

# Lesson Plan

## Windows and Mirrors (Diversity) Lesson Plan Example

Link to [Slides](#)

### INQUIRY QUESTION DRIVING THE LESSON:

How can we apply Emily Styles' theory on windows and mirrors in order to embrace our unique qualities and those of others?

### FOCUS SOCIAL JUSTICE CONCEPT OR RESOURCE (from [LSJE website](#)):

- Diversity
- [Styles, E. \(1996\). Curriculum as Window and Mirror. National Seeking Educational Equity and Diversity Project, Wellesley College Center for Research on Women, 35-42.](#)
- [Crossman, T. \(2019\). Cross Cultural Comics. MISUNDERSTOOD.](#)
- [Ganeri, A. \(2017\). How the World Came to Be. Learning for Justice.](#)
- [Bryant, T. \(2017\). Z and Vielpunkt. Learning for Justice.](#)
- [McCollum, S. \(2023\) Zahrah's Hijab. Learning for Justice.](#)
- [David B. and Bravo E. \(2017\). In a Heartbeat - Animated Short Film \[Video\]. YouTube.](#)
- [Graham A., Reynolds K., St. Pierre L. \(2013\). 🏆CGI 3D Animated Short Film🏆: "Dia De Los Muertos" - by Team Whoo Kazoo + Ringling | TheCGBros \[Video\]. YouTube.](#)
- [Cherry M. \(2019\). Hair Love | Oscar®-Winning Short Film \(Full\) | Sony Pictures Animation \[Video\]. YouTube.](#)
- [Burgess, P. \(2013\). Building the Beloved Community: A Life Practice. Multidisciplinary Research on Hawaiian Well-Being, 9.](#)

### IDENTIFY KEY PROGRESSIVE PEDAGOGICAL PRINCIPLES USED:

- Supports the development of the whole learner
- Emphasizes community and collaboration
- Meaningfully engages student interest and intrinsic motivation
- Promotes inquiry and deep understanding
- Utilizes direct experience and hands-on learning
- Students (and teacher) reflect on experience to construct meaning
- Includes interdisciplinary connections and applies to our lives outside of the classroom
- Assessment values growth over time and is used for future goal setting
- Promotes social justice and taking informed action
- Incorporates wonder and play
- Integrates the arts, multiple intelligences, and/or other interdisciplinary connections

### INSTRUCTIONAL OUTCOMES

#### Social Justice Standard(s)

Diversity 6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Diversity 8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Diversity 9. Students will respond to diversity by building empathy, respect, understanding and connection.

**Learning Objective(s):** *What should students be able to do as a result (i.e. skills)?*

**SWBAT (Students will be able to...)**

1. Define diversity.
2. Develop respectful ways to discuss similarities and differences with others.
3. Respond to diversity by building empathy, respect, understanding and connection.
4. Begin to think about how diversity affects relationships and curriculum in the classroom.

**ASSESSMENT: EVIDENCE OF STUDENT LEARNING** (add rows as needed)

<b>Learning Objective Assessed SWBAT....</b>	<b>Assessment Activities</b> <i>(name of activity...if no name, name it)</i>	<b>Assessment Tools</b> (Name the tool and provide a link)
1. Define diversity.	<b>Free Write Journaling</b>	<a href="#">POD Rubric</a>
2. List three phrases that can be used to discuss the similarities and differences between humans in a respectful way.	<b>Examine Diverse Stimuli with a Partner</b>	<a href="#">POD Rubric</a>
3. Collaborate with a peer to invent a fictional character that combines their diverse characteristics, traits, and identities in order to build empathy, respect, understanding and connection.	<b>Character Creation</b>	<a href="#">Partner_Character_Proj...</a>
4. Reflect on how diversity affects relationships and curriculum in the classroom.	<b>Reflection</b>	<a href="#">Copy of Daily Reflection...</a>

**THE LEARNING PLAN: CONTENT, PEDAGOGY & INSTRUCTION**

<b>Time:</b> How long each activity will take.	<b>What are students and teachers doing?</b>	<b>Rationale (Why are students doing this?):</b> Explain why you chose the learning task and how it supports students' thinking. Why is this activity important to students today? How does it directly link to your learning objectives?
3 minutes	<b>Freewrite Journal</b> <b>Teacher:</b> Provide the prompts for students to respond	The students are to gauge prior knowledge of diversity and to also explore their own identities prior to collaborating with others in the classroom.

	<p><b>Student:</b> Answer the first question, then choose either of the two following questions to answer.</p> <ul style="list-style-type: none"> <li>• Thinking about yourself, what are the qualities that you feel connect you with others, and what kinds of qualities make you different from others (SJ D.9)?</li> <li>• How comfortable do you feel with people who are similar or different from you (SJ D.6)??</li> <li>• What history and lived experiences of others are you curious to learn more about? (SJ D.8)?</li> </ul>	<p>Self-reflection as a foundation for the building of the community in the later activities.</p>
<p>3 minutes</p>	<p><b>Freewrite Journal Shareout</b></p> <p><b>Teacher:</b> Facilitate the shareout and choose some students to share their thoughts.</p> <p><b>Students:</b> A few students will share their thoughts verbally that they brainstormed in the free write.</p>	<p>Students will articulate their thinking verbally in a large group setting in order to organize and express their thoughts and findings with an audience.</p>
<p>5 minutes</p>	<p><b>Providing Examples to Construct Knowledge on Diversity</b></p> <p><b>Teachers:</b> Introduce the concept of diversity through Styles’ concept of “Windows and Mirrors”</p> <p><b>Teachers</b> provides quote:  “...education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected”  (<i>Curriculum as Window and Mirror</i>, p. 1).</p> <p><b>Students:</b> Watch <a href="#">video</a> and take notes on the meaning of “windows and mirrors” in diversity</p>	<p>The purpose for examining the Styles’ quote and video are to give students an idea of what we mean by windows and mirrors in the context of diversity. This will be the foundation for their understanding of diversity by embracing our own qualities and accepting those of others as they examine the following “windows” stimuli.</p>

<p>15 minutes</p>	<p><b>Students:</b> In pairs, choose one of the assigned stimuli to examine with your partner and create a Venn diagram or list of similarities (mirrors) and differences (windows).</p> <p><b>Teachers:</b> Assign breakout rooms for pairs. Float around different groups to sneak a peak at how they're doing and provide support.</p> <p><b>Group 1 Options:</b> <a href="#">Khanga's "Soul to Soul"</a> (Culture) OR <a href="#">Comic Strips</a> (Multicultural)</p> <p><b>Group 2 Options:</b> <a href="#">"How the World Came to Be" Creation Myths</a> (Multicultural) OR <a href="#">"In a Heartbeat"</a> (LGBTQ+)</p> <p><b>Group 3 Options:</b> <a href="#">"Z and Vielpunkt"</a> (LGBTQ+) OR <a href="#">"Dia De Los Muertos"</a> (Culture)</p> <p><b>Group 4 Options:</b> <a href="#">"Zahrah's Hijab"</a> (Religion) OR <a href="#">"Hair Love"</a> (Culture)</p>	<p>Students will be working in pairs so that they can collaboratively share their ideas together about how their chosen text demonstrates diversity. By pairing students up, they are able to brainstorm ideas together to come to more well-rounded and diverse insights, which is very on-theme for the concept being examined. By giving students a choice in their examined text, we honor their personal preferences and preferred modes of learning (reading, video, art, etc.) Finally, as students analyze their stimulus, they will be synthesizing their thinking about diversity and how their character is both similar to themselves and different from themselves to come to a deeper understanding of diversity.</p>
<p>8 minutes</p>	<p><b>Share out to class</b></p> <p>Share out with the group (2 minutes each) your list of windows/mirrors in your own context OR anything related to diversity</p>	<p>Students will articulate their thinking in a large group setting in order to organize and express their thoughts and findings with an audience.</p>
<p>30 minutes</p>	<p><b>Character Creation</b></p> <p><b>Teacher:</b> Introduce activity to create a character, but will first facilitate a conversation amongst the students.</p> <p><b>Student:</b> Talk story with a partner to learn and understand each other on</p>	<p>Students build empathy and connection by providing concrete and potentially relatable stories. This dialogue allows students to learn each other's truths, which will provide them an ample source of characteristics and qualities they would like to give the character they decide to create together.</p>

	<p>two levels.</p> <ul style="list-style-type: none"> <li>● Surface Level (Literal) <ul style="list-style-type: none"> <li>○ What are your favorite parts of your appearance?</li> <li>○ What is your favorite hobby or way to spend free time?</li> <li>○ What does your typical weekend look like?</li> </ul> </li> <li>● Deeper Level (Figurative) <ul style="list-style-type: none"> <li>○ In what ways do you experience privilege in your life that you may take for granted?</li> <li>○ What is your philosophy that guides your life decision?</li> <li>○ What qualities of yours do you despise the most?</li> </ul> </li> </ul> <p><b>Student:</b> In pairs to create a character that represents parts of their identities, including but not limited to: Appearance, Abilities, Interests, etc. Students will have the opportunity to design a character that is either realistic or supernatural.</p> <p><b>Teacher:</b> Provides an example(s) to show different forms or methods to share character</p> <p><b>Student:</b> Opportunity to draw, describe in literal or figurative terms, poem, or any other creative mode preferred</p>	<p>Building a character together is a creative and a low-stakes outlet for collective exploration while fostering empathy and understanding toward each other. This will not only affirm their identities, but will affirm their success in creating a window into each other's lives and mirrors to reflect their own experiences.</p>
15 min	<p><b><u>Share out Characters</u></b></p>	<p>Students will articulate their thinking verbally in a large group setting in order to organize and express their thoughts and findings with an audience.</p>
5 min	<p><b><u>Reflection</u></b></p> <p><b>Teacher:</b> Providing instructions for reflection and facilitating sharing.</p>	<p>Referring to Dewey's philosophy, reflection is where learning happens. In this section of the lesson, students will reflect on their learning about diversity today. They will have an option to either send a message to their</p>

	<p><b>Students:</b> Send a message to your partner about something you connected with them today OR a unique quality of theirs that you admire.</p> <p>OR</p> <p><b>Students:</b> In a sentence or so, respond to one of the following questions in the chat:</p> <ul style="list-style-type: none"><li>- What might be the complexities that we haven't yet explored regarding diversity and its representation in this module?</li><li>- How can we move from a surface level understanding of diversity as tolerance to a place of acceptance?</li><li>- How does our discussion on windows and mirrors relate to current political complications with DEI?</li></ul>	<p>partner for the day about something they connected on or something they admire about them to highlight the importance of "windows" and "mirrors" in building acceptance and confidence within individuals. If students opt for option 2, they will respond to the prompts in the chat to think about the complexities of their learning for the day. They will also come up with their next steps to bring this conversation of diversity into a deeper level at their own pace.</p>
--	--	---


# Brainstorming

## Lesson Plan Brainstorming

### 1. Prior knowledge

- a. Freewrite Journal (3-5 minutes)
  - i. Thinking about yourself, what are the qualities that you feel connect you with others, and what kinds of qualities make you different from others?
  - ii. Answer either of these questions
    1. How **comfortable** do you feel with people who are similar or *different* from you (SJ D.6)??
      - a. *Share out points to discuss:*
        - i. *What does it mean or what are examples of people who are similar or different from you?*
          1. LGBTQ (Philippines example), Race, Different ability levels
        - ii. *Tolerance v.s. acceptance*
      2. What history and lived experiences of others are you curious to learn more about? (SJ D.8)?
    - iii. Share out (a few)

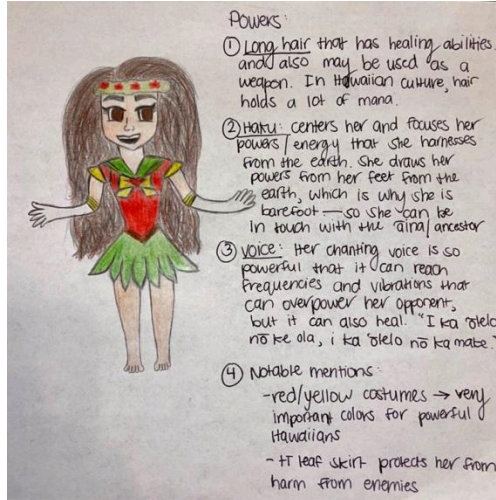
### 2. Providing Examples to Construct Knowledge on Diversity

- a. Introduce the concept of diversity through Styles' concept of "Windows and Mirrors"
  - i. "...education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected" (*Curriculum as Window and Mirror*, p. 1).
    1. Style, E. (1988). *Curriculum as window and mirror*. National SEED Project. Retrieved from <https://nationalseedproject.org/Key-SEED-Texts/curriculum-as-window-and-mirror>
- b. Foundational Theory Texts:
  - i. Quote from Styles about Mirrors and Windows
  - ii.  Learning About Difference and Belonging Through Books

- iii. Styles, E. (1996). Curriculum as Window and Mirror. National Seeking Educational Equity and Diversity Project, Wellesley College Center for Research on Women, 35-42. [[LINK](#)]
- c. Text or Excerpt Showcasing Diversity: Challenge is that they are assigned a text in pairs and they are to think about the windows and mirrors... **Come up with a list of “windows” and/or “mirrors” that is demonstrated in your text**
  - i. **Group 1 Options:** [Khanga's "Soul to Soul"](#) (Culture) OR [Comic Strips](#) (Multicultural)
  - ii. **Group 2 Options:** [“How the World Came to Be” Creation Myths](#) (Multicultural) OR [“In a Heartbeat”](#) (LGBTQ+)
  - iii. **Group 3 Options:** [“Z and Vielpunkt”](#) (LGBTQ+) OR [“Dia De Los Muertos”](#) (Culture)
  - iv. **Group 4 Options:** [“Zahrah’s Hijab”](#) (Religion) OR [“Hair Love”](#) (Culture)
- d. Share out with the group (2 minutes) your list of windows/mirrors in your own context OR anything related to diversity

**3. Action:**

- a. Talk story with partner to get to know them on a surface level and deeper level? (What does that mean?)
  - i. Surface Level (Literal)
    - 1. What are your favorite parts of your appearance?
    - 2. What do you like to do for hobbies?
  - ii. Deeper (Figurative)
    - 1. What are your beliefs on \_\_\_\_\_?
    - 2. What is your philosophy that guides your life decision?
    - 3. In what ways do you experience privilege in your life that you may take for granted?
- b. Example:



c.

- d. **Partner up:** In pairs, create a character that you both feel equally represents parts of you two, including appearance, abilities, interests, etc. This can be a realistic character or have supernatural elements. You may draw, describe in literal or figurative terms, or any other creative mode you prefer.

#### 4. Reflection

- a. In a sentence or so, respond to one of the following questions in the chat:
  - i. Is it really enough? What might be the complexities that we haven't yet explored regarding diversity and its representation in this module?
  - ii. How can we move from a surface level understanding of diversity as tolerance to a place of acceptance?
  - iii. DEI conversation