

TEACHER GUIDE

GRADES 7-8



TOGETHER WE ROCK!

TOGETHER WE ROCK! INC. TEACHER GUIDE: LEARNING ACTIVITIES ELEMENTARY SCHOOL: GRADES 7-8

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SECTION ONE INTRODUCTION



TODAY IS THE DAY TO RADIATE AWESOME!

Together, students and their teachers have proven time and time again how they can champion a better world. At Together We Rock!, we have seen first-hand how schools embrace the vision of accessible and inclusive communities and lead the way to make that vision a reality. In their efforts, they find ways to go around barriers, discover opportunities and shine to make a difference. The Together We Rock! School Leadership Program is designed to provide an opportunity for students to soar and radiate awesome.

TOGETHER WE ROCK! SCHOOL LEADERSHIP PROGRAM

The Together We Rock! School Leadership Program is designed for elementary students in Grades 4 to 8. Classes, student leadership groups or an entire grade level can book a We Rock! virtual or in-person presentation with John Draper, Founder of Together We Rock! As a journalism graduate, recognized leader in accessibility and inclusion, community volunteer and a person with a disability who is non-verbal, John provides a memorable experience for students and educators. Through the use of assistive technology and a professional narrator, John delivers an interactive 30-minute presentation aimed to inspire students to action to champion accessibility and inclusivity in their schools, neighbourhoods and communities. The presentation can be followed by an opportunity for dialogue and questions. Teachers are supported in their efforts to inspire accessibility and inclusivity with a number of free resources and learning products from Together We Rock! including:

- Free Teacher Guides and Resource Sheets: There are Teacher Guides and Resource Sheets for grades 4 to 6 and grades 7 to 8 that can be downloaded from our website at no cost.
- Posters: The Together We Rock! posters can be purchased for a nominal cost; check out our shop on our website.
- E-Workbooks: Together We Rock! has developed E-Workbooks on the five topics of community, diversity, accessibility, inclusion and leadership. These E-Workbooks can be purchased individually or as a set. Each workbook features topic-specific information, learning activities and tools to help students in their endeavours to make a difference.

SECTION ONE INTRODUCTION



CONNECT WITH TOGETHER WE ROCK!

The team at Together We Rock! is available to answer your questions or provide additional information. Connect with us by:

- **Email:** send an email through our website at www.togetherwerock.com or to info@togetherwerock.com
- **Telephone:** 1-905-404-9569
- **Toll Free:** 1-833-253-0587
- **TTY (Telecommunications Text):** If you are an individual who is deaf or hard of hearing and use a TTY device, the Together We Rock! team would be pleased to communicate with you using this technology.

SECTION TWO LEARNING ACTIVITIES



TEACHER GUIDE

The purpose of this Teacher Guide is to provide educators with a resource that further explores the following key messages of the Together We Rock! elementary school presentation:

- **Celebrate Diversity:** A school community is a place where everyone feels they belong and where everyone's differences are accepted and respected.
- **Believe in Possibilities:** A school community welcomes and recognizes everyone's contributions and embraces the belief that all students have an opportunity to participate fully.
- **Be a Leader:** A school community supports and nurtures diversity, cooperation and inclusion, while teaching students to be active citizens within their local and global community. One person can make a difference. Small actions add up to big change.
- **Today is the Day:** Inclusive and accessible communities don't just happen; they are created. Now is the time.

By using this guide, teachers can foster learning and help students become inspired, work together, share their ideas to enrich their school community, and take action to make a difference.

Each learning activity is presented with an objective, timeframe, required materials, background information, activity descriptions, activity steps, and some common curriculum connections. Most activities can be adapted to other grade levels.

Educators and students can share their experiences with these learning activities with the Together We Rock! team. Visit the Contact Us on our website at www.togetherwerock.com to connect with us.

*"I believe children are our future.
Teach them well and they will lead the way."
-Michael Masser and Linda McCreed*

LEARNING ACTIVITY

Inclusive Playlist

Learning Objective

Students will learn about inclusion and accessibility through the medium of music.

Timeframe

This activity can be completed in 40-60 minutes.

Materials

The materials for this learning activity include:

- lined paper/notebooks;
- pen or pencil for each student;
- computers (or, if preferred, this activity can be done with written records only);
- iPods, MP3 players, CDs (or any other device students can use to listen to music); and
- examples of songs/music that would be appropriate for this learning activity.

Background Information

Mainstream media play a crucial role in how members of society are portrayed. As students become familiar with music lyrics, they start to recognize the power and ability that lyrics have to inspire emotions. Music builds community and fosters social action through the power of words. This activity allows students to discover how the use of words and phrases set to music can affect society's attitudes toward different groups of people.

Definitions

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Inclusion: Inclusion means that everyone feels welcome and accepted in the community. Everyone participates and shares in the experiences and opportunities,

which are available to all members of the community. Everyone experiences a sense of belonging, and their contributions to their community are recognized.

Learning Activity Description

In this activity, students will listen to a variety of songs in an attempt to identify themes of inclusion and/or accessibility and will develop their own playlist of songs that embrace or reflect these themes. This activity will provide an opportunity for students to express their thoughts and opinions through music and come to new perspectives on song lyrics.

Activity Steps

STEP ONE:

- Ask students to think of and/or listen to songs that embrace themes of accessibility and/or inclusion, and to pick one song that they will focus on.
- This may be best done as a small homework assignment or in a computer lab.

STEP TWO:

- Ask students to choose one song and write a short paragraph explaining why they believe their song represents inclusion or accessibility.
- Encourage students to quote specific lyrics in their paragraph.

STEP THREE:

- Ask students to play their song and present their rationale to the class.
- As a class, discuss the songs each student has chosen. Use the following questions to initiate a discussion:
 - What are the similarities or differences in the songs that were chosen?
 - Are there particular artists or genres that are more likely to produce inclusive music?
 - Are there artists who are explicitly non-inclusive?
 - Do musicians play an important role in how we view people?
- Branch out the discussion into different avenues of inclusion, such as gender, race, class or culture.

STEP FOUR:

- Ask students to write a short paragraph about the connection between inclusive and mainstream music. Encourage students to use two songs or artists as examples, or to compare and contrast two songs or artists.
- Have students create a CD or playlist featuring the identified inclusive songs.

Curriculum Connections

There are various cross-curricular opportunities to link this activity with curriculum standards in the areas of Language Arts and The Arts. The examples below are curriculum connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Media Literacy: Language expectations focus on the students' knowledge and skills to communicate through reading, writing, oral communication, and media literacy. This activity allows students to participate in purposeful talk and discussion, while expressing their ideas and thoughts on various forms of music. Students will need to make inferences, interpret messages and discover the different themes in mainstream music while creating a playlist of inclusive songs.

Oral Communication: In this activity, students use listening and speaking skills to communicate with an audience while sharing their song choice to the class. Students are to present their rationale to the class with expression to match the purpose and emotion of their opinion.

Writing: In this activity, students will be required to generate, gather and organize their ideas and information when reflecting. In their reflection piece, students can reflect on their song's meaning and comment on why they think the specific lyrics were chosen. They can also reflect on the connection between inclusion and mainstream music.

The Arts

Music: At the intermediate level, students explore a variety of musical genres and styles from the past and present and their sociocultural contexts. In this activity, students listen to a number of different songs and determine whether they have a theme of inclusion and/or accessibility.

LEARNING ACTIVITY

Accessibility Photo Hunt

Learning Objective

This activity will help students to recognize barriers to accessibility and develop a persuasive argument for change.

Timeframe

This activity can be completed in two class periods (60-120 minutes). This activity may also work well as an enrichment option or as an activity for a group of students who finish their other work early.

Materials

The materials required for this learning activity include:

- camera(s);
- lined paper/notebooks;
- pen or pencil for each student; and
- computers (or, if preferred, this activity can be done with written records only).

Background Information

The Together We Rock! presentation encourages students to take a leadership role in creating more accessible and inclusive communities. This activity allows students to review inclusive definitions and barriers to accessibility. Students develop a vision of a truly accessible and inclusive community and determine which barriers need to be addressed.

Definitions

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Inclusion: Inclusion means that everyone feels welcome and accepted in the community. Everyone participates and shares in the experiences and opportunities,

which are available to all members of the community. Everyone experiences a sense of belonging, and their contributions to their community are recognized of a truly accessible and inclusive community and determine which barriers need to be addressed.

Learning Activity Description

Students will conduct a hands-on investigation of their classroom or school to review its level of accessibility and inclusion. Students will document any barriers to inclusion that they find. They will then choose one barrier and create a persuasive document (letter, video, PowerPoint Presentation, etc.) that asks for the barrier to be removed.

Activity Steps

STEP ONE:

- Review definitions of “accessibility” and “inclusion” with students. Remind students that barriers to accessibility can include physical barriers, attitudes, technology, communication and rules.
- Divide students into small groups. Give each group a camera.
- Ask students to spend 15 minutes searching their school (or classroom) for anything they feel could be made more inclusive or accessible (e.g., exits that have only stairs, not ramps, posters with very small font, non-people-first language, etc.).
- Encourage students to tackle their search with a wide perspective. Accessibility barriers range from communication, attitudes and rules/routines to technologies and the physical environment.
- Ask students to record all barriers to accessibility that they find within the school.

STEP TWO:

- Ask each group to create a shortlist of barriers that they have discovered.
- Have each group share their shortlist with the class.
- Discuss how students can make a difference in dismantling barriers to inclusion.

STEP THREE:

- Hold a class vote to determine which barrier most deserves immediate attention, or ask each group to select a different barrier.

- Ask each group of students to create a persuasive document aimed at removing that barrier. Persuasive documents can be in any media you prefer, such as formal letter, PowerPoint Presentation, video, etc.
- Remind students of persuasive conventions such as repetition, consistency, comparisons, etc. In particular, encourage students to consider their audience, both when choosing a medium and when creating their document. Potential audiences could include: school administration, school board, advertisers, fellow students, parents, etc.

STEP FOUR:

- Have each group present their persuasive document to the class.

Curriculum Connections

There are various opportunities to link this activity with curriculum standards of Language Arts. The examples below are connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language Arts expectations focus on the students' knowledge and skills in reading, writing, oral communication, and media literacy. This activity allows students to participate in purposeful talk and discussion, while communicating their ideas, thoughts, and experiences associated with barriers to inclusion.

Writing: At the intermediate level, students are required to develop and organize their thoughts and ideas while applying knowledge of language conventions to present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with barriers to inclusion through persuasive writing. The students will also need to keep the intended audience in mind when creating their persuasive documents.

LEARNING ACTIVITY

Taking the First Step

Learning Objective

This activity will encourage and inspire students to use the information they have learned from the Together We Rock! presentation to make small or big changes in their thinking and actions. Ultimately, the goal of this activity is to empower students to believe in their ability to help create an accessible and inclusive school community.

Timeframe

This activity can be completed in 35-45 minutes.

Materials

The materials required for this learning activity include:

- one piece of paper for each student;
- pen or pencil for each student; and
- board on which to write/display reflection question.

Background Information

Students will use the information and ideas they have learned from the Together We Rock! presentation to make their vision of an accessible and inclusive school community a reality.

Definitions

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Community: A community is a place or group where people experience a sense of belonging and respect each other's differences. People have similar opportunities, care about each other and work together to find solutions.

Inclusion: Inclusion means that everyone feels welcome and accepted in the community. Everyone participates and shares in the experiences and opportunities,

which are available to all members of the community. Everyone experiences a sense of belonging, and their contributions to their community are recognized.

Learning Activity Description

In this activity, students will come up with ideas at the individual, class and school-wide levels and ultimately choose a “best idea” for making their school more inclusive and accessible. They will then determine how to make this idea happen.

Activity Steps

STEP ONE:

- Provide each student with a blank piece of paper.
- Ask the students to divide their paper into four equal sections using a pen and ruler.
- Have the students label each section, starting with the top left section, as follows:

ME	MY CLASS
MY SCHOOL	BEST IDEA

- Write the following sentence on a board where all students can see it:

Together We Rock! believes in your ability to make a difference by creating a school community that is accessible to and inclusive of everyone. There are big and small steps that you can take to make it happen.

STEP TWO:

- Ask students to think about the displayed sentence.
- Ask students to write something they each could do individually to help make a difference. Have them write this idea in the “Me” section of the paper. “Me” ideas could include:
 - tell parents what I learned about accessibility and inclusion from today’s presentation
 - stop making assumptions about people with disabilities
 - remind others to use people-first language that focuses on the “person” first and then the characteristic (i.e. person with a disability);
 - stop using hurtful words like “retard”, “cripple”, or “mental”; or

- get to know a person who is different from me whom I did not give a chance to in the past.
- Once the students are finished, ask them to exchange their piece of paper with another class member.
- Once the exchange has taken place, invite the students to read what has been written on the piece of paper by their classmate.
- Invite the students to use this idea to help them think of an idea to place in the “My Class” section of the paper. This section should address what they can do as a class to make a difference. “My Class” ideas could include:
 - research and develop an accessibility checklist and access the school building and playground;
 - inform a teacher or the principal about an inaccessible area of the school;
 - create a presentation for a primary class that raises awareness about similarities and differences;
 - write a short story as a group or class that demonstrates why using people-first language is important in a school community; or
 - research and read a number of articles that talk about disabilities, accessibility and inclusion, and share findings with another class.
- After the students have finished writing their “My Class” ideas, have them exchange the paper with another student (not the one they received the paper from).
- Have students read both ideas that have been written on the paper.
- Encourage the students to think of an even bigger change they could make by working together with their school community.
- Remind the students that a change this big would not be able to take place overnight but should be a change that their school community could achieve if everyone worked together. “My School” ideas could include:
 - come up with an action plan to change an inaccessible area of the school;
 - create a presentation for the primary division that raises awareness about celebrating diversity;
 - research and read a number of articles that talk about disabilities, accessibility and inclusion, and create a presentation to share findings with the broader community; or
 - put on a school play that promotes and raises awareness about accessibility and inclusion.

- After the students write their “My School” ideas, have them exchange papers one more time (not with the students who have previously written on the paper) and read all three ideas.

STEP THREE:

- Divide students into groups of three or four to decide which of the ideas listed on each piece of paper belongs in the “Best Idea” section of the paper.
- Have all the students in one group write the same “Best Idea” on their sheet of paper.

STEP FOUR:

- Have each group share their “Best Idea” with the class.
- Have the class choose the best of the “Best Ideas” and discuss what they could do to make this idea happen.
- Once you have had a class discussion to decide what you could do, you will need to create a plan of action to complete the class goal. This plan could include ways that other classes/ grades can help make this idea happen.
- Email your class's best idea to Together We Rock! and we may post it on our website.

STEP FIVE:

- Go to other classes or invite other classes to your room to share your idea and plan of action.
- Invite other classes in the school to help make this vision a reality.

Curriculum Connections

There are various opportunities to link this activity with curriculum standards of Language Arts. The examples below are connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language expectations focus on the students’ knowledge and skills to communicate through reading, writing, oral communication, and media literacy. This activity allows students to use listening and speaking skills while participating in purposeful talk, discussion and debate, and to express their ideas and thoughts about creating accessible and inclusive school communities.

Writing: At the intermediate level, students are required to develop and organize their thoughts and ideas while applying knowledge of language conventions to

present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with accessibility and inclusion.

LEARNING ACTIVITY

Inspiring Inclusion and Accessibility

Learning Objective

In this activity students will learn how to promote messages about inclusion and accessibility in order to make their school community more accessible and inclusive.

Timeframe

This activity can be completed in 40-50 minutes.

Materials

The materials required for this learning activity include:

- one piece of large paper for each group of three or four students; and
- one coloured pencil or marker for each student.

Background Information

Students will use the information and ideas they have learned from the Together We Rock! presentation to promote messages about inclusion and accessibility.

Definitions

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Inclusion: Inclusion means that everyone feels welcome and accepted in the community. Everyone participates and shares in the experiences and opportunities, which are available to all members of the community. Everyone experiences a sense of belonging, and their contributions to their community are recognized.

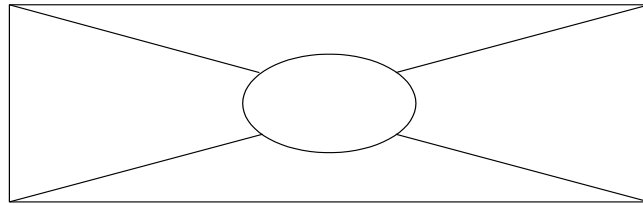
Learning Activity Description

In this activity students will determine the main message they have learned from the Together We Rock! presentation and come up with a sentence or slogan that promotes that message to the school community.

Activity Steps

STEP ONE:

- Create groups of three or four students.
- Provide each group with a large piece of paper.
- Ask the students to draw a circle in the centre of the page large enough to contain a sentence.
- Instruct the students to divide the paper into four sections outside of this circle as follows.



STEP TWO:

- Ask each student in the group to choose one section of the chart paper. In this section they will each write their responses to the two questions you will ask below. Note: each student should have their own section to write their initial thoughts. Inform the students that the first part of this activity will require them to think independently and that it is important for them to write their individual response before they discuss the questions in the group and in the class.
- Ask the students the following question: *What do you believe is the main message that Together We Rock! was trying to promote in the presentation?*
- Once the students have had a chance to write down their response, ask the following question: *What could you do to promote the main message from the Together We Rock! presentation?*
- Feel free to write the questions on the board to assist your visual learners.
- Give the students two minutes to write each response to the two questions.

STEP THREE:

- Once students have had time to write down their answers individually, give them 10-15 minutes to share their answers within their group and

then as a group to come up with one main message from the individual ideas.

- Have each group collaborate to come up with a sentence (10-15 words) or a slogan for promoting the main message of the presentation. Ask each group to write the message and the slogan (or promotional sentence) within the circle on the paper.

STEP FOUR:

- Invite each group to present their main message to the class, along with their slogan/sentence for promoting the message.
- Have the class vote on the best message and the best slogan for promoting the message. Have them decide how they will share that message with the school community (e.g., poster, video, PowerPoint presentation, pamphlet, etc.).
- Email your promotional sentence or slogan to Together We Rock! and we may post it on our website.

Curriculum Connections

There are various cross-curricular opportunities to link this activity with curriculum standards in the areas of Language Arts and The Arts. The examples below are connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language expectations focus on the students' knowledge and skills to communicate through reading, writing, oral communication, and media literacy. This activity allows students to participate in purposeful talk, discussion and debate, while expressing their ideas and thoughts about inclusion and accessibility in order to make their school community more accessible to and inclusive of everyone.

Writing: In this activity, students develop and generate their thoughts and ideas while applying knowledge of language conventions to present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with the message of accessibility and inclusion.

Media Literacy: At the intermediate level, students are to express their ideas and thoughts through various forms of media. In this activity, the students are to create a media text to share their inclusion and/or accessibility message with the rest of the school. The students will first need to identify the appropriate form of media text to

suit their audience and then apply the appropriate conventions and techniques to their text.

The Arts

Visual Arts: In this activity, students are expected to apply the elements of design in order to produce an art piece that communicates feelings, ideas, and understandings related to the topics of inclusion and accessibility.

LEARNING ACTIVITY

Let's Communicate

Learning Objective

This activity will encourage and inspire students to use the information they have learned from the Together We Rock! presentation to strengthen their communication skills. Students will be challenged to investigate different forms of communication and the importance of key phrases they use in their daily vocabulary.

Timeframe

The community circle and design portion of the activity can be completed in 50 minutes. The reflection portion of the activity can be completed in 45 minutes or can be assigned as a take-home assignment.

Materials

The materials required for this learning activity include:

- chart paper/chalk board/white board;
- communication board template for each student (see template at the end of this learning activity);
- one piece of rough paper for each student;
- pen or pencil for each student; and
- chart paper and markers (if desired).

Background Information

When imagining accessible communities, we often overlook communication barriers. Within the classroom community, it is important to provide opportunities for students to demonstrate and express their views, perspectives and experiences through diverse methods of communication. This can contribute to building a classroom community that recognizes and respects the importance of student voice. This activity encourages students to identify with the challenges posed by communication barriers, and identify ways to make communication more inclusive.

Prior to beginning this activity with the students, you will need to make enough copies of the communication board template for each student (see template on page 22). A sample communication board has been created (see example on

page 23 and included for the students to reference. You may need to print a handful of copies for the students to view.

Definitions

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Community: A community is a place or group where people experience a sense of belonging and respect each other's differences. People have similar opportunities, care about each other and work together to find solutions.

Learning Activity Description

In this activity, teachers will introduce students to the many different ways that people communicate with one another. Students will identify key words and phrases that they use most frequently when they are talking with one another and will create a communication board. They will then use their communication boards to communicate with each other, without speaking.

Activity Steps

STEP ONE:

- Students can remain at their desks for this activity or join together in a community circle if space permits.
- Ask the students to share what they think are important features of communication. You may, if desired, write their ideas on chart paper or white/chalk board.
- Once all the ideas have been shared, explain to students that they will be creating their own communication board like the one they saw in the Together We Rock! presentation.
- Remind students that when they are creating these boards they need to keep in mind all of the important features of communication that were just discussed, as well as any key phrases that they use on a regular basis.

STEP TWO:

- Hand out one piece of rough paper to each student and have students work individually to make a list of frequently used words and phrases that they want to include on their communication board.

- If students are having difficulties coming up with the words and phrases they want to include, distribute copies of the sample communication board for them to reference.
- Hand out a communication board template to each student.
- Have students decide where on the communication board they want to place all of the words and phrases they have chosen so that these words and phrases are easy for them to point to when they are communicating.

STEP THREE:

- Once students have completed their communication boards, inform them that they will now be using them to communicate with one another in class.
- Tell students that for the rest of the day (or for the length of time you determine), they will not be allowed to talk out loud to one another. They must communicate using only their boards.

STEP FOUR:

- After students have used their communication boards for a period of time, have them create a list of the pros and cons of their board.
- Tell students to reflect back on what worked well and what could have been improved with their board (e.g., the placement of certain words, missing words, etc.)
- Ask the students to write a written reflection piece about their experience with the communication boards, including the pros and cons list they have created, as well as:
 - the challenges they faced when using the communication board in school;
 - the challenges they think might arise when using a communication board in the community; and
 - any questions or comments they have about their experience with communication boards.
- When the students are finished with their communication boards, hang them up on a wall inside/outside the classroom. Allow the students to do a gallery walk to discover all of the different words and phrases that were selected.

Curriculum Connections

There are various cross-curricular opportunities to link this activity with curriculum standards in the areas of Language Arts and The Arts. The examples below are connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language Arts expectations focus on the students' knowledge and skills to communicate through reading, writing, oral communication, and media literacy. This activity allows students to participate in purposeful talk and discussion, while expressing their ideas and thoughts through different forms of communication. Students will need to identify non-verbal cues and use them in oral communication to convey their message.

Writing: At the intermediate level, students are required to develop and organize their thoughts and ideas while applying knowledge of language conventions to present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with different forms of communication. Students can reflect upon the pros and cons of using a communication board, the challenges they faced, and any other challenges they think may arise when using a communication board.

The Arts

Visual Arts: In this activity, students are expected to apply the elements of design in order to produce an art piece that communicates feelings and ideas to their sense of self and identity. Having a gallery walk allows students to observe, analyze, and respond to other creations within their classroom.

	My name is...									
1			A	F	K	P	U			
2			B	G	L	Q	V			
3			C	H	M	R	W			
4			D	I	N	S	X			
5			E	J	O <small>(also zero)</small>	T	Y/Z			
6										
7										
8										
9										

I use my thumb to communicate. Please read the words that I point to out loud.	1	GREAT	IT'S	WHAT'S NEW?	I DON'T UNDERSTAND	HOW WAS YOUR...?	THAT'S ENOUGH	THANK YOU	IT'S A ...	I'LL GIVE YOU A CLUE. IT'S LIKE...	9
	THAT'S	My name is...	BECAUSE	IT'S NICE TO MEET YOU	SEE YA!	ABOUT	AND	MAYBE	I'm having trouble spelling the word.	Please take me to the washroom	8
WHAT	IS	THE	A B C	D E	WHAT DO YOU THINK ABOUT...?	WRONG, LET'S START AGAIN	WANT	DRINK	WELL	GOOD	LOVE
WHY	I DON'T KNOW	F G	H I	J	WRONG, LET'S START AGAIN	I, ME	YOU	WENT	KNOW	ACTUALLY	WAIT
WHERE	' (apostrophe)	K L	M N	O (also zero)	I, ME	WILL/ GOING TO	THINK/ THOUGHT	YOUR	HIS/HER	IMPORTANT	COME
HOW	WAS	P Q	R S	T	...ING	REMEMBER	OUR/THEIR	HIS/HER	I	FEEL	SICK
WHO	WERE	U	V	W	X	Y/Z	REMEMBER	HIS/HER	OUR/THEIR	FEEL	SICK

LEARNING ACTIVITY

Stereotype Role Play

Learning Objective

This activity will encourage and inspire students to reflect on the way they communicate with one another inside and outside of school.

Timeframe

This activity can be completed in 60 minutes.

Materials

The materials required for this learning activity include:

- one stereotype role-play card for each student (see templates at the end of this learning activity);
- one large elastic band for each student (to attach card to their head);
- one blank piece of paper for each student; and
- pen or pencil for each student.

Background Information

This activity focuses on student voice, expression, and social action through role play. Prior to beginning this activity with the students, you will need to print out the role play cards and attach the elastic bands to them. The students will put the elastic bands around their head to keep the role play card displayed on their forehead for the rest of the class to see. All of the role play cards, as well as a blank template if you wish to create any other roles, can be found on pages 28-33.

Definitions

Community: A community is a place or group where people experience a sense of belonging and respect each other's differences. People have similar opportunities, care about each other and work together to find solutions.

Stereotype: A stereotype is an assumption that is made about a group of people. Stereotypes influence our attitudes about the people who live in our communities. These assumptions are often negative and incorrect. People sometimes make assumptions about a group that they do not even know.

Learning Activity Description

In this activity, students will discuss some of the stereotypical roles in the school community, and will use their creativity to role play in a group situation about different stereotypes.

Activity Steps

STEP ONE:

- Students can join together in a community circle in the centre of the room. Have a class discussion about stereotypes, using the following questions to introduce the topic:
 - What are stereotypes?
 - Why do we stereotype people?
 - Are all stereotypes negative?
 - Are there positive stereotypes?
- Talk to the students about some of the typical stereotypes in a school community (such as the bully, the jock, the nerd, etc.).

STEP TWO:

- Tell the students that they are going to participate in a role-play activity but they will not know what character they will be playing.
- Give each student a stereotype role-play card to put on their head with an elastic band. Make sure that the words on the card face the front so that the other students can see them.
- Tell students that during the activity, they are to treat each other according to the directions written on the card on each person's head.
- Choose 4-5 students to be the first to participate in the activity. Give this first group a scenario and randomly choose one person to start the role play. One example of a scenario is "You are all in a group for a school project and you need to decide how the work will be divided up."
- Let the students role play for 3-4 minutes and then give the next group a turn.

STEP THREE:

- After all of the students have had a chance to role play, have a class discussion about how the role of each stereotype affected each

student who played that role. For instance: “All of you who played the role of the “nerd”, how did you feel?”

- Ask the students if any other stereotypical roles could have been added to the list.

STEP FOUR:

- Have students return to their desk to write a reflective paper about stereotypes and how they affect people.
- *Extension:*
 - In the groups of 4-5, students can present their role-play scenario to other classes in the school.
 - After the role play, the students can challenge other classes to think about situations where they may stereotype people without even knowing them.
 - Students can challenge other students to stop making assumptions about people they do not know to promote a more inclusive school community.

Curriculum Connections

There are various cross-curricular opportunities to link this activity with curriculum standards in the areas of Language Arts and The Arts. The examples below are curriculum connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language expectations focus on the students' knowledge and skills to communicate through reading, writing, oral communication, and media literacy. This activity allows students to participate in purposeful talk and discussion, while communicating their ideas, thoughts, and experiences associated with personal identity and stereotypes.

Writing: At the intermediate level, students are required to develop and organize their thoughts and ideas while applying knowledge of language conventions to present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with personal identity and stereotypes through writing.

The Arts

Drama: At the Intermediate level, students are encouraged to communicate and demonstrate their actions through various forms of media. In this activity, students are expected to identify and explore multiple perspectives related to social issues such as peer pressure and bullying and assume roles to express the different perspectives. Students will need to communicate their feelings, thoughts and ideas through action and reflection.

NERD

Put down everything
I say and do

CLASS CLOWN

Laugh at everything
I say and do

BULLY

Agree with everything I say;
act intimidated by
everything I do

KEENER

Let me complete all of the
school work in the group

JOCK

Admire me and compliment
me on everything I do

KNOW IT ALL

Act like you are sick of listening
to everything I say

TROUBLEMAKER

Tell me to just be quiet

PHYSICALLY DIFFERENT

Speak loudly and clearly to
me; treat me differently than
everyone else

GEEK

Ignore everything I say

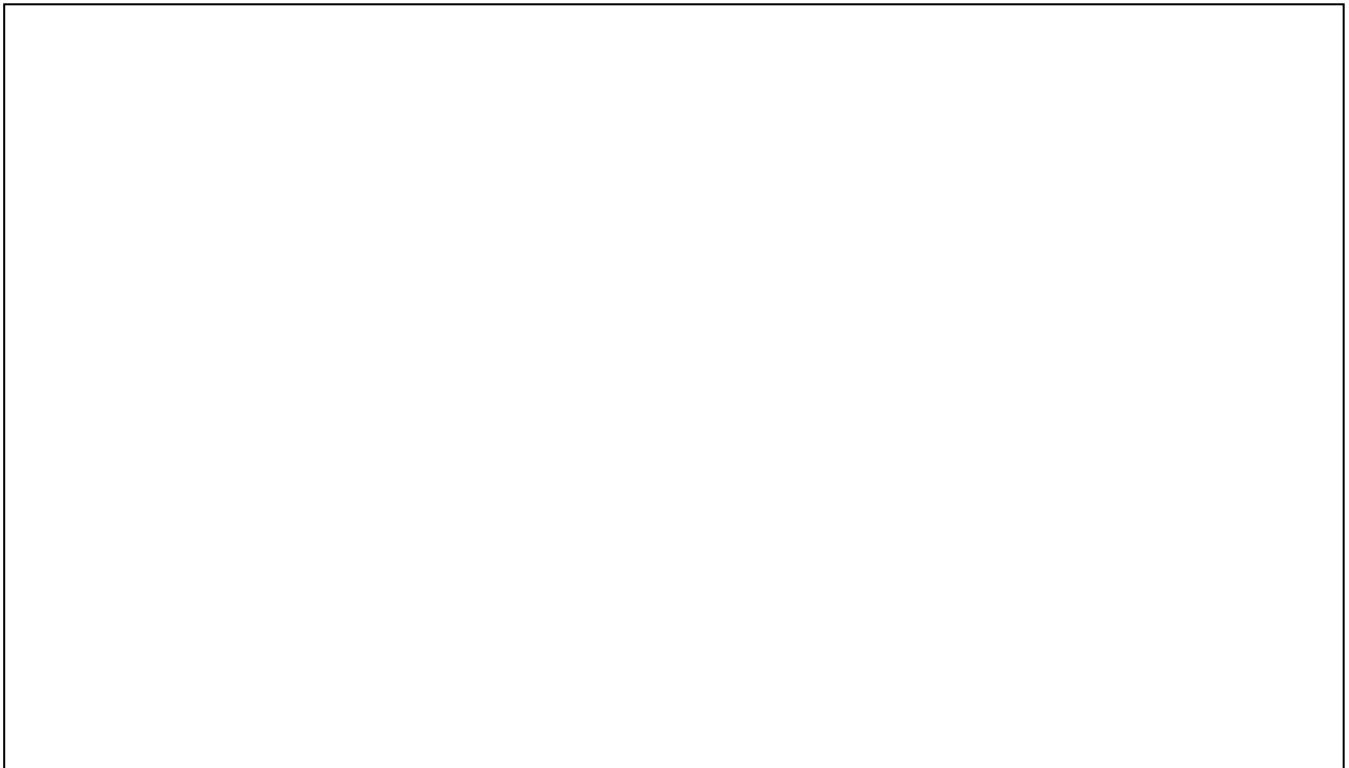
POPULAR

Agree with everything I say
and follow my lead

DRAMA QUEEN

Act like I overreact in
everything I say and do

Blank template for your own stereotype.



LEARNING ACTIVITY

Creating Diversi-TREE

Learning Objective

This activity encourages and inspires students to use the information they have learned from the Together We Rock! presentation to identify people's individual strengths and the value of a diverse community. Students will think critically about their strengths and what they can share with their school and their community. They will be encouraged to recognize the unique value of each classmate and to consider what communities lose through exclusion.

Timeframe

This activity can be completed in 75-80 minutes or can be split into two periods.

Materials

The materials required for this learning activity include:

- one piece of blank paper for each student;
- one piece of rough paper for each student;
- pen or pencil for each student;
- scissors;
- markers, pencil crayons, crayons;
- magazines/newspapers (for students who choose to do a collage);
- tape; and
- outline of a tree (the diversi-TREE) drawn on a large piece of paper and hung on classroom wall (you will need to complete this before the activity).

Background Information

Schools are vibrant communities. Excluding even one student causes a chain effect and detracts from the character of the school community. Prior to beginning this activity with the students, you will need to create your diversi-TREE to hang on the classroom wall. Create the trunk and branches of the tree using any medium you choose (e.g., construction paper, tape, paint, tissue paper, etc.). The students will be creating the leaves to go on the tree.

Definitions

Diversity: Diversity can refer to differences in our talents, our abilities, our backgrounds, our likes and our dislikes. These differences can include some things that are obvious and visible and others that may not be visible.

Community: A community is a place or group where people experience a sense of belonging and respect each other's differences. People have similar opportunities, care about each other and work together to find solutions.

Learning Activity Description

In this activity, students will have a discussion about diversity and community and will reflect on their own individual characteristics. They will then create a piece of artwork in the shape of a leaf to hang on the diversi-TREE.

Activity Steps

STEP ONE:

- Invite students to join together in a community circle if space permits.
- Introduce or review the concepts of diversity and community.
- Have a classroom discussion/debate about whether it is better to have a diverse community or to divide people into groups based on similarities.

STEP TWO:

- Invite students to consider 3-4 characteristics they each have that make them unique in their community (specific goals, creativity, personality, ethnicity, etc.).
- In a community circle, have students share 1-2 of their characteristics that they believe makes them unique.
- Discuss what our community would lose if some of these characteristics were excluded. Read out 3-4 different qualities that students have mentioned and then ask students who have those qualities to stand up or raise their hand.
- Explain that if we exclude people based on characteristics, we could be losing our friends and/or important people in our community.
- Discuss with students the importance of embracing our differences.

STEP THREE:

- Have students return to their desks. Hand out a piece of rough paper to each student. On the paper, have them write a longer list of the

characteristics/ qualities that make them unique. Encourage them to come up with new ideas in addition to the ones from the class discussion.

- Have students incorporate their individual characteristics and qualities into a piece of art that reflects their uniqueness.
- While the artwork can be created through the medium of their own choice (collage, Wordle, drawing, symbols & words, etc.), tell students that the finished artwork needs to be in the shape of a leaf.
- Have students hang their finished leaf art on the diversi-TREE on the classroom wall.
- Have a discussion on how this tree now reflects the diversity of the class and the important characteristics/qualities that make up the classroom community.

STEP FOUR:

- Have students write a short reflection that focuses on the following questions:
 - Why did you choose to express your unique characteristics and beliefs in the way you did (drawing, picture, collage, etc.)?
 - What are some similarities and differences in our classroom?
 - Could any of the similarities and differences listed cause problems?
 - How does our recognition of people's similarities and differences help when we're working together?
 - What are some strategies we can use to ensure everyone is included?
 - Why do you think you were asked to participate in this activity?

Curriculum Connections

There are various cross-curricular opportunities to link this activity with curriculum standards in the areas of Language Arts and The Arts. The examples below are curriculum connections within the elementary school curriculum of the Province of Ontario, Canada and can be adapted to curriculum expectations in other jurisdictions.

Language Arts

Oral Communication: Language Arts expectations focus on the students' knowledge and skills in reading, writing, oral communication, and media literacy.

This activity allows students to participate in purposeful talk and discussion, while communicating their ideas, thoughts, and experiences associated with diversity.

Writing: At the intermediate level, students are required to develop and organize their thoughts and ideas while applying knowledge of language conventions to present effective written work. This activity allows students to reflect upon their ideas, thoughts, and experiences associated with diversity through writing. In their reflection piece, students are required to reflect back on how they are similar to and different from other students in the class, as well as why they think diversity in communities is important.

The Arts

Visual Arts: At the Intermediate level, students are encouraged to communicate, demonstrate, and understand the different cultures in their environment. In this activity, students are expected to apply the elements of design in order to produce an art piece that communicates feelings, ideas, and understandings related to their sense of self and identity. Having all creations posted on the wall allows students to observe, analyze, and respond to other art creations within their classroom.

SECTION THREE GLOSSARY



DEFINITIONS AND TERMS

The following definitions may be helpful to your efforts to implement the presentation preparatory and follow-up activities.

Accessibility: Accessibility refers to how available something is to everyone. When something is accessible, everyone has the opportunity to use it or participate in it. Accessibility happens when we discover and break down barriers, and create opportunities for everyone to participate fully in their school and community.

Community: A community is a place or group where people experience a sense of belonging and respect each other's differences. People have similar opportunities, care about each other and work together to find solutions.

Disability: Disability refers to one or more medical, visual, intellectual, learning, hearing or mobility conditions. A person's disability can happen at birth, can be the result of an accident or illness, or can develop at a later stage in life. A disability can prevent a person from doing some things that other people can do. However, barriers created by society are more likely than the disability itself to prevent someone with a disability from fully participating in their community.

Diversity: Diversity can refer to differences in our talents, our abilities, our backgrounds, our likes and our dislikes. These differences can include some things that are obvious and visible and others that may not be visible.

Inclusion: Inclusion means that everyone feels welcome and accepted in the community. Everyone participates and shares in the experiences and opportunities, which are available to all members of the community. Everyone experiences a sense of belonging, and their contributions to their community are recognized.

Stereotype: A stereotype is an assumption that is made about a group of people. Stereotypes influence our attitudes about the people who live in our communities. These assumptions are often negative and incorrect. People sometimes make assumptions about a group that they do not even know.