



EMBRACING OUR DIFFERENCES

Know your worth

(40 min. each over a sequence of 2 days)

Created by Asiyah Luqman

Standards / SEL Connections / EOD Core Value:

Standards: LAFS.910.RL.1.3 **SEL Component:** Self-Awareness **EOD Value:** Inclusion

Essential Question:

Is there a common definition of beauty? Who decides what is beautiful?

Objective:

- Analyze the development of a complex character over the course of a text in order to understand how it advances a central theme.
- Describe and explain the impact of **self-awareness** and **inclusion** on our role as stakeholders in a community.

Resources / Materials Needed:

- [Know your worth] PowerPoint
- Short story - *Fish Cheeks*
- Sketch note template-p.3

Online Video / Resource Links Used:

- For the immersive reader version of the story: [Fish Cheeks](#)

Before Instruction:

- Provide students with the sketch note template
- Provide students with a copy of the story
- Ensure that students can access Flipgrid (if doing the enrichment activity)

Direct Instruction:

Slide 2 (5 min.): Jumpstart

- Teacher will begin the lesson with an opening question: Is there a common definition of beauty? Who decides what is beautiful?
- Teacher will guide students through a ‘think-write-talk’ activity.
 - Students will ‘free write for 3-5 minutes without talking or interruption. Encourage students to write whatever thoughts/wonderings come to mind.
 - When time is up, students will pair up, they will share based on what they’ve written (and upon which they feel comfortable sharing).
 - After they’ve shared, solicit volunteers to share out to the class.



Slide 3 (5 min.): Lesson objective

- set a purpose for the lesson: tell students that they will look at a series of texts, quotes, and artwork that reflect the experience of diverse individuals.

Slide 4 (3 min.): review the sketch note template

- Teacher will review the sketch note template with students. Explain the ORID method. Encourage students to personalize the sheet and make it colorful.
- To students: As you analyze each source, you will fill in the sketch note sheet.

Slide 5 (5 min.):

- **use the 'presentation' mode for this slide as students must see the image before seeing the accompanied quote.
- They will begin filling in their sketch note at this time. After showing the quote, ask students how this changed their initial perception of the artwork.

Slide 6-7 (10 min.): Artist statement and discussion

- Read the artist's statement to students. Tell them to reflect on how the statement squares with their own perceptions on artwork and quote.
- Have students respond to the questions. Encourage them to add on to each other's responses.

Slide 8-10 (15 min.): Introduce the short story

- **review the author's background and discuss impacts of dominate culture on minority groups as well as normative views on beauty standards.
- Set the purpose for reading: How does a character's understanding of their personal and cultural assets help them to recognize their own value?
- Teacher will read the story out load or have student volunteers read the story. Encourage students to focus on intonation.

Slide 11 (5 min.): Discuss & write

- Tell students to fill in the 'what' section of their sketch note sheet by having them draw a depiction of the most impactful scene from Tan's story.

Slide 12-14 (10 min.): Filling in the sketch note sheet

- Have students follow along to the prompts on each slide to complete their sketch notes.

Slide 15 (5 min.): Day 2

- Directions for completing the Flipgrid PSA

Extensions:

ORID-Now what?

- Under the 'now what?' section, you and your peer will create a PSA
- Definition and examples by [clicking here](#).
- Your PSA will focus on the strength and beauty of diverse voices on your campus/at your school.
- Points of focus: define the topic, show the benefits, draw on examples
- Call to action-what others can do to ensure that ALL voices are valued?



MY TOPIC: _____

O OBJECTIVE

WHAT...



WHAT ARE THE FACTS?

DRAW
WRITE

R REFLECTIVE

GUT...



HOW DO YOU FEEL?

Three empty rounded rectangular boxes for notes.

I INTERPRETIVE

OR WHAT...



WHAT'S IT MEAN? WHAT CAN WE LEARN?

draw
write

D DECISION

NOW WHAT?

WHAT ACTION or NEXT STEPS?

Diagram for decision-making with arrows and empty circles.

O.R.I.D. QUESTIONS FOR ANY TOPIC or DISCUSSION

ORID TECHNIQUE VIA CHRISTIANE HORTSMAN, 2003
"PÄDAGOGISCHE FACHZEITUNG: A TOOLKIT OF TECHNIQUES"



CASEL SEL Framework Components: [click here](#) for a full overview.



©2020 CASEL. ALL RIGHTS RESERVED.