



EMBRACING OUR DIFFERENCES

Inclusion and Gratitude (45-60min)

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Standards / SEL Connections / EOD Core Value:

Standards: VA.68.S.1, ELA.6.R.1.4, ELA.7.R.1.4, ELA.8.R.1.4

SEL Component: Self-Management

EOD Value: Inclusion

Essential Question:

What is inclusion and how are gratefulness and perseverance essential to self-management?

Objective:

Students will learn about inclusion, gratefulness and perseverance while being inspired by personal experiences and artworks “Alone” and “Cultivation”. Students will create grateful diamantes poems and artistically design within the theme and enhance meaning.

Resources / Materials Needed:

- Inclusion and Gratitude PowerPoint
- Diamantes Directions and materials (paper and art supplies)

Online Video / Resource Links Used:

- Slide 3: “Alone” Artist Statement
<https://www.youtube.com/watch?v=SWEuGBpzfBQ>
- Slide 5: “Cultivation” Artist Statement
<https://www.youtube.com/watch?v=E1qAYEJzHlo&t=35s>
- Slide 5 Extension Video: A great video on perseverance and cultivation
<https://www.youtube.com/watch?v=YUdOoTLv3kA>
- Slide 6 Extension and Clarification on Diamante Poem Creation
<https://www.poetry4kids.com/lessons/how-to-write-a-diamante-poem/>

Before Instruction:

Slide 1 (2 min.):

- Start the conversation by writing the title of the lesson on the board.



Direct Instruction:

Slide 2 (3 min.):

- Read aloud and discuss the vocabulary of Inclusion and Gratitude.
 1. Think of a time in your life when you felt truly included. How did it feel?
 2. Think of what you are most grateful for.

*Have students think of examples where they have been grateful for being included. These can be shared out, written in a journal, or simply an intrinsic answer.

Slide 3 (10 min.):

- Answer questions out loud in an open discussion.
 1. Visually read this Artwork by asking “what’s going on in this picture” and “what do you see that makes you say that?”
 2. What emotions do you think the artwork demonstrates?
 3. Watch the [artist’s statement](#). Did your thoughts on the meaning of this piece change or the same listening to the artist?

Slide 4 (5 min.):

- Read aloud the definition of self-management - The competency of self-management is the ability to harness one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Ask students to connect the artwork “Alone” to the idea of Self-Management (you may want to go back to slide 3 so that students can look at the art while thinking of their response).

Slide 5 (20-30 min.):

- Discuss the definition of the word “Cultivation” and provide additional examples.
- Work through the questions about “Cultivation”.
 1. What connections do you see between the flowers and the words linking them? Why do you think that the artist chose to do this?
 2. Why do you think that the name of this artwork is named “Cultivation”?
 3. How do you think the quote relates to the artwork?

"The way you think can change how you act; the way you act can change how others think."
quote by: Yasser Mecate, San Juan, Philippines

- Watch the [artist's statement](#).
- *Extension Video: Use this [short video](#) to deepen your discussion of perseverance and cultivation.



Slide 6 (20-30 min.):

- A diamante poem is a great way to practice descriptive writing.

“A diamante – pronounced dee-uh-MAHN-tay – is an unrhymed seven-line poem. The beginning and ending lines are the shortest, while the lines in the middle are longer, giving diamante poems a diamond shape.

“Diamante” is the Italian word for diamond, so this poetic form is named for this diamond shape.” For a video to learn more about these poems, [click here](#).

- After sharing a few examples and writing a group diamante, invite students to write their own poem that represents something that they are grateful for. Display the poems on diamond-shaped pieces of paper. Students should decorate their diamonds around the poem that they created to enhance the personal connection. A diamante poem is a great way to practice descriptive writing.
- Directions:

Line 1: One noun (or topic)

Line 2: Two adjectives about the noun

Line 3: Three gerunds (-ing verbs) that relate to the noun

Line 4: Four nouns (the first two relate to the noun in Line 1, the last two relate to the noun in Line 7)

Line 5: Three gerunds (-ing verbs) that relate to the noun in Line 7

Line 6: Two adjectives that describe the noun in Line 7

Line 7: Renames the noun from Line 1 (its opposite)

- Example:

Cat
Proud, Assured
Stalking, Sleeping, Watching
Feral, Tortoiseshell, Calico, Persian
Running, Jumping, Playing
Soft, Little
Kitten

- Extension: Have students illustrate their poems.

Extensions and virtual adaptations: [Watch](#) this great video on perseverance and cultivation and discuss with students.

If needed/desired, adapt this lesson virtually by having students write their answers to the questions or discuss topics in a virtual platform.



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

