

Your Choice...Your Action...Your Life

Unmask Diversity

Grade level: 2-4

Focus: Our world is diverse – This video clip illustrates that we all come from different backgrounds. However, we can still accept one another, work together and get along.

Goal: Students will create a poem or song to explain what diversity means to them.

Materials: Video clip: “Unmask Diversity” PSA, paper and pencil

Discussion:

Set discussion rules for your classroom. Show the PSA: “Unmask Diversity”.

- What is the definition of diversity?
- Name the different types of diversity among people we recognize daily. For example, gender, race, ethnicity, religious or political beliefs, sexual orientation, academic status, etc.
- What does diversity mean to you?
- How does diversity enrich our lives?
- What would our lives be like without diverse people and cultures?



Activity:

Grades 2-4

LACC.2.RL.4.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LACC.3.RL.4.10	
LACC.4.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Have students write the word Diversity in a column on a piece of paper. Have them compose a poem using the Acrostic poem formula:

1. Title-Diversity
2. Use each letter of the title as first letter of the line.

- 3. The lines must have something to do with the title
- 4. May or may not rhyme

Grades 5-12

MU.5.F.1.1	Create a performance using visual, kinesthetic, digital, and/or acoustic means to manipulate musical elements.
MU.68.F.1.2	Create an original composition that reflects various performances that use “traditional” and contemporary technologies.
LACC.5.W.4.10 LACC.6.W.4.10 LACC.7.W.4.10 LACC.8.W.4.10 LACC.910.W.4.10 LACC.1112.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Older students can create their own diversity rap and perform it for the class.

Resources for alternative activities:

<http://education.byu.edu/diversity/activities.html>

<http://www.teachervision.fen.com/diversity/teacher-resources/33631.html>

<http://www.scholastic.com/teachers/lesson-plan/multiculturalism-and-diversity>