

Gender Box Lesson Template

Lesson Title: Looking at Picture Books (Violet #3)

Time	Steps/Activities	Social Justice Approach/ Strategy	Assessment
	<p>Minds On</p> <ul style="list-style-type: none"> • Establish a positive learning environment • Connect to prior learning and/or experiences • Setting the context for learning 	<ul style="list-style-type: none"> • About • For • As 	<p>Assessment Opportunities</p>
	<ol style="list-style-type: none"> 1. Say: “Yesterday, we talked about all of the ways that we are different from each other. Let’s review our anchor chart from last time. Is there anything else that you want to add to our list?” 2. Introduce the story, “Violet.” Say: “Today, I’m going to read you a story about a girl named Violet, who is different from the other children in her class. As I am reading, I want you to think about how Violet is different, and how she feels about being different.” 3. Read aloud the book, “Violet” by Tania Duprey Stehlik 4. After reading the book, ask some of the following guiding questions to encourage discussion and to make meaningful connections to the text: “How did Violet feel about the first day of school?” “Have you ever felt nervous about being in a new situation?” “Why do you think it was important for Violet to “fit in”?” “Have you ever felt like you didn’t “fit in”?” “What happened to make Violet feel different from her friends?” 5. Say: “In the book, Violet feels like she doesn’t fit in because she is the only child who has a blue father and a red mother.” Introduce or review the term “mixed race” to describe children whose parents have different cultural or ethnic backgrounds. Add this term to the anchor chart, if it is missing. 		
	<p>Action</p> <ul style="list-style-type: none"> • Introduce new learning or extending/reinforcing prior to learning • Providing opportunities for practice and application of learning (guided/independent) 	<ul style="list-style-type: none"> • About • For • As 	<p>Assessment Opportunities</p>

	<ol style="list-style-type: none"> 1. Say: “At the end of the book, Violet’s mother tells her, “You shouldn’t worry about being like other people. Just be yourself. People should like you for who you are, not what colour you are.” Ask: “What is it called when people are excluded or treated differently because of their race or ethnicity?” 2. Introduce or review the words, “racism” and “discrimination”. Make explicit connections between these definitions and the idea that it is not OK to exclude someone for being different. Re-enforce the idea that in our society, and in our classrooms, it is our responsibility to make sure that everyone feels included. 3. Say: “People can feel left out or excluded when they don’t see themselves reflected or represented in their environment. One of the ways that we can be inclusive in our classroom is to make sure that our books reflect the diversity of students in our classroom and in our society. 4. Explain the activity. Say: “Today, we are going to look at the picture books in our classroom library. I want to find out how many of our books include stories about kids from different cultural and ethnic backgrounds. You will work in small groups to look at our books and discover how many books we have in our classroom about children from mixed-race families.” 5. Separate a large collection of picture books into several groups. Ask students to work together to look through the books and notice how the children in the books are represented. Encourage students to take notes of their observations on post-it notes or on a clipboard. 		
	<p>Consolidation and Connection</p> <ul style="list-style-type: none"> • Helping students demonstrate what they’ve learned • Providing opportunities for consolidation and reflection 	<ul style="list-style-type: none"> • About • For • As 	<p>Assessment Opportunities</p>
	<ol style="list-style-type: none"> 6. Gather on the carpet to share the students’ discoveries and reflections about the activity. Ask: “What did you notice about the books in our classroom library? How can we make sure that our library is inclusive?” 7. Suggest a possible action. Say: “Let’s write a letter to the librarian explaining why we think it is important to have books about kids from different cultural and ethnic backgrounds.” 8. As a class, write a letter to the librarian requesting books about children from diverse cultural and ethnic backgrounds, and explain why this is important for creating an inclusive classroom. 		

	<p>Next Steps</p> <p>There are several activities that will support and re-enforce the ideas explored in this lesson. You can choose any of the following activity ideas to continue this conversation:</p> <ol style="list-style-type: none">1. Read aloud a book about different skin colours, such as “The Colors of Us” by Karen Katz. Give the students an opportunity to mix paint colours and create a name for their own skin colour.2. Read aloud a book about racism, such as “The Skin I’m In: A First Look at Racism” by Pat Thomas. Ask the students to make a poster or write a statement about inclusion and respect for the classroom.3. Use the paint colours of red and blue to create different variations of the colour violet. Encourage students to write about the story, “Violet”.4. Use the initial brainstorm about differences to talk about other characters in books that you have read. It is important to recognize that there are multiple ways that we identify ourselves, and begin to acknowledge the impact of racism and discrimination to silence or exclude people based on our differences.		
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