



Respects and Values Diversity in Others

GRADE 6

TEACHER OBJECTIVE:

The teacher will give clear directions, model, facilitate discussion, and monitor student practice related to the development of acknowledging diverse points of view.

STUDENT OBJECTIVE:

The student will be able to acknowledge diverse points of view

MATERIALS:

Session One

- *Anisa Learns Something* (SJID)
- *Journal Page* (SJID)
- Pens/Pencils
- PowerPoint (E6RME)
- Markers
- Chart paper

Session Two

- Pens/Pencils
- PowerPoint (E6RME)
- *My Perspective* (SJ 127)
- Sticky notes

Session Three

- Pens/Pencils
- PowerPoint (E6RME)
- Markers
- *A Walk in Your Shoes* (SJID)
- Chart paper


SESSION ONE: *My Point of View*

Vocabulary

Perspective: a point of view

Diverse: differing from one another

Hook

- Direct students to access their Student Journals and read *Anisa Learns Something* (SJID) independently.
- Assign students to groups of 3-4.
- Display PPT 3 and facilitate a **Table Talk** with more of the following questions: 
 - *What does Ms. Gallardo say that is important for the students to remember when disagreeing?*
 - *How would you compare Anisa's stance from the beginning of the story to the end of the story?*
 - *Who has an impact on Anisa's change? Explain.*
 - *Was there ever a time when you had a different perspective from your group, class, family, or friends? Explain.*
 - *Why do you think listening to other perspectives could be important?*
- Explain that students will be exploring how to acknowledge diverse points of view like Anisa in the story.
- Remind students that acknowledging diverse points of view does not mean they have to agree with someone else.

Introduction

- Display PPT 4-5 to define vocabulary: **perspective** and **diverse**.
- Display PPT 6: Visual Examples.
- Display PPT 7: Let's Discuss and direct students to form Concentric Circles to discuss one or more of the following prompts:
 - *What chair is the most visually appealing looking chair to you? Explain.*
 - *What chair looks the most comfortable to sit in? Explain.*
 - *Do you think these chairs were all designed by the same person? Why or why not?*
 - *What factors do you think the designers took into consideration when creating these chairs?*
- Explain that these chairs were all designed by different people with different perspectives on what was the most important aspect about chair design. Each artist who designed these chairs did it with their own diverse experiences and beliefs guiding them.

Student Practice


- Assign students to groups of 4.
- Distribute chart paper and markers to each group.
- Instruct student groups to draw a quadrant on their chart paper.
- Explain to students that they will each draw their own interpretation of an object in a square.
- Display PPT 8: Through My Eyes, and direct each group member to choose a number. Their number will correlate to what they are tasked with drawing. Remind students to be creative.
 - Number 1. Draw a place to live*
 - Number 2. Draw a vehicle*
 - Number 3. Draw a piece of clothing*
 - Number 4. Draw a landscape*
- Direct students to close their eyes and imagine their object or place. What does it look like? How big or small is it? What color is it? What details does it have?
- Direct students to draw their interpretation of their object in their designated square.
- Display PPT 9: Short Story Activity, and direct students that their new challenge is to interpret the 4 drawings of their group and create a short story based on the drawings. Again, remind them to be creative.
- Direct students to do an [Around the Circle Sharing](#) to share how could these objects be related. Tell each student to create a character and craft a story around the 4 objects at their table. The short story can be 3–5 sentences long. By the end, there should be 4 different stories at each station. 🌸
- Students will share what they came up with within their groups.

Reflection

- Direct students to return to their seats once they have completed the challenge.
 - Direct students to access their Student Journals and complete *Journal Page* (SJID) individually:
 - *How did this activity help you think about diverse points of view?* ✍️
 - Reinforce that everyone's interpretation in these challenges is based on their unique point of view.
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SESSION TWO: *My Perspective*


Link

- Ask students what they remember from the last session.
- Explain that students will continue to explore how to acknowledge diverse points of view.
- Display PPT 10 and facilitate a class discussion:
 - *What is challenging about seeing a situation from another person's point of view?* 



Teach/Model

- Remind students that our opinions are shaped by our unique point of view, based on our personal experiences, beliefs, and background.
- Tell students that in this session they will continue to explore how to acknowledge diverse points of view by considering diverse beliefs on the same topic.
- Display PPT 11: *My Perspective* to model a think-aloud of how to share your opinion on a topic. Example topic: Should school be year round or should schools have the summers off?
- Explain to students that they will be sharing their point of view on a variety of topics. It will be important for them to have an opinion.
- Distribute 3 sticky notes to each student.
- Direct students to write down 3 topics by starting a statement with "I believe ... " Students should choose topics that are worthy of debate. For example: I believe during the lunch period everyone should recycle.

Student Practice

- Direct students to access their Student Journals and turn to *My Perspective* (SJID).
- Direct each student to assess which of their 3 topics would be best to focus on for *My Perspective* (SJ 127). Collect the sticky notes for use again in Extension One.
- Direct students to complete *My Perspective* (SJID) individually.
- When students have finished *My Perspective* (SJ 127), direct students to complete a [Partner Chat](#) where they will take turns discussing their opinion. 

Reflection


- Display PPT 12 and facilitate [Concentric Circle](#) using one or more of the following questions: 
 - *What did you learn about your partner's point of view?*
 - *How did listening to them help you acknowledge their point of view?*
 - *How can sharing our points of view impact the way we interact with each other?*
 - *Why should we acknowledge that other individuals will have their own perspective?* 
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SESSION THREE: *A Walk in Your Shoes*


Link

- Ask students what they remember from the last session.
- Explain that students are going to further explore how to acknowledge diverse points of view by trying to put themselves in someone else's shoes.



Teach/Model

- Display PPT 13: Scenario Model to review the scenario and do a think-aloud of how to consider another person's perspective using the guiding questions:
 1. Is another point of view possible?
 2. Why might they think this way?
 3. What might have been their experiences?
 4. Am I resistant to learning more?
 5. How can I acknowledge their perspective through words or actions?
- Pose the last question to the class:
 - *How can I acknowledge their perspective through words or actions?* 
- Write down student responses on the board or on a chart paper for reference in next activity.
- Display PPT 14: Scenarios and review the class scenarios.
- Direct students to get into partnerships.
- Direct students to access their Student Journals and turn to *A Walk in Your Shoes* (SJID).
- Direct each partnership to choose one scenario to focus on and write that number at the top of their Student Journal page *A Walk in Your Shoes* (SJID).
- Allow student partnerships to choose their stance from their scenario and write it down in *A Walk in Your Shoes* (SJID). Students may need direction on this. They both cannot choose to eat meat in scenario one for example.

Student Practice

- Direct students to complete the rest of *A Walk in Your Shoes* (SJID) individually. Remind them that they can reference the chart paper of student acknowledgment responses from earlier in the lesson.
- Distribute chart paper and markers to each partnership.
- Explain to students that they will create a dialogue between the 2 people in their scenario through **Written Conversations**. They should reference and incorporate their responses from the activity *A Walk in Your Shoes* (SJID). 
- Remind students that the dialogue that they create should show why each person has their particular perspective, how to acknowledge another person's perspective, and to show how they are being open to the point of view of the other person.
- When they are done writing the dialogue, students will share their work by posting their chart paper around the room

Reflection


- Invite students to do a [Gallery Walk](#) of the examples of dialogue that everyone created. 
 - Display PPT 15 and facilitate a discussion using one or more of the following questions:
 - *Are you able to tell that the individuals in the dialogue are open to and acknowledge different points of view? Explain.*
 - *What are some ways that you will continue to acknowledge other people's perspectives?* 
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EXTENSION ONE: *Where I Stand*

Materials:

- Pens/Pencils
- Sticky note topics from Session 2
- *Where Do You Stand?* (SJ 128)
- PowerPoint (E6RME)
- Journal Page (SJ 129)

Teach/Model

- Ask students what they remember from the last session.
- Ask students to describe a time someone close to them had a very different opinion or perspective from them.
- Allow a few students to share and encourage them to explain how it impacted their interaction.
- Explain to the class that today they will be asked to share their diverse perspectives and respectfully listen to differing perspectives.
- Direct students to push their chairs out of the way and line up in a straight line horizontally, shoulder to shoulder.
- Display PPT 16: My Perspective to remind students of a way to share point of view.
- Tell students they will participate in a [Taking Sides](#) activity. 
- Read the statements from *Where Do You Stand?* (SJ 128). Direct students to step forward if they agree, step backwards if they disagree, or remain in place if they are neutral.
- Encourage students to share the reasons behind their opinion. Remind students to begin their reasoning with "I believe..." and remind students the examples of how to acknowledge a differing perspective.

Student Practice

- Direct students to choose one of the statement topics and complete the bottom of *Where Do you Stand?* (SJ 128) individually.
- Direct students to find a partner and share their beliefs with each other.
- Randomly distribute the sticky notes from Session 2 with topics on them to the partnerships.
- Students will take turns sharing their point of view on the topic with their partner and allowing their partner to share their point of view using My Perspective on PPT 16. ✎

Reflection

- Display PPT 17 and ask a student to read the quote aloud:
 - *“Empathy begins with understanding life from another person’s perspective. Nobody has an objective experience of reality. It’s all through our own individual prisms.”*
-Sterling K. Brown
 - Give students a moment to reflect on the meaning of the quote.
 - Direct students to access their student journals and complete *Journal Page* (SJ 129) independently:
 - *Explain what the quote means in your own words.*
 - Facilitate a discussion based on student responses. ✎
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EXTENSION TWO: *View From My Window*

Materials

- Pens/Pencils
- Paper
- PowerPoint (E6RME)
- Chart Paper
- Sticky notes

Teach/Model

- Explain to students that everyone’s point of view is shaped by their experiences, background, and beliefs. Their unique perspective is showcased by many of their opinions and personal preferences.
- Tell students that they will be creating a haiku poem about a topic of their choice.
- Display PPT 18: How To Write A Haiku, and explain the rules for creating a haiku poem. Tell students that they will create a haiku poem based on each of their preferences.
- Explain that students should choose topics from 3 categories: favorite food, favorite hobby, and favorite movie or song.
- Model how to write a haiku based on one of the topics.
- Display PPT 19: A Haiku to display a completed example.
- Distribute sticky notes.
- Tell students to write 3 different preferences (favorite food, favorite hobby, favorite movie or song) on each sticky note

Student Practice

- Distribute 4 colored markers, writing utensils, and chart paper to each table. Direct groups to divide their chart paper into 4 equal sections.
- Display PPT 20: A Display of Perspectives and review the guidelines for the chart:
 - *Each group member should use a different colored marker and write in a different section of their group’s chart paper.*
- Direct each student to write at least 2 Haiku poems within their section based on the preferences that were identified on their sticky notes. When finished, there should be at least 8 poems total on a group’s chart paper.
- Direct students to read the poems written by everyone in their group, noticing the individual differences in preference and styles of expression in each.
- When they are finished, direct them to complete a [Swap Meet](#) with a nearby group. 🌟

Reflection

- Invite students to share their group discussions.
- Display PPT 21: Let’s Discuss and facilitate a discussion based on one or more of the following questions:
 - *What did you notice about the diverse perspectives of your classmates?*
 - *Can you describe how the perspectives presented in the poems could be shaped by their experiences or beliefs?* ✎
 - *Compare your groupmates’ topics to your own. How were they similar or different?*