

Diversity in community

Stage 1: Lead in

Generate a discussion around the meaning of diversity to set the context for the lesson.

The teacher writes the word 'diversity' in the middle of the board.

The teachers says:

'Today, we are going to explore diversity. What does this word mean to you?'

Elicit answers from learners and board them around the word 'diversity' to create a spider gram.

Possible answers may include:

- beliefs
- culture
- food
- gender
- language
- neuro divergence
- physical abilities
- race
- religion
- traditions

Support with additional responses if needed.

Stage 1: Lead in

Discussion around diversity in the classroom

The teacher says:

'We are going to talk about diversity. Form groups of 4 now.' Wait until the groups have formed.

Show learners this [picture](#) of students in Ghana. Ask them what they can see in the picture. 'Tell me, what can you see in this picture?'

Possible answers:

- class
- desks
- students
- uniform
- wheelchair
- physical differences
- handicap

	<p>The teachers says: 'What do you think the students are talking about? In your groups, discuss what you think they are saying to each other. You have 3 minutes to brainstorm ideas.'</p> <p>Monitor and support throughout the discussion. Elicit answers from the groups, drawing attention to ones that were meaningful during monitoring.</p>
Stage 3: writing task	<p>Group work to create 10 sentences around the learners conversation. More advanced learners can create a short dialogue rather than sentences.</p> <p>The teacher says: 'The class are asking the wheelchair user questions. In your groups you are going to create 10 questions that you think the learners might ask. You can use the words from the board in the 'Diversity' spider gram in your writing. Let us practice together – call out one question you think they may ask!'</p> <p>Examples to use if needed:</p> <ul style="list-style-type: none"> • What is your name? • How old are you? • How do you travel to school? • Is it easy to get to school in your wheelchair? <p>'Tell me, what will you do in your groups? How many sentences will you create? Confirm answers. Great, you now have 10 minutes to work together to create 10 strong sentences that you would ask the wheelchair user.'</p> <p>Monitor and support throughout the writing task. Offer time checks at 5 minutes and at 8 minutes. Stop the activity after 10 minutes.</p>
Stage 4: mingle (ask and answer)	<p>Split the class into 2 groups. 1 group to ask questions, and 1 group to give answers from the perspective of a wheelchair user.</p> <p>The teacher says: 'Let's make 2 groups in the class now.' Wait for the 2 groups to form. 'Now, this group (choose one group) will ask their questions. The other group (indicate the other group) will give answers from the perspective of the wheelchair user. We will mingle and move around the class. You have 10 minutes to ask and answer and then we will swap roles.'</p> <p>As learners mingle and ask / answer as appropriate, monitor throughout and support where needed. Take notes on language use and pronunciation to be addressed later. The purpose here is fluency, accuracy can be followed up in the following lesson if needed.</p> <p>Ensure timings are equal. If some learners finish quickly, they can swap partners and ask their questions to a new partner. Once both groups have completed their task, close the activity.</p>

	<p>The teachers says: 'Great work! Time to sit down again and relax. How quickly can you find your seat?!'</p> <p>Encourage learners to get to their seats quickly and praise those who do.</p>
Stage 5: feedback	<p>Diversity in your school and community</p> <p>The teacher says: 'Well done everyone, you have created and answered meaningful questions which have allowed you to understand some of the practical challenges for some students. Wrap up discussion now!'</p> <ol style="list-style-type: none"> 1. Is our school set up to support diversity? How can we make it even better? 2. Is your community set up to support diversity? How can we make this more inclusive? <p>Manage the discussion, acknowledge practical ideas and solutions. Thank everyone for their contribution and close the lesson.</p>

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