

**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

- *The Day You Begin* by Jacqueline Woodson (Borrow from Emax/Sora or Video link in lesson)
- Chart paper or whiteboard

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/Minds On

Group Brainstorming:

Display the words below and ask the class **“What does it mean to have a caring community of learners?”**
Give time for students to think individually and then have each student share one idea. Record all ideas on a brainstorming web.

CARING COMMUNITY OF LEARNERS

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 I read, if you can connect with something that's happening in the story – if something like this has ever happened to you – you can give a quiet thumbs up with your hand or 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>Angelina</p>		
 <p>Rigoberto</p>		
		

Student having lunch		
Other characters?		

We want to be a caring community of learners. This means that we all have to care for each other and make sure that EVERYONE feels like they are an important part of our class.

Think about the chart we just completed together. If the characters in the story were children in our class, what could we do to make them feel like they belong?

Consolidation

1. As a class:

- a. add any ideas from the previous discussion to the brainstorming web that was created at the start of the lesson.

2. Individually: (Give each student an opportunity to share. Be sure to share your own responses as the educator)

- a. Share one way that our community of learners can support/help you, especially while we are learning at home.
- b. Share one way that you will support/help others in our community of learners, especially while we are learning at home.

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

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