



“Proudly Cultural in Guelph: Sharing our Stories Within the Community” POSTER & WRITING SCHOOL DISPLAY SUGGESTED LESSON PLANS & PRACTICAL SUGGESTIONS (BY A. Raza)

Theme: Proudly Cultural in Guelph: Sharing our Stories Within the Community

Grade Level(s): Kindergarten to Grade 12

Subject/s: Media Literacy, Language Arts, Social Studies, Geography, Multicultural Education

General Goal: To increase awareness of our global connections, gain appreciation for the cultural diversity, and pride for own roots.

Specific Objectives:

- To provide students with the opportunity to learn about the cultures of the world through their day to day experiences within the city of Guelph and surrounding area.
- To give students the opportunity to increase their understand of the interdependence between cultures and people through local programs and extracurricular activities that are cultural in nature
- To give students the opportunity to discover the history and characteristics of their community

Suggested Resources/Materials: business brochures and pamphlets, Website links, contacting and talking with the business owners, maps, atlas, multicultural literature, books, videos, multicultural education resources, family members....

Timelines: 2-4 three-part lessons to introduce the theme and research needed information, allow students time to work on their project independently, and share their work with their peers while providing feedback in a positive and supportive manner. (Teacher’s discretion will determine unit flow).

First Lesson

Minds On: Have students work in small groups to brainstorm places in Guelph that have cultural roots. Using dry erase boards, or chart paper, the teacher may choose to prompt the students by industry or organization (examples: restaurants in Guelph, extra curricular clubs such as dance and karate, community organizations such as Guelph Black Heritage Society or Muslim Society, Stores such as Dutch Toko or Harmony Gifts).

Working on it: Tell the students that they will be making a poster/media product/written piece about their experience with a cultural group in Guelph that has positively impacted their lives.

Students will create their own mind map, brainstorming the cultural activities they participate in. Examples include, but are not limited to:

- Dance lessons (Highland, Irish, Hip Hop, Ballroom)
- Martial Arts (Karate, TaekwonDo, Jujitsu)
- Going for family dinners at local ethnic restaurants (Diana's Downtown, Salsateria, Thai)
- Attending local community events (Black Heritage Society Events, Muslim Society of Guelph, John McCrae House)
- Family events that students participate in (Chinese New Year, Ramadan, Hanukkah)

*Allow time for students to write a journal response that describes why their chosen event/ experience is a proud cultural experience shared in his/her community.

Possible sentence starters: *"I am proud to participate in _____ because..."* or *"When I participate in _____, I like to..."*

*Early Finishers can get scrap paper from the scrap paper bin, or draw in their journal pictures of the cultural experience (An image of them dancing, the symbol of the organization, or their favorite plate of food).

Consolidation: Allow students time at the end of class for 5-10 minutes to share what they decided are the most significant experience for them to focus on. If students have difficulty narrowing their choices down, this sharing time can help students discuss and help each other determine their best direction to take for this assignment.

Second Lesson

Minds On: Ask students what cultural experience they chose to write about and ask them to share it with the class. After volunteers share their journal entry, ask them more probing questions about who they are learning from to prompt further development of their topic.

Example Probing Questions:

(Dance)

"I like that you take so much joy in Irish dancing. Have you asked your (dance) teacher, why she has such a strong connection to the Irish culture? What do you know



about Ireland and how it has come to be here in Guelph?”

(Restaurants)

“I really enjoy eating at Diana’s Downtown as well. Indian food is delicious. Have you ever wondered what it might be like for an Indian person to move all the way to Guelph?”

(Martial Arts)

“Karate takes a lot of discipline to master. How has the martial arts culture been successful in Guelph over the years?”

(Local Organizations)

“The Black Heritage Society has done a lot of neat events over the years. How old is the society and how did it come to be?”

Working on it: Once you have probed these types of questions among the volunteers, allow students time to record their own questions that they have regarding their community culture of choice.

*Allow time for drawing of new ideas (Flags from the culture’s origin, images that relate to that culture.)

*If you have chromebooks, ipads or other technology devices, allow students to research the business or organization of interest. Make notes of what they have learned and found interesting in their journal. If you have brochures or other community resources, allow students to explore that.

*If they are choosing a national holiday from another country, they may also want to look for connections that are globally recognised, and celebrated at Guelph events as well.

Consolidation: Allow students time to share with their peers what they have developed in their work during the lesson. If they have used any technology devices, ask them what they learned about the company or organization that they didn’t know before.

*Ask students how this new information gathered could help develop their artwork.

Third Lesson

Minds on: Teacher may choose to revisit and provide research time for his/her students. If so, the beginning lesson can be spent demonstrating how to explore a specific business or organization of interest and modelling how a student could be navigate the site (visiting the About page, sending a question in the Contact Us Section of the site). Students who may have done this already may wish to share their research journey with the class.

Working on it: This lesson can be used for students to research on their own about the community program or organization that they have identified in the first lesson. Tell the students that they will use this time to research further, and plan their layout for their poster, written work, digital graphic design. (You will have decided what format that your students will present their work in the earlier lessons).

Delivery of assignment options include:

- individual posters of the experience
- group posters
- short skits
- media products (digital posters, short commercials of the local organization, written narrative of what it was like to be someone in the community starting or participating in the chosen culture within Guelph)
- Be creative in your own way!

Fourth Lesson

Minds on: Ask students to reflect on the 2-4 most interesting images and big cultural ideas that they have learned about their topic of choice. Then, ask them to connect it back to how it relates to their own lives:

*What do you and your business/organization share in common (we both love living in Guelph, we both have origins in the the same region of the world, we both enjoy music and celebrations)

Working on it: Remaining classes can be used to complete assignment task. The teacher may choose to revisit any past lesson concepts if necessary.

Be sure to check in with the students to make sure that they are on task and provide feedback as needed.

Consolidation: Final sharing of student work (Gallery Walk as an option) can be done at this time prior to submission of work.

PRACTICAL SUGGESTIONS

- Remind students that their drawing or composition must reflect a cultural aspect of Guelph and how that experience has helped strengthen our community
- Instructing students to use the same size paper and margins will make it easier to bind the booklet. Whatever format you use, be consistent with all the students in the class
- Since so many people will be going through the pages of your booklet, the use of heavier paper is highly recommended.
- Being on outdoor event, laminating the cover of your booklet is also highly recommended. If laminating is not possible, consider using regular, letter size paper for your booklet, so you can protect each page in clear sheet protectors.
- Remind students to write their first name, grade and school on the front or back of their work, so that we can easily identify it in the event that the page comes out from the booklet.
- Ensure that the cover page of your booklet clearly identifies your class, grade and school. Make it more interesting by asking one of your students to personalize it for the class.

Consolidation: Students will share their final products with the class and allow question and answer period.

Modifications for younger grades (K-2)

**Instead of researching community groups, ask students to brainstorm where they like to go with their family and ask them what country their group of interest might come from. This could lead to some very interesting interpretations by the younger students.*

Sentence starter:

I think that _____ is from _____ because _____.

My favorite place to go to with my family in Guelph is _____ because _____.

**Then, have students draw their own picture of the experience that they have with their families. They might only connect to an experience that relates directly to their cultural background. This is great as well! The experience of culture can be from their own background, which also can*



be celebrated through art and writing.

Their reasons don't have to be overtly cultural. Culture is sometimes subtle and students are not necessarily always going to see the overt differences in our cultures. In fact, having them find similarities in diversity is just as powerful to community building.

****This is a suggestion of a unit layout for the teacher wishing to participate in the project. if a teacher has an alternate method of delivering the theme, "Proudly Guelph", he/she is welcome to teach in the way that is best for his/her classroom.***