



<p>Subject: Timmy Technology: A SET BC Diversity Awareness Program</p>	<p>Topic Lesson 1: Exploring Individuality and Diversity</p>
<p>Grade: Primary, Grade 2</p>	<p>Prescribed Learning Outcome(s):</p> <p>BIG IDEAS:</p> <ul style="list-style-type: none"> ● It’s ok to be me, it’s ok to be you. ● Acceptance of who we are as individuals. ● Our physical emotional and mental health are interconnected. <p>CURRICULAR COMPETENCIES – Students are expected to be able to DO the following:</p> <p>Social and community health:</p> <ul style="list-style-type: none"> ● Develop and demonstrate respectful behaviour when participating in activities with others. ● Identify and describe characteristics of positive relationships <p>Mental well-being:</p> <ul style="list-style-type: none"> ● Identify personal skills, interests and preferences and describe how they influence self-esteem. ● Identify and apply strategies that promote mental well-being <p>CURRICULAR CONTENT</p> <ul style="list-style-type: none"> ● Factors that influence self-identity (could include self-esteem, self-efficacy, cultural heritage, body image ● Managing and expressing emotions <p><u>(https://curriculum.gov.bc.ca/curriculum/physical-health-education/2)</u></p>
<p>Outcomes: Core Competency: Personal and Social</p> <ul style="list-style-type: none"> ● Personal values and choices ● Personal strengths and abilities ● Relationships and cultural contexts. 	



Core competency: Communication, connect and engage.

As a result of this lesson, students should:

Know:

- That people come in all shapes and sizes, backgrounds and cultures.
- That no one person is exactly like the next (and that is great.)
- That our differences make us who we are, unique and gifted in our own ways.
- That there is no normal – we are all unique and valuable.

Understand:

- That each person is an individual with strengths and differences.
- That each individual brings unique gifts/perspectives to a classroom, school or community.
- That diversity is to be accepted and celebrated.

Be able to Do:

- Identify their strengths.
- Identify the strengths of others.
- Recognize that each individual brings a unique perspective to any situation.
- Value and celebrate our diverse perspectives.

Materials:

- Book : “All Kinds of Friends, Even Green!” by Ellen B. Senisi (provided in hard copy with Braille support, as accessible book in PPT and Clicker Books format)
- Lesson #1 Support Worksheet Template: Me/My Friend
- Pictures (in Smart Notebook file, Clicker Matching File, physical pictures)
- Stuffed toy animals, plastic animals, animal toys of any kinds
- Pencils – various shapes, sizes, grips available/paper/markers/crayons
- Laptops with word processing software (Word prediction, Read/Write, Clicker 7, Kidspiration) – if available
- iPads with basic apps (Notes, Camera) – if available

Pre-Assessment (*How will you find out about where your students are at for this lesson? What will your pre-assessment look like?*)

- **Clarify the students understanding of a strength or talent?**
1. Write on board, poster paper, smartboard. Ask: “What is a strength/talent?”



2. Brainstorm and record student responses. Read out loud as they are written for confirmation of what is being posted.
 3. Encourage the use of gestures, acting out what people are good at for understanding at all levels.
- **Clarify the students' understanding of same and different/diverse.**
 1. Play same/different game with students using statements such as "Find a partner with a shirt that is the same color as yours." "Find someone who ate the same snack at recess." "Find someone who likes the same TV show/video game as you." Have students move around the classroom to pair/group with different people as they find them. Move to word different: "Who has a shirt of a different colour than you? Whose favorite TV show is different than yours?"
 2. Matching like items using technology: Play a simple matching game of same/different items on Smart board using Smart Notebook Software. Memory games are available from <http://exchange.smarttech.com/search.html?q=memory> Quickly create a matching activity on Clicker 7 (easily done in a few minutes using the Quick Wizards or download from www.learninggrids.com). One matching game has been provided on the Mac laptop in Timmy's kit.
 3. Matching/Sorting for same and different can also be done using small items, group like items together, or visual picture cards that the children can hold.
 4. Observe students answers to questions, clarify the meaning of same/different when students are unclear by demonstrating correct same pairs / different pairs.
 - **Baseline assessment assignment: Have students provide a description of themselves. Baseline assessment can be in choice of formats (see #3 below.)**
 1. In order to have a baseline of students' current ability to describe themselves in positive terms, it is important to stress that completion of this pre-assessment is individual work.
 2. Provide sentences starters: "My name is....." "I can....." "I am good at...."
 3. Pre-assessment private journal documentation does not have to be in writing. Students can choose to write, draw, interview individually with teacher (as time permits), record video using iPads, write on computer (if available), make a model and describe – or choice another means of representing what they know.

Description of Learning Activities:

Anticipatory Set:

- Provide multiple representations of animals/assorted people, physical photos, pictures on Smart Board, stuffed animal toys, plastic toys.
- Ask students to describe each animal. Stress positive descriptions. "I like his..." Prompt students to think of things each animal can do well. (For example: a



duck is a good swimmer, an eagle can fly high, a painter paints beautiful pictures, a musician makes beautiful music, a mother provides comfort).

- Students may respond orally, use a communication device, write their answers on mini-whiteboards or cardstock for teacher or others to read aloud.

New Knowledge:

- Read to students: “All Kinds of Friends, Even Green!” by Ellen B. Senisi.

In this story, a little boy named Moses, who uses a wheelchair, is asked to write a story about friends. He decides to write about a pet iguana who has lost his toes but uses the tools around him and sheer determination to complete tasks that he might now find difficult. Moses concludes that even though they look quite different on the outside, he and the iguana share this special trait.

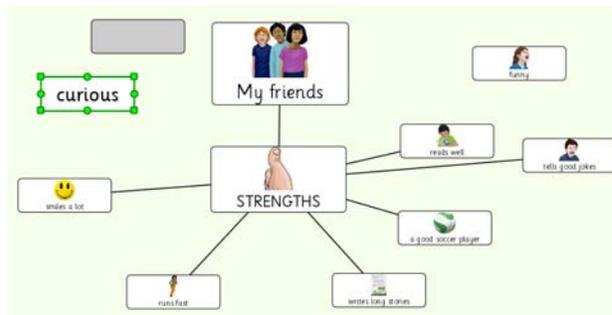
- The book will be provided in hardcover format, digitally via PowerPoint, Clicker 7 and with Braille support.
- A video of the book being read has also been provided and can be viewed or reviewed individually by students on laptop or iPad.
<https://www.youtube.com/watch?v=cv0FJcaJsc8>

Discussion:

- Discuss with students the strengths of Moses and the iguana. What makes them unique? What they are good at? Why does Moses decide to write about Izzy?
- Ensure a fulsome discussion about seeing strength in friends: Ask which friend you might write/tell about and why? Ask what strengths you can see in the friends that are around you? Ask students to be creative and thoughtful.
- Point out the Braille print. Discuss the idea of other ways to read material.
- Provide a brainstorm web of their answers.
 - An alternate way to brainstorm would be to use Kidspiration software (or another widely available brainstorm tool) to have students complete the brainstorm activity.
 - <https://padlet.com/> is a free brainstorming-type application on the internet.



- o Clicker 7 software also has a new webbing feature that allows webbed words and pictures to be easily transferred to a Clicker 7 word or picture bank that can then be used to support a student in their writing.



STRENGTHS	My friends	a good soccer player	reads well	runs fast
smiles a lot	tells good jokes	writes long stories	curious	funny



Follow-up activity:

- Assignment: Describe a friend (or friends) and the characteristics (focusing on strengths) that the friend(s) possesses. What is your friend good at? Why are we happy to have him in our class?
- Students may CHOOSE to complete this assignment in any method that conveys that they understand the request.

Closure/Sharing:

- Request for children to describe and share about the strengths of their “friend”, displaying their work as they speak.
- Create a special video/digital book of “Our Class’ Unique Strengths” or “Strength in Diversity” by recording or taking photos of students’ productions.
- Post examples of student representations of what they know to their digital portfolios, upload them to a classroom website, place them in a communal class



scrapbook or display them on a bulletin board. (Be certain to include parental consent for media before posting pictures of student work to site. Remove any identifying personal information such as last name.)

Post-Assessment: (How will you assess student learning? How will you use this data to inform your next learning experience?)

- Student assessment will be ongoing from the start of this lesson and through the unit of lessons. It may be largely informal and based on teacher observation of student interactions during lessons.
- Informal assessment during the lessons and ensuing production of work as the teacher must observe positive and respectful language and behaviour during all the activities in the lessons. Observation of behaviour and peer interactions will allow the teacher to gauge whether the message of the lesson is finding a home with the students.