



Inclusion and Diversity in the Classroom.

1. What is teaching for inclusion, for diversity and for equity?



2. What does an inclusive and diverse classroom look like?



3. How can we use story-telling to champion diversity and inclusion?



4. What does a framework for a social justice lesson look like?





What do you notice about the students in my classroom?



We all construct and perform our identity in social settings and in communication with others. These identities include race, ethnicity, social class, language, religion, age, abilities and disabilities, gender, sexual orientation and so on....

It is helpful to think about identity as being pluralistic rather than singular.



Think about where you live and your classroom context.
Who faces discrimination?



What does the NEP (National Education Policy) 2020 say?

6.2.1. School enrolment drop-offs are most severe for **Scheduled Tribes students and differently-abled children**.

6.2.2. A lack of access to quality schools, poverty, social mores & customs, and language have had a detrimental effect on rates of enrolment and retention among **Scheduled Castes** and bridging these gaps is a major goal.

6.2.3. **Tribal communities** face disadvantages at multiple levels due to various historical and geographical factors.

6.2.4. **Minorities** are underrepresented in school and higher education.

6.2.5. It's important to provide **Children with Special Needs** the same opportunities.

6.2.6. We must provide quality education for all **girls**.



Let's match!

1. Teaching for inclusion

a. A classroom that celebrates differences in students' identities and does not endorse any one identity as the norm. It takes active steps to avoid marginalising or 'othering' those who are different.

2. Teaching for diversity

b. A classroom which promotes fairness, equality and justice and gives students the tools to become good citizens.

3. Teaching for equity

c. A classroom that tries to make all of these identities visible and creates a supportive environment for all learners.

We must give students space to 'speak honestly as themselves, an affordance increasingly seen as crucial in the development of second language proficiency.'
Moore (2014: 1).

Look at the following examples. Which ones show an inclusive, diverse and equitable classroom and which do not?

The teacher uses materials which include only images of white people. **X**

The students are forbidden from speaking their L1 in class. **X**

Materials include characters who are disabled. **✓**

Students are asked to debate whether certain people have rights or not, **X**
e.g., whether women should work or stay at home.

The school register labels students as only 'male' or 'female.' **X**

Students read a story about a child from a different ethnicity. **✓**

Materials include images of ethnic minorities doing menial tasks or labour. **X**

Students make comparisons between their L1 and English. **✓**

Students are asked what their preferred name and pronouns are. **✓**

"In a social justice framework, curriculum is specifically chosen to broaden students' worldviews through incorporating different ideas and challenging opinions. Instead of ignoring very real world issues a social justice education framework addresses it and encourages students to exercise analytical thinking.

Schools committed to social justice in education pay close attention to their choice of curriculum and how it could be used to expand students' minds."

[What is Social Justice in Education? | Human Rights Careers](#)



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In inclusive and diverse classrooms, students...

...have opportunities to discuss the fact that everyone is different and are encouraged to **celebrate these differences**.

...are introduced to characters who have differences and learn how to **empathise** with these.

...are helped to **understand** that differences do not make someone better or worse.

...frequently explore **social justice** topics.

...are **given choice** in their learning in terms of level or challenge or preferred task.

...with learning differences and disabilities (SEND) are **supported** by visuals, lesson maps and choice.



Match the classroom activities to the inclusion and diversity parameter.

1. Celebrating differences

2. Empathising

3. Social justice topics

4. Degree of choice

5. SEND (special needs, differences, disabilities)

Students lack of their own lives and the world is different
Students are not always able to understand the world as it is
Students compare their own experiences to others.



1. Celebrating differences

Students count the ways in which they are different to their partner.

Students look at the achievements of people who are different from them.

2. Empathising

Students answer questions like 'what would you do if that happened to you? How would you feel?'

Students compare their own experiences to others.

3. Social justice topics

Students read stories about children who are different to them.

Students design a campaign to fight for a cause.

4. Degree of choice

Students are given a menu of activities that they can choose from.

Students do a chilli challenge (we explore this later)!

5. SEND (special needs, differences, disabilities)

Students are shown the aims of the session and are encouraged to reflect on these.

Students are given brain breaks.



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3



2



1





You are going to participate in a demo lesson. You are 8 years old!

As teachers, think about:

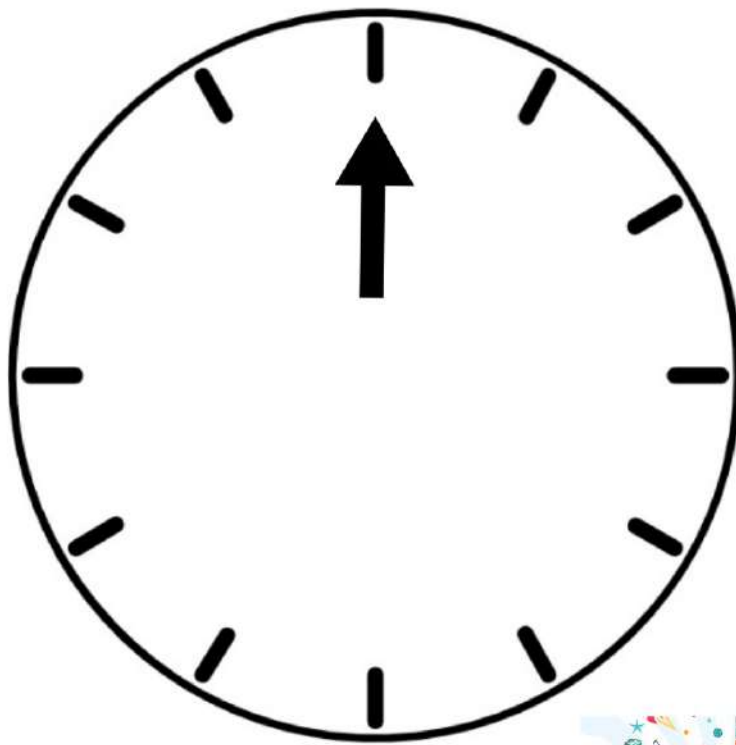
- how the lesson demonstrates **inclusion and diversity**
- how the lesson appeals to children with **SEND**
- how the teacher makes use of **differentiated tasks**



Talk about colours



Write a summary of the story



Write some words to describe colours

Read a story about colours



MIXED

A Colorful Story



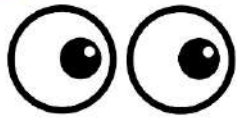
Mixed. A Colorful Story by Arree Chung.



Find something **red** in your room and show it to the class.

Find something **yellow** in your room and show it to the class.

Find something **blue** in your room and show it to the class.



What does red look like?



What does red sound like?



What does red smell like?



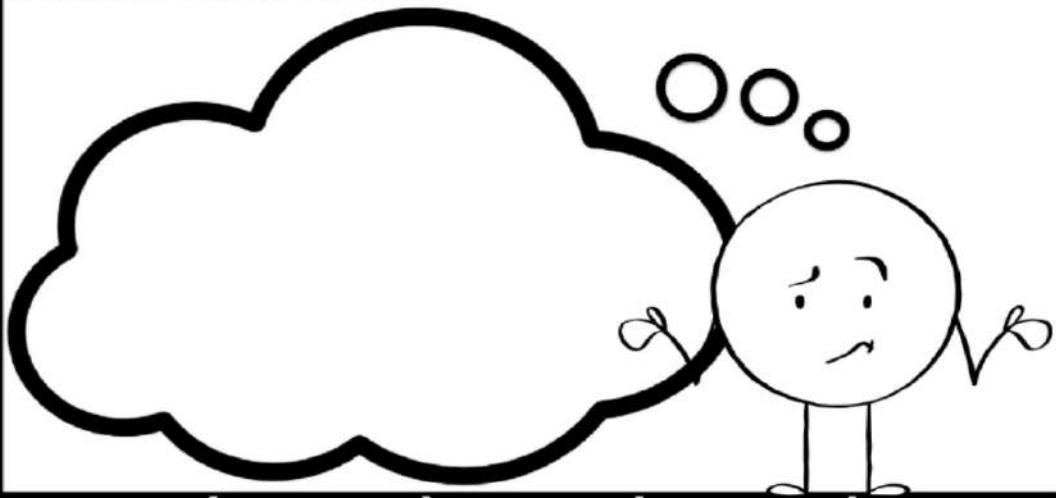
What does red taste like?



What does red feel like?



MIXED: A COLORFUL STORY



see

hear

smell

taste

feel

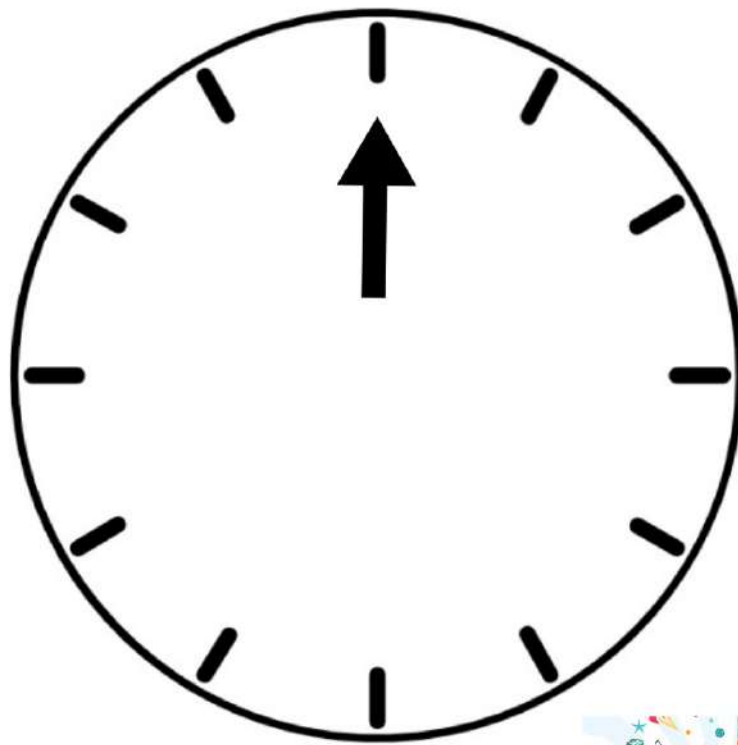
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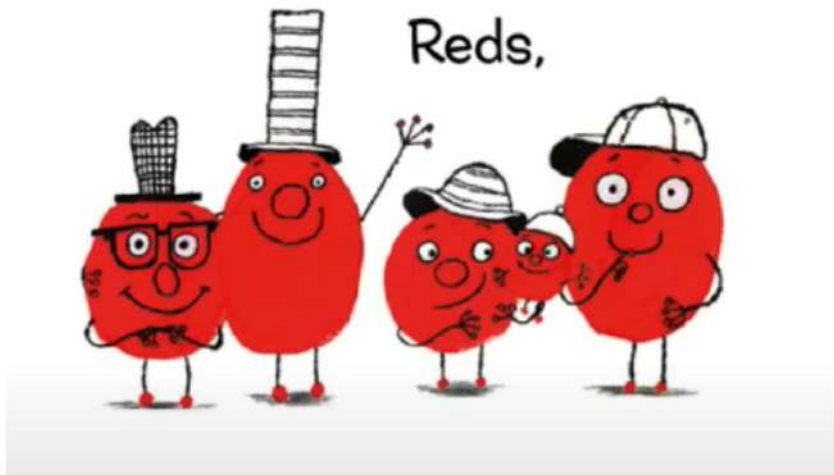




energetic



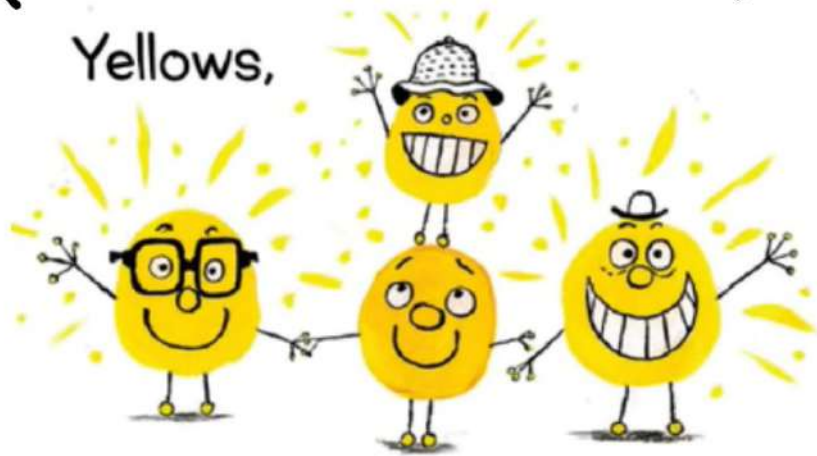
Reds,





joyful

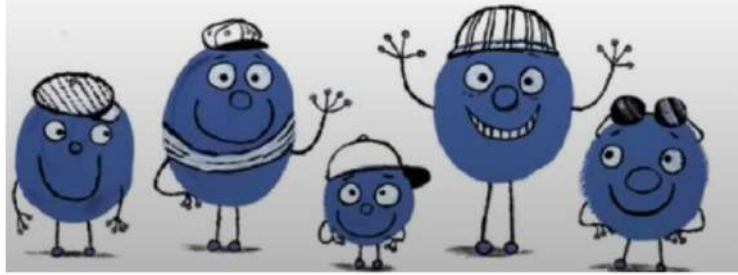
Yellows,








calm

and Blues.





Describe the colours! Use the boxes below to describe each colour:

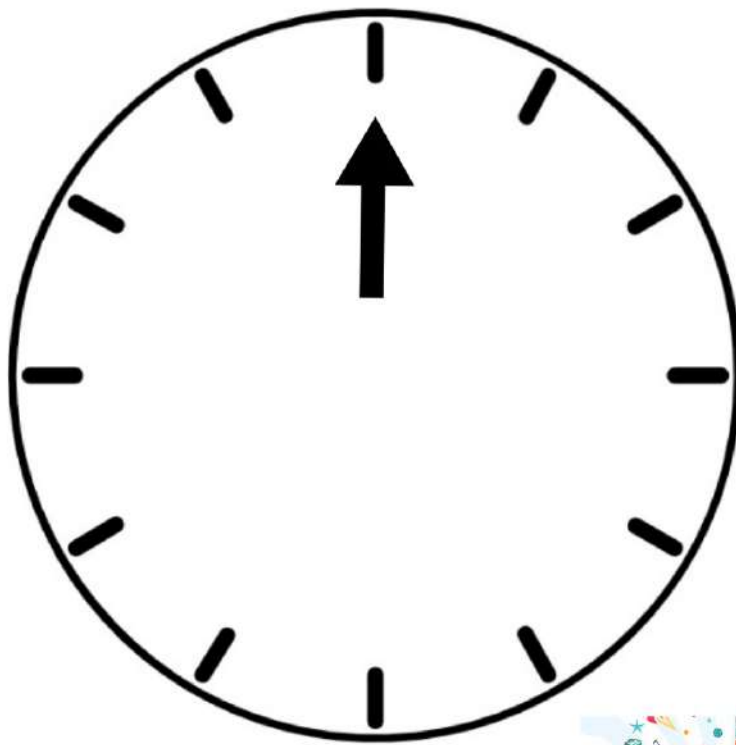
	Reds	Yellows	Blues
I can think of 3 words 			
I can think of 5 words 			
I can think of 7 words 			



Talk about colours






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Choose your spiciness level	Story review
	In the story, we read about a city with three colours: _____ They decided to live separately because _____ until _____.
	In the story, we read about _____. The colours _____ until _____.
	In the story, we read about

How does mixing with others make you happy?

What does it mean to live in harmony with others?

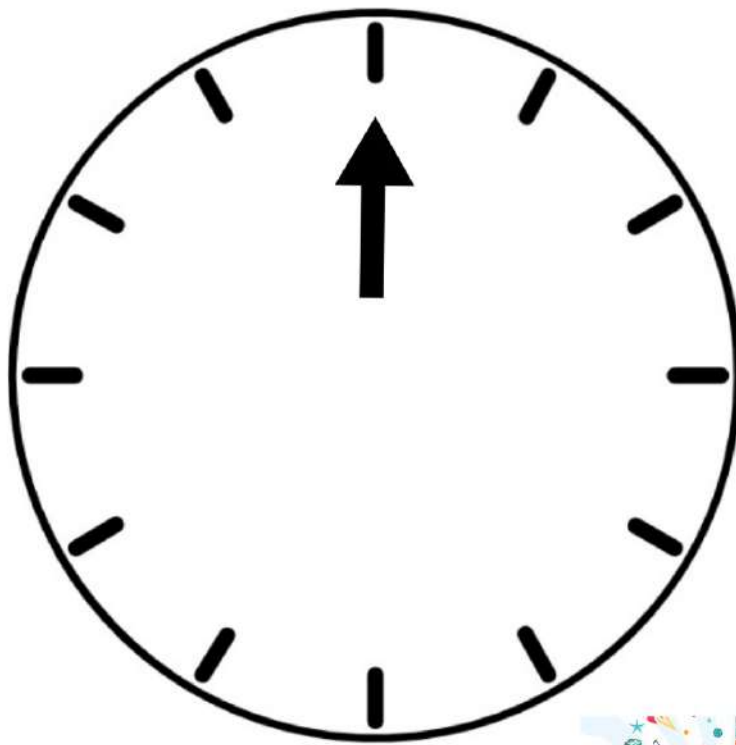




Talk about colours



Write a summary of the story



Write some words to describe colours

Read a story about colours





Extension activities using a choice board

Narrative

1. Write a story about a time you became friends with someone new
2. Tell a story about something you do that makes you happy.

Descriptive

1. Describe something that is red, blue, or yellow.
2. Pick a colour and describe how it makes people feel.

Informative

1. Explain why the three colours started living separately.
2. If you were a colour, what colour would you be? Why?

Persuasive

1. Pretend you were a colour in the story. Persuade the three colours to live together again.
2. Imagine you were Blue and Yellow. Persuade the other colours to mix too.

Creative

1. Create a new colour by mixing many different ones. What is it like? What is it called?
2. What does green do next in the story?



- How did the lesson demonstrate **inclusion and diversity?**
- How did the lesson appeal to children with **SEND?**
- How did the teacher make use of **differentiated tasks?**



- How did the lesson demonstrate inclusion and diversity?

What do students learn from this story? What is the moral of this story?

Why is it important to explore such stories and messages in the Primary and Secondary classroom?

What other books could be used in the classroom to promote inclusion and diversity?



Story books that promote social inclusion

Primary school

Something Else by Cave and Riddell

All Are Welcome by Penfold

Mixed by Chung

Neither by Anderson

Giraffes Can't Dance by Andreae and Parker-Reese

Princess Smartypants by Cole

'Who's Next?' by Shrinivasan

Bena's Summer by Bhartiya

Have You Met The Parsis? by Damani

What is a girl? What is a boy? by Bhasin

Secondary school

<https://www.scholastic.com/teachers/teaching-tools/book-lists/resources/diverse-young-adult-book-list.html>



• How did the lesson appeal to children with **SEND?**

SEND	What students need	Example from the demo lesson
Visual impairment	<ul style="list-style-type: none">Describe what is happening on the screen.	Teacher describes what can be seen in the story - do they look happy?
Dyslexia	<ul style="list-style-type: none">Follow verbal instructions up with a written back up.Provide writing support by giving sentence prompts.Record information in audio format, mind maps or pictures.	Instructions are written down. In the review story, there was the option of sentence prompts Vocabulary mind map
Attention deficit disorders	<ul style="list-style-type: none">Keep instructions clear and simple.	Low TTT, graded language



• How did the lesson appeal to children with **SEND?**

Autistic spectrum disorder	<ul style="list-style-type: none">• Give a plan for each lesson.• Use pictures, images and symbols.	The clock was referred to The clock had images. There were images to back up the senses.
Dyspraxia	<ul style="list-style-type: none">• Ask students questions to check their understanding of instructions.• Break down tasks into small components.• Signpost the different stages of the lesson and when the lesson is nearing the review stage.	ICQs were asked. The story was broken down and checked for understanding. Use of the clock.



- How did the teacher make use of differentiated tasks?

Choice board

Chilli challenge

Narrative

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A Framework for a Social Justice Lesson

Match the stages to the rationale



1. Seeing

d. to sensitise students to human rights issues, to establish what they know



2. Feeling

a. to develop empathy, critical thinking, and emotional awareness, to provide tools to allow for an understanding of others



3. Thinking

b. to encourage problem-solving and creativity skills








4. Acting






e. to develop good citizens, to disrupt inequality



5. Reflecting

c. to reflect on how our understanding and feelings have changed

	STAGE	RATIONALE	EXAMPLE ACTIVITIES
	Seeing	to sensitise students to human rights issues, to establish what they know	
	Feeling	to develop empathy, critical thinking, and emotional awareness, to provide tools to allow for an understanding of others	
	Thinking	to encourage problem-solving and creativity skills	
	Acting	to develop good citizens, to disrupt inequality	
	Reflecting	to reflect on how our understanding and feelings have changed	

STAGE	RATIONALE	EXAMPLE ACTIVITIES
 Seeing	to sensitise students to human rights issues, to establish what they know	read a text about religious violence and discuss watch a video about the exclusion of people from different castes and discuss
 Feeling	to develop empathy, critical thinking, and emotional awareness, to provide tools to allow for an understanding of others	role play characters from the texts and explore how they might feel do 'hot seat' activities and ask characters questions
 Thinking	to encourage problem-solving and creativity skills	find out what key characters say, e.g. activists from specific castes investigate the reasons for the problem brainstorm ideas to raise awareness
 Acting	to develop good citizens, to disrupt inequality	design and stage a mock intervention e.g., graffiti, protests, articles plan and perform street plays
 Reflecting	to reflect on how our understanding and feelings have changed	think about what they have learnt and how they feel now and what they will do in the future



References

Moore, A. R. (2014). "Inclusion and Exclusion: A Case Study of an English Class for LGBT Learners." TESOL Quarterly. doi: 10.1002/tesq.208

Story-based methodology for the Primary EFL classroom:

Tell It Again! - Gail Ellis and Jean Brewster

Storytelling with children - Andrew Wright

Classroom Tales - Jennifer M. Fox Eades

Differentiation: Differentiated Instruction for English Language Learners | Colorín Colorado (colorincolorado.org)

SEND: Teaching English to learners with Special Educational Needs (SENs) – Myths and realities | TeachingEnglish | British Council | BBC



Storybooks for Primary

<https://timesofindia.indiatimes.com/life-style/books/web-stories/5-noteworthy-childrens-books-on-diversity-and-inclusion-by-indian-authors/photostory/92248643.cms?from=mdr>

<https://www.tulikabooks.com/info/diversity-in-children-s-literature>

<https://shenarrates.in/10-childrens-books-that-help-children-appreciate-diversity-and-build-an-inclusive-mindset-from-indian-authors/>

Storybooks for Secondary

<https://www.scholastic.com/teachers/teaching-tools/book-lists/resources/diverse-young-adult-book-list.html>



www.eltonix.com

team@eltonix.com

Facebook - eltonix connects