



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Understanding and Appreciating</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B x</i>	<i>C</i>	<i>D</i>

Instructional Focus:

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

This lesson encourages students to be sensitive to the cultural differences and understand how stereotyping these differences can lead to conflict. Students are also encouraged to be tolerant of differences they may not understand.

1. Discuss with students about the cultural differences that exist around us in our schools and communities. Include differences in people’s color, race, gender, religion, clothing, etc.
2. Define for students the term “stereotyping”. Ask students to list stereotypes relating to cultural differences. Put the list on the chalkboard.
3. Ask students to list conflicts that occur because of cultural stereotyping. List these on the chalkboard as well.
4. Divide student into small groups. Have each group select a conflict from the chalkboard and brainstorm ideas to solve the conflict and reduce cultural stereotypes.
5. After the groups have had time to brainstorm ideas, pull them back together and share ideas.
6. Ask students to identify one idea they will use to reduce conflict due to cultural stereotyping.

ICLE Essential Skills

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Respond orally to fellow student’s opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59)

Analyze and evaluate a speaker’s statements of opinion, personal preference and values. (ela 70)

Scoring Guide:

Scale:

4 – Thorough Understanding

- Consistently and actively works toward group goals.
- Is sensitive to the feelings and learning needs of all group members.
- Willingly accepts and fulfills individual role within the group.
- Consistently and actively contributes knowledge, opinions, and skills.
- Values the knowledge, opinion and skills of all group members and encourages their contribution.
- Helps group identify necessary changes and encourages group action for change.

3 – Good Understanding

- Works toward group goals without prompting.
- Accepts and fulfills individual role within the group.
- Contributes knowledge, opinions, and skills without prompting.
- Shows sensitivity to the feelings of others.
- Willingly participates in needed changes.

2 – Satisfactory Understanding

- Works toward group goals with occasional prompting.
- Contributes to the group with occasional prompting.
- Shows sensitivity to the feelings of others.
- Participates in needed changes, with occasional prompting.

1 – Needs Improvement

- Works toward group goals only when prompted.
- Contributes to the group only when prompted.
- Needs occasional reminders to be sensitive to the feelings of others
- Participates in needed changes when prompted and encouraged.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Debate Discussion Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	