

Vancouver Island University, Faculty of Education

# **How Different Are We?**

The Inclusive Classroom – Culminating Assignment

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## **Rationale**

The issue of bodyism is prevalent in today's society and is sadly affecting the children and youth in our classrooms. As teachers we need to generate awareness of the potential issues surrounding bullying in schools; gender-identity and appearances are unfortunately the two main causes for bullying. Bullying is based on any physical differences that may exist between students. This may include a person's body size and shape, eye shape, colour, disability, wearing glasses... the list is endless. As teachers we need to address our differences, hopefully before the bullying begins. This means talking about differences as early as Kindergarten. Students are forced into believing he or she should look a certain way based on society's set of "social norms." The media and marketing does a wonderful job of supporting and emphasizing these "norms". Unfortunately this is influencing our youth's daily lives and effecting the way they look at themselves and each other. Addressing this issue in the primary grades can potentially reduce the risk of bullying occurring in your classroom and/or school.

Students who face discrimination of any kind, at a young age can be very detrimental to a child's wellbeing. Touching on health education, there is an emphasis on fostering positive, healthy relationships both in and out of the school system. The importance of facing these issues is apparent in the learning outcomes beginning in kindergarten: Student can "differentiate between positive and negative behaviours in relationships." In grade 3 the learning outcomes becomes more focused: "student can describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully." For a student to feel at ease in the classroom it is very important that every student is celebrated no matter what their physical appearance, beliefs, culture and family backgrounds.

Preventing discriminatory behaviours needs to begin early in a child's life so this becomes a natural practice. Teachers need to encourage positive relationships which include the teacher to student relationship as well as the student to student relationship. Bullying needs to be addressed when it is appropriate so students understand the consequences accordingly. However, before bullying becomes an issue in the classroom it is necessary to create a warm and welcoming atmosphere that celebrates differences in our daily lives. In a classroom, celebrating diversity promotes a sense of inclusion for all students. This will encourage students to feel comfortable taking risks with their learning. As teachers, we strive to create a classroom environment which is inclusive of all students and celebrates each and every culture, family make-up, beliefs and physical appearances that contributes to our class.

As teachers we should promote positive, healthy relationships in the classroom. We cannot stand for discrimination of any kind in our classroom, no matter how innocent it may seem. These lesson ideas are not to be used in isolation. The idea of healthy relationships in the classroom needs to be enforced daily. Discrimination based on appearance is an ongoing issue that is enforced everywhere in our society (media and marketing). Our classrooms provide for a reality check and should remind students of everyone's beauty. This is a value that needs to be addressed and should be practiced for a life-time.

## Lesson Plan – Vancouver Island University Template

Grade	K-3	Topic	Bodyism – embracing diversity within the classroom community
Date	September 21, 2009	Allotted Time	4 x 30 - 40 mins
Cite sources used to develop this plan: Book: How Different are we?- our book Diverse Canadian Pictures from McLeans Magazine			

### 1. **Rationale:** *Why is this lesson relevant at this time with these students?*

This lesson allows students to investigate different body types and learn that celebrating differences is important in creating an inclusive classroom. This lesson can also be used for several different topics including bullying, multiculturalism and addressing stereotypes.

### 2. **Provincial Learning Outcome(s):** *What IRP outcome(s) does this lesson develop?*

Healthy Relationships: PLO's

#### **Kindergarten**

C4 differentiate between positive and negative behaviours in relationships

#### **Grade 1**

C5 differentiate between positive and negative behaviours in friendships (e.g., positive – sharing, listening; negative – teasing, excluding)

#### **Grade 2**

C4 describe appropriate strategies for communicating effectively with others (e.g., active listening, willingness to express feelings)

C5 identify positive ways to initiate and maintain healthy friendships

#### **Grade 3**

C5 describe the nature and consequences of various forms of bullying behaviour, including the potential effects on those who are bullied and the potential consequences for students who bully

### 3. **Assessment**

<b>Lesson Outcome</b> What will students learn?	<b>Sources of Evidence</b> What product or action will show what students have learned?	<b>Criteria</b> What will you look for in this evidence?
Throughout the course of the lessons, SWBAT recognize the diversity of the classroom, as well as the characteristics that make up our national identity.	<ul style="list-style-type: none"> <li>• After discussion with the class students will complete journal entries about the observations and learning from activities</li> <li>• Create a small poster demonstrating ability to group the different characteristics</li> <li>• Create a self portrait to be displayed within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively participate in class discussions and partner work</li> <li>• Observations in journals relevant to the topic</li> <li>• Sort pictures based on different characteristics identify similarities and differences between the groups</li> <li>• Students actively observe and embrace similarities and differences within the classroom community</li> </ul>

**4. Resources, Material and Preparation:** *What resources, materials and preparation are required?*

**Lesson 1:**

- Book: How are We Different?
- Chart Paper for Brainstorm
- Student journals (or other template paper for students to display their learning)

**Lesson 2:**

- Book: How are We Different?
- Brainstorm on Chart Paper
- Diverse pictures of Canadians from McLean's Magazine – enough for each pair to have 6 pictures (students will not know that the pictures are of Canadian people)
- Glue and poster paper for each pair

**Lesson 3:**

- Book: How Are We Different
- Class brainstorm
- Student created posters of diversity with similarity/difference picture
- Student journals

**Lesson 4 (Culminating Task):**

- 8 ½ X 11 paper and art materials to create self portrait
- Index cards (enough for each student)

5. Lesson Development	Pacing
<p>• <b>Introductory Lesson:</b> <i>How will you introduce this lesson in a manner that engages students and activates their thinking?</i></p> <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Introduce book, showing students the cover.</li> <li>- Have students make predictions about what it might be about.</li> </ul> <p><b>Teaching/Learning Sequence:</b> <i>What steps and activities are you going to use to help students acquire and practice the knowledge, skills and/or attitudes needed to meet the outcome?</i></p> <ul style="list-style-type: none"> <li>- Read the story, while reading stop and ask students what they notice about the story</li> <li>- After reading, have students turn to a partner: discuss what they noticed about the book, what key points stood out, questions they may have. Explain that they will share with the class</li> <li>- Ask each group for contribution of their discussion</li> <li>- Create a class brainstorm on chart paper what students shared.</li> <li>- Add any other points that students may make</li> <li>- Distribute student journals. Grades 2-3 students will write in their journals about their observations from the story/brainstorm. Younger students will draw something they remember from the story, reinforce making connections</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Ask students to share one observation they made from their journal based on the book and brainstorm</li> </ul>	<p>2-3 min</p> <p>5-10 mins</p> <p>3-5 min</p> <p>5 min</p> <p>20-25 min</p> <p>1 min</p>
<p><b>Lesson 2:</b></p>	

<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>- Review lesson 1: Ask students what they remember from/about the book How Are We Different? Briefly flip through the book to allow students to make connections to previous lesson</li> </ul> <p><b>Teaching/Learning Sequence:</b></p> <ul style="list-style-type: none"> <li>- Review class brainstorm from first lesson</li> <li>- Explain to students that they will be using their observations from the story to do an activity that involves looking at pictures of different people, and then grouping them</li> <li>- Separate students into pairs, distribute sets of “Canadian” people pictures to students</li> <li>- Have students sort the pictures how they would like</li> <li>- Have students share how they grouped the pictures with the class. Explain their sorting rule</li> <li>- Have students again sort the pictures – provide them with characteristics (eyes, hair, body shapes etc)</li> <li>- Discuss similarities and differences in the pictures, write on the board</li> <li>- Provide students with poster board, have them sort and glue their pictures based on similarities and differences - Sort 2 pictures that are similar and 2 pictures that are different.</li> </ul> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- When all students are finished, have them write one sentence each on the bottom of their poster regarding the similarity pair and the difference pair.</li> <li>- Collect</li> </ul>	<p>2-3 min</p> <p>2-3 min</p> <p>1 min</p> <p>3-5 min</p> <p>3-5 min</p> <p>2-3 min</p> <p>20-25 min</p> <p>3-5 min</p>
<p><b>Lesson 3:</b></p> <p><b>Introduction:</b></p>	

<ul style="list-style-type: none"> <li>- Review as a class the previous two lessons and what they did, observations they made, thoughts and questions they may have</li> </ul>	5 min
<b>Teaching/Learning Sequence:</b>	
<ul style="list-style-type: none"> <li>- Move students into partners again, distribute posters. Have students share the sentence(s) they wrote about their posters. Once shared, hang each pair's poster on the board</li> </ul>	5-10 min
<ul style="list-style-type: none"> <li>- As a class, pose question to students: Look at all of the pictures - what is one similarity between all pictures?</li> </ul>	2-3 min
<ul style="list-style-type: none"> <li>- Have students discuss with their partner, share their thoughts with the class, write responses on the board.</li> </ul>	
<ul style="list-style-type: none"> <li>- Explain to students that the pictures that they have sorted are all Canadians</li> </ul>	5-7 min
<ul style="list-style-type: none"> <li>- Ask students what they notice about the Canadian race. Brainstorm on the board</li> </ul>	
<ul style="list-style-type: none"> <li>- Ask students what they think now?</li> </ul>	
<ul style="list-style-type: none"> <li>- Distribute student journals – have students draw or write about what they have learned about the activity and now knowing that the pictures are all of Canadians</li> </ul>	20-25 min
<b>Closure:</b>	
<ul style="list-style-type: none"> <li>- Have students share their learning with the class</li> </ul>	1 min
<hr/> <b>Lesson 4 (Culminating Task):</b> <i>How will you solidify the learning that has taken place and deepen the learning process?</i>	
<b>Celebration of Learning:</b>	
<ul style="list-style-type: none"> <li>- Have students create a self portrait</li> </ul>	30-40mins
<ul style="list-style-type: none"> <li>- When finished display within the classroom community.</li> </ul>	
<ul style="list-style-type: none"> <li>- Distribute index cards to each student. With a friend, have students write 1 similarity and 1 difference on their cards (one card = similarity, one card = difference) , decorate cards</li> </ul>	

<ul style="list-style-type: none"><li>- Display cards underneath their self portraits, direct class to look at the similarities and differences within the portraits.</li><li>- Share similarities and differences as a class to show importance of celebrating and embracing the diversity within the classroom community.</li></ul>	
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6. **Accommodations** (adaptations, extensions, other): *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

This will depend on your class of learners.

**Additional Activities:**

- Art: Student Silhouettes – using overhead trace a silhouette of students' head. Have them go through magazines cutting out clippings that best describe themselves. Glue into the shape of their silhouette. Discuss and compare the uniqueness of each student as a class.

## **Shocking Statistics!**

- A study conducted by Dohnt and Tiggmann (2006) found that “girls aged 5-8 years of age are already living in an **appearance culture** in which both peers and the media influence body image and **dieting-awareness**”
- An initial review of the research on children’s literature has revealed that fat characters in children’s books are almost exclusively portrayed as **sneaky, conniving, mischievous, buffoons** whose value lies in their role as a comedic or victimized character (Ikeda & Nawroski, 1992).
- People who are larger than "average" encounter discriminatory attitudes and are **denied equal opportunity** in many areas of their lives.
- Overweight and obese women have **lower incomes** (\$6,700 a year less) and higher rates of poverty (10 percent higher) than their non-obese peers.
- Studies show that overweight and obese students, especially girls, are less likely than the non-obese to be accepted by the more competitive colleges. This is true even if the girls' grades, standardized test scores, and other variables are the same as for other boys and girls.
- Overweight people are **less likely to attend college** even though they score high on standardized tests and are academically motivated. Also, overweight women are more likely than other men or women to pay their way through college.
- Overweight students are more likely to be refused letters of recommendation from faculty members.

- Overweight people are **not hired** as often as those of average size, are not promoted as often, **are paid less** than their thinner counterparts, may be charged more for employee insurance coverage, and are sometimes fired because of their weight
- As many as **10 million women and girls** suffer from anorexia and/or bulimia, in the United States alone.
- Approximately **one million men and boys** suffer from anorexia and/or bulimia, in the United States alone.
- An additional 25 million people in the U.S. struggle with binge eating disorder.
- Eighty-six percent of people with eating disorders report the onset of the illness by the time they reach the age of 20 (by no means is an eating disorder "less severe" when the eating-disordered person is above the age of 20).
- An estimated 85-95% of people with anorexia nervosa and bulimia and 65% of people with binge eating disorders are female.
- A shocking **81% of 10-year-olds are afraid of being fat.**
- Young women that have anorexia are 12 times more likely to die than other women their age.

Source: [www.loveyourbody.nowfoundation.org/factsheet4.html](http://www.loveyourbody.nowfoundation.org/factsheet4.html) Accessed 15<sup>th</sup> Sept 2009.

## Resources

Shapesville by Andy Mills & Becky Osborn. (*Excellent book for primary students teaching them that it is OK to be different sizes and shapes. Easy to incorporate the book into language arts, socials and math.*)

Skin Again by Bell Hooks (*can be used to address the diversity of skin colour within the classroom*)

[www.loveyourbody.nowfoundation.org/factsheet4.html](http://www.loveyourbody.nowfoundation.org/factsheet4.html) Accessed 15<sup>th</sup> Sept 2009. (*Interesting facts about body image as highlighted above.*)

- [http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/image\\_gap.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/tobacco/image_gap.cfm)
- [http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising\\_marketing/special\\_k.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/advertising_marketing/special_k.cfm)
- [http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body\\_image/prejudice\\_body\\_image.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/elementary/body_image/prejudice_body_image.cfm)

*(The above 3 are useful plans that have already been created about body image. 2 are elementary focused and 1 is secondary focused. Ideal if you do not want to create a lesson from scratch.)*

<http://www.youtube.com/watch?v=qLCKJe8KEgY&feature=fvw>

<http://www.dontlaugh.org/curricula/guide.pdf> (*Classroom lesson ideas*)