

## Inquiry Demonstration Plan

**Lesson Title:** The Significance of Multiculturalism **Lesson #** 1 **Date:** July 30  
**Name:** Melody **Subject(s):** social studies **Grade(s):** 3

### Rationale & Overview

This workshop is designed for a social study curriculum in Grade 3 in Canada. According to the BC curriculum guidance, multiculturalism is involved in social studies. Nowadays, social diversity that means a wide variety of characteristics amongst people such as age, gender, ethnicity, religion, physical abilities, socioeconomic status, sexual orientation, cultural backgrounds and so on (Nedha, 2016) is very popular around the world due to immigration and globalization (Banks, 2014). To support social diversity, multiculturalism appears, which generously reflects the diversity of cultures, giving equal opportunities to people to show their own identities, values, beliefs and traditions; supplies a platform for people to interact, relate and engage in civic talk and action (Watters, Ward & Stuart, 2020). In order to keep a harmonious social environment, students should learn what the multiculturalism is and they should be guided to have positive attitudes and behaviors towards the social diversity. This is the first workshop of "multiculturalism" topic, so the general concepts of social diversity and multiculturalism will be demonstrated and some relevant activities based on inquiry pedagogy are carried out such as discussion, picture drawing and debate.

### Key Questions For Inquiry

Core Question & Supporting Questions for Inquiry Project	Question(s) Addressed in This Lesson
1. What does social diversity mean? 2. What does multiculturalism mean? 3. Why should we promote multiculturalism?	1. Why does social diversity exist? 2. What are benefits or disadvantages that social diversity might bring? 3. What's difference between social diversity and multiculturalism? 4. How can we keep a harmonious social environment at school?



### Inquiry Approach and Rationale

*In the first workshop, the details of teaching process are conducted as following:*  
 The teacher and students get together in a multimedia classroom. Firstly, the concepts of social diversity are demonstrated by a funny video. Students have a discussion about what they watch in the video and then teacher introduces social diversity. Teacher has a self-introduction as a demo. Next, students are given paper to write down some key words on it about themselves, such as gender, nationality, mother language, values and

beliefs. And they will share these with the whole class. Teacher and students also talk about their experiences about prejudice or discrimination if they encountered in the past. Then, there is a 20 minutes break here. After the break, another video about the meaning of multiculturalism is presented. Students talk about their understandings of the things in the video and then teacher introduces the definition of multiculturalism. Some examples of multiculturalism are demonstrated by the teacher such as immigration and foreign restaurants. Next they compare the differences between social diversity and multiculturalism by a simple form showed on the blackboard. Students talk to the peers beside them and then tell the teacher about the differences, and the teacher writes down the key points on the form. Finally, there is a debate about whether it is good to advocate "English Only" at school. Students are divided into two groups. One group supports "English Only" and another group opposes it. After the debate, students make a conclusion of the debate. Teacher guides students to have reflections on the meaning of multiculturalism according to the debate and talk about how to keep a harmonious social environment at school.

*The inquiry-based pedagogy in the first workshop is adopted as the following:*

Teachers and students study together with meaningful interactions like discussion through videos and learning activities (Buckner& Kim, 2014; Khalaf, 2018) such as the debate to produce sophisticated and deeper understanding of knowledge that they acquire and to create a more engagement learning environment (Friesen & Scott, 2013; Justice, Rice, Roy, Hudspith & Jenkins, 2009). Essential questions (Wiggins &McTighe, 2018) about social diversity and multiculturalism are used for guiding students to know the points of learning contents. Assessment is carried out during the process of teaching (Bailey, 2020) like the picture drawing homework. Rewards are suggested instead of punishments (Clifford & Friesen, 2003). Students will be given some gifts as the rewards for excellent class performances or good homework.

#### **Core Principles of Effective Teaching (Sharon Friesen) Focus on one or more core principles in the lesson**

<b>Core Principle 1:</b> Effective teaching practice begins with the thoughtful and intentional design of learning that engages students intellectually and academically. <i>*What aspects of the inquiry are the most challenging and meaningful for students?</i>	Students seek the meaning of social diversity and multiculturalism by video watching before the teacher introduces the concepts. The ability to have independent thinking is practiced.
<b>Core Principle 2:</b> The work that students are asked to undertake is worthy of their time and attention, is personally relevant, and deeply connected to the world in which they live. <i>*What makes this inquiry valuable, meaningful, and "alive" for the students and teachers?</i>	Teacher and students share their identities, values, beliefs, and individual experiences, and explore the significance of multiculturalism at school by a debate, which is connected to their daily lives.
<b>Core Principle 3:</b> Assessment practices are clearly focused on improving student learning and guiding teaching decisions and actions. <i>*How do I define learning and success in this inquiry? How learning is expressed and articulated in peer, self and teacher assessments?</i>	Students' performances in class such as questions discussion, stories sharing, reflections on social diversity and multiculturalism, will be assessed. Individual homework will be assessed.
<b>Core Principle 4:</b> Teachers foster a variety of interdependent relationships in classrooms that promote learning and create a strong culture around learning. <i>*How do I connect students with each other, with experts in the field, with larger communities and nature, and across disciplines?</i>	
<b>Core Principle 5:</b> Teachers improve their practice in the company of peers. <i>*How do I reflect on the inquiry together, and/or</i>	

collaborate with others?

### BC Curriculum Core Competencies

Communication	Thinking	Personal & Social
Students have interactions by sharing identities, values and beliefs Discussion on essential questions Collaboration through a debate	Creative and critical thinking is developed through the debate on “English Only” at school	Students have personal awareness through identities, values, beliefs sharing and they realize their responsibilities to keep a harmonious social environment

### BC Curriculum Big Ideas (STUDENTS UNDERSTAND)

Nurture multicultural awareness and respect for diversity

### BC Curriculum Learning Standards

#### (STUDENTS DO)

#### (STUDENTS KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
Compare the difference between social diversity and multiculturalism Have ethical judgment	Relationships between people

### BC Curriculum Indigenous Connections/ First Peoples Principles of Learning

Teacher and students acquire knowledge and broaden their horizons through storytelling about their individual experiences.

### Respectful Relations

Students have interactions through questions discussion, video reflections, storytelling and debate. They are encouraged to show their own perspectives and individual experiences.

### Lesson Activities

Time Allotted		Teacher	Students
Invitation	4mins	Warm up. “London Bridge” game. <a href="https://www.britannica.com/topic/London-Bridge-childrens-singing-game">https://www.britannica.com/topic/London-Bridge-childrens-singing-game</a>	Students speak out their names, ages, hobbies and the food they like.
Inquiry	25mins	A video of social diversity is played.  Teacher introduces social diversity.  Teacher demonstrates some prejudice or discrimination examples.	Students watch a video of social diversity and explore the meaning of it.  After teacher introduces social diversity, students share their identities, mother languages, values and beliefs with peers.  Students share their personal experiences if they encountered prejudice or discrimination, and then have ethical judgment on this

			phenomenon.
Discussion	8mins	Teacher asks students the question: why does social diversity exist?	Students think about this question, talk to peers beside them and share their ideas with the class.
Reflection	8mins	Guide students to think about the benefits or disadvantages that social diversity might bring.	Students balance benefits and disadvantages and express their insights about whether social diversity can contribute to social cohesion.
20mins break			
inquiry	30mins	<p>A video of multiculturalism is presented.</p> <p>Some examples of multiculturalism are demonstrated by the teacher such as immigration and foreign restaurants.</p> <p>A debate about whether it is good to advocate "English Only" at school.</p>	<p>Students talk about their understandings of the things in the video</p> <p>Students compare the differences between social diversity and multiculturalism.</p> <p>Students are divided into two groups. One group supports "English Only" and another group opposes it.</p>
Reflection	10mins	Teacher makes a conclusion of the debate and guides students to have reflections relevant to the debate.	Based on the debate, students have reflections on how to keep a harmonious social environment at school.
Discussion	5mins	Why should we promote multiculturalism?	Students have a discussion with peers about the significance of promoting multiculturalism in society.

**Explanations:** Time for the first workshop is 90mins teaching and there is a 20mins break (for instance, from 3:00pm-3:45pm and then from 4:05pm-4:50pm). In lesson demonstration, I just chose parts of the learning activities to demonstrate teaching based on inquiry pedagogy but the table above shows the 90 minutes teaching plans for the first workshop. And for the other three workshops, time is 60mins (for instance, from 3:00pm-4:00pm) respectively.

#### Materials and Resources

Banks, J.A. (2014). Diversity, group identity, and citizenship education in a global age. *The Journal of Education*, 194(3), 1-12.

Hw0315. (2009, May 20). *Video about multiculturalism [Video file]*. Retrieved from <https://www.youtube.com/watch?v=Fu3hUIWr3u8&feature=youtu.be>

Nedha. (2016). *Difference between Diversity and Multiculturalism*. Retrieved from <https://www.differencebetween.com/difference-between-diversity-and-multiculturalism/>

STARS Nashville. (2015, June 30). *What does diversity mean? [Video file]*. Retrieved from <https://www.youtube.com/watch?v=Fd5Cm3xzMS4&feature=youtu.be>

Watters, S.M., Ward, C., & Stuart, J. (2020). Does normative multiculturalism foster or threaten social cohesion? *International Journal of Intercultural Relations*, 75(1), 82-94. doi: 10.1016/j.ijintrel.2020.02.001

#### Organizational Strategies

Prepare all of the teaching materials in advance. Let's students preview the general concepts of social

diversity and multiculturalism before the workshop. Parents help their children do the preview and guide children to have respectful attitudes towards differences.

### **Proactive, Positive Classroom Learning Environment Strategies**

Students freely express their perspectives on social diversity and multiculturalism and they share their own identities, values and beliefs with peers and teacher. Storytelling about the individual experiences is conducted. Debate involves students' collaboration with group members.

### **Extensions**

Homework: every student draws a picture (they can also use some photos from the internet and paste them on the paper) to show their understandings of multiculturalism. Some key words or short sentences can be written on it. Parents assist students to complete this homework.

### **Reflections and peer feedback**

Through this lesson demonstration, I feel that inquiry-based pedagogy used in the lesson was beneficial for students to have deep understandings of the learning contents: social diversity and multiculturalism. The essential questions guided students to be clear about what they need to learn in class. Discussion engaged students and promoted the interactions between them. Students freely shared their identities, mother languages, values and beliefs with peers.

However, my lesson demonstration was in a hurry because of the limited time and my careless consideration. Honestly, in my lesson demonstration, I let my group members watch the videos of social diversity and multiculturalism at the same time before I explained these two concepts respectively. And we did the activities like discussion about the differences between social diversity and multiculturalism right after the video watching. From their facial expressions, I could feel that they were a little bit confused about the differences between these two concepts. But after I told them the differences between social diversity and multiculturalism, they all understood. Then we did an interaction activity on the Jamboard to share their identities, values, and beliefs. But later, I found that it was too rushed to teach students social diversity and multiculturalism in this way. My group members in class are students in Master's program, so it was easy for them to comprehend and differentiate between social diversity and multiculturalism after my explanations, but for students in Grade 3, it would be quite difficult for them to thoroughly understand the social diversity and multiculturalism if they learn these two concepts together.

Clint reminded me of the time arrangements and teaching contents distribution in my lesson. He suggested that I'd better teach social diversity and multiculturalism separately. I do agree with his advice. Hence, I adjusted my lesson plan in the first workshop. Time for the first workshop is 90mins and there is a 20mins break during this workshop. According to Clint's suggestion, I plan to teach social diversity in the first 45 minutes; then students have a break. After the break, multiculturalism is going to be introduced in the second 45 minutes. I appreciate this meaningful suggestion for me, which is helpful to students to clearly comprehend social diversity and multiculturalism, and know the difference between them.

Ali said that students needed to feel safe to share their ideas especially around their cultures and identities. As adults we are comfortable and understand how to respectfully listen and share our ideas confidently. At a 3rd grade level, students need some teaching and pre-loading around this. This is a very important thing the teacher should consider. Referring to Ali's advice, I plan to let parents assist their children to preview the social diversity before the workshop and parents need to guide their children to have respectful attitudes towards those differences.

Gurpreet appreciated the debate design about whether it is good to promote "English Only" at school, which will help to get a crystal clear image of our ideas. The reflections on multiculturalism will be presented

through this debate. Even though, we did not have this debate in lesson demonstration due to the limited time, my group members like this design for inquiry.

Overall, I'm very grateful that my group members gave me significant suggestions for my lesson demonstration. All of their advices are very helpful to make my lesson plans better. I also appreciate that I could have a chance to have lesson demonstration based on my project design because I do discover that the teaching practices contribute to the revision of my teaching plans, even though, it was just a brief demo. Having a good lesson plan is fundamental to do the teaching practice, and when doing teaching practice, it is dynamic and flexible. A teacher should adapt the teaching according to students' learning condition and try to find out more suitable ways for students to learn.

## References

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