



ENGLISCH

Entwicklungsbereich

Vielfalt wertschätzen

Titel/Thema

Gesamtmaterial

Verfasser(innen)

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Internal differentiation and inclusive learning in the EFL classroom



Title of your teaching unit: *It's Okay to Be Different*

Area of support: Developing positive attitudes towards 'otherness',
appreciation of diversity.

Preliminary considerations: This teaching unit is designed to foster students' positive attitudes towards difference and diversity. On the basis of three picture books, the students create a lapbook in which they approach the topic of diversity. The material is differentiated in that it allows students to select from a choice of topics and work in their own pace. Various forms of scaffolding are also provided. The teaching unit encourages students to reflect and talk about differences related to physical, social, ethnic and cultural factors and embrace diversity.

Age group: grade 5, 10/11-years old

Stories: **Todd Parr: It's Okay to Be Different,**
 Jeanne Wills & Tony Ross: Susan Laughs,
 Kathryn Cave & Chris Riddell: Something Else

It's Okay to Be Different is a picture book that presents how people can be different. There are fun and clever rhymes, and the colorful and cheerful illustrations are eye-catching. It encourages children to appreciate diversity, accept otherness, and develop self-confidence.

Susan Laughs describes a little girl who experiences many common emotions and activities. She goes to school, plays with friends and feels happy or sad sometimes. At the end of the story, the author reveals that Susan is a wheelchair user.

Something Else is the name of a creature who is excluded from everything because he looks different. He plays different games, eats different food, or draws different pictures. Something is another creature that also looks different from the other animals and wants to befriend with Something Else but gets refused. When looking at Something leaving, Something Else suddenly realizes that he acts like all other animals who sent him away. The two become best friends in the end.

References:

Parr, Todd (2001). It's Okay to Be Different. Little, Brown and Company.
Wills, Jeanne; Ross, Tony (2011). Susan Laughs. Andersen Press.
Cave, Kathryn; Riddell, Chris (1994). Something Else. Puffin Books.

Learning objectives:

- Speaking about diversity
- Socio-cultural awareness: identify physical, social, ethnic and cultural factors that contribute to perceiving people as being alike or different
- Embracing individuality and appreciating diversity
- Celebrating multiculturalism and promoting character growth
- Vocabulary enhancement

Key vocabulary:

- **It's Okay to Be Different:** different, medium, extra large, embarrassed, proud, adopted, invisible, special, important
- **Susan Laughs:** spin, fly, hide, ride, wave, swing, dance, sing, swim, trot, row, paint, throw,
- **Something Else:** creature, puzzled, surprised, weird-looking

Lesson plan

Lesson	Content	Media
1	<p>Introduction of the topic: Teacher uses pictures to show students different characteristics of people, then introduces the topic of diversity. Students think and answer the following questions: Are we all exactly the same? Is that okay? Transition to the stories: “We are going to work with three stories that will inspire us to think about what it means to be different: It’s Okay to Be different. Susan Laughs and Something Else.”</p> <p>Group setting and task assignment: Students are divided into three groups to work on three different learning stations. Each learning station is based on one of the three books. The students can choose which book they would like to work with. They can ask questions at the ‘teacher’s station’</p> <p>Key vocabulary practice and feedback Introduce key vocabulary of the stories. Provide dictionaries at the learning stations and additional scaffolding material (e.g. illustrated word cards)</p>	Picture book illustrations (first three pictures of It’s Okay to Be Different and pictures of the main protagonists of the other stories) (Due to copyright reasons these pictures cannot be included here)
2	<p>Revision of target vocabulary. Worksheets are handed out to students at different learning stations. Students work on the handouts to review the key vocabulary and grammar.</p> <p>Reading and understanding the story. Students understand the story line and further details by reading and answering questions. The students discover the stories on their own. They can either read it together with their group members or listen to the story (in the latter case headphones should be used; all three stories are available on Youtube).</p> <p>Observing and discussing ‘otherness’. After reading/listening to the stories, the students answer the questions and complete the tasks provided on the worksheets that are available at each station. The questions are discussed among the group members first before each student writes their individual answers down. Depending on their abilities, students can only write key words or full sentences.</p> <p>Drawing a portrait. Students at learning station 1, 2 and 3 draw portraits which will later be used for the lapbook. The portraits can be inspired by people they know or by the characters from the books that have been read. The collection of portraits will mirror our diverse society.</p> <p>Describing differences and similarities. The students share and compare their portraits within the group and practice expressing what they value about diversity. They also critically discuss how they perceive the persons portrayed, what they like or don’t like about them and what are the reasons for their estimation. The teacher is available to help the students.</p>	<p>Copies of It’s okay to be different, Susan laughs, and Something Else</p> <p>M1</p>

Lesson	Content	Media
3	<p>Warming up and revision: Students use the think-pair-share technique. First, the students are asked to take a moment and think about what happened in the story they read. Then they talk to their seatmate about it. Finally, the students share their stories in class.</p> <p>Introduction to making a lapbook folder The teacher introduces the lapbook project. Each students is to create their own 'diversity' lapbook. The technique how to fold and tape the lapbooks is explained.</p> <p>a) Technique: Present a sample of a lapbook folder and show the students how to make it (double-based or triple-based folder) b) Content and design: The teacher shows a sample of a 'diversity lapbook' to students.</p> <p>Students create their own 'diversity lapbooks' Students start working on their lapbooks and use their creativity to show and value diversity. There are three different task requirements at three learning stations (see detailed lesson plan)</p>	<p>Sample folder or sample pictures</p> <p>Colored card paper, glue stick, scissors, A4 paper, felt pens M2</p>
4	<p>Project completion and lapbook presentations Students finish their diversity lapbooks and present them in class. They are also encouraged to share their work and discuss the topic of diversity in their families.</p>	

References:

Book readings on Youtube:

It's Okay to Be Different: <https://www.youtube.com/watch?v=mt7grN0mbDI>

Susan Laughs: <https://www.youtube.com/watch?v=ko-8UJTe61E>

Something Else: <https://www.youtube.com/watch?v=B35TjF5LcG8>

Explainer video lapbook folder:

<https://www.youtube.com/watch?v=7qlys-dZzrl>

Material Learning Stations (M1): Worksheets

Station 1: Todd Parr: It's Okay to Be Different

Accepting and valuing diversity

1. Read the story together or listen to it. Then answer the following questions.

a) In what ways are people different in the book? Is that okay?

E.g.: He needs some help. He has a different nose. He gets mad. He wears glasses.

b) What makes you different from your friends? Do you think that is okay?

E.g.: I say no to bad things. I have big ears.

2. Share your story about how you felt different or disliked something about yourself but later came to accept and appreciate it. You can also invent a story if you do not want to share your personal experience.

The following phrases from the book *It's Okay to Be Different* might be helpful:

miss a tooth, need help, have a different nose, be a different color, have no hair, have big ears, have wheels, wear glasses, talk about feelings, eat macaroni and cheese in the bathtub, say no to bad things, come from a different place, be embarrassed, come in last, dance by yourself, have a pet worm, be proud of yourself, have an invisible friend, do something nice for someone, lose your mittens, get mad, do something nice for yourself, help a squirrel to collect nuts, make a wish, have different kinds of friends, be different

3. Look at the picture on p. 21 in the book. In the picture you can see four people and it says, "It's okay to have different Moms." and "It's okay to have different Dads." Think about how family structures can be different? What can families look like? Discuss the topic in your group.

Station 2: Jeanne Wills & Tony Ross: Susan Laughs

Being positive about ourselves and others

1. Read the story together or listen to it. Then work with a partner and create your personal can-do-lists.
If you want, you may also mention what you find difficult or can't do.

E.g.: I can sing/trod/spin...but I can't dance very well.

Our can-do-list

[your name]	[your partner's name]
This is difficult for you	

2. Based on the information you gained in the previous activity, introduce your partner to the group.
Be respectful and focus on the positive aspects.

E.g.: This is Susan. She can sing and she loves swimming. She can ride too and finds horses interesting. We can do different things but we really enjoy sharing our experiences...
This is Toby. He can spin very fast. We spin together sometimes. I really like his drawings...

Station 3: Kathryn Cave & Chris Riddell: Something Else

Coping with 'Otherness'

Read the story together or listen to it. Then complete the following tasks.

1. Create a profile of Something Else. You may use words like blue, hairy, big eyes, sad, etc. Draw a picture of Something Else in the middle of your sheet and add your description then.

Profile

blue fur

Name: Something Else

Address: On a windy hill

Favorite food: _____

Best friend: _____

2. Work with a partner and answer the following questions.

- a. What do the other animals have in common?
a. E.g.: They play the same games.
- b. Why did they say he is 'not like us'?
a. E.g.: Something Else does not play the same games.
- c. When do you want to be friends with people? Do you always do the things they do?
- d. Why do they not include him?
- e. Can you find any similarities between Something Else and Something?
- f. Why does he tell the new creature to leave?
- g. Why does he change his mind?
- h. Why do you think they welcome the boy who arrives at the end?
- i. Ask your group members what their daily dishes are. Find out at least four different dishes.
- j. Have you ever acted like the other animals? What can you do to make others feel welcome?

Material Learning Stations (M2): Instruction Sheets

Creating our own diversity lapbook (instructions)

1. Prepare a lapbook folder. Decide yourself if you would like to make a one-, two- or three folder base (see separate instructions).
2. Choose a headline for your first page (e.g. My Diversity Lapbook) and illustrate it.
3. Reflect on what diversity means to you and include any material you like: texts, words and phrases from the book you read, drawings, photos, shapes, booklets etc. Creativity is welcomed.
4. You may also include the material you created in lesson 2 (e.g. portraits).

What else can be included? Here are some ideas:

Station 1:

- The personal story you wrote and illustrations of your story
- Pictures of different family structures
- Pictures from the book with short comments

Station: 2:

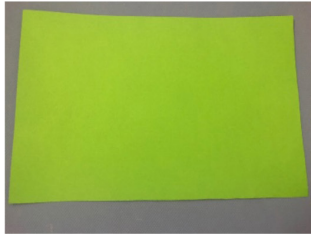
- Your can-do-list and illustrations of it
- Pictures of what you and your partner found difficult
- Illustrations of how children with different abilities learn and play together

Station 3:

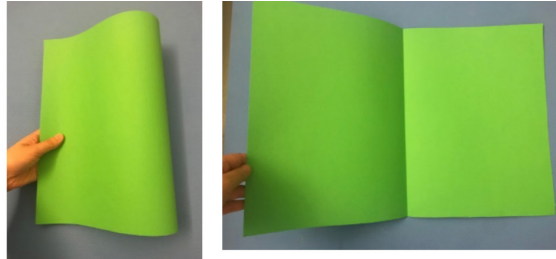
- Profile of Something Else
- Drawings or pictures of people you perceive as different from yourself with short explanations of these differences. Try to also identify similarities.
- A list of ideas of how we can make others feel welcome.

How to make a lapbook (instructions)

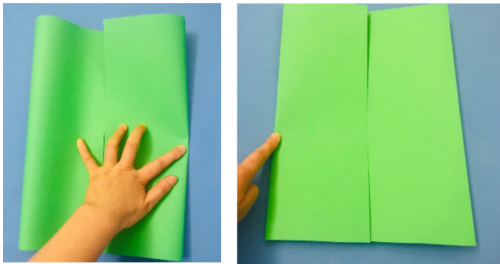
1. Use a piece of colored paper
8 x 32 cm or any other size)



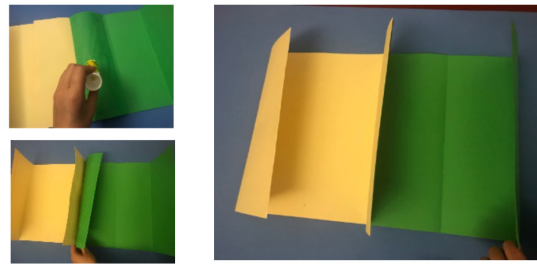
2. Fold it in half as shown.



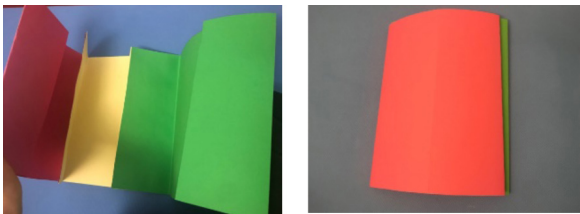
3. Fold the side flaps in to where the edge meets the line in the middle.



4. Glue two folders together.



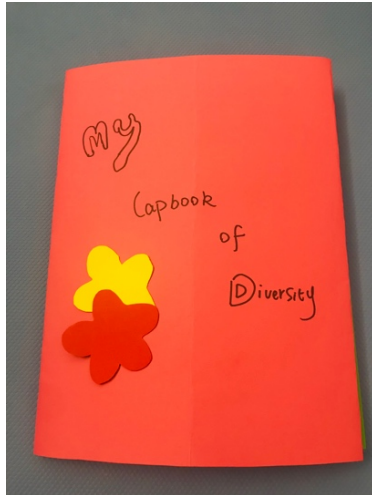
5. Glue more folders together as shown in step 4 to make a three folder lapbook base. You can add more folders if you wish.



6. Create your own diversity lapbook.
When you add content to the lapbook, experiment with different shapes, such as circles, flowers, fish etc. to decorate your lapbook. You can also add booklets of different shapes.



Sample lapbook



Diversity

