

Resources for Children’s Literacy Tutors

Summer Reads



Title: Teaching Diversity, Equity and Inclusion through Educational Activities

Author: Dede Quevi (Summer Reads VISTA)

Date: 7/1/2019

Target audience: Elementary school children

Topic(s):

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Fluency | <input type="checkbox"/> Phonics | <input checked="" type="checkbox"/> Virtual tutoring |
| <input type="checkbox"/> Alphabetics | <input type="checkbox"/> GED | <input type="checkbox"/> Pronunciation | <input type="checkbox"/> Vocabulary |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Grammar | <input type="checkbox"/> Reading | <input type="checkbox"/> Volunteer |
| <input type="checkbox"/> College Prep | <input type="checkbox"/> Job Skills | <input type="checkbox"/> Speaking | Management |
| <input type="checkbox"/> Comprehension | <input type="checkbox"/> Listening | <input type="checkbox"/> Spelling | <input type="checkbox"/> Writing |
| <input checked="" type="checkbox"/> Culture | <input type="checkbox"/> Math | <input type="checkbox"/> Standards Aligned | |
| <input checked="" type="checkbox"/> Enrichment | <input type="checkbox"/> Navigation | <input type="checkbox"/> Teaching Techniques | |
| <input type="checkbox"/> ESL | <input checked="" type="checkbox"/> One-to-One Tutoring | <input type="checkbox"/> Technology | |

Format:

- | | | |
|--|---|------------------------------------|
| <input checked="" type="checkbox"/> Activity | <input type="checkbox"/> Instructional Kit | <input type="checkbox"/> Video |
| <input type="checkbox"/> Curriculum | <input checked="" type="checkbox"/> Lesson Plan | <input type="checkbox"/> Worksheet |
| <input type="checkbox"/> Handout | <input type="checkbox"/> Tutor Tip | |

About Summer Reads:

This children’s literacy tutor resource was created by Summer Reads VISTA members. Summer Reads is an [AmeriCorps VISTA national service](http://www.americorps.gov/vista) program of Literacy Minnesota. For 8 weeks over the summer, Summer Reads VISTA members volunteer full-time as children’s/youth literacy mentors in schools, libraries and out-of-school-time programs across Minnesota. They bring literacy to life for low-income students through a variety of activities – one-on-one tutoring, creative enrichment activities like using arts and drama to explore language or practicing vocabulary and comprehension in science and other subjects. They also connect students and parents/caregivers to community resources through wrap-around basic needs support. At the same time, the VISTA members build their own leadership, explore career paths, pay for college and become lifelong advocates for the communities they serve due to the power of their experience. www.literacymn.org/summerreads

Teaching Diversity, Equity and Inclusion through Educational Activities

TABLE OF CONTENTS

Introduction.....	2
Show and Tell.....	3
Arts and Crafts.....	4
Cultural Food Day.....	5
Country of the Week.....	6
Movies and Books.....	7
Learn a Second Language.....	8-9

INTRODUCTION

The purpose of this project is to provide activity ideas for Summer Reads VISTA members and other children’s literacy tutors to do with their students. The objective of these activities is to teach students about diversity, equity and inclusion, and why it matters. Diversity includes all the ways in which people differ from one another. Diversity is often used to reference race, gender, and ethnicity, but it can also include differences in idea, and values. Equity refers to the fair treatment, access, opportunity, and advancement for all people, while increasing justice and fairness. Inclusion is the act of creating an environment where all individuals or groups feel welcomed, supported and respected. By participating in these activities, students will in turn understand the concepts I have listed, and how to be more mindful in their treatment of others.

SHOW & TELL

This will allow students to examine their own cultural practices and beliefs. By sharing an item of sentimental value to their peers, they can develop a sense of understanding and solidarity with one another. Through this activity, they will be introduced to diverse ways of living life, and a multitude of cultural traditions. When the activity is over, students will pair and share with one another about the new things they've learned and how they hope to share this new information with others.

Instructions:

- Ask the kids to bring in an item from home. This item can be their favorite toy, or something that they've had for a week or a their whole lives, as long as the item has sentimental value.
- On the day of the show and tell, ask the students to sit in a circle. One by one, the students should each go up in front of the group and describe their item, and why it is of sentimental value in **two** minutes or less. After a student has had the chance to share their item, the rest of the class is allowed **one** minute to ask the student that just finished presenting questions about their item. This activity would be best if done with a group of 6 or less.
- Once everyone in the group has had the opportunity to share their items, they should split into group of 2 or 3 to discuss what they have learned.

Discussion questions:

- 1) What is something new that you learn about someone else?
- 2) How will this new information help you better interact with that person?
- 3) What did you learn most from doing this activity?

ARTS & CRAFTS

Arts and crafts is a great way to showcase diversity through art. Through several different activities, students get to learn more about a part of the world of which they are unfamiliar. They get to develop their fine motor sensory skills and learn how to follow directions in order to create something tangible.

Instructions:

- Get a small group of students to participate in these activities. It can be overwhelming to attempt to teach more than 5 kids an activity of which they are unfamiliar.
- Print out the directions and share it with the students so they each have their own copy and so they can follow along.
- Have an example prepared, so the students will know what a finished product should look like.
- Do the activity at the same time as the students, so they can follow along with you and the instruction sheets at the same time.

Activity ideas:

- Origami:
 - Origami cranes which symbolizes long life, good health, and good fortune in the Japanese culture.
 - <https://www.wikihow.com/Fold-a-Paper-Crane>
- Papel picado:
 - These decorative flags made out of tissue paper are considered a Mexican Folk art. These flags can be made in various ways, and are often displayed at various celebrations such as weddings, quinceaneras, and so on.
 - <https://www.caciqueinc.com/blog/how-to-make-papel-picado-at-home/>
- Beads:
 - <https://www.wikihow.com/Make-a-Beaded-Bracelet>

CULTURAL FOOD DAY

One of the best ways to learn about a new cultural and/or tradition is through food. Being that there are many diets and restrictions, it's important to know the types of foods that each student can and cannot eat, especially during such activities. Having an array of dishes, beverages and sweets is a good way to teach students about the cuisines in other cultures.

Instructions:

- Compile a list of the ethnic groups of each student in the class. If this information is impossible to obtain, compile a list of some of the major ethnic groups in Minnesota. At the same time, ask the students for a list of their dietary restrictions.
- After these lists have been compiled, come up with a list of premade/preprepared foods that can be easily purchased to have at the “cultural food day”
- Purchase these various foods, making sure that each student will get the opportunity to try a little bit of everything.
- A day before the “cultural food day” have students make a small “food passport” out of a couple pieces of folded paper. Have them decorate it to their liking, making sure they have enough pages to represent each country/ ethnic group that will be represented.
- Enlist the volunteer of other VISTAs at the site, as well as teachers and other volunteers in the program to assist in the smooth running of the event.
- On the day of the event, have the students go around tasting the food, and getting their “food passports” stamped.
- After the event is over and everyone has had the opportunity to taste all the food and beverages, you should have a debrief with the students, either as a large group, or in a couple of small groups led by VISTAs, teachers and volunteers.

Discussion questions:

- 1) Of the food samples you tried today, which one was your favorite and why?
- 2) Have you tried any of the foods that were at the event before today? When and where did you try it?
- 3) Did anything surprise you about what you tried today?

COUNTRY OF THE WEEK

Having a map or a globe in the classroom can spark many conversations. For example, you could spin the globe once a week and wherever your finger lands, it would be the class's responsibility to do research about that specific place. This activity would be great for getting students to develop their computer literacy skills.

Instructions:

- Once a week, a globe should be spun to determine a next country of cultural interest.
- Over the weekend, find information regarding said country and split it into categories, such as economy, language and culture, sports and leisure, so on and so forth. Gather all of this information, and either print it out or add it to a google document.
- Within the next couple of days create stations based the on number of categories that are available. Give the student 10-15 minutes to look though the information provided, and to create a small presentation to the class about the category that they focused on.
- Through this activity, students will practice their research and public speaking skills.

MOVIES & BOOKS

Movies, videos and books are a great way to showcase diversity and inclusions to young adults. It is always enjoyable to do a fun educational movie or video once in a while to teach about a certain topic. After the film or book, students can discuss it in groups and write a short summary of what they believe were the main ideas of the videos.

Instructions:

- Have the students watch a movie they are familiar with, such as *Moana* and *Coco*, or listen careful to a book that is read to them. While they are watching the movie or listening to the book being read, ask them to think of things that impresses them. At the end, debrief with the following questions.

Discussion question:

- 1) What was a major challenge that the main character(s) faced?
- 2) How were they able to overcome these challenges?
- 3) What aspect of the characters upbringing helped them achieve their goals?
- 4) What is one lesson you learn from watching this movie/ reading this book?

LEARN A SECOND LANGUAGE

The following activity will give students the opportunity to start learning a second and/or third language. This activity highlights a few key French phrases and words. An activity can be done each morning so the kids have the chance to practice the words and phrases. This is a great way to learn more about a different culture, and to be more inclusive. This activity will allow students to talk more about their emotions.

English	French
Hi/ Hello	Salut
Good morning	Bonjour
How are you?	Comment ça va?
Good afternoon	Bonne après-midi
Goodbye	Au revoir
Goodnight	Bonne nuit
I'm Hungry	J'ai faim
I'm thirsty	J'ai soif
Happy	Heureuse
Sad	Triste
Not bad (emotion)	Pas mal

English	French
Tired	Fatigué(e)
Good	Bien
So-so	Comme ci, comme ça
Angry	Fâché(e)
Bored	Ennuyé
Today	Aujourd'hui
Yesterday	Hier
Tomorrow	Demain
I am	Je suis
I was	J'étais
I will be	Je serai
That's	C'est

- **Example:**

- VISTA: "Bonjour, comme ça va?" → "Good morning, how are you?"
- Students: "Ça va (bien; mal; comme ci, comme ça)" → "I am doing (good; bad; so-so)"
- VISTA: "C'est bon" → "That's good"