

MULTICULTURAL LESSON PLAN

NAMES AND IDENTITY

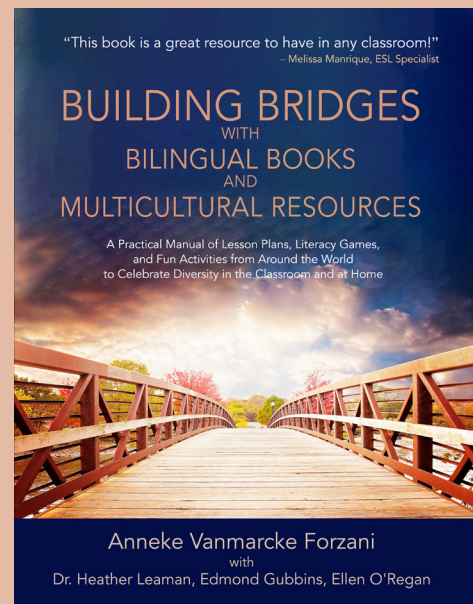
The following lesson plan is from
Building Bridges with Bilingual Books and Multicultural Resources:
*A Practical Manual of Lesson Plans, Literacy Games, and
Fun Activities from Around the World to Celebrate Diversity in the
Classroom and at Home*

Building Bridges helps educators and homeschoolers incorporate cultural diversity in their teaching. It provides the tools to:

- ✿ Build culturally responsive classrooms
- ✿ Create positive connections with dual language students & families
- ✿ Teach children about other languages & cultures
- ✿ Support literacy development among English language learners
- ✿ Foster a welcoming and inclusive learning environment

Building Bridges includes numerous multicultural lesson plans that use bilingual books and diversity activities to support literacy development and build culturally inclusive classrooms. The lessons meet Common Core State Standards and include detailed procedures, assessments, cross-curricular extension activities, and vocabulary-building flashcards. Each lesson incorporates optional ESL activities, accommodations for language learners, and suggestions for involving dual language families.

Also included in the book are games, foods, and crafts from around the world; diverse language profiles; handouts to build community in the classroom; unique multicultural holidays and events to celebrate diversity; and useful links and resources.



Building Bridges with Bilingual Books and Multicultural Resources is available now at www.LanguageLizard.com/Bridges, bookstores, and ebook distributors worldwide.

Theme 1: Cultural Awareness and Diversity

Topic A: Introduction to the Unit - Names and Identity

Goal: Provide children with tools that will allow them to become aware of cultural diversity and to foster relationships based on respect, equality, and diversity.

Snapshot of Lesson:

- **Games** are used (“Greetings your Majesty” & “Walk the Line if...”) to introduce the concept of diversity to the children.
- Children will **discuss** what features of their identity they have in common with their peers, what they have that is specific to their identity, what features of their identity are visible to others, and what features of their identity are invisible to others.
- **Pictures** will be used to encourage the realization of different cultural identities from around the world.
- (Optional): Children will **create a portfolio** of their work in an “All About Me” folder to be added to and developed throughout this unit.

Background Information for Facilitator

An effective starting point in teaching children about cultural awareness and diversity is to begin with the children’s own identities. Each child has a name and that name is linked to their identity. Children’s egocentricity at younger ages sometimes makes it difficult for them to be aware of other people and cultures. We need children to realize that each

person has their own identity. While they may have parts of their identity that are common to others, there are other parts that are distinct and unique.

It would be helpful to know the background and home lives of the children before beginning this unit on cultural awareness and diversity. This will aid the facilitator in selecting appropriate resources relevant to the cultures and languages represented in the group, particularly when using the dual-language books.

Some of the books that may be helpful as a reference for this lesson include: *Lima's Red Hot Chilli* (by David Mills and Derek Brazell), *Handa's Surprise* (by Eileen Browne), and *Augustus and his Smile* (by Catherine Rayner). These titles are all available through the Language Lizard website: <https://www.language lizard.com/>

Informing parents/guardians about this unit on cultural awareness and diversity will aid the facilitator in planning and implementing the lesson plans. A sample note that can be sent to parents/guardians can be found below:

Dear Parent/Guardian,

Over the coming days, we will be working on a unit about cultural awareness and diversity. This unit will explore the cultures and customs of different people from around the world. Children will be using picture books and a variety of activities during this unit. They will also be completing an "All About Me" folder that will allow them to discover and share their own cultural background with the group. If you have any information or materials that you think would be helpful for your child or for the group, I would be very grateful if you could let me know. If you have any questions, concerns, or queries related to this unit, please don't hesitate to contact me.

Yours Sincerely,

For further information, the following websites may be helpful:

- The Pennsylvania State University. (2001). *An overview of diversity awareness*. Retrieved from http://www.wiu.edu/advising/docs/Diversity_Awareness.pdf
- Morris, R.C. & Mims, N.G. (1999). Making classrooms culturally sensitive. *Education and Culture*, 16(1), pp.29-32.
- Southern Poverty Law Centre. (2018). Retrieved from <https://www.tolerance.org/>

Lesson Plan: Names and Identity

Grade Level: K-3 (Note: The activities in this lesson plan can be tailored to suit the needs of the specific group that is being taught, at the discretion of the facilitator.)

Time Frame: 2/3 30-40 minute sessions.

Objectives:

Knowledge:

- Investigate the origins of their own name and the names of the people in their group.
- Establish an understanding of who they are and what distinguishes them from those around them through the creation of an “All About Me” folder.

Skills:

- Compare, contrast, and explore how differences can be used to create positive relationships and connections between themselves and others.

Attitudes:

- Appreciate that our name is linked to our identity.
- Identify the value of respect for others.

Essential Questions:

- What does diversity mean to me?
- How can we celebrate the diversity of our group and the wider community?
- How can we show respect for the unique qualities of others?

Materials and Resources:

- Poster paper.
- Colored pencils or crayons.
- Photographs of children from a variety of cultures, or alternatively, photographs of the children in the group (from home with parental/guardian permission). (e.g., <https://www.boredpanda.com/happy-children-playing/>)
- Folders.
- Parents note explaining the home task.

Linkage and Integration Across Subject Areas:

Language Arts: Vocabulary: Self, Community, Respect, Responsibility, Diversity, Oral language development.

Art: “All About Me” folders.

Geography: Locating our group’s cultural diversity/families’ nationalities on a map of the world.

Vocabulary to be Developed in Lesson:

- identity
- culture
- awareness
- individual
- unique

Procedure:

1. Begin lesson by playing the game “Greetings your majesty” (note: the children should already know their group and the names of the children in their group to play this game).
 - Invite the children to make a circle with their chairs and place one chair outside the circle facing the wall. This is the “throne”.
 - Choose a child to go and sit on the “throne” which faces away from the circle of children.
 - Let the child put on a crown and be the Queen/King.
 - Choose another child to approach the Queen/King from behind, indicating that it is that child’s turn by pointing to him/her (making sure no one gives away who it is).
 - Invite the child that was selected to creep up behind the Queen/King and to say “Greetings Your Majesty” in a silly voice while the person on the ‘throne’ has to guess who it may have been.
 - If the child can guess who it may have been from the voice, he/she gets a round of applause and a chorus of “Congratulations Your Majesty” from the rest of the group and the child who crept up gets a turn. The child can have up to 3 guesses.
2. After the game, engage the children in a discussion about how the Queen or King knew who the person was just by the sound of their voice. Get the children to think what the game would be like if they didn’t know the people in the room (*would it be harder or easier? Why?*). Try to elicit from the children that we know one another by name and recognize each other, which is why the game works.

3. Follow this activity by asking the children about their names:
 - *What is your first name/second name/surname/full name?*
 - *Do you have a middle name?*
 - *Who chose your name? How did they choose it?*
 - *Does your name mean anything within your family or culturally, do you know?*
 - *Is there anyone in your family with the same name as you? Why is that?*
4. If there are children from different cultures present in the room, this would be a nice opportunity to invite them to tell the group a little about their names to ease the group into identifying different cultures.
5. Show photographs of different children to the group. These photographs should be printed large enough for the whole group to be able to see or pass around. Invite children's responses to the questions:
 - *What part of the world do you think this child lives in? Why do you think that?*
 - *What are they doing in the photograph?*
 - *Do you do this at home?*
 - *Can you find anything in the photograph that is the same/different to you and where you live?*
6. Tell the children who the children in the photographs are. Allow the children to say their names aloud.
7. Introduce children to the word "identity" by asking the children to define it, put it in a sentence, etc. This definition can be used as a working definition for the group for the entire unit. It may be useful to write this definition down and display it somewhere in the room for children to refer to regularly.
8. Explain to the children that we will be creating an "All About Me" folder that explores each person's identity in the group. Each child will be able to write, draw, or stick in pictures that would tell a visitor to the room who they are and what they like to do. Emphasize that their parents/guardians can help at home when the children bring the folders home. The parents should discuss the folders with the children and help them to insert photographs, write a little about themselves, and/or draw pictures (a parental/guardian note home may be required). Encourage children to focus on specific details for this task such as their family origins and family tree.
9. Send the folders home with the children this evening. Encourage them to insert details that they may not even know about themselves yet, with parental/guardian assistance. A helpful question such as: *What parts of your identity can you see/ not see on the outside?* This may get children thinking about the visible and invisible aspects of our cultural makeup.

10. In the next session, follow up on the work of the previous lesson by inviting children to share with one another their work. Circulate around the room as the children are sharing with their pairs/groups and support children through questioning to get them thinking about how their folders compare to those of their peers.
11. Play a game with the children to highlight the things that are common to everyone in the group, distinct to some children in the group, and unique about each person in the group (e.g., Guess who? Walk the line if...).

Instructions for “Walk the line if...”:

- Ask everyone to gather on one side of the room/line and face towards its center.
 - Identify ground rules:
 - i. No talking, laughing, nonverbal messages during the activity.
 - ii. Respect each person by keeping anything that is shared confidential.
 - Call out specific categories/labels/descriptions, and ask that all of those to whom this applies walk to the other side of the room/line (e.g., *walk the line if you wear glasses*).
 - Once there, the child turns and faces the crowd he/she just left.
 - After a few seconds, continue with a new question. Remember, there is no pressure to cross the room/line if they don't feel comfortable doing so.
 - Begin with visible features of the children's identities but then try to get children to think about the hidden features that make up the children's identities also (e.g., *walk the line if you speak a language other than English*).
 - At the conclusion of the activity, discuss what was felt and what was learned.
12. After the activity, invite the children to return to their desks. Engage in discussion about the activity they have just completed:
 - *What parts of our identity do we share in this group? Why do we have these things in common?*
 - *What parts of our identity are different? Why are they different?*
 - *If someone is different than someone else, what does that mean?*
 - *Can you be friends with someone who is different?*

Assessment:

“All About Me” Folder: children create and maintain a folder containing key information about themselves (including written, pictorial, and photographic information). If the folder is used in a school situation, it may be brought between home and school as the unit progresses and may be filled in with parental/guardian assistance. The folders will be used to stimulate discussion with other children and compare and contrast their folders with the folders of other children.

Facilitator Observation: of responses to questioning, of folders.

Facilitator Questioning: from a range of lower to higher order questions.

Accommodations/Differentiation:

Differential Process:

Invite children who may struggle with writing to include more visual elements in their "All About Me" folder, support their responses to questions by modelling the process with advanced children first, pre-teach them important vocabulary around the topic, etc.

Differential Product/Response:

Advanced children can be invited to present their folders to other groups, write extensively about themselves using descriptive language, etc.

Extension Activities:

Inventing new names for themselves – Why would you pick that name?

Creating a family tree of names.

Music – Singing "It's a Small World."

Group jigsaw art project – How do we all fit together?