Honouring Stories – Lesson Plans

Lesson 1 – Label Activity/Defining Key Terms (1 Block)

1. Label activity + discussion (15 minutes)
   1. Goal: To experience the effects of inclusion and exclusion in a simulated activity.
   2. Materials: Labels for every student.
   3. Begin the lesson by asking students if they think we sometimes label people because they belong to different groups. Tell them that the labels we put on people often limit their participation in groups.

Tell students that you are going to give them each a label. Tell them that you will put it on their backs so that they cannot see what it says. Hand out labels randomly. Ask everyone to remain quiet and not reveal to each other what their labels say.

When everyone has a label, ask students to get up and walk around the classroom. Remind them that they should not reveal what is on anyone else’s label. Lets students walk around for 4-5 minutes, then ask them to return to their seats without looking at their labels.

* 1. Discussion:
     1. How were you feeling?
     2. Without looking at your label, do you know what it says? How do you know?
     3. All of you who think you have the “Turn away from me” label, please come and stand together in front of the room. How did you feel?
  2. Give students time to look at their labels. Explain that all of us have experienced times when we felt like we were wearing a “Turn away from me” label – when we felt left out or targeted. However, some groups experience this more than others, even regularly.
     1. What are some groups in our school that get targeted or left out?
     2. What groups in society seem to have a “Turn away from me” label on them? (people with disabilities, people of a different race, people who speak with an accent, people who live in homelessness, etc.)
     3. Remind students that no one said anything negative to them; it was just in our nonverbal communication – our body language and our expressions. Without words, they got the message. We need to pay close attention to our body language and nonverbal expressions as well as our words.
  3. Discussion:
     1. What can we do to change our nonverbal behaviour to help everyone feel included?
     2. What do people from groups that are left out or excluded sometimes do? (sometimes they get together and form their own groups and isolate themselves; perhaps this happened during this activity.)
     3. Any new thoughts about why members of excluded groups act in society the way they do?
     4. Any new insights on how being in an oppressed group feels?

1. Define prejudice, inequality, marginalized communities
   1. Read the slide, talk about it, give examples
2. Brainstorm reasons why groups of people might be excluded
3. Exit Ticket

Launch Activity – Kairos blanket exercise (45 min activity, 45 min debrief)

* Circle debrief during the exercise.
* Classroom debrief afterwards with just our class

Lesson 2 – Intro of project/Indigenous history (1 – 2 blocks)

* + - 1. Introduce project
         1. Explain that we are starting a new unit/project in Social Studies where we will focus on listening to stories of different marginalized communities in Canada and work towards reconciliation by honouring these stories in unique ways.
         2. Read the Driving Question
      2. Review of key terms – prejudice, inequality, marginalized communities
      3. KWL Chart
         1. Topic: Marginalized Communities
         2. Fill in what they know and what they want to know about this topic
      4. Indigenous Lesson (following the blanket exercise)
         1. “A Day to Remember”

Think about a day or celebration that was awesome

On a sticky note, record this day/celebration in word or picture form

Post this sticky note onto the board under where it says “A Day to Remember”

* + - * 1. Shi-shi-etko

Review terms: residential school, healing

While reading, on a new sticky note, record using words or an image, a special moment Shi-shi-etko describes in her last four days with her family

[Shi shi etko - YouTube](https://www.youtube.com/watch?v=Sdi6eCrfzlY)

After reading, place sticky note on the board under where it says “Shi-shi-etko’s Memories”

When you place these on the board, look for similarities between our memories and Shi-shi-etko’s memories.

Why was Shi-shi-etko so determined to keep these memories?

* + - * 1. Discuss:

What was your favourite part of the story Shi-shi-etko?

How does Shi-shi-etko teach us to appreciate all things?

Why is it important for us to know about residential schools?

* + - 1. Journal (reflecting on the blanket exercise and story read today)
         1. What have you learned from the story shared today and the blanket exercise?
         2. What feelings do you feel after listening to Shi-shi-etko’s story and the blanket exercise?
         3. What questions does today’s lesson and blanket exercise leave you with? What do you want to learn more about?

Extra Resources:

* [Outreach Canada Ministries > Ministries2020 > Resources > Yummo > Yummo Comes Home Video](https://outreach.ca/Ministries2020/Resources/Yummo/Yummo-Comes-Home-Video)
* [More Diversity Activities for Youth and Adults (psu.edu)](https://extension.psu.edu/more-diversity-activities-for-youth-and-adults)

Lesson 3 – Black History Lesson (1 – 2 blocks)

**Powerpoint**

* \*\*Give instructions for journal entry so they can write as they learn
* Follow along Powerpoint – share what you know as you go through pictures, ask students what they know
  + First slide has two 4 minute videos – second video is quite INTENSE
  + Martin Luther King Jr. slide has a video – 3 minutes

**Journal**

1. What is something you learned about Black History that you didn’t know before?
2. How has the black community faced injustice in the past?
3. In what ways does the black community still face injustice?
4. What can we do to make a difference for those who face racism?

**Books to read at your leisure (I just have to get them from Rebecca)**

* Ruby Ridges
* Rosa Parks

**Other Videos**

Awesome speech I love:

<https://www.youtube.com/watch?v=Jp9pyMqnBzk>

Obama

<https://www.youtube.com/watch?v=md68cIq-I4g>

Oprah

<https://www.youtube.com/watch?v=P_6YJEfRLDM>

<https://www.prodigygame.com/main-en/blog/black-history-month/>

1. [Current Black political issues](https://blacklivesmatter.com/)
2. [Black mental health](https://www.nami.org/Blogs/NAMI-Blog/July-2018/Challenging-Mental-Health-Stigma-in-the-Black-Comm)
3. [Stereotypes and microaggressions](https://www.tolerance.org/magazine/teaching-firstgraders-about-microaggressions-the-small-moments-add-up)
4. [The history and impact of Black culture](https://www.scholastic.com/teachers/activities/teaching-content/culture-and-change-black-history-america/)
5. [The history of hip hop](https://teachrock.org/lesson/the-historical-roots-of-hip-hop/)
6. [African Americans and the Vote](https://asalh.org/asalh-announces-2020-black-history-theme-african-americans-and-the-vote/)
7. [The Black Family: Representation, Identity, and Diversity](https://asalh.org/black-history-themes/)

Lesson 4 – South Asian History Lesson

* Brainstorm what we know about India: farming, movies, historical events, population, languages, religions, famous people, holidays 🡪 students research briefly about each of these and then share with the class.
* Watch the Komagata Maru video: [The Sikh migrants who challenged Canadian immigration law - YouTube](https://www.youtube.com/watch?v=eZyvg_87e6o)
* Exit ticket – South Asian Making Connections handout

Lesson 5 – East Asian History – Immigration to Canada (1 – 2 blocks)

* **Back-to-back, face-to-face - Questions**
* Ask students the following questions
  + How would you feel if you moved to a new country where no one new you?
  + If your sibling did something you know is wrong, but you got punished for it, how would you feel? Why?
* **PowerPoint**
* Work through the PowerPoint
  + Have students watch the video about Chinese immigration to Canada
  + [The History of Chinese Immigrants in Canada](https://www.youtube.com/watch?v=u-efOT7nJRQ&t=57s)
  + Reiterate some of the main points through the slides
  + Show the videos about Japanese & the attack on pearl harbor
  + [The Attack on Pearl Harbor - YouTube](https://www.youtube.com/watch?v=DNV8enpVwok)
  + [Heritage Minutes: Vancouver Asahi - YouTube](https://www.youtube.com/watch?v=wBv-MYAf9P0&t=2s)
  + [This Week in History Season 2 Episode 26 Japanese Canadians - YouTube](https://www.youtube.com/watch?v=hDZ8O3YV1T8)
  + Talk about why there was fear of Japanese
* **Reflection Questions:**
* Have students respond to the reflection questions on the activity sheet
* Have students share some of their responses in small groups, then with the whole class

Listening Lesson #1 – Active Listening

Learning goals:

* Reflect on the power of listening to others, and the power of being listened to.
* Understand and practice tips for active listening

1. Telephone

* Purpose of this is to get students to think about what it means to listen well.
* Students stand in a circle.
* Whisper a phrase into a student’s ear
  + Could choose something related to the lesson, or whatever you’d like.
  + “I want to know what it feels like to listen and what it feels like to be heard.”
* Go around the circle, have the student at the end share what they heard.
* Discuss: What happened to the original message? Was it easy or difficult to hear the message? Why do you think it might have been difficult? (answers may include: the person was whispering, we weren’t making eye contact, other people were talking or laughing, it’s hard to understand an isolated word or phrase without any context)

1. Role Play Activity – students will work with a partner, choose someone to be Partner A and who will be Partner B. Complete the activity, then switch roles and complete the activity again. (See attached handout)
   1. Reflect on activity together as the LISTENING partner and the SPEAKING partner.
   2. Talk about what Active Listening might look like (being totally present, attentive to what the speaker is saying and how they’re saying it, body language - make eye contact, posture is relaxed and friendly, make gestures when appropriate to show your interest, empathize with their thoughts or feelings, may need to ask questions to clarify the speaker’s message, etc.)
   3. Do over – have students do this activity over but practice active listening. Students record what their partner says so they can share it with the class.

Listening Lesson #2 – Listening to those you disagree with

* How to listen to someone when you disagree with them, disagreeing respectfully

Listening Lesson #3 – Listening with your Body, Heart, and Mind

* How to prepare our hearts, bodies, and minds when someone is going to share something important with us.

Final Project – honouring stories

* Students will research a person from one of the marginalized communities we learned in class.
* They will research information about the early life and adult life of this individual and explain in what ways this person was marginalized.
* Students will use their research to write a “Where I’m From” poem about this person’s life story. They will also create a portrait in Art to represent them visually. Their story and Art will be put on a story walk display for other Grade 6 classes and then for the PBL showcase in March.

Feedback:

* Good resources for stories – more guest speakers