

Title of Lesson: Understanding Social Diversity

Date of Creation:
July 30th, 2022

Creator of the Lesson:
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Grade Level:
K-3 (4-8 years old)

Subject:
English, Social
Science

Time Duration:
40 minutes

Summary of Lesson:

The lesson will begin with a story that teaches students about differences, treating others with kindness and being understanding. We will explore socially diverse behaviors that are harmless, as well as inappropriate harmful behaviors. The students will learn to acknowledge the difference between these two things, and how to respect and respond appropriately to social and learning differences.

DSE Alignment: The DSE tenet addressed in this lesson centers around encouraging students to assume competence in their neurodiverse peers, and to reject the narrative that those who behave or learn differently are inferior.

Lesson Objectives and Assessments:

Objective 1: Recognize and understand the difference between harmless behavior that is just different, and harmful behavior that requires intervention.

Assessment 1: Come up with a scenario for each type of behavior and have the students act them out. Have the rest of the class discuss whether this behavior is acceptable or not.

Objective 2: Learn how to respond in ways that are kind and supportive, and respectful ways to request intervention from their teacher when necessary.

Assessment 2: For each scenario presented, the students will come up with appropriate ways to respond. The teacher will guide and facilitate the discussion while allowing the students to come up with their own ideas.

Teacher Guide:Anticipatory Set:

Ask the students what are examples they can come up with of good/bad behavior, to understand your students' current stance on this topic. How much emphasis you put on each aspect of your lesson should connect with their current level of understanding.

Lesson Progression:

The lesson will begin with a brief discussion to assess the students' current understanding, and continue with a storytime session using the book "Special People, Special Ways". Emphasize that *everyone* is special, because we are all different in our own ways. That is the beauty of human diversity. The teacher will frequently ask questions throughout the story to keep the students engaged. By the end of the book, we should have had the chance to explore various examples of social diversity and how to treat neurodiverse peers with kindness and empathy.

Using these new ideas, we will work together as a class to brainstorm some examples of behavior that is "different", using ones from the book as well as ones that we come up with on our own.

The teacher will introduce the following questions as a guideline for the students to decipher whether or not a behavior is acceptable:

1. Is it hurting you? (Physically, or emotionally).
2. Is it hurting others?

Students will be asked to volunteer to act out certain behaviors/actions that the teacher lists, and the rest of the class will discuss whether or not this behavior is acceptable. They will also be asked "Why" or "Why not?"

Closure: Towards the end of the lesson, students should have a better understanding of social diversity. The teacher will then lead a discussion about ways to build supportive relationships with our classmates, and appropriate ways to request intervention from the teacher if needed. Discuss ways to ask your peers for support, and encourage students to become confident in advocating for themselves. Have the entire class (ensure that both students with and without disabilities participate in this part) share ideas on how they would request help, and work to detach feelings of shame from the need for assistance.

The remaining students who did not have a chance to volunteer to act out any scenarios, will have the chance to do so in the remaining portion of the lesson. This time, the rest of the class will discuss appropriate ways to respond to each scenario, whether it is an example of social diversity that should be accepted, or harmful behaviors that should be addressed

respectfully.

Required Materials/Equipment:

Storybook: Special People, Special Ways.

*Note: For this age group, the teacher will be reading the story to the students and focusing on the plot and message, rather than the exact words written. Please adapt the language used according to what is respectful in your culture, and the preference of your students/environment/institution.

Extensions/Practice:

Be sure to practice and implement the lessons learned continuously in your classroom by reminding students of the 2 questions (Is it hurting you? Is it hurting others?) when they pick on or point out other students' behavior in a negative way. Continue to encourage students to support each other by both asking for and offering help, to normalize the need for peer support.