

Formative Assessment Tasks

K-W-L Chart

Students fill-out what they Know, and Want to Know about at the beginning of the lesson; then fill in what they Learned at the end of class.

Venn Diagram

Students compare and contrast 2 different perspectives and ideas.

Happy Face Self-assessment

Students draw sad, neutral, or happy faces, or hand signals on their work. This assessment shows their level of understanding.

Critical Reflection

Consolidate lessons prompts are used to guide students to understand events and experiences from different perspectives.

Additional Resources

For more information about the lesson plan, including definitions, formative assessment examples and more:

<https://t.ly/v4h1>

You will love this cartoon in your lesson about perspective-taking and worldviews:

<https://t.ly/usqL>

For more ideas about worldviews and questionnaires here:

<https://t.ly/fHbK>

Talking About Culture in the Classroom Lesson Outline



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Lesson Activities

Learning Objectives

- Students learn about multiculturalism and competencies needed for understanding and interacting with cultural differences.
- Students develop competence by learning the importance of comparing and contrasting their worldviews to others and how worldviews influence people's interactions.

Learning Goals

- Describe my worldview
- Compare and contrast the values between yourself, your peers, friends, family, etc.

Success Criteria

- I better understand myself (self-awareness)
- I can identify bias and stereotype
- I used perspective-taking

Key Terms

Worldviews
Cultural worldview
Personal worldview
Multicultural
Competence
Stereotypes
Bias
Assumptions
Marginalization
Dominant worldview
Social hierarchies

Activity #1 Perspective-taking



The batter and the pitcher show how people think and value differently. Ask students: What are they thinking? How do their values differ? How would this affect their interactions?

Activity #2

Class Poll-Personal Worldview

Questionnaire

Think-pair-share the variety of worldviews in the class.

Activity #3

Real-World Applications

Explore real world applications, then students create a storyboard of real world experiences.

Activity #4

Independent work

Students answer the following questions:
1) How does culture influence worldviews?
2) What causes people's worldviews to stay the same or change?
3) Can bias negatively or positively impact how you understand someone else's worldviews? Is this good or bad?