



**WE Are  
Canada**  
LESSON PACKAGE

**VALUING  
DIVERSITY**

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LESSON PACKAGE FOR GRADES 7 TO 8

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THEME: DIVERSITY AND INCLUSION | SUBJECT: LANGUAGE



# WE Are Canada

## VALUING DIVERSITY

### 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 7 to 8

### LESSON PACKAGE OVERVIEW:

In this package, students will explore the meaning of diversity and consider the problems and possibilities of embracing diversity. They will explore a selection of media to consider the ways in which media shapes our understanding of diversity and inclusion. They will listen to examples of people sharing their personal stories and reflect on the importance of connecting across differences through the bridge of storytelling. They will create their own short recordings of stories about struggles and successes with difference and acceptance. Finally, they will consider the potential of using social media to connect across global differences to broaden perspectives and possibly enact social change.

### ESSENTIAL QUESTIONS:

- ▶ How can we encourage inclusivity in our diverse society?
- ▶ What role can the media play in the shaping of a more diverse and global perspective?

### STUDENT LEARNING GOALS:

Students will:

- Examine the meaning of inclusion
- Explore how inclusivity is encouraged in Canada's diverse society
- Consider the ways in which media can play a role in the shaping of a more diverse and global perspective
- Explore tangible ways to be inclusive in a diverse society—explore media, using video and print material
- Create stories that explore the beauty of living in a diverse society by celebrating the individual

### WORD BANK

**Cultural diversity**—the existence of a variety of cultural or ethnic groups within a society

**Inclusion**—the action or state of being a part of a group or structure

**Socio-economic**—relating to or concerned with the interaction of social (relating to rank and status in society) and economic (wealth) factors

### MATERIALS AND RESOURCES

- Blackline Master 1: Media Inventory
- Blackline Master 2: Instructions for Students
- Computers with Internet access
- Chart paper and markers

### 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 media literacy, collaborative group work and class discussion. Suggestions for demonstration of learning include written, oral and visual reflection, graffiti, story development and student-generated discussion. Please make any accommodations or modifications that serve your students.

## LESSON 1:

# DISCOVERING DIVERSITY



### SUGGESTED TIME:

75 minutes

## Investigate and Learn

1. Working in small groups, have students brainstorm a list of ways that people can be different from one another.
2. 

**ASSESSMENT FOR LEARNING:** Write the word "Diversity" on three pieces of chart paper. Place them around the class for a graffiti activity. Instruct students to contribute their ideas about diversity. Students may contribute to any or all of the three papers. Facilitate by asking students to explain or expand upon answers. Encourage broad thinking by ensuring that students move past the most obvious differences to more detailed, personal aspects of diversity.
3. After students are satisfied with the papers ask them to select three to five "differences" from the web. For each difference they are to list potential problems and possibilities that can come from that difference.
4. Debrief this small group discussion by having groups share the highlights of their group work with the whole class. Ask students to consider what patterns are emerging in this consideration of difference. Some possibilities may include: openness to differences often makes the problems go away, sharing differences makes new things possible for both or many people, "two heads are better than one", wisdom comes in unexpected ways, we can't know what we don't know if we are never shown a different perspective, etc.
5. Show students a short speech from Prime Minister Justin Trudeau [www.youtube.com/watch?v=UdUNN5fEKXA](http://www.youtube.com/watch?v=UdUNN5fEKXA) (2:02).
6. In the video, Prime Minister Trudeau emphasises the importance of education—and schools—in creating a diverse and inclusive society.
7. Ask students to consider the importance of inclusion of diverse perspectives in their school. What examples of diversity and inclusion can they identify at their school? Remind students these differences may be visible or invisible, for example, accessible pathways and entrances are visible while valuing many perspectives is invisible. As a class, create a list of accomplishments and areas they would like to see increase in terms of diversity and inclusion at their school.
8. Ask students to offer suggestions for other areas in society where diversity and inclusion are important; these examples may include changes that have occurred, are occurring or need change. For example, the workforce, arts and culture, neighbourhoods, government and media.



**ENRICHMENT:** Check out *Global voices* article and additional resources "Looking in the mirror: Diversity is lacking in what we watch" [www.WE.org/we-at-school/we-schools/columns/living-we/looking-mirror-diversity-lacking-watch/](http://www.WE.org/we-at-school/we-schools/columns/living-we/looking-mirror-diversity-lacking-watch/).

**OPTIONAL:** Inform students that the next day's work will be focused on messages of diversity and inclusion in media, including social media. They will complete the worksheet **Blackline Master 1: Media Inventory** outside of school and return with the completed information for the next lesson.

Distribute **Blackline Master 1: Media Inventory**. Review the activity with students. The assignment offers options that allow students to tailor the work to the media that they have easy access to. Ensure students can access magazines and newspapers in the school library.

## LESSON 2:

# DESIGNING PUBLIC SERVICE ANNOUNCEMENTS



### SUGGESTED TIME:

225 minutes

### Steps:

1. If students completed the optional media inventory activity have students form small groups to share their observations. After sharing what they discovered, have students discuss the following questions:
  - a. Did anything in your own or others inventory surprise you? What and why or why not?
  - b. Given what you observed, would you say that our media is sufficiently diverse and inclusive? Why or why not?
  - c. What areas of diversity need the most improvement—who or what do we need to see more of?
2. Have students work in groups of two to four. Assign one of the following video advertisements to each group. The videos are primarily from North America but also include international examples.
  - a. Apple—The Human Family—Shot on iPhone  
[www.youtube.com/watch?v=ztMfBZvZF\\_Y](http://www.youtube.com/watch?v=ztMfBZvZF_Y)
  - b. Dove Beauty on your own Terms  
[www.youtube.com/watch?v=\\_XOa7zVqxA4](http://www.youtube.com/watch?v=_XOa7zVqxA4)
  - c. Cheerios  
[www.youtube.com/watch?v=Z01qH-jqGBY](http://www.youtube.com/watch?v=Z01qH-jqGBY)
  - d. Swiffer  
[www.youtube.com/watch?v=5jjeIH8Y6XM](http://www.youtube.com/watch?v=5jjeIH8Y6XM)
  - e. Love has no Label—Diversity and Inclusion, AdCouncil  
[www.youtube.com/watch?v=PnDgZuGIhHs](http://www.youtube.com/watch?v=PnDgZuGIhHs)
  - f. Refugees—pack a backpack  
[www.youtube.com/watch?v=bt5pf-9ER18](http://www.youtube.com/watch?v=bt5pf-9ER18)
  - g. Blood  
[www.youtube.com/watch?v=8Q1GVOYIcKc](http://www.youtube.com/watch?v=8Q1GVOYIcKc)
  - h. America the Beautiful  
[www.youtube.com/watch?v=vUGDQo2Pb6g](http://www.youtube.com/watch?v=vUGDQo2Pb6g)
  - i. Dove—Real Strength  
[www.youtube.com/watch?v=QoqWo3SJ73c](http://www.youtube.com/watch?v=QoqWo3SJ73c)
  - j. Celebrating cultural diversity in football (soccer) Australia  
[www.youtube.com/watch?v=5BGgHdp\\_iYo](http://www.youtube.com/watch?v=5BGgHdp_iYo)
  - k. Nike India  
[adsoftheworld.com/media/tv/nike\\_da\\_da\\_ding](http://adsoftheworld.com/media/tv/nike_da_da_ding)
  - l. Ascent Protein: Burpee  
[adsoftheworld.com/media/tv/ascent\\_protein\\_burpee](http://adsoftheworld.com/media/tv/ascent_protein_burpee)
  - m. Urban Fitness Galaxy—Serbia  
[adsoftheworld.com/media/online/samsung\\_urban\\_fitness\\_galaxy](http://adsoftheworld.com/media/online/samsung_urban_fitness_galaxy)
  - n. Canadian Basketball—Sorry  
[adsoftheworld.com/media/tv/canada\\_basketball\\_sorry](http://adsoftheworld.com/media/tv/canada_basketball_sorry)
  - o. American Family Insurance—Fearless Dreams  
[adsoftheworld.com/media/tv/american\\_family\\_insurance\\_fearless\\_dreams](http://adsoftheworld.com/media/tv/american_family_insurance_fearless_dreams)
3. Distribute **Blackline Master 2: Instructions for Students**. Each group is responsible for preparing a two-to-three-minute presentation of their critical response to their assigned advertisement.
4. Students will be viewing the advertisement and answering the following questions on their worksheets:
  - a. Introduction
    - i. Who made the advertisement? Name the company.
    - ii. What year was the ad created?
    - iii. What country was it made in?
    - iv. Describe the audience that you think this ad will appeal to.
  - b. Analysis—Is this ad successful in promoting an inclusive society? Support your answer with three specific reasons. Use examples from the advertisement to support your reasons. Be sure to explain how the examples support your reasons.
5. Allow students time to prepare for their presentations.
6. Have students present their advertisement and critiques to the class.

## Reflection

7. Have students write a personal short reflective paragraph that explains which ad they felt was the most effective at promoting diversity and why.

## LESSON 3:

# THE POWER OF STORIES



## SUGGESTED TIME:

225 minutes

### 1. Introduce StoryCorps:

StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. We do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone's story matters. At the same time, we are creating an invaluable archive for future generations. [storycorps.org/about/](http://storycorps.org/about/)

### 2. Remind students that most popular media advertisements are created to make money. Although they have the power to make positive contributions to the creation of a diverse society, they will always have an underlying economic motivation. However, conscious and unconsciously, they become part of our narrative as individuals, communities, and societies and thus contribute to our joint identity.

### 3. Discuss the relevance of the StoryCorp mission in terms of creating a diverse and inclusive society.

## Reflection

### 4. Prepare students to complete a short written response after each animation by providing them with the following writing prompts:

- How do you relate to this story? Is it similar to any aspects of your life, or is it very different? Describe.
- What kinds of differences are being presented in this story (e.g., age, culture, socio-economic experience, etc.)?
- What do you think is the value of this story? What important ideas does it communicate?

### 5. Show students the following StoryCorps animations and ask them to respond:

- "A Good Man"  
[storycorps.org/animation/a-good-man/](http://storycorps.org/animation/a-good-man/)
- "No More Questions" (note: this story deals with death and grieving)  
[storycorps.org/animation/no-more-questions/](http://storycorps.org/animation/no-more-questions/)
- "Making It"  
[storycorps.org/animation/making-it/](http://storycorps.org/animation/making-it/)

**EDUCATOR'S NOTE:** The three listed have been selected as particularly appropriate for the topic of diversity and inclusion, but there are more selections available on the website—[storycorps.org/animation/#all-animations](http://storycorps.org/animation/#all-animations).

### 6. Give students time after each short to complete their reflection. Ask for a few student volunteers to read their reflection paragraphs before moving on to watch the next short animation.

### 7. After students have viewed all of the shorts and shared responses, ask students if they would like to further commit to improving and celebrating diversity and inclusion in their local, national and global communities by taking the WE are Canada Pledge. If students are interested, visit [www.WE.ca](http://www.WE.ca) for more information and to take the pledge.

## Action plan

### 8. Instruct students to select, plan and record a story that will be shared with the class similar to the stories shared through StoryCorps. The recording should be between three and five minutes in length. Students may choose to create a simple recording or can edit the material depending on the editing programs that are available. Students must create a digital file of their audio recording.

### 9. Students may select from the following for the direction of their story:

- Choose a personal experience of struggling with and/or achieving acceptance of difference. This may be a story about how you feel or have felt different or excluded, or it could be about how you may have excluded someone else. It could also be about a time when you worked to include others who were being left out or bullied. Focus on the story and what you learned from the experience.
- Interview someone you know, such as an elder relative, who has overcome struggles with being different and feeling excluded or included. For the interview ask the interviewee to focus on a particular story and, if necessary, follow up with questions to help them express the lessons they learned from their experiences.
- Record a conversation between two people about an event that involved resolving differences. You may be one of the people involved in the event and conversation, or you may choose to find two people whose story you would like to tell. Focus on how the conflict began, unfolded and was resolved. Be sure that the subjects share what they learned about themselves and the other person.
- If you have another idea, outline your ideas for approval.

## Take Action

### 10. Students may require multiple periods to work on this story. Students may have the ability to record on their personal phone or they may also use computers or hand held recording devices. They must have the ability to transfer the data to create a digital file to share the final products.

### 11.

**ASSESSMENT OF LEARNING:** Have students share their stories with group in one of the following ways:

- Public hearing—presentation style, in class.
- Online compilation—create a OneDrive file where students can post links to their audio files. Peers may access and experience each other's creations and add responses to the document.
- Listening stations with reflection books—set up a computer lab with audio stations. Students circulate and listen to peer work then respond by leaving a personal reflection note for the student producer.

## LESSON 4:

# FINDING CULTURAL VARIANCES IN SOCIAL MEDIA FEEDS



### SUGGESTED TIME:

90 minutes

1. Ask students to name cities and countries that they think have the most cultural diversity. Ask them to explain the reasons for their selections—record suggestions on the board.
2. Have students read the following short article about global cultural diversity: [www.pewresearch.org/fact-tank/2013/07/18/the-most-and-least-culturally-diverse-countries-in-the-world/](http://www.pewresearch.org/fact-tank/2013/07/18/the-most-and-least-culturally-diverse-countries-in-the-world/)
3. Ask students to reflect and discuss with a partner the following:
  - a. Was any of the information presented surprising?
  - b. What are some reasons for the high degree of cultural diversity in Canada?
  - c. How does this compare to high levels of cultural diversity in African countries?
4. Show students a TEDtalk by Siyanda Mohutswia discussing the importance of Twitter to the development of "Social Pan-Africanism" [www.ted.com/talks/siyanda\\_mohutswia\\_how\\_young\\_africans\\_found\\_a\\_voice\\_on\\_twitter](http://www.ted.com/talks/siyanda_mohutswia_how_young_africans_found_a_voice_on_twitter) (14:22).
5. Based on Mohutswia's talk, in small groups, discuss the benefits of using social media to connect people with diverse experiences but shared concerns. How do Mohutswia's ideas about the use of social media compare to how it is used in North America? Discuss ideas as a class.
6. Ask students how information and ideas are typically aggregated on social media (e.g., by "liking" or "following" particular people, groups, organizations, businesses, etc.) and how similarly advertising is targeted based on the websites you usually visit and searches you conduct on search engines. As a result there is often a lack of new and different ideas or perspectives presented on social media. Everything consumed on social media reflects your culture, politics, interests, and so on. Which may or may not be diverse and varied. What effect could this have on building a diverse and inclusive society? What could you do to make sure that you have more diversity in your social media consumption?



**ENRICHMENT:** Check out the *Global voices* article with additional resources "How Internet algorithms are dividing us" [www.WE.org/we-schools/columns/global-voices/internet-algorithms-dividing-us/](http://www.WE.org/we-schools/columns/global-voices/internet-algorithms-dividing-us/).

7. Ask students to research and identify a social media page or account (Facebook, Twitter, Instagram, Snapchat, Tumblr, Reddit, etc.) that offers a new, culturally different or a different global perspective.

8.

**ASSESSMENT OF LEARNING:** Instruct students to prepare a short summary along with the page or account name and directions for how to access the source. Have students share their work with a wall of globally diverse resources by copying their source information onto chart paper and posting them in the classroom. Encourage students to share to broaden their and others' global perspectives.

## Report and Celebrate

9. Have students reflect on their learning and experiences. In a written, verbal or conversational reflection response, ask students to use specific examples to answer the essential questions (How can we encourage inclusivity in our diverse society? What role can media play in the shaping of a more diverse and global perspective?) Encourage students to go deeper by using the following questions:
  - a. Using social media as the method, what strategies can be used to increase diversity and inclusion?
  - b. What did you take away most from investigating the various ways social media can be used to hinder or promote diversity and inclusion?
  - c. How are stories which help move people toward diversity and inclusion shared through social media?

# Blackline Master 1:

## Media Inventory

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Select one option from the list below to explore and take note of in the attached chart.

1. T.V. program(s) and advertisements—watch for at least one hour.
2. Magazines—read/browse two to three different magazines from different genres (fashion, athletics, lifestyle, news, etc.); pay attention to the stories, images and advertisements. You do not need to read the entire magazine—just skim the material in order to assess the content and complete the chart.
3. Newspapers—read/browse two to three different papers with varying politics; check out community, local and national; pay attention to the stories, images and advertisements. You do not need to read the entire newspaper—skim the material in order to assess the content and complete the chart.
4. Radio: Music—Listen for at least one hour. Pay attention to the playlists (genre and artists), the commentary and the advertising.
5. Radio: Talk—Listen for at least one hour. Pay attention to the topics, speakers, commentary and the advertising.
6. Social Media— Facebook, Snapchat, Instagram, Tumblr, Twitter, etc.—surf for at least one hour on no more than two different social media sites. Pay attention to the content and (if any) promotional content or advertising pop-ups and margin windows.
7. Street Advertising: billboards and posters—observe two to three streets downtown or in a consumer area or explore the advertising on the public transit perhaps during your commute to and from school.
8. Current Films—Review the advertisements and/or previews for a current films. Find a listing of current films in a newspaper or online. Go online to watch the previews or read the summaries of the films.

Complete the attached chart by noting your observations in the appropriate section as you watch, read, browse, surf or listen to your chosen media.

# Blackline Master 1: Media Inventory

Depending on your selection, you may need to use one or more charts to complete your task.

<p><b>Media</b></p> <p>Name, Title, or Station:</p> <p>Date and/or Time:</p>	
<p><b>Age</b></p> <p>What range of ages are represented or advertised?</p> <p>What range of ages are represented or advertised?</p>	
<p><b>Cultural/ethnic background</b></p> <p>Are different cultural/ethnic backgrounds represented?</p> <p>Is there balance in the representation?</p> <p>Is the representation positive, negative, neutral? Note examples.</p>	
<p><b>Sexual orientation</b></p> <p>Are different sexual orientations represented?</p> <p>How are they represented—positive, negative, neutral? Note examples.</p>	
<p><b>Ability</b></p> <p>Are people with different abilities represented?</p> <p>Are the representations positive, negative or neutral? Note examples.</p>	
<p><b>Sex/gender</b></p> <p>Is there balance in representation of male and female images and perspectives?</p> <p>Are the representations (male and female) positive, negative or neutral? Note examples.</p>	
<p><b>Socio-economic situation</b></p> <p>Are people from diverse socio-economic situations represented?</p> <p>Are the representations positive, negative or neutral? Note examples.</p>	

# Blackline Master 2:

## Instructions for Students

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1. Working with your partner or group members, view the ad that you have been assigned. Answer the following questions.
2. Introduction
  - a. Who made the advertisement? Name the company.
  - b. What year was the ad created?
  - c. What country was it made in?
  - d. Describe the audience that you think this ad will appeal to.
3. Analysis—Is this ad successful in promoting an inclusive society? Support your answer with three specific reasons. Use examples from the advertisement to support your reasons. Be sure to explain how the examples support your reasons.
4. Prepare to show your advertisement and present this information to the class.

### Advertisements

- a. Apple—The Human Family—Shot on iPhone [www.youtube.com/watch?v=ztMfBZvZF\\_Y](http://www.youtube.com/watch?v=ztMfBZvZF_Y)
- b. Dove Beauty on your own Terms [www.youtube.com/watch?v=\\_XOa7zVqx4](http://www.youtube.com/watch?v=_XOa7zVqx4)
- c. Cheerios [www.youtube.com/watch?v=Z01qH-jqGBY](http://www.youtube.com/watch?v=Z01qH-jqGBY)
- d. Swiffer [www.youtube.com/watch?v=5jjeIH8Y6XM](http://www.youtube.com/watch?v=5jjeIH8Y6XM)
- e. Love has no Label—Diversity and Inclusion, AdCouncil [www.youtube.com/watch?v=PnDgZuGhHs](http://www.youtube.com/watch?v=PnDgZuGhHs)
- f. Refugees—pack a backpack [www.youtube.com/watch?v=bt5pf-9ER18](http://www.youtube.com/watch?v=bt5pf-9ER18)
- g. Blood [www.youtube.com/watch?v=8Q1GVOYIcKc](http://www.youtube.com/watch?v=8Q1GVOYIcKc)
- h. America the Beautiful [www.youtube.com/watch?v=vUGDQo2Pb6g](http://www.youtube.com/watch?v=vUGDQo2Pb6g)
- i. Dove—Real Strength [www.youtube.com/watch?v=QoqWo3SJ73c](http://www.youtube.com/watch?v=QoqWo3SJ73c)
- j. Celebrating cultural diversity in football (soccer) Australia [www.youtube.com/watch?v=5BGgHdp\\_iYo](http://www.youtube.com/watch?v=5BGgHdp_iYo)
- k. Nike India [adsoftheworld.com/media/tv/nike\\_da\\_da\\_ding](http://adsoftheworld.com/media/tv/nike_da_da_ding)
- l. Ascent Protein: Burpee [adsoftheworld.com/media/tv/ascent\\_protein\\_burpee](http://adsoftheworld.com/media/tv/ascent_protein_burpee)
- m. Urban Fitness Galaxy—Serbia [adsoftheworld.com/media/online/samsung\\_urban\\_fitness\\_galaxy](http://adsoftheworld.com/media/online/samsung_urban_fitness_galaxy)
- n. Canadian Basketball—Sorry [adsoftheworld.com/media/tv/canada\\_basketball\\_sorry](http://adsoftheworld.com/media/tv/canada_basketball_sorry)
- o. American Family Insurance—Fearless Dreams [adsoftheworld.com/media/film/american\\_family\\_insurance\\_fearless\\_dreams](http://adsoftheworld.com/media/film/american_family_insurance_fearless_dreams)