

DIVERSITY
ACTIVITY PACK

DIVERSITY
ACTIVITY PACK

DIVERSITY
ACTIVITY PACK

DIVERSITY

DIVERSITY

Diversity abounds all around us. The natural world benefits from diversity in animals, plants, and microorganisms; and our society benefits from diversity of expression, opinion, and experience. Our focus here is on diversity among people and ways to celebrate the beauty of uniqueness.

This activity packet includes a selection of resources for educators, families, and students.

BOOKLIST: A list of books about diversity recommended by RIF

CLASSROOM ACTIVITY: An activity about diversity for the classroom

HOME ACTIVITY: An activity about diversity designed to help students continue learning at home

STUDENT ACTIVITY: An activity about diversity for students to complete independently

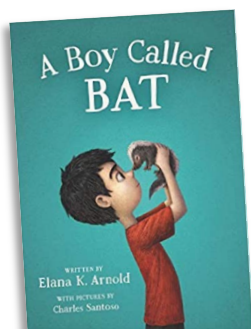
We suggest you print and copy the **Home Activity, Student Activity, and Booklist** pages and send them home to extend the learning.

For more reading resources, visit

www.RIF.org/literacy-central/collections/middle-school-family-literacy-initiative-diversity

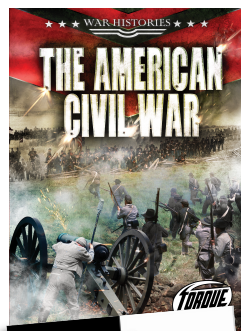
DIVERSITY BOOKLIST

DIVERSITY BOOKLIST



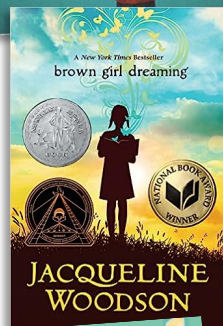
A Boy Called Bat

Author: Elana K. Arnold
Illustrator: Charles Santoso
Funny, Grades 4-6



The American Civil War, War Histories

Author: Kate Moening, History,
Grades 3-7



Brown Girl Dreaming

Author: Jacqueline Woodson, The Arts,
Grades 5-6



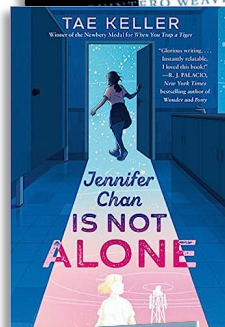
My Year in the Middle

Author: Lila Quintero Weaver
Sports/Gaming, Grades 3-7



Front Desk

Author: Kelly Yang
Adventure, Grades 5-7



Jennifer Chan is Not Alone

Author: Tae Keller, Mystery,
Grades 3-7



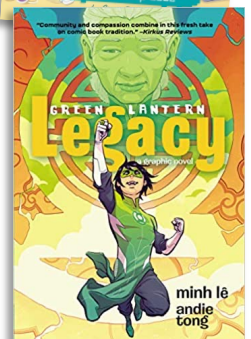
Girls Who Code

Author: Stacia Deutsch
STEM, Grades 3-12



Skeleton Man

Author: Joseph Bruchac Horror,
Grades 6-8



Green Lantern Legacy

Author: Minh Lê Fantasy//
Sci-Fi, Grades 3-7



Thanks a Lot, Universe

Author: Chad Lucas Friendship,
Grades 5-8

Reading
Is Fundamental.

until every child reads

CLASSROOM ACTIVITY

CLASSROOM ACTIVITY

BETWEEN THE BOOKENDS ANALYSIS

Books enable readers of all ages and in all places the opportunity to meet and learn about a huge variety of people. Introduce your students to the potential of books to celebrate diversity by encouraging them to analyze the books available in your school, at the public library, and/or in their homes.

STEPS

1. After you have dedicated some time to reading and discussing books that feature diversity, from our list or from your own, lead a class discussion about what diversity is and why it is important to have diversity in books.
2. Then, invite your students to consider how much diversity is represented in books in, for example, a particular age range or genre, or in the curriculum you use in your school.
3. Using the Between the Bookends Analysis page as a guide, have students pick a focus (bookshelf/bookcase, best sellers, syllabus, staff picks, your curriculum, etc.) and then complete their analysis. [Note: There are many sophisticated tools that analyze books and other materials for diversity; this is just an introductory exercise to help students begin to think about the topic and strengthen their media literacy.]
4. Once students have completed their analysis, have them break into pairs or small groups to discuss their findings. Have the pair or group write a statement of findings (1-3 sentences) to share with the class.
5. After you have heard/documented the statements, have a class discussion about the diversity of literature available based on their analyses.
6. (Optional) Consider having your school's media specialist/librarian come to speak to your students about their selection process and any issues they face as they work to provide access to a variety of materials.

BETWEEN THE BOOKENDS ANALYSIS

NAME: _____ DATE: _____

FOCUS: _____ (e.g., one shelf of picture books, Staff Picks at Library, your ELA class's syllabus)

Number of Titles Considered: _____ Age Range: _____ Genre: _____

For the titles you considered

What representations of diversity did you encounter?

What representations were clearly missing?

Do you feel the collection of titles you considered was balanced in terms of diverse representation? YES NO

On a scale of 1 – 10 (1 being not at all diverse; 10 being very diverse), how diverse was the collection (age, race, ability, etc.) you studied?

1 2 3 4 5 6 7 8 9 10

What would you personally like to see more of on the shelves?

HOME ACTIVITY

HOME ACTIVITY

PERSPECTIVES

Your middle schooler has been learning about diversity at school and this activity is designed to extend the learning at home.

Throughout our lives, our experiences with diversity are changing and our perspectives are possibly shifting. Take advantage of this time in your middle schooler's learning to talk about your family members' perspectives on diversity and how they may have changed over time.

STEPS

1. Ground your conversation by asking your child about what they've read recently and what activities about diversity they've participated in at school as part of this theme.
2. Review the attached "When I Was...Now I" handout and then split the paper and work on your own individual responses.
3. Talk about each statement you and your child created with your responses.
4. Wrap up your conversation with some reflections and/or goals. For instance, if you've identified challenges with diversity issues, talk about how you might address them and how you can support each other. Or, if you've discovered that you lack experience with a particular group or culture, you may establish a goal to learn more, attend an event, read more books, etc.

WHEN I WAS...NOW I

WHEN I WAS...NOW I

PERSON 1

When I was _____, I thought _____

_____.

Now I _____

_____.

When I was _____, I experienced _____

_____.

Now I _____

_____.

When I was _____, I learned _____

_____.

Now I _____

_____.

PERSON 2

When I was _____, I thought _____

_____.

Now I _____

_____.

When I was _____, I experienced _____

_____.

Now I _____

_____.

When I was _____, I learned _____

_____.

Now I _____

_____.

STUDENT ACTIVITY

STUDENT ACTIVITY

MY CREW IS

Based on your recent focus on diversity, this activity is designed to encourage you to really see the people you care about (friends, family, pets, neighbors) for their unique and wonderful qualities. Choose your product based on your interests and skills: a drawing, an essay, a poem, a song, etc.

STEPS

1. On a piece of paper, draw a line down the center vertically and a line across the center horizontally to create 4 boxes on the page.
2. Identify 4 people (or animals) that you care about and write their names on the paper – one name in each box.
3. Using your memory, things you notice IRL the next time you see them, or photos/video, make some notes about the things that make these people uniquely wonderful:
 - Box 1 = Style
 - Box 2 = Personality
 - Box 3 = Capabilities (skills, talents, can they make you laugh, etc.)
 - Box 4 = Anything Else That Makes Them Uniquely Wonderful
4. Then, for each person, create an appreciation. You may draw or animate the person, you may write an essay that devotes space to each one, you may write one or four poems about these people, you may write a song about them, etc. Or, you may choose a different type of appreciation for each person.
5. If you want to, and you think they'd like it, share your pieces with the people you selected.