



Diversity 2021 (40 - 50 min.)

Created by Christine Braun

Standards / SEL Connections:

Standards: LAFS.ELA-LITERACY.910-1112.SL.1-3, LAFS.SS.912.H.2, LAFS.SS.912.H.1.3, LAFS.SS.912.H.2.3, LAFS.SS.912.H.2.4

SEL Components: Self-Awareness, Relationship Skills, Social Awareness

Essential Question:

How is diversity within our personal identities experienced in same/different ways?

Objective:

Students will develop respectful ways to discuss similarities and differences with others in order to begin to think about how diversity affects relationships within the school, classroom and community. Students will utilize EOD artwork and quotes, along with other educational sources.

Resources / Materials Needed:

- Lesson PowerPoint
- Personal Identity Chart
- Pencils

Direct Instruction:

Slide 1 (5 min.):

- Leave the artist statement up on the board a bit and have class quietly read/reflect.
- Ask students to restate what they feel the artist is trying to say.
- Have students predict what this art piece may look like.

Slide 2 (5 min.(10 min.):

- Have students analyze the artwork quietly.
- ASK: How close is this image to what they had predicted?
- ASK: What stands out to them as interesting in the art?
- Have students compare/contrast the mood/tone of the image and the quote quietly.
- ASK: What do the quote and the artist statement have in common? Different?

Slide 3 (5 min.):

- Have students analyze the artwork and quote quietly.
- ASK the students to predict who they see as the artist of this work.



Slide 4 (5 min.):

- Students will read the artist statement for the piece.
- Click [here](#) on the link to show a quick 1-minute video to meet the artist.
- Is this person who they had predicted as the creator of such an art piece? Why or why not?

Slide 5 (20-25 min.) Activity:

- Pass out a copy of the Personal Identity Wheel (page 3) to each student.
- Give them 10 minutes to fill out the sheet on their own.
- Bring the class together and compare/contrast each students wheel.
- Teachers - jump in too! Model with volunteering some information about you.
- ASK: Does anyone else like that? Who else is the oldest in their family? Etc.

Slide 6:

Essential questions/direction: Students should reflect on and discuss the identities that are most important to them. This activity will help students get to know each other better and allow them to express important parts of their identities that may otherwise not be known. Students should be asked to reflect on the value of their identities by considering which of those is most and least important to them and why that may be.

Extensions:

The [Teaching Tolerance website](#) has multiple units on teaching with diversity. You will have access to units and individual lesson plans. They offer *Lesson Plan Builder*. This allows for the creation, saving and sharing of your own lessons as well as any of the lessons on the site.

SEL Framework: [click here](#)

Personal Identity Wheel

(Adapted from "Voices of Discovery", Intergroup Relations Center, Arizona State University)

The form is a circular wheel divided into 12 segments. The segments are labeled as follows, starting from the top and moving clockwise:

- Favorite Music
- One Skill you are Proud of
- Favorite Movie
- Favorite Book
- Favorite Food
- Favorite Hobby
- Favorite Color
- Personal Motto
- Number of Siblings
- Birth Order

In the center of the wheel, there is a section titled "Three Adjectives to Describe Yourself" with three numbered lines for writing:

1. _____
2. _____
3. _____

Below the adjectives section is a line for the name:

Name