

Whitman Teaches the Movement
Identity and Inclusion
Kindergarten Lesson Plan Pilot

Introduction (5-10 minutes):

- Introduce yourself by writing your name on the board and a couple facts about you
- Discuss community and inclusion
 - Each give an example of a time they felt left out or saw someone that was left out and how they chose to include them.
 - Ask each student to think about if they have ever had a similar experience. Turn and talk with a neighbor. Have a couple students share out.
- Preview the lesson plan with students (you could write them on the board to help students)
 - New vocabulary (Identity/Inclusion)
 - Read book
 - Puzzle Piece Art project
 - Reflection

Introduce Vocabulary (10 minutes):

- Write the words identity and inclusion on the board
 - Say them out loud and have students repeat the words
- Ask students if they know what the word mean/have a guess
- Provide a definition that is easy to understand and give examples
 - **Inclusion**
 - Making others feel like part of the group, caring for others so they don't feel left out
 - For example: "An example of inclusion is if you notice someone playing by themselves, you could choose to include them by asking them to come play with me"
 - **Identity**
 - the likes and dislikes, beliefs, personality, looks and/or expressions that all make up who a person is
 - For example: "Part of my identity is that I like baseball, I am from California, and I speak french at home with my parents."

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Read Book (5-10 minutes):

- Skin Again by Bell Hooks

- In the book we learned that the color of the characters skin is part of his identity but it is not the only part of his identity. It is important to not only focus on one part but all the parts that make someone who they are.
- Turn and talk with a neighbor and give some examples of your **identity**

Art Reflection (15 minutes):

- Volunteers show example puzzle piece and what it shows about their identity
- Divide into groups of 4 (Kids are normally already divided into table groups so go with those if possible)
 - (If odd number groups have volunteers make a piece to go in puzzle or a student who is faster in the group can make two)
- Give cut up puzzle pieces to each student.
- Each student should make one puzzle piece. Student should do multiple drawings describing their identity on one piece.
 - Encourage those who finish faster to make their pieces colorful. Have students who want write the word identity on their piece. They could also write their name on the piece. Students could do additional pieces (if supplies allow) but will pick their favorite to put on the group piece.
- Ask about how we can think about the word inclusion again. Celebrate how we can appreciate everyone's identities together. We will combine the puzzle pieces to show how we should try to include everyone even if they have different identities.
 - Give colored sheets of paper (11x13) to groups and have them glue all the pieces together.

Reflection (5-10 minutes):

- Come back together as a big group (5-10 minutes)
- It is not bad if someone has a different identity than you.
- Talk about how we all have different identities and that we can all work together to include one another. We are not as strong with just one piece but better when all together.
- If extra times some group members could present their project to the whole class.