

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care
Module 2: Understanding Identity and Intersectionality**

Lesson #11 – Building a Community of Care

Learning Goal: To understand who we are as a community of learners and how we can work together to create a safer and supportive learning environment.

Key Vocabulary

Equity - The practice of ensuring fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities. Access to services, supports and opportunities and attaining economic, political and social fairness cannot be achieved by treating individuals in exactly the same way. Equity honours and accommodates the specific needs of individuals/ groups.

Inclusion - An approach that aims to reach out to and include all people, honouring the diversity and uniqueness, talents, beliefs, backgrounds, capabilities and ways of living of individuals and groups.

Community of Learners - can be defined as a group of people who share values and beliefs and who actively engage in learning from one another—learners from teachers, teachers from learners, and learners from learners. They thus create a learning-centered environment in which students and educators are actively and intentionally constructing knowledge together. Learning communities are connected, cooperative, and supportive. Peers are interdependent in that they have joint responsibility for learning and share resources and points of view, while sustaining a mutually respectful and cohesive environment.

Curriculum Connections

Language:

Oral Communication -

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading –

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing –

1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

Tools and Materials

- Lesson 11 PowerPoint slides
- *The Day You Begin* by Jacqueline Woodson (Borrow from Emax/Sora or Video link in lesson)
- Chart paper or whiteboard
- [Reading Response Choice Board handout](#)

Educator Pre-reflection

Before engaging in this lesson, consider/think about...

What is my understanding of the terms equity and inclusion?

What does equity and inclusion look like in my classroom?

“Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.” (Dei et al., 2000)

Student Pre-reflection

Before you begin, think about...

Think about a time when you were new to a class or a group.

How did you feel when you first entered the room?

Provocation

Group Brainstorming:

Decide how you want to display a chart such as the one below and record responses.

Ask the class, **“What does a caring community of learners look like, sound like and feel like?”**

Use the following probing questions as the class considers each column in the chart:

Looks like – What might you see or notice as the community learns together?

Sounds like – What might you hear people saying, when they agree? When they disagree or have a conflict?

Feels like – How do learners feel in a caring community? What makes them want to learn? What makes them want to show up?

Record all ideas in a chart such as the one below.

A CARING COMMUNITY OF LEARNERS

Looks like...	Sounds like...	Feels like...

Learning Task/Activity

READ ALOUD:



Before Reading - Everyone feels they don't belong sometimes. Maybe you look different from other children in your class. Maybe you like different games or food. Maybe you come from a different country and no one

seems just like you. It's sometimes hard, but it's also an opportunity to learn about yourself and to teach others about your world. Today we are going to read a story that will help us think and talk about our own classroom community.

During Reading – This story is about a few different kids and how they feel like they don't fit in at school or with their friends. While you listen, if you can make a connection with something that's happening in the story – if something like this has ever happened to you or to someone you know – post a thumbs up in the chat." Let's listen together:

Depending on what will work best for your students, you can read the book aloud yourself (available on Sora/OverDrive) or have students watch the author read the story - [The Day You Begin](#). You may want to do both so that students have more opportunities to make observations and connections.

After Reading – Now that we have finished reading the story, let's use this chart to talk about some of the characters.

Character	How might this character have been feeling at this point in the story?	Why did they feel different from everyone else?
 <p>Rigoberto</p>		
 <p>Angelina</p>		



Student having lunch

Other characters?

If we want to be a caring community of learners, we must make sure that EVERYONE feels like they are an important part of our class, no matter who they are, how they act, what they can or cannot do, what they have or do not have. EVERYONE MATTERS. EVERYONE.

If the characters in the story were children in our class, what could we do to make them feel like they belong?

Now, let's go back to our looks like, sounds like, feels like chart and see if there is anything we would like to add or revise based on our conversations. Now that we are all in remote learning/learning from home, what else might we need to keep in mind and add to our chart?

As a caring community of learners, we should all be able to ask for what we need from this group. We should also recognize that we need to give things to our community. Think to yourself for a moment. What is one thing that you need to help you feel safe and supported in this community of learners? (Post your ideas in the chat or create a list together) What is one thing that you will give to this community of learners to make it safer and more inclusive of everyone? (Post your ideas in the chat or add them to the class list).

Consolidation

Reading Response Choice Board: Choose one or two (teacher's choice) of the following to respond to the story. Encourage all students to use any available voice-to-text software to create their written response and develop their ideas.

TEXT FEATURES/ANALYSIS:

As you learned from the video, the illustrator, Rafael Lopez, has placed rulers in the illustrations throughout the book. Think back to what you heard in the video.

MAKE A CONNECTION

Were you able to make a connection with something that happened in the story? Did you post a thumbs up in the chat? Write or make a voice recording

AUTHOR'S MESSAGE:

What main message is the author trying to give to the reader in this story? How do you know? Give evidence from the text to support your response.

<p>Why are the rulers there? What do they represent? Give some real-life examples of this.</p>	<p>describing your text-to-self, text-to-text, or text-to-world connection.</p>	
<p><u>BOOK REVIEW:</u> Write a review of this book explaining the themes of the story, who might be interested in reading this book and what you liked or didn't like about the story. Give it a rating out of 5 stars.</p>	<p><u>POETRY OR SONG:</u> At the end of the video, author Jacqueline Woodson asks the question, "What makes you so fabulously different from everyone else you meet?" Write a poem or song in response to this question and focused on the themes of the book.</p>	<p><u>WRITE A LETTER</u> Write a letter from one of the characters in the book to the rest of the class. What might that character say? What might they want others to understand about them?</p>

Educator/Student Post-Reflection

At the end of the day, I want everyone in our community of learners to feel...

So, I will...

Ideas for Going Deeper/Further Resources

Watch the recording of this song and encourage students to do the actions – [I want you to be nice to me](#)
Lyrics and Music by Christopher Mark D' Souza - <http://chrisdsouza.ca/songs.html>

- Read some other community building texts as a class (all available on Emax/Sora):
 - **The Invisible Boy**
 - **Be Kind** by Pat Zeitlow Miller
 - **What Does it Mean to be Kind?** By Rana DiOrio
 - **We're All Wonders** by R. J. Palacio
 - **The Most Magnificent Thing** by Ashley Spires