

Your lesson plan

Topic/Lesson Title:

DIVERSITY AND EQUITY

Promoting Equity in Diverse Classrooms: A Hands-On Approach

Author:

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Methodology:

brainstorming, deduction, acting out, visual thinking routines

Aims/Goals or SWBATs (Students will be able to.....)

Students will understand the concept of equality and equity, its importance in a diverse society, and ways to practice it in their daily lives.

Age group:

10 - 15

Level:

primary / secondary

Time (Lesson duration): 45 - 60 min

Materials:

- Sheets of scrap paper (one per student).
- A box or trash can for the target.
- A whiteboard or large chart for visuals.

Lead-in *What's going to happen here to introduce your students to the topic?* Time _____

1. Paper Toss Activity (15 Minutes)

- **Objective:** Have students experience the concepts of equality and equity firsthand, without prior explanation.

1. Setup:

- Place a box or trash can at the front of the room as the target.
- Assign students their current seats (without explaining why some are closer or farther from the box).
- Hand out one sheet of paper to each student.

2. Explain the Rules:

- Instruct students to crumple their paper into a ball. Their goal is to toss the ball into the box while remaining seated.
- Everyone has the same opportunity: one ball and one throw.

3. First Attempt (Equality):

- Allow all students to throw their paper ball. Some students will find it easy (closer seats), while others will struggle or fail (farther seats).

4. Debrief Round 1:

- Ask students:
 - "Was it fair that everyone had the same chance to throw?"
 - "Why did some people have a harder time?"

5. Second Attempt (Equity):

- Adjust the positions: Allow students farther away to move closer or stand up while those nearby stay seated.
- Let everyone throw again.

6. Debrief Round 2:

- Ask students:
 - "How was this round different?"
 - "Did everyone have a better chance to succeed? Why?"

What can students predict or do to get started with the lesson? Time _____

In this lesson the students are immediately immersed in the experience of the paper toss activity and are instructed to give ideas based on their experience.

What vocabulary could teachers focus on? What needs to be pre-taught? Time _____

Reflection and Vocabulary Introduction (10 minutes)

Objective: Guide students to define equality and equity based on their experience.

1. Class Discussion:

- Ask:
 - "What did we learn from the paper toss?"
 - "Did giving everyone the same opportunity work for everyone?"
 - "How did adjusting the rules help?"

2. Introduce Vocabulary:

- **Equality:** Everyone gets the same.
- **Equity:** Everyone gets what they need to succeed.

What kinds of activities can students do to deepen their knowledge? Time _____

Application: Everyday Scenarios (15 minutes)

Objective: Apply the concepts of equality and equity to real-life situations.

1. **Scenario Cards:** Present 2-3 scenarios and discuss how to make each situation equitable. Examples:
 - **Scenario 1:** A student has dyslexia and struggles to read instructions on the board quickly.
 - **Scenario 2:** A student with ADHD has difficulty focusing during a group project because of noise.
 - **Scenario 3:** A student has trouble completing a timed quiz because they process information more slowly.
 - **Scenario 4:** A student cannot write quickly due to a physical injury.
 - **Scenario 5:** A classmate struggles with loud classroom transitions due to sensory sensitivity.
- **Present the Scenario:** Divide the class into small groups and assign each group a scenario related to equity in the classroom (e.g., dyslexia, ADHD, sensory sensitivity). Provide the basic context but do not immediately suggest solutions.
- **Student Brainstorm:** Ask each group to discuss and come up with ways the teacher or classmates could support the student depicted in their scenario. Encourage them to use simple English phrases (e.g., "Give extra time," "Let them move to a quiet place," "Help with reading").
- **Act It Out:** Each group prepares and performs a short skit where they act out the problem and then show the equitable solution they discussed. Ensure students use simple language and expressions to communicate their ideas clearly.

What kinds of questions can students answer from the activities? What should they notice or analyze? Time: 5 min

1. **Class Guessing and Discussion:** After each skit, the rest of the class guesses the situation and suggests additional solutions. Use guiding questions like "What did you notice?" and "How could we help this student more?"
2. **Reflection:** After each skit, ask the actors to share their feelings:
 - "How did it feel to be the student with a disability?"

- "How did it feel to be the teacher or classmate helping?"
- "How did it feel to be other people in the class?"

What are other follow up (or homework) activities that can be included?

Wrap-Up and Assessment (5 minutes)

Objective: Summarize the key learning points and assess student understanding.

1. **Key Takeaways:** Recap:
 - "Equality means everyone gets the same."
 - "Equity means everyone gets what they need to succeed."
 - "Fair doesn't always mean the same!"
2. **Visual Thinking Routine:** Show the "Fence Activity" picture (people of different heights looking over a fence). Ask:
 - "Which picture shows equality? Which shows equity? Why?"
3. **Assessment:** Use an exit ticket. Ask students to complete the following prompts:
 - "Equality is..."
 - "Equity is..."
 - "An example of equity is..."
4. Collect the exit tickets to check for understanding and provide feedback.

Other thoughts about this lesson plan:

The lesson plan effectively combines hands-on activities, visual aids, and real-life scenarios to promote understanding of equality and equity. By experiencing fairness and accommodations firsthand through the paper toss activity, students are introduced to the concepts in a relatable way. Acting out scenarios allows them to develop empathy and problem-solving skills while simplifying the ideas for their language level.

Depending on their language level these activities can be adapted. Higher level students can use a more versatile language, and they can do these activities in writing as a follow-up activity.