best positioned to anticipate the habits of mind that will make this lesson package successful.

In this lesson package, teaching strategies include brainstorming, personal reflection and experiential learning through role play, and suggestions for demonstration of learning include concept mapping, journaling and role playing. Please make any accommodations or modifications that best serve your students.

LESSON 1:

EXPLORING CONCEPTS OF INCLUSION AND EXCLUSION



SUGGESTED TIME:

75 to 85 minutes

Investigate and Learn

EDUCATOR'S NOTE: Take an alternative approach by deconstructing the theme of diversity instead, or by completing two concept charts – one for each theme.

1. Introduce students to the concept chart **Blackline Master 1: Concept Chart: Inclusion** and the definition for inclusion.
2. Prompt students for example or non-example characteristics about someone who is inclusive. Fill in examples and non-examples on the concept chart.
 - Examples: empathetic, thoughtful, caring.
 - Non-examples: exclusive, indifferent and uncaring.
3. Using the think-pair-share strategy to brainstorm real-life examples of people showing inclusion. Then, share these with the class. Fill out examples on the concept chart: E.g., inviting all your friends to your party and making new friends.

Next brainstorm real-life non-examples of people showing inclusion. Share them with the class. Fill in non-examples on the concept chart: E.g., not allowing someone new to play with you at recess, playing games for “boys or girls only,” including everybody except for one person.

4. **RECOMMENDED ASSESSMENT AS LEARNING:** Ask students to role play some examples of inclusion and exclusion for the class. Ask students to reflect on what they saw and how this made them feel. Observe and question students' rationale for suggestions of inclusion and exclusion.

5. Read the picture book *The Sandwich Swap*, by Her Majesty Queen Rania of Jordan Al Abdullah (published April 27, 2010), to the class. Ask students to listen for examples and non-examples of when the characters show inclusion within the text.

EDUCATOR'S NOTE: Suggested texts with the theme of inclusion:

- *The Name Jar* by Yangsook Choi (2001)
- *Those Shoes* by Maribeth Boelts (2009)
- *I'm New Here* by Anne Sibley O'Brien (2015)
- *Viola Desmond Won't Be Budged* by Jody Nyasha Warner (2010)

6. In groups of three, ask students to consider examples from the text that show inclusion and share these with the class. Fill in examples on the concept chart: E.g., girls sharing their sandwiches with each other, etc.
7. In the same groups, ask students to consider non-examples from the text and share them with the class. Fill in examples on the concept chart: E.g., girls making fun of each other's sandwiches, etc.
8. The co-created concept chart (*Blackline Master 1*) for Inclusion (and/or diversity) can now be used as an anchor chart and used as a reference tool for students.

9. **RECOMMENDED ASSESSMENT FOR LEARNING:** Reflect: Ask students to think about two personal experiences where they felt included or excluded. Ask students to write or draw these experiences.
 - a. Describe the event.
 - b. How did you feel during and after the event?
 - c. Why were these events examples of inclusion or exclusion?

LESSON 2:

LITERACY CIRCLES



SUGGESTED TIME:

75 minutes

EDUCATOR'S NOTE: The next activity requires a collection of fiction and non-fiction picture books that present the concept of inclusion and diversity to students. Check out the provided list of picture books in the materials and resources section. Please also speak with the school's librarian to recommend a series of picture books on kindness.

Students should have developed an understanding of inclusion and diversity and will have the opportunity to make connections while reading new texts. Students should also have prior understanding of creating a cinquain poem.

1. Ask students to form groups of three. Choose one picture book from the selection provided by the teacher. Ask students to read through the book as a group and write down key words that represent inclusion or diversity in the text.

2. **RECOMMENDED ASSESSMENT AS LEARNING:** In groups, ask students to use the key words then the text to create a definition about the words diversity and inclusion. Ask students to use the definition to create a visual image that demonstrates their learning about the concepts of inclusion and diversity from the text, as well as from their prior learning.

3. Have each group share their definition with another group. Compare and contrast the definitions that the two groups have created. What are the similarities and differences between definitions and why did this occur? Ask students to use the picture book and examples to justify their ideas.

4. **RECOMMENDED ASSESSMENT OF LEARNING:** In the same groups have students create a cinquain poem using the words and definition they created for inclusion or diversity. Students are to choose one term to use within the poem, either diversity or inclusion.

EDUCATOR'S NOTE: How to write a cinquain poem:

- a. Line 1: one noun (subject) e.g., inclusion
- b. Line 2: two descriptive words e.g., oneness, happiness
- c. Line 3: three action words e.g., including, excepting, embracing
- d. Line 4: four words (phrase) e.g., bring all people together
- e. Line 5: one word (subject) (synonym for the word in line 1) e.g., unity

LESSON 3:

WRITING A LETTER TO PROMOTE CHANGE



SUGGESTED TIME:

75 to 90 minutes

EDUCATOR'S NOTE: Prior to the lesson, place posters and markers around the classroom with the words:

- Home
- Local Community
- Classroom
- In Canada
- School Community
- Around the world

1.

RECOMMENDED ASSESSMENT FOR LEARNING: In groups of three to four, ask students to role play an example of inclusion or diversity they have encountered. For example, if a new student has come into the classroom, how can we make them feel included within the class? What language would make them feel welcome?

2. In groups of three, ask students to move around the classroom and record ideas that demonstrate examples and non-examples of an inclusive and/or diverse environment. As they move around the classroom, ask students to talk about the example they wrote on the poster.

3.

RECOMMENDED ASSESSMENT AS LEARNING: Listen and observe student interaction and discussion. Ask students if they are being inclusive within their group discussions.

4. As a class, discuss the examples and non-examples of inclusion and diversity within and around their communities.

5. Using the classroom as an example, discuss how the classroom space can become more inclusive to all forms of diversity:

- Buddy corner—for students who are feeling lonely, where they can sit and another member of the class may talk to them and include them in their playing and learning
- Helping a classmate—for students who find work difficult, have a peer that understands the material explain the concept.
- Technology within the classroom—for students who prefer learning from interactive boards, tablets and screens, have technology accessible.

6. Ask students to choose either a local, national or global community where they believe inclusive practices need to be implemented. Ask students to write a letter to an important figurehead who can help influence changes in the community

- Local community. E.g., school principal or council mayor

- National Community. E.g., Prime Minister Justin Trudeau of Canada
- Global Community. E.g., United Nations Secretary General

LESSON 4:

CREATING A COMMUNITY



SUGGESTED TIME:

150 minutes

Types of evidence:

- Photographs or visual aids
- Surveys and questionnaires
- Website and Twitter posts
- Oral and written feedback

Action Plan

1. Lead a class discussion focusing on how students might collectively work to make their school and community more inclusive. Ask students: "How can we create an environment that is more inclusive of all students within our school and community?"

EDUCATOR'S NOTE: Use the ideas presented in students' letters from the previous lesson.

2. Ask students to create groups of four and brainstorm actions their school and community can take to promote an inclusive environment.

Possible actions:

- Create reading buddies between older and younger students and have them meet and read together every other week.
 - Purchase or make bilingual signage for the school to welcome visitors and to support new English language learners.
 - Create a school ambassadors club. Students become "buddies" with new students to help them around the school and help them acclimatize to their new environment.
3. While talking through the activities, prompt students to think about examples from the various reading selections they read to help them generate ideas.
 4. Ask students to choose their favourite idea and write a short summary about this awareness event, the overall purpose and what the event would look like. The groups will present these ideas to the class.
 5. As a class, vote on an idea that students can implement with little assistance. While talking through the activities, prompt students to think about creating initiatives and taking actions that are both short term and long term for their school community.
 6. Once the actions have been selected by the class, ask students to think about the overall goal for the event. Set goals. Ensure that they are measurable and results-based. For example, personal stories from a newcomer to the school.
 7. Create criteria for success to measure the impact of the action. Ensure the criteria is in student-friendly language.
 8. Prior to taking action, review the goals and think about the types of evidence that will align well to demonstrate that the action has effectively taken place.

Take Action

9. Before interacting on social media, review classroom and school guidelines on using social media. Ensure students are actively participating and collecting data throughout the Take Action section.

LESSON 5:

SHARE AND REFLECT ON OTHER'S WORK



SUGGESTED TIME:

60 minutes

Report and Celebrate

1. As a class, reflect on the learnings and experiences from the Action Plan and Take Action sections. Think about the measurable goals that were set for the Take Action section, and using the evidence collected, reflect on how well these goals were achieved through the action.
2. Reflect on student-created success criteria for the action. Are students able to use the evidence and data collected during the action to measure their success?
3. Record the goals on the front board. Ask students to reflect through a written, verbal or visual response. Within the reflection, students should link the evidence collected in the Take Action section and directly align this to the student-created success criteria. Does the evidence demonstrate a successful initiative?

4.

RECOMMENDED ASSESSMENT AS LEARNING:

- a. Ask students to reflect further to understand the deeper impact of the Take Action section and to consider how they can ensure their initiative has lasting impacts:
 - How will we ensure that the initiatives we started will continue next year?
 - How will we ensure that the initiatives we started will continue after we have graduated?
 - How will we continue to seek feedback from others about additional ways we can be inclusive for all learners and community members in our school community?
- b. Encourage students to think about how as an individual they are able to make their school community more inclusive. As a young member of society, what other issues are they passionate about and how can they make small changes in their actions to make an impact? How can they become involved in raising awareness about these other issues?
- c. Ask students to consider if the inclusion initiative they implemented is just a local issue, or if it could extend to other communities in Canada and around the world.
- d. Encourage students to think about how as an individual they are able to make their school community more inclusive. As a young member of society, what other issues are they passionate about and how can they make small changes in their actions to make an impact? How can they become involved in raising awareness about these other issues?

- e. As a Canadian and a global citizen, what have you learned about the importance of inclusion and celebrating diversity? How is unity reflected in diversity and inclusion? How can you share these lessons now and in the future?
 - Create a tableau (still images with bodies to present a scene) that presents and celebrates the impact of the action taken by students and how the action made them feel.
 - Create a video of photographs and personal stories from the action to highlight the success and impact.



EXTENSION AND ENRICHMENT: Get involved with the WE Are One campaign. Learn about the experiences of people with disabilities, then use technology to imagine and plan how you can make your school or community more inclusive.

Blackline Master 1:

Concept Chart: Inclusion

<p>Examples (from real-life):</p> <ul style="list-style-type: none">- Inviting all your friends to your party, making new friends	<p>Non-examples (from real-life):</p> <ul style="list-style-type: none">- Not allowing someone new to play with you at recess, playing games for "boys or girls only"
<p>Example characteristics:</p> <ul style="list-style-type: none">- Empathetic- Thoughtful- Caring	<p>Non-example characteristics:</p> <ul style="list-style-type: none">- Exclusive- Indifferent- Uncaring
<p>Examples from books:</p> <ul style="list-style-type: none">- The girls sharing their sandwiches with each other	<p>Non-examples from books:</p> <ul style="list-style-type: none">- The girls making fun of each other's sandwiches

Source: Beyond Retelling: Toward Higher-level Thinking and Big Ideas by Patricia M. Cunningham and Debra Renner Smith

Blackline Master 2: Think Theme Chart for *The Sandwich Swap*

Big Question: In the picture book, <i>The Sandwich Swap</i> , do the characters' actions demonstrate inclusion?				
- Events or actions by characters connected to the theme (examples and non-examples)	- Why did the character act this way?	- What did the character get for acting this way?	- Did this event show the concept of inclusion ? Yes, because... No, because....	
- The girls share their sandwiches with each other	- The girls acted this way because they wanted the other to try the new sandwich	- The girls got to try a new sandwich that they previously thought was gross without even buying/bringing it	- Yes, because they each explored another person's cultural food as a way to show they respected each other's lunch choices and cared about the other person's feelings	

Source: Beyond Retelling: Toward Higher-level Thinking and Big Ideas by Patricia M. Cunningham and Debra Renner Smith