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| **1. Lesson Information** | |
| **Subject(s):**  Language | **Date/Time/Period:**  **Length:**  60 Minutes |
| **Unit/Topic of Lesson:**   * Writing * Inclusivity and diversity | **Grade/Level**  2 |

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| **2. Materials, Equipment and Technical/Other Requirements** |
| * **See me for Me Picture book** * **Pencils** * **Paper (or writing journals)** * **Optional: Chart Paper and markers for an idea list** |

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| **3. Learning Goal/Success Criteria: What will students/participants learn by the end of the session?** | |
| **Learning Goals:**  1.2 generate ideas about a potential topic, using a variety of strategies and resources  1.6 determine whether the ideas and information they have gathered are suitable for the purpose, and gather new material if necessary  2.1 write short texts using several simple forms  3.8 produce pieces of published work to meet criteria identified by the teacher based on the expectations | **Success Criteria:**   * **By the end of this lesson, students will be able to understand the need for diversity and inclusivity within the world** * **By the end of this lesson, students will be able to identify diverse places in their own lives** * **By the end of this lesson, students will be able to articulate ways that their school can promote inclusion** |

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| **4. Prep Work (To be completed before lesson)** |
| * **N/A** |

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| **5. Lesson Plan Activities – UDL** | **Timing** | **Notes (may include Assessment/Check-in, accommodations (DI), instructions for support staff, etc.)** |
| **Beginning/ Engage: Read Aloud**   * Teacher will begin the lesson by reading the picture book *See Me for Me* * After reading the picture book, ask your students questions that will make them think about inclusivity and diversity in their own lives | **10 Minutes** | * Prompting Questions: *Where is somewhere that you have seen a lot of diversity? When was a time you showed inclusivity towards someone who did not look like you?* |
| **Middle/Activity: Think Pair Share**   * Students will make groups of 2-3 and discuss ideas and thoughts about the following questions: a) Where is somewhere that you have seen a lot of diversity? b) What is one thing that your school can do to increase their inclusivity for all children? * Next, students will work individually to answer the two questions to the best of their abilities. They must use complete sentences and a dictionary or the class word wall to help them spell words | **10 Minutes** | * Some students may need some extra support answering these questions orally. To make this section of the lesson more accessible, I would recommend creating a list of things that can be done as a class to promote inclusivity and diversity in the school. This will help start the students on ideas that they can expand on |
| **25 Minutes** |
| **End/Explain and Extend: Presentations**   * Students will then have the opportunity to present their writing to the class orally. Students can share the ways they think that the school can promote diversity and inclusion as well as places they see diversity in their own lives * Through their oral presentations, students can continue to support one another and create positive discussions around diversity and inclusion | **15**  **Minutes** | * This part of the lesson is optional but highly encouraged * It is important to follow up with an activity for this book as it allows students not only to hear real life examples of inclusivity and diversity, but it also allows students to share with each other about their own experiences, making it more personal as well |

Notes: Next Steps/Resources or Required Follow-Up:

See Me for Me book: <https://seemeforme.ca/products/see-me-for-me-by-dana-geall-2>