KENTUCKY DIVERSITY LESSON PLAN CONTEST

Format - Lesson plans should follow the format below:

I. **Class Demographics** - (5pts)
   Include contextual information about the class the lesson will be taught to such as the total number of students, male/female student ratio, ethnicities, G.T., Special Education, grade level, etc.

   **General Demographics:** There are currently nineteen students in my fourth grade gifted and talented class. There are eight girls and eleven boys. Thirteen students are identified as white, five students are identified as Asian, and one student is identified as being from two or more races.

   **G/T Information:** Seventeen of the nineteen students have been identified as gifted in general intellectual ability. Seventeen of the students have been identified as being gifted in language arts and eighteen have been identified as gifted in math. In addition three students have been identified as being gifted in the area of leadership and two students have been identified as having gifts in visual arts.

   **Special Considerations:** One student is identified as having needs that are addressed through a 504 plan. The needs addressed in this plan have been built into classroom structures/procedures. No additional documentation of how needs are being met is currently needed in lesson plans.

II. **Context** - (10 pts) Explain how the lesson fits into the unit:
   A. Identify unit topic and unit objectives
   B. Identify essential questions addressed by this lesson
   C. Describe the students' prior knowledge or focus of previous lesson
   D. Describe any modifications if necessary

   **Topic:** During the months of January and February we study culture and heritage. This unit focuses on the students’ individual culture/heritage in addition to an in-depth study of a specific county’s culture and heritage. The unit culminates in a school wide heritage night. On this night, students have the chance to share information they learned during their in-depth study as well as share about their own heritage.

   **Unit Objectives:**
   - Students will gain an appreciation of diversity in their school and community.
• Students will be able to effectively share information about their own heritage.

**Essential Questions For Lesson:**
• What is diversity?
• What does diversity look like in our classroom?
• How can diversity be an asset to our classroom and school?

**Prior Knowledge:**
Previously in this unit students have been exploring their own culture. They have researched and created family trees and interviewed parents about their own cultural traditions. This lesson serves as a bridge between studying their own heritage/culture to exploring that of our classroom country that is going to be presented at the school heritage night.

This lesson will also tie discussion into a novel study of *Snow Treasure* by Marie McSwigan. During this novel study students have been introduced to the ideas of discrimination and prejudice. Students will be able to tie in knowledge of the Nazi occupation of Norway to the discussion of diversity.

Students have also been exploring the ideas of biases and direct/indirect bullying during guidance lessons.

**Modifications:**
No modifications are needed for this lesson based on 504 plans or gifted service plans. However, modifications may be made during the class discussion based on student knowledge and experiences. The depth of the conversation on certain topics (discrimination, racism, ect.) will be adjusted based on students prior knowledge.

### III. Lesson Objectives/Learning Targets - (10 pts)

A. State what students will demonstrate as a result of this lesson

B. Objective must be student centered. . .(Students will.....) (I can...)

<table>
<thead>
<tr>
<th>Lesson Objectives: I Can</th>
<th>Learning Objectives: I will</th>
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<tbody>
<tr>
<td>Students will define diversity in their own language.</td>
<td>I can share what diversity means and why it is</td>
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<td>important to celebrate.</td>
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<tr>
<td>Students will explain why diversity is important.</td>
<td>I will share in writing how diversity can be an</td>
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<td>asset to our class and school.</td>
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<tr>
<td>Students will explore how diversity helps their classroom and</td>
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<td>school community.</td>
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### IV. Connections - (5 pts)

• Common Core
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  a. Introduce a topic or text clearly, state and opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **Academic Expectations:**
  - 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

V. **Lists Resources needed to teach lesson - (5 pts)**

YouTube Video “What diversity means to me.”
http://www.youtube.com/watch?v=taNBM4pmzoM

VI. **Instructional Strategies - (15 pts)**

**Day 1**
1. Give a piece of paper. Have them fold in in half. Tell the students that they are going to use the top half now and the bottom half later. On the top half of the paper, have students answer the question: “What is diversity?” Give students approximately five minutes to complete.
2. Let students share several of their ideas. After several students have shared with class give all students the chance to share their ideas with a neighbor.
3. Introduce video. Share with students that this is a college level video. They may not understand everything the first time through, but that we will break the video down.
4. Show video one time through without interruption. Ask students to try to think of questions as they are watching.
5. Show the video for a second time. Times are listed below to stop and have discussion.
   a. 0:19 What does conscious mean?
   b. 0:19 What is a lived experience?
   c. 0:21 What is interdependence?
   d. 0:21 Why would it be important to respect interdependence?
   e. 0:29 What does it mean to have admiration for someone?
   f. 0:35 What does understanding mean?
   g. 0:35 What does understanding not mean?
   h. 0:41 What is discrimination?
   i. 0:41 What types of discrimination have we learned about in Snow Treasure?
   j. 0:41 What other types of decimation are you familiar with?
   k. 0:41 How does discrimination help one group and hurt another?
   l. 0:41 Do you think discrimination still occurs?
   m. 0:48 How could getting rid of discrimination help a school? Community? Country?
   n. 0:48 Why do you think it would be important to get rid of discrimination?
   o. 0:55 What does this poster mean?
   p. 0:55 What does it mean to value someone?
q. 0:55 In order to value and respect someone, do you need to agree with everything they believe?

r.  1:02  How do you feel about this statement?

s.  1:02  Are we all unique? What would it be like if we were not?

t.  1:06  Why is it important to acknowledge and celebrate our differences in these areas?

u.  1:13  What does this mean? Did you choose your hair color, eye color, skin color, ect.?

v.  1:18  How could celebrating diversity help foster peace? Hope? Unity?

6. Have students share ideas as a class about what is diversity.

7. Have the students answer the question “What is diversity?” again. This time on the bottom half of the paper from the beginning of the lesson. This will serve as the exit slip for the lesson.

Day 2

1. Ask a student to review the activity from the previous lesson.

2. Share several of the exit slips from yesterday.

3. Write the question “How can diversity be an asset to our classroom and school?” on the board. Have the students take turns explaining their answer to this question to the group. Allow as many students to share as possible. If needed let the students share with a neighbor instead of the entire group.

4. Then have students brainstorm on the board ways that we can see diversity in our class and in our school. Allow all students to share at least one idea.

5. Assign the question on the board as a writing prompt. Tell students that their ideas need to be well thought out and express complete thoughts. Explain that they must share at least one idea of how diversity can be an asset to the school and at least one way diversity can be an asset to our class.

6. Allow twenty minutes for students to write.

7. Have students share their pieces with the class as time allows.

VII.  **Assessment - (10 pts)**

Include your data results

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<th>Formative assessment:</th>
<th>Summative assessment:</th>
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**Entry Slip: What is diversity?**

3/19 students were able to give a definition of diversity at the beginning of the lesson.

**Exit Slip: What is diversity?**

18/19 students were able to give a definition of diversity at the end of the lesson. This students was however able to verbally explain diversity.

The students writing assignment will serve as the summative assessment for this lesson. Students are expected to have included at least one idea of how diversity can be an asset to the school and at least one way diversity can be an asset to our class.

18/19 students were successful in completing the assignment. The one student who did not successfully complete the assignment wrote an extended definition of diversity instead of explain why it is important to our classroom.
VIII. **Reflections** - (10 pts)

After delivering your unit/lesson, reflect on its success.

* What evidence/data demonstrates that students met goals and objectives?
* In what areas did students exceed goals and objectives?
* What might you do differently next time?

Overall I feel that the students writing pieces show that they have met the objectives of the lesson and have a basic understanding of diversity. These writing sample will be added to their working writing portfolio.

The students exceeded my expectations with the discussion of the video. Issues such as separate but equal, the caste system in India, and the United States treatment of Japanese citizens during WWII were brought up by students. This also led to students wanting to collect data such as how many different languages the students in our class can speak (5), and how many languages are known fluently in their homes (13). Students were also easily able to tie the lesson back to our *Snow Treasure* unit and to their bullying lessons in guidance.

Next time I would allow more time for discussion. Students had very strong opinions on the issue and wanted more time to share with the whole group. I would also have provided a written form of the statement that is given on the video. This would have allowed students to see and better understand it in its entirety. I would possibly also develop a way for students to share their writing with students in other classes.

IX. **Impact on the awareness of diversity on lesson plan** - (20 pts)

A. What impact did your lesson plan have on your students to enhance their awareness of diversity?
B. What is the purpose of the lesson?
C. Why did you select this lesson?
D. Why is it important to your school community?

I feel that this lesson did a very good job of exposing students to the concept diversity and why it is important. Students seemed to grasp the concept and be able to tie it to their own lives.

I originally chose this lesson to serve as a bridge between exploring their own culture and the culture of others. I wanted students to have some basis of why they should accept others differences before we started sharing those.

It seemed to help students be more willing to accept other student’s differences. Many
Students seemed more eager to share their differences with the class. Students also started to share about how they do not feel their differences are accepted at the school and in our culture in general. Other students also started to question how their own actions toward others could be taken as non-accepting.

X. **Teachability** - (10 pts)

Overall I feel that this lesson could be easily taught in most classrooms. The content may be high for some elementary school students. It could be easily adapted to work in multiple grade levels.

XI. **Bonus Points** - (3 pts)

Provide a maximum of 3 examples of students work/evidence (no student photos)