

DIVERSITY BRIDGE-BUILDING

Exploring the Wider Worlds of Difference and Connection

A Classroom or School Event



LESSON: Diversity Bridge-Building **GRADES:** 6-12

Length of Lesson:

- 8 class periods (about 50 minutes each)

Standards Addressed:

- (Minnesota – Language Arts) Reading Informational Text and Literature 5.7; Writing 6.7; Speaking, Viewing, Listening, and Media Literacy 9.1, 9.2, 9.4

Objectives:

Students will be able to.....

1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
3. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
4. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
5. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organizations, development, and style are appropriate to task, purpose, and audience.

Materials Needed:

Paper, pencils, computers with internet access and printers, global map, strips of paper for paper chains, classroom board for brainstorming, poster-board, large pieces of cardboard, family survey responses, community leaders, available senior citizens, tables/chairs for interviewing, tables to be used as booths at fair, garbage cans, a place to hold the fair, any materials needed for the booths, available bulletin board, cameras, markers, colored pencils, glue, scissors.

Meeting needs of individual, ethnic, and diverse students:

Example – use of multiple learning styles (tactile, verbal, auditory, visual, cooperative, etc.), use of multiple discussion formats (linear, non-sequitur, partner, groups, etc.)

TACTILE, VERBAL, AUDITORY, VISUAL, COOPERATIVE, KINESTHETIC, LINEAR, VARIOUS MULTIPLE INTELLIGENCES

Agenda:

DAY 1

About 5-10 minutes

Anticipatory set – On a piece of paper, ask students to write down what their culture or heritage is. Then, ask them to write down three specific activities their family does that shows that culture or heritage. No names on the papers. Collect. Share with the class. Ask if students have ever spoken with grandparents or other relatives about cultural traditions. The goal is to stimulate the prior knowledge of students, establishing a foundation for adding new information.

****At some point near the beginning of the unit, distribute the paper strips to the other teachers in the building. This will give them several days to have their students record their names on the strips of paper and return them to you.****

About 10-15 minutes

Hand out and explain the assignment sheet for this project. Assign or let students choose which country to research.

About 25-30 minutes

Workday to begin researching the country selected.

DAY 2

Workday to continue research and create poster/display.

DAY 3

About 20-30 minutes

Brainstorm ideas of questions students would like to ask community leaders and senior citizens that relate to the country they have been researching. Have students create a list of 10 questions for interviewing at the community walk with local leaders, and then 10 more questions and topics for the meeting with senior citizens.

About 20-30 minutes Have students decide which booth to operate during the fair. Record names so that you know who is doing what. Explain what each booth will do, and allow students to use remainder of classtime to begin researching for their booth activity (dance, cuisine, craft, etc.)

DAY 4

Community Walk. (see instructions on attached teacher sheet)

DAY 5

Field trip to senior center or nursing home. Students meet with seniors and learn about specific cultures/heritages first-hand.

DAY 6

Workday to finish research and poster/display.

DAY 7

Multi-Cultural Fair. (see instructions on attached teacher sheet)

DAY 8

Most of classtime.

Bulletin Board. (see instructions on attached teacher sheet)

Last 2 minutes of class

(Closure Activity) Exit Ticket. Have students write down two new things they learned and the best part of this project.

Assessment(s):

Poster/display, interviewing questions, interactions with fair-goers about the culture they showcase, bulletin board, actual booth activity during the fair

Diversity at School : Diversity Bridge-Building TEACHER INSTRUCTIONS

Overview of Activities to be Completed:

- Letter home to parents
- Letters sent to business leaders within the community
- Community walk
- Visit with seniors willing to share cultural heritage with students
- Multi-cultural fair at the school
- Bulletin board
- Be sure to consult with school administration about this project, as it will involve the entire school and community In the end

Step 1: Send a letter home to parents informing them of this class/school project, and ask for their participation.

This letter should basically outline this project, or even include the assignment sheet. Attached to this letter, include a brief survey for parents to complete about their cultural heritage. Ask questions like: What games did you play as a child? What holiday or festival did you celebrate as a child? Describe your favorite childhood toy, and how you acquired it. How do you celebrate birthdays and weddings? Etc. Etc. Consider having the students contribute questions to include on the survey.

Step 2: Send a letter to community business leaders informing them of this class/school project, and ask for their participation. (This could also be accomplished through phone calls.)

This step will require some advance planning on the teacher's part. Many of these things can be taken care of months in advance.

1. You will need to compile a list of willing participants for students to interview. Have students decide upon a list of questions to ask each leader. Then, set a date for these leaders to come to school on the same day. Set them up at tables with chairs. When students arrive, students can rotate through the leaders to interview them. Depending upon the number of willing participants from the community, you will likely need to have several students interview each one at a time. This interviewing process is called the **Community Walk** aspect of the lesson.
2. Contact your local TV news station. Tell them of your plans, and ask if they would be willing to participate or even offer news coverage of your activity. News stations have great community impact, and would be a wonderful addition to the project.
3. Contact local senior centers or nursing homes. Look for citizens or residents of cultural diversity that would be willing to be interviewed by students. Set up a field trip day so that students can interact and question with people who could offer valuable cultural heritage information for students. Work with students to create a list of interview questions and a list of topics to discuss. Possible ideas: cultural stories, folk tales of the culture, key traditions and celebrations of the culture, customs, beliefs, cuisine, music, etc.

Step 3: Plan a Multi-Cultural Fair at your School.

Again, this step will require advance planning on the teacher's part. Create a schedule, be organized, and be prepared to emcee the event. Many of these things can be taken care of months in advance.

- Students will work in small groups to research a specific country. Pre-select country choices for students based on the cultural diversity represented in your classroom. Have students research:
 - Clothing
 - Cuisine
 - Music
 - Entertainment
 - Traditions or customs
 - Celebrations or festivals (holidays)
 - Housing

- Work with students to decide on several booths for the fair that celebrate and inform of the specific cultures researched. Students will operate the booths as visitors walk through the fair. Students should dress true to the culture. Ideas for booths:
 - Cuisine sampling
 - Learn a cultural dance
 - Craft-making from a specific culture
 - Face painting
 - Talent or variety show that highlights the cultural talents of students throughout the school
 - Play a traditional game
 - Photo options using a large cut-out. (Often seen at zoos or malls, people can add their faces behind the cut-out and have their photo taken looking very cultural!)
 - Candy booth that has candy from around the world for sale.

- **IMPORTANT!** Have several students responsible for walking around during the fair and snapping pictures of the fair in action. Get some candid shots of people interacting with other cultures. Use disposable cameras if no digital cameras are available for student use.

- Arrange for a large area to be available to hold your fair, possibly the cafeteria or gym – even outside if it will be a nice day.

- Arrange for tables for booths, materials that need to be used during your fair (face paint, beverages, garbage cans, craft materials, AV equipment, materials for games, cameras, etc.). You will need to make a list of everything you need ahead of time, and these will likely vary with each class/school.

- Decide upon a date for your fair. During a school day, students throughout the school will likely attend. Evening time will likely allow more families and community members to attend.

- Arrange for clean-up to be done after the fair is done – in advance. Students should be as involved in this part of the project as they were with every other part of the project. Contact any others as needed.

- If possible, create a flyer for distribution throughout the school and community about your fair. Allow students to advertise during announcements at school and hang flyers throughout the school.

Step 4: Create a bulletin board that showcases the projects, people, and activities at the fair.

- The bulletin board should be a prominent place in the school, maybe near the entrance.
- Have the film developed or make the digital photos available for students to print.
- Hand out strips of paper to all teachers in the building. (These could be distributed easily in the mailroom with a note of instruction attached.) Teachers should have each student write their name on the paper, and then return the papers to your mailbox. Students will make paper chains of the names to hang throughout the school and around the bulletin board.
- Have students decorate the bulletin board using a global map marking all the countries researched for this project, flags of those countries, and photos from the fair.
- Display the posters from the projects throughout the school as well.

RaceBridges Comment

The above lesson with its school and classroom activities explores Bridge-Building Diversity in a streamlined brief style for busy teachers and leaders. It also allows for local creativity and changes as they relate to your context and geography.

Enjoy!

- See many other lessons, stories and videos on a variety of diversity themes on this site. (<http://RacebridgesForSchools.com>)



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Diversity at School

Diversity Bridge-Building Assignment and Rubric (100 points)

Name _____

Hour _____

This is a large project that will take several steps to complete. Follow the directions for each step.

Step 1: Letter Home

10 points

You will be responsible to take a letter home, and to have an adult family member complete the survey attached.

Step 2: Community Walk

20 points

1. You will be responsible to create questions and interview members of the community about their culture/heritage.
2. You will be responsible to meet with a senior citizen from the community, and have them give you information about their culture. You will create a list of questions and topics to discuss. This will be a field trip day. Bring a pencil and notebook to record any information.

Step 3: 3-D Poster or Display

20 points

- Research a country and create a poster or display that includes the following information:
 - Clothing
 - Food
 - Music and Dance
 - Entertainment
 - Traditions/Customs
 - Celebrations/Festivals/Holidays
 - Housing
 - Flag
- Include pictures and brief details (1-2 sentences) for each of the above.

Step 4: Multi-Cultural Fair

30 points

- Choose a booth or activity to complete during the fair that is based on your research. Design your booth according to your choice. Choices:

- Cultural food sampling (choose and make at home)
- Teach a cultural dance (learn a dance from the country and teach others during the fair)
- Cultural craft-making (make a traditional craft of the country to display or teach others to make it during the fair)
- Face-painting (learn traditional forms of face-painting for a country and perform it during the fair)
- Talent/Variety show (learn a traditional talent or activity and perform it at the fair)
- Traditional games (learn a game from the country and teach others to play it at the fair)
- Cardboard cut-outs for photos (create a cardboard cut-out that people can stand behind and have their picture taken. Alternate taking pictures at this booth and throughout the fair)
- Vendor (sell cultural treats and snacks to visitors)
- All students will be responsible to help set-up and take-down the fair, and help to clean up the area throughout the duration of the fair.

Step 5: Bulletin Board

20 points

- Gather together all strips of paper with student names on them and make paper chains.
- Using a global map, pinpoint or mark the location of each country the class researched for this project.
- Look through all photos taken during the fair and select pictures to be displayed on the bulletin board.
- Add the flags of each country researched in this project to the board.
- Hang or display the projects all over the school.

TOTAL _____ / 100