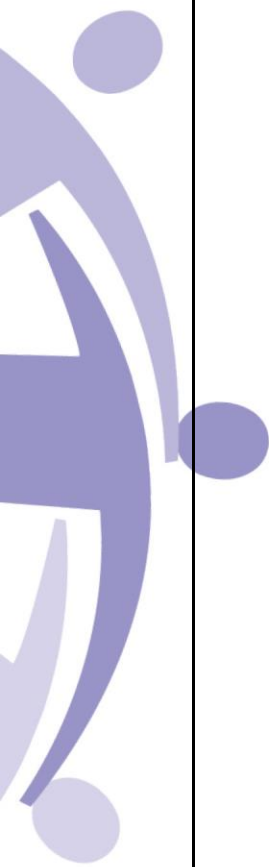


Lesson Title: Friendship

Lesson focus	In this lesson, learners will think about what it means to be a good friend. They will think about what friendship looks, sounds and feels like. They will learn to differentiate between words and actions that show how someone is being good friend or not being a good friend. They will make a picture and write a few sentences describing what it means to be a good friend or how they are/can be a good friend.
Division and grade	Primary (K–Grade 3)
Themes	Friendship, belonging, inclusion
Minds on	<p><u>Introduction: What is a friend? What is a good friend?</u></p> <ul style="list-style-type: none">• Introduce the lesson by letting learners know that we will be talking about friendship. Ask learners: What is a friend? What are some things (words and actions) that good friends do? Affirm and expand the ideas, answers and thoughts that learners share. If you want, you can write down their responses. The heading on the chart paper can be “A good friend...” and some possible responses could be “shares, listens, plays with me.”• Let learners know that their ideas are important and that it is very important that we are good friends to each other because that is one of the ways we can work together, take care of each other, and build a welcoming and inclusive classroom community.
Action	<p><u>Chart activity: Being a friend versus not being a friend</u></p> <ul style="list-style-type: none">• After learners have thought about what a friend is and what makes a good friend, make a T-Chart and divide it into two sections with the headings: “Being a friend” and “Not being a friend” As a whole group or in small groups, ask learners to sort some statements or pictures that show how someone is being a good friend or not. Read out the prompts in the second bullet and ask learners which category they belong to. As learners do this part of the activity, affirm and expand their responses, stories and experiences.• Below are some possible statements to introduce to learners. You can also ask learners to come up with their own ideas. Change names accordingly to ensure respect and inclusion. Ensure the statements you choose do not make any learner feel uncomfortable. You can also make or get pictures online that show examples.



Examples:

-When I fell down from the slide at recess, Hassan helped me and asked “Are you okay?”.

-When we were playing soccer during gym class, Judy did not want to pass the ball to me.

-I accidentally ripped a page from the school library book, Maryum helped me use the tape from her pencil case to fix it.

-When we were working on our social studies project, they said my topic was boring and that no one would want to hear me talk about bears.

Read-aloud:

- Choose a book from the list below or any other that helps learners learn about how to be a good friend. While reading, ask questions at the beginning, middle and end to prompt learners to think critically and understand what is happening.
- The following sample questions can be applied to any book:

Before reading:

-What do you think this book will be about? How will it help us learn more about friendship and how to be a good friend?

-What are some words and actions that show you are a good friend?

-Why is friendship important to help us create a welcoming, caring and inclusive classroom community?

During the story:

-So far in the story are the characters showing us how to be good friends?

-What can we do if someone is not being a good friend?

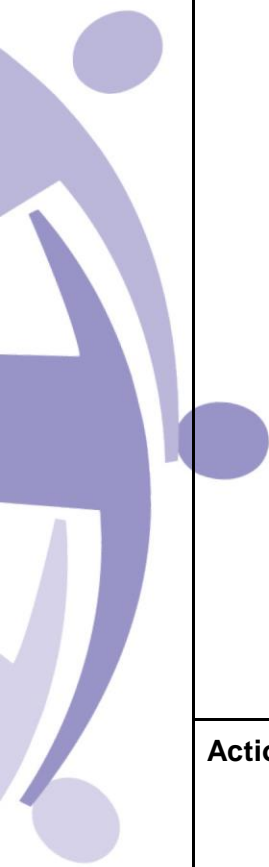
-Can you connect to what is happening in the story?

After the story:

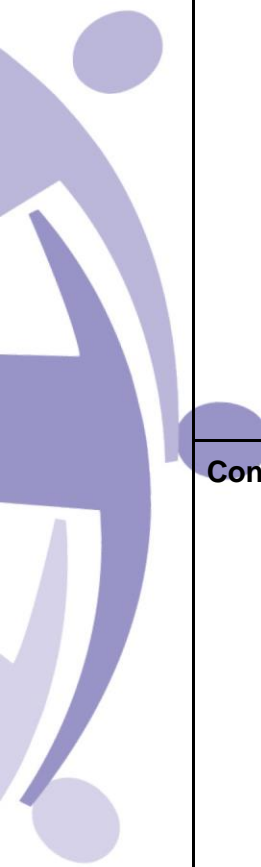
	<p>-How did this story help us learn more about how to be a good friend?</p> <p>-What were some of the things the characters learned?</p> <p>-What is one way you can be a good friend?</p>
Consolidation	<p><u>Writing/drawing task:</u></p> <p>To consolidate the learning learners can engage in a drawing/writing task. Ask learners to respond to the prompt, “A good friend...” or “I can be a good friend by...”. Learners can respond through a drawing and corresponding sentences.</p>
Resources	<p><u>Picture books centered on the theme of friendship:</u></p> <ul style="list-style-type: none"> ● <i>My Friend Maggie</i> by Hannah E. Harrison ● <i>The Circles All Around Us</i> by Brad Montague ● <i>All Are Welcome</i> by Alexandra Penfold ● <i>Daisy</i> by Jessixa Bagley ● <i>What if Bunny’s NOT a Bully?</i> by Lana Button ● <i>Fast Friends</i> by Heather M. O’Connor ● <i>The Sandwich Swap</i> by Queen Rania of Jordan Al Abdullah ● <i>A Friend for Henry</i> by Jenn Bailey ● <i>You Hold Me Up</i> by Monique Gray Smith and Danielle Daniel ● <i>I Walk with Vanessa</i> by Kerascoët

Lesson Title: Citizenship, Community, Action

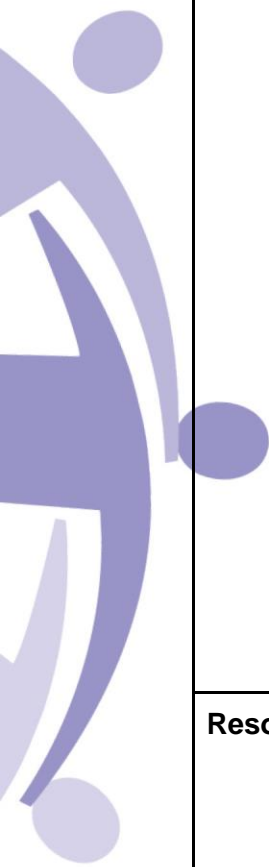
Lesson focus	In this lesson, learners will learn about citizenship in their local, broader and global communities and the importance of taking action to make communities fair and inclusive. They will also learn about the definitions of “citizen” and “community” and explore the many different ways to take action. Learners will write a response and make a poster about a cause they care about.
Division and grade	Junior
Themes	Citizenship, community, taking action
Minds on	<ul style="list-style-type: none"> ● Tell learners that we will be talking about the meaning of citizen and community today. Ask learners what they know about those words, and affirm and expand their ideas. Then share the following definitions with learners. You can write these on the board or on a chart paper and explain them: <ul style="list-style-type: none"> ○ Citizen: A member of a community ○ Community: A place where people live, work and play together. We are part of many different communities. For example, we all belong to local, broader and global communities. ● Tell learners that people in a community work together to make sure it is fair and welcoming for all types of people. This means people of different identities, cultures, religions, abilities, genders, ages, etc. ● Explain that citizens have a responsibility to take actions to make their communities better for all types of people, and that there are different issues and causes that we can take action around. There are also different ways citizens can make a difference in their communities. Explain to learners the meaning of individual actions versus systemic actions. As a whole group or small group, sort examples of each type of action into a T-chart headed “Individual Actions” and “Systemic Actions”. These can be defined as follows: <ul style="list-style-type: none"> ○ Individual Actions: Actions that we take on our own to make a difference in our community ○ Systemic Actions: Actions that might be done collectively, where we work with others and strive to change rules and laws to make them fairer



	<p><i>Examples:</i></p> <p>-I put my juice box in the recycling bin. (Individual action)</p> <p>-When someone on the playground made fun of my friend's skin colour, I told them to stop and then told the teacher. (Individual action)</p> <p>-I went to a meeting with other members of our community to talk to the Mayor about the importance of creating laws that protect the homeless community that lives in the park. (Systemic action)</p> <p>- In my building we made a petition to give to the Superintendent and Building Manager to fix or replace the elevator that always causes issues. (Systemic action)</p> <p>-There was a meeting at the local library for people who think there should be a bike lane on the road in our community. We will learn about the steps we need to take to work towards this. (Systemic action)</p> <ul style="list-style-type: none">• You can also encourage learners to think of their own examples.
<p>Action</p>	<p><u>Read-aloud:</u></p> <ul style="list-style-type: none">• Choose a read-aloud from the list below or a book of your own choice. This text should help learners think about the different ways to make a difference in a community or for a cause one cares about.• Ask scaffolding questions throughout the story to help learners think critically. The following questions are general questions that will make sense with any book: <p><i>Before reading:</i></p> <p>-What do you think this book will be about and what do you think it will teach us about taking actions to make our communities fairer and more inclusive?</p> <p>-What is a cause/issue you care about in your community? Why is it important to you? Why do you think other people should care?</p> <p><i>During the story:</i></p>



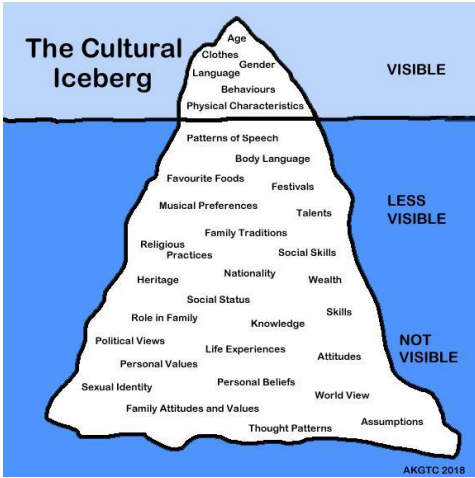
	<p>-What are the characters doing in the story that shows us they are trying to make their communities fair? Are they taking individual or systemic actions? Both?</p> <p>-How can you connect to what is happening?</p> <p><i>After the story:</i></p> <p>-What did the book teach us about taking action to make a change or a difference?</p> <p>-Does this book inspire you to learn more about an issue in your community and take action to make a change?</p>
Consolidation	<ul style="list-style-type: none">● To do the following activities, learners will choose an issue in their local, broader or global community that they wish to learn more about and raise awareness about. Teachers can brainstorm some issues with learners to help them. <p>Examples:</p> <ul style="list-style-type: none">-Environmental sustainability-Fighting against homelessness-Importance of community services (soup kitchen, community centre)-Fighting against racism and discrimination <p><u>Letter-writing activity:</u></p> <ul style="list-style-type: none">● Learners will write a letter to someone in their lives telling them about the cause they care about. They will use the letter to raise awareness about this issue and help others care about it too.● The following questions can help learners formulate their letters:<ul style="list-style-type: none">-Who are you writing the letter to?-What issue/cause do you care about? Why?-Why should other people care about it?-What are some actions people can take to work towards making this cause better? <ul style="list-style-type: none">-What do you hope will come out of raising awareness or taking actions for this cause?-How will your actions impact and create change?



Extension	<ul style="list-style-type: none">• Learners can be given space and choice to present and share their letters if they feel comfortable doing so. <p><u>Poster-making activity:</u></p> <ul style="list-style-type: none">• Learners can do an extension activity where they make a poster to raise awareness of the cause they care about and the actions people can take to make an impact.• The following prompts can help learners create their posters:<ul style="list-style-type: none">-Pick a cause/issue you care about-Decide who the poster is for (kids? adults?)-Write a catchy headline to get people’s attention (e.g., “Save the Bees!”)-Draw a picture connected to the topic to get people interested-Write a message: one or two sentences explaining why people should care about this topic and a few actions they can take-Include information where people can learn more (e.g., a website focused on the topic, etc.)
Resources	<p><u>Picture books centered on the themes of this lesson:</u></p> <ul style="list-style-type: none">• <i>Rise Up and Write It</i> by Nandini Ahuja• <i>Speak Up</i> by Miranda Paul• <i>The Power of One</i> by Trudy Ludwig• <i>The Word Collector</i> by Peter H. Reynolds• <i>Say Something!</i> by Peter H. Reynolds• <i>Last Stop on Market Street</i> by Matt De La Peña• <i>Sofia Valdez, Future Prez</i> by Andrea Beaty

Lesson Title: Identity and Self Esteem

Lesson focus	In this lesson learners will learn to continue developing a strong sense of self and self-esteem. They will think about visible and invisible identities and stereotypes. They will then make a self-portrait and write an “I am” poem to centre and celebrate their multiple identities.
Division	Intermediate
Themes	Identity and self-esteem
Minds on	<ul style="list-style-type: none">• Start the lesson by letting learners know that today we will be talking about identity, self-esteem and stereotypes. Ask learners the meaning of the terms identity, visible identity, invisible identity and stereotypes. Affirm and expand their ideas. Share the following definitions:<ul style="list-style-type: none">○ Visible identity: Aspects of our identities that everyone can see, e.g., our clothes, physical characteristics and language○ Invisible identity: Identities that are less visible to others. e.g. world views, assumptions, sexual identity○ Stereotypes: A single way of seeing people based on their visible identities that can be based on assumptions and discriminatory• Show learners an image of an iceberg and let them know that the top part of the iceberg is visible, like our visible identities. The invisible parts are below the surface.• Explain to learners that we all have multiple identities. Sometimes people may have stereotypes and assumptions about us that are based on our visible identities. It's important that we counter stereotypes and disrupt them.• Refer to the following example of the “cultural iceberg” if needed (source: https://akgtcanada.com/if-i-really-knew-you/):

	 <p>The Cultural Iceberg diagram illustrates the components of identity, categorized into three levels of visibility:</p> <ul style="list-style-type: none"> VISIBLE (above the water line): Age, Clothes, Language, Gender, Behaviours, Physical Characteristics. LESS VISIBLE (partially submerged): Patterns of Speech, Body Language, Favourite Foods, Festivals, Musical Preferences, Talents, Family Traditions, Religious Practices, Social Skills, Heritage, Nationality, Wealth, Social Status, Knowledge, Skills, Role in Family. NOT VISIBLE (fully submerged): Political Views, Life Experiences, Attitudes, Personal Values, Sexual Identity, Personal Beliefs, World View, Family Attitudes and Values, Thought Patterns, Assumptions. <p>AKGTC 2018</p>
<p>Action</p>	<p><u>Create a self-portrait:</u></p> <p>Ask learners to create a self-portrait. They will make their face and divide it in half. One side of the portrait will show their visible identities/features (e.g., eyes, nose, etc.). The other side will use symbols, images and words to show their invisible identities that others may not know about. This activity will help to disrupt stereotypes about our individual identities.</p>
<p>Consolidation</p>	<p>Give learners an opportunity to share their self-portraits, if they want to. The portraits can also be displayed on a bulletin board.</p>
<p>Extension</p>	<p><u>Write an “I am” poem:</u></p> <p>Learners can write “I am” poems to go with their self-portraits. The following prompts draw out parts of our visible and invisible identities. Learners can choose what they want to share.</p> <p>Some examples of sentences can be:</p> <ul style="list-style-type: none"> -I am _____ (name) -I am _____ (age) -I am _____ (characteristics/adjectives that describe you) -I am _____ (favourite colour) -I am _____ (goals) -I am _____ (hobbies) -I am _____ (cultural identity) -I am _____ (favourite music) -I am _____ (things you care about)

	-I am _____ (skin colour) -I am _____ (how you are feeling) -I am _____ (traditions)
Resources	<u>Picture books centered on the themes of this lesson:</u> <ul style="list-style-type: none">• <i>Lovely</i> by Jess Hong• <i>Where Are You From</i> by Yamile Saied Méndez• <i>You Matter</i> by Christian Robinson• <i>A Place Inside of Me</i> by Zetta Elliott• <i>I am Every Good Thing</i> by Derrick Barnes• <i>The Best Part of Me</i> by Wendy Ewald• <i>Window</i> by Marion Arbona