

SUBJECT: UNDERSTANDING CULTURAL DIVERSITY IN MICRONESIA

LESSON NAME: CULTURAL INCLUSION/EXCLUSION

Overview	
Time Needed	30-60 minutes
Materials Needed	<ul style="list-style-type: none"> Inclusion/Exclusion Interview Sheet
Learning Objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"> 1. Practice their social interaction skills 2. Interview others while promoting active listening 3. Share their experiences with others 4. Identify similarities and differences of culture 5. Present to small and large groups
<p>Common Core Standards Met</p> <p>www.corestandards.org/read-the-standards/</p>	<p>Speaking & Listening (Grade 7)</p> <p>CCSS.ELA-Literacy.SL.7.1.c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-Literacy.SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>History/Social Studies (Grade 6-8)</p>

	<p>CCSS.ELA-LITERACY.RH.6-8.3</p> <p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
Step By Step	
Anticipate	Divide the class into groups of 4 participants each, then pair off each participant.
Explain	Inform the class that they will be doing an interview and presenting on their partner and the small group regarding cultural inclusion and exclusion.
Discussion	<p>Have the participants engage in small discussion among themselves and their groups while answering the Inclusion/Exclusion Interview sheet. Instruct the participants to also complete their own similarities and differences they see after the interview. The small group will engage in further discussion then will present to the large group.</p> <p>Note: Not all participants are comfortable with public speaking so develop class guidelines and rules, prior to this event) to respect others when they are speaking.</p>
Activity	<ol style="list-style-type: none"> 1. In the group of 4 participants, pair off each participant. Each participant will do a five-minute interview based on two topics-participants will ask their partners: <ol style="list-style-type: none"> a) What is your Culture? Some participants may have more than one culture they identify with (e.g. American and Chamorro but mostly related to the Chamorro culture), encourage participants to list just one they most relate to. b) Recall 1-3 event when you may have felt culturally included (part of the group), engaged, and appreciated; and c) Recall 1-3 events when you may have felt culturally excluded (left out of the group), and alienated. Without being too directive, let participants know that the reasons for their feelings of inclusion and exclusion could vary broadly, from the way a certain facilitator taught to a lack of feelings of support to social reasons. d) Interviewer will also list their similarities and

	<p>differences with their partner's experiences on the interview sheet.</p> <ol style="list-style-type: none"> 2. Participants will do a short 2-5 mins present to the small group their partner's story to others to the small group: <ol style="list-style-type: none"> a) Announce what culture(s) (if they still identify with more than 1) their partner is. b) Share at least 1 or 2 events their partner felt included. c) Share at least 1 or 2 events their partner felt excluded. d) The presenting participant will then identify similarities and differences in these events listed from their partner. e) Once everybody has shared both stories, ask them list the similarities and differences in their stories- as a group. 3. Return participants to the big group and ask each group to share all or some of their stories with the whole class. Keep in mind not all participants, because of their culture, will not jump at the chance to present so keep in mind cultural sensitivity. Outline rules for presenters and non-presenters to keep respectful their comments and questions. 4. Facilitator will record notes (or have another participant do this part) about both categories of stories. (What makes participants feel included? What makes them feel excluded?) 5. Facilitate a discussion about the notes, examining consistencies and differences in an individuals' culture and their stories. After each group presents ask participants how many of them found it easy to recall both an inclusion and an exclusion story. Most participants respond that it was easy. 6. Other sample questions to guide the conversation: <ol style="list-style-type: none"> a) What cultural similarities do you observe among the situations in which people felt especially included in a learning process? b) What cultural consistencies do you notice in the situations in which people felt excluded? c) Knowing that we have participants from various
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	<p>cultures, needs and learning styles; what can we do to ensure we are including, and engaging all participants to be culturally included and promote positive awareness?</p> <p>Accommodations and Modifications:</p> <ul style="list-style-type: none"> • Participants who need extra assistance may be given pre-made materials in which they only need to fill in certain pieces of missing information. • Participants who need to be challenged may be required to find additional information or be given a special project he/she can share with his peers. • Create lessons based on a child's Individualized Education Plan (IEP) or English Learner (EL) accommodations and modification checklist. <p>** Lesson was adapted from Critical Multicultural Pavilion-Awareness Activities lesson: <i>Inclusion/Exclusion</i> found at http://www.edchange.org/multicultural/activities/inclusion.html</p>
Discussion	<p>When the activity is done review what the participants had in common the most in both aspects of inclusion and exclusion. Discuss with the group ways they can better make others feel included and also discuss ways to not exclude others. Take note of the ways the participants would address these topics and display it in the class. This will allow them to take ownership of their own rules as well as think about how they too felt when they were included and excluded.</p> <p>Note: When activities call for participants to share stories it helps that the Facilitator share their story first. Participants can then share their own stories. This will require certain class rules to remind the group about active listening.</p> <p>This activity provides a perfect opportunity to help facilitators to reexamine their own teaching practices. Challenge them to think about their own teaching as they engage in this activity and hear each other's stories. You might even reframe this activity to have facilitators consider ways in which they unintentionally realized they were alienating or excluding one or more participants.</p>
Other Activity Ideas:	<p>Inclusion/Exclusion Family: Have Participants take home the Interview sheets and complete it with their families and report on it as class homework in an essay format or presentation in class.</p>

	This will promote family inclusion into their child's learning and cultural awareness.
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