



human LIBRARY

everyone has a story to share

The Human Library @ Your School

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:. ontario library association



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INTRODUCTION

Our students are inundated with more information than any previous generation. Finding exactly what they need can be like finding a needle in a haystack. School libraries play a key role in teaching students the necessary skills to navigate this highway of information. More and more, teacher-librarians find themselves part of the planning process, working with classroom teachers to develop rich learning opportunities that get to the heart of the information needed, opportunities such as the Human Library. Complementing the OLA's Human Library Toolkit for Libraries, this toolkit provides a step-to-step guide for teacher-librarians to implement a Human Library initiative within a school setting.

WHAT IS A HUMAN LIBRARY?

“...being able to say those things you're usually scared to say and ask those questions you're usually afraid to ask.”

— David, Reader

The Human Library is an innovative and interactive program that provides a safe and welcoming environment in which participants can learn more about the individuals in their community. Human Books are volunteers that may be affiliated with a marginalized group or who have special talents or life experiences to share. Readers have the opportunity to borrow a Human Book, participating in one-on-one or small group conversations with the volunteer. Human Libraries provide an opportunity for real and authentic discussion, provoking thinking, reducing prejudices and encouraging understanding. It is an opportunity to focus on the 'human side' of information.

The Human Library has its roots in Denmark where in 2000 a group of youth activists got together at northern Europe's largest summer festival to raise awareness of youth violence. The program is now taking place in over 45 countries worldwide so far and continues to grow. Visit www.humanlibrary.org for more details of the program's history.



SUPPORTING ONTARIO'S EQUITY AND INCLUSIVE EDUCATION STRATEGY

Ontario's Equity and Inclusive Education Strategy stresses the need to develop students as learners and prepare them for their role in society as engaged, productive and responsible citizens. Equitable, inclusive education is central to creating a cohesive society. The strategy points out though that there are still ongoing incidents of discrimination in our society that require our continuing attention. Incidences such as homophobia, cyberbullying, hate propaganda, racism, religious intolerance and gender-based violence are still evident in our communities and schools. In order to achieve equity and inclusive education in Ontario schools, the strategy identifies three goals:

1. **Shared and committed leadership** in eliminating discrimination through the identification and removal of bias and barriers;
2. **Equity and inclusive education policies and practices**, supporting positive learning environments so that all students can feel engaged in and empowered by what they are learning, supported by the teachers and staff from whom they are learning, and welcome in the environment in which they are learning;
3. **Accountability and transparency** through the use of clear measures of success and through communication to the public of progress towards achieving equity for all students.

At the school level, the strategy encourages the implementation of initiatives that would help Ontario become a more fair and equitable society. The strategy calls for schools to create and support a positive school climate that fosters and promotes equity, education and diversity. The Human Library is one such initiative. The Human Library opens dialogue about misconceptions, prejudice and discrimination, building a more positive school climate that embraces diversity and multiculturalism and acknowledges the importance of protecting one's dignity and basic human rights.

For more information about Ontario's Equity and Inclusive Education Strategy, visit <http://www.edu.gov.on.ca/>

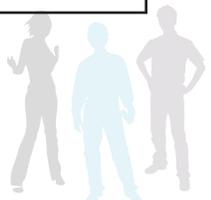


THE 21st CENTURY LEARNER

Twenty-first-century skills are the skills students will need to work and live productively in an ever-changing, global community. These skills will prepare students for the yet to be defined challenges their future holds. According to the Partnership for 21st Century Skills, a public-private organization that endeavors to create a successful model for learning for this millennium, 21st century learning skills fall into three broad categories: information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. Students with these skills, particularly those who are able to transfer their application beyond academic work, will have better prospects in the world than those without them.

The Human Library supports the development of 21st century skills in all three categories:

| | 21ST CENTURY LEARNING SKILLS | DEVELOPING 21ST CENTURY LEARNING SKILLS THROUGH THE HUMAN LIBRARY |
|---|---|--|
| Information and Communication Skills | <p>INFORMATION AND MEDIA LITERACY SKILLS Analyzing, accessing, managing, integrating, evaluating, and creating information in a variety of forms and media. Understanding the role of media in society.</p> <p>COMMUNICATION SKILLS Understanding, managing and creating effective oral, written and multimedia communication in a variety of forms and contexts.</p> | <ul style="list-style-type: none"> • Ask questions to access information, manage and record the information and analyze the findings • Understand and manage oral communication • Participate in honest and open discussion and respond in a tactful and respectful manner |
| Thinking and Problem-Solving Skills | <p>CRITICAL THINKING AND SYSTEMS THINKING Exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems.</p> <p>PROBLEM IDENTIFICATION, FORMULATION AND SOLUTION Ability to frame, analyze and solve problems.</p> | <ul style="list-style-type: none"> • Exercise sound reasoning in formulating inquiry questions and pursuing conversational tangents that enrich their understanding • Understand the interconnection between the information gathered through the conversation and information gathered through other resources such as books, newspapers, articles, databases, diagrams |



| | | |
|---|--|---|
| | <p>CREATIVITY AND INTELLECTUAL CURIOSITY Developing, implementing and communicating new ideas to others, staying open and responsive to new and diverse perspectives.</p> | <ul style="list-style-type: none"> • Understand bias, perspective and voice • Use information gathered to answer the formulated inquiry questions, frame possible springboards for further investigation and develop an argument • Use information as support for argument • Be willing to operate outside of their comfort zone and to be challenged in their thinking • Transfer learning from the Human Library activity to enhance understanding within course content |
| <p>Interpersonal and Self-Directional Skills</p> | <p>INTERPERSONAL AND COLLABORATIVE SKILLS Demonstrating teamwork and leadership; adapting to varied roles and responsibilities, working productively with others, exercising empathy; respecting diverse perspectives.</p> <p>SELF-DIRECTION Monitoring one's own understanding and learning needs, locating appropriate resources, transferring learning from one domain to another.</p> <p>ACCOUNTABILITY AND ADAPTABILITY Exercising personal responsibility and flexibility in personal, workplace and community contexts; setting and meeting high standards and goals for one's self and others; tolerating ambiguity.</p> <p>SOCIAL RESPONSIBILITY Acting responsibly with the interests of the larger community in mind; demonstrating ethical behavior in personal, workplace and community contexts.</p> | <ul style="list-style-type: none"> • Work with reading group members to formulate questions, share findings and develop argument • Exercise empathy for others • Develop metacognitive skills to gain a better understanding of themselves as learners and as individuals within a society • Exercise personal responsibility and accountability for own behavior and learning during the event • Set and monitor learning targets and success criteria • Understand the concept of ambiguity and exercise sensitivity when probing for more information • Reflect on the 'big picture' implications of the statements made by the Human Book • Demonstrate ethical and respectful behavior and participate in dialogue about behaviors and language that are disrespectful or discriminatory |

Adapted from "Learning for the 21st Century: A Report and Mile Guild for 21st Century Skill" Partnership for 21st Century Skills, www.21STCENTURYSKILLS.ORG





THE HUMAN LIBRARY AND THE LEARNING COMMONS

In 2010, the Ontario School Library Association, with the support of the Literacy and Numeracy Secretariat of the Government of Ontario's Ministry of Education, published *Together for Learning: School Libraries and the Emergence of the Learning Commons*. This document discusses the need to address the swift advances in information and communication technology our students are experiencing through the implementation of Learning Commons in our schools. Learning Commons equips students with the necessary skills to succeed and thrive in a rapidly changing world.

WHAT IS A LEARNING COMMONS?

A Learning Commons becomes the physical and virtual catalyst where inquiry, imagination, discovery, and creativity come alive and become central to growth—personal, academic, social and cultural.

— *Together for Learning*, p.3

A Learning Commons is a flexible, school-wide collaborative approach to expanding the learning experience beyond the limitations of the school walls. It provides students with opportunities to become critical consumers of information while developing 21st century skills. Key components of the Learning Commons include: physical and virtual space, equitable access, learning partnerships, and technology in learning. With a Learning Commons focus, the school's library becomes a hub for networking and information access. The Teacher-Librarian's role includes the reconfiguration of the physical and virtual space, ensuring equitable access, facilitating the use of technology to enrich learning and partnering with others to ensure learning is relevant and dynamic.





FROM INFORMATION TO KNOWLEDGE CREATION

Mastering the skills to gather information is but one part of the learning journey. Designing learning experiences that encourage higher order thinking leads to a deeper and more meaningful understanding of the information. When planning your Human Library event, consider the skills and learning the students will gain and how they will interact and engage with that information. For example:

Deep Understanding and Knowledge Creation



Information gathered
from the Human Book

Learning to Learn Provide feedback and formative assessment throughout the learning process. Budget in time for students to reflect on their learning and discuss their findings with others.

Discovery and Guided Inquiry Collaborate with partners to promote the use of an inquiry model. Scaffolding and common understanding when collaborating with classroom teachers ensures a successful learning experience.

Critical and Creative Thinking Discuss the difference between the information gained through the conversation with the Human Book and the information gained through internet sources or books. What dimension does the conversation add to our understanding of the inquiry topic?

Multiple Literacies Discuss with students the concept of viewpoints in reading materials. Compare the information gathered through the Human Library event with information found in other forms of texts.

Reading Engagement Keep students motivated and connected by encouraging them to develop their own voice and opinions and to pursue self-developed inquiries.

For more ideas on how to transform information to knowledge creation, refer to pages 14 to 28 in the **Together for Learning** resource.



DEVELOPING THE INDIVIDUAL

The Learning Commons provides a safe environment for students to develop their own thoughts about an array of topics. To do this, libraries need to reflect on key areas of development and engagement of the individual within the Learning Commons:

Personal Qualities

- Students imagination and creativity
- Confidence and self-esteem
- Cultural awareness and social contribution

Individual Growth

- Intellectual Curiosity
- Respect and responsibility
- Initiative

Student Engagement

- Enjoyment and interest
- Challenge
- Relating to the topic and making connections

The Human Library provides a very real and tangible opportunity to promote individual student growth in all of these areas. It provides an authentic opportunity for students to engage in the learning process and make concrete steps to understanding themselves in relation to the world around them.



TRANSITION AND CHANGE

With the implementation of Learning Commons, educators will find a pedagogical shift in program delivery, a shift that provides a natural fit for a Human Library event.

| Traditional Model: Information Seeking and Reporting | Learning Commons Model: Individual and Collective Knowledge Creation | Human Library |
|---|---|---|
| Teacher-directed learning | → Self and participatory learning | → Students direct their own learning |
| Classroom learning | → Networked and global learning | → Human books are real people recounting their life stories |
| Standards-driven | → Exploring big ideas and concepts | → Students reflect on learning in relation to the 'big picture' |
| Teaching | → Process and active learning | → Students gather own information |
| Individual teacher expertise | → Collaborative learning partnerships | → Teacher and TL partnership and accessing of community resources |



THE INQUIRY PROCESS

Working through the inquiry process with a group of readers before, during and after the Human Library event ensures a more meaningful experience for all involved.

| THE INQUIRY PROCESS | THE HUMAN LIBRARY |
|--|---|
| <p>Phase 1: Exploring</p> <ul style="list-style-type: none"> • Initiate inquiry • Choose the topic • Develop questions <p>Phase 2: Investigating</p> <ul style="list-style-type: none"> • Design the plan • Select information • Formulate the focus <p>Phase 3: Process</p> <ul style="list-style-type: none"> • Analyze information • Evaluate ideas • Organize and synthesize findings <p>(see from Information to Knowledge Creation on page 8)</p> <p>Phase 4: Creating</p> <ul style="list-style-type: none"> • Make and present product • Assess product and process • Extend and transfer learning | <p>Phase 1: Exploring</p> <ul style="list-style-type: none"> • Share titles of Human Books • Consider possible topics • Develop questions for books <p>Phase 2: Investigating</p> <ul style="list-style-type: none"> • Sign out Human Book • Participate in conversation • Record findings <p>Phase 3: Process</p> <ul style="list-style-type: none"> • Analyze, synthesize and evaluate information in relation to information from other sources <p>Phase 4: Creating</p> <ul style="list-style-type: none"> • Extend and transfer learning to course content and individual growth • Present findings • Assess product and process |





STEPS TO IMPLEMENTING A HUMAN LIBRARY INITIATIVE

STEP 1: DEFINE READING GROUP

The Human Library provides an excellent springboard for collaboration and dialogue with core subject teachers. Together, the Teacher-Librarian and class teacher will define the reading group who will participate in the actual event based on the needs of the students and the curriculum long-range plans. For example, the group may include:

- All of the students in one class with a focus on a particular topic in one subject area
- Select students in a class or from multiple classes who will bring that information back to their classmates
- A student-based club or committee such as the Student Equity Committee or Student Advisory Committee

Regardless of the group, the key is to collaborate with the supervising teachers throughout the process. It is important to stress that the Human Library is not an add-on or enrichment activity for those who have already achieved the expectations. It is an integral part of the learning continuum within the context of the area of study, bringing richness and depth to their understanding of the topic.



STEP 2: DEFINE TARGETS AND SUCCESS CRITERIA

Like any learning opportunity, it is important to define the learning targets and success criteria early in the planning process. Targets provide a tangible vision for the learning that will take place. They will help guide the planning process, ensuring the activities before, during and after are focused and purposeful. Begin with the expectations. Consider the topic and its corresponding expectations. Which expectations does the activity best support? How will the other expectations be addressed? How can the expectations be grouped? What is the 'big idea,' the enduring learning that the students will walk away with from participating in this activity? How does the Human Library fit into the bigger picture? Learning targets and success criteria are easier to develop once these key planning questions have been answered. When developing the learning targets and success criteria, remember to use student friendly language. Consider involving students when creating the targets and success criteria.

STEP 3: IDENTIFY HUMAN BOOK LIST

The learning targets will guide the development of the Human Book list of titles. For example, for a reading group that consists of grade 11 Law students studying Barriers to Human Rights under the Rights and Freedom strand, the learning target might be:

I can describe historical and contemporary situations in which rights in Canada have been denied

Human Book titles might include: Japanese Internment Camper, Growing up Jewish, First Nations vs. Government, Women on the Move, Veteran's Forgotten, Wheelchair Bound, Chinese Railway Survivor, A Few Loose Screws, etc. This list will guide you as you try to find volunteers to be Human Books. It is important to develop a list early in the process to allow time to plan your lessons, find the volunteers and follow through with any protocols your school or board may have regarding guest speakers and volunteers working with students.



STEP 4: CREATE A PROPOSAL

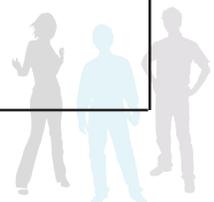
Complete a detailed proposal and get your principal’s approval before moving forward. Many schools have established proposal protocols. The school’s principal can be an excellent sounding board, providing constructive feedback and logistical considerations. Proposals may include the following information:

- Brief description of the initiative
- Intended audience
- Teachers involved
- Learning targets
- Measures for success
- General schedule of activities
- List of Human Book titles
- Budget
- Communication plan (partners, staff, students, parents)
- Logistical considerations (e.g., location, impact on supervision schedule, etc.)

STEP 5: CREATE AN ACTION PLAN

Once the proposal has been tweaked and approved, it is time to create an action plan. The action plan will guide you through the remainder of the initiative. The action plan identifies the tasks that need to be completed, who will complete the work and the timelines. For example:

| Tasks | Steps required | Date to be completed | Who? |
|-------|----------------|----------------------|------|
| | | | |
| | | | |



STEP 6: RECRUIT HUMAN BOOKS

Recruiting volunteers to be the Human Books requires time, energy and resourcefulness. Usually there are resources within your school or community that may be helpful. For example:

- Ask the staff. Many know of people who would be willing to volunteer and work well with children.
- Parents and students may have connections as well.
- Ask curriculum consultants or organizations working with your board. The board usually has a list of partnerships.
- Speak with your guidance teacher or administration about school partnerships.
- Consider local government agencies or organizations.
- Reach out to community organizations with the same focus.
- Partner with your local public library.

When recruiting volunteers, have a set speech prepared and keep accurate records of your conversations. Take this time to get their life story. As the Teacher-Librarian, you should know every book in your Human Library. Remember to follow any school or board protocols and screening processes regarding guest speakers and volunteers. Like any learning experience you arrange, you are accountable for the safety and well-being of your students.

STEP 7: PREPARE THE READING GROUP

The preparation of the reading group dictates the success of the event. Students who have participated in the inquiry process before the actual day will have a better understanding of the learning that will take place and will be more engaged during the event itself. With proper preparation, students are invested in their learning. Preparing the students begins with preparing the teachers. Teachers who have participated in the collaborative planning of the event can better mesh their students' learning with the rest of the lessons on that topic, engaging them in critical thinking about what they have learned and why. When designing lessons to prepare the students, consider the inquiry process (see page 11) and strategies to transform information to knowledge creation (see page 8).



STEP 8: PROVIDE ORIENTATION FOR HUMAN BOOKS

Orientation for the Human Books is an important step, especially when working with children in schools. Establish a common orientation day for Human Books to come to the school before the actual event. When planning your orientation, consider your students, their needs and possible sensitivities that may arise through discussion. The purpose of the orientation is to ensure a safe learning environment for both the students and the volunteers. Your orientation may include such topics as:

- the purpose of the event
- the schedule and logistics of the day
- issues that may arise and how to handle them
- types of questions students may ask
- dealing with sensitive questions
- characteristics of the age group or grouping
- sensitivity when speaking with the students
- safe learning environment for the student
- asking for assistance during a conversation
- practicing with other Human Books or staff members
- dress code expectations (you may wish to give each book a customized T-Shirt or a sign with a catchy saying such as “I’m an open book. Ask me a question!”)
- vetting the use of props, handouts or other materials (e.g., no personal information, contact info, solicitations, information that is counter to your board’s policies or philosophies, etc.)



STEP 9: LAUNCH THE HUMAN LIBRARY EVENT

With proper planning, your Human Library event promises to be a great success. That day, you will find yourself completing more logistical tasks. Ensure the library has been set up, including the following steps:

- set up a book shelf area for the volunteers (ensure there are refreshments and comfortable chairs)
- ensure the Human Books are prepared for the readings
- ensure the office staff are aware of the event and know where to direct the guests when they arrive (you may wish to arrange for student greeters)
- call students to the library
- meet with the group briefly, discussing the purpose of the day and focusing on the learning that will be taking place
- remind students to be sensitive and respectful towards the books
- loan the students the Human Book they have requested (ensure they have already decided which book they are going to read before they arrive)
- facilitate the loan period (approximately 10-30 minutes depending on the age and grouping)
- time permitting, you may be able to do more than one book loan session; rotate as necessary (this should have already been discussed in the planning process)
- after the event, thank the volunteers and have them complete feedback forms
- debrief with the readers, following through with the post-lesson plans



STEP 10: EVALUATE THE EVENT

Data-driven decision making is the basis of an impactful library program. Evaluating the initiative provides valuable data for future planning. Involve all participants in the evaluation process:

Students Obtain feedback from the readers, reflecting on what they have learned and how it has deepened their understanding of the topic.

Teachers Obtain feedback from the teachers involved, reflecting on what went well, what needs to be changed and other applications of the initiative.

Principal Reflect with the principal the feedback and discuss possible future initiatives.

Human Books Obtain feedback and suggestions for future Human Library events. Evaluate if the volunteer would be a good match for other events and solicit if he/she would be interested in returning to the school.

Statistics Obtain data such as statistics on participants, volunteers, interests, enjoyment, etc. This information forms excellent baseline data to assess educational impact over time.



everyone has a story to share

S. Quan-D'Eramo, Bill Crothers S.S., York Region District School Board, 2011

APPENDIX

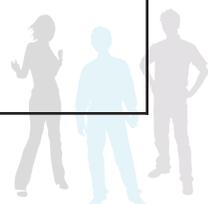
EXAMPLES OF CURRICULAR LINKS

With the Ministry of Education’s focus on the development of research skills across the curriculum, the Human Library marries well with most subject areas. When considering how the Human Library fits into an existing course of study, consider the strand and expectations with which it naturally fits. For example, for a Grade 5 Health and Physical Education class, under the healthy living strand, a Human Library activity can help students achieve the following expectations:

- Identify personal and social factors that can affect a person’s decision to drink alcohol at different points in his or her life
- Explain how a person’s actions can affect the feelings, self-concept, emotional well-being, and reputation of themselves and others

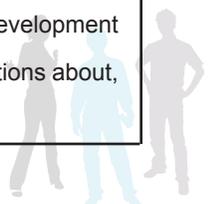
Additional Elementary Examples

| Subject | Possible Links |
|-------------------------------|--|
| Health and Physical Education | Healthy Living Strand <ul style="list-style-type: none"> • Healthy Eating • Substance Use, Addictions, and Related Behaviours • Mental Health and Emotional Well-being |
| Language | Oral Communication <ul style="list-style-type: none"> • Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes • Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes Reading <ul style="list-style-type: none"> • Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning |
| Social Studies | Fundamental concepts: <ul style="list-style-type: none"> • Interaction and interdependence • Culture • Power and Governance |



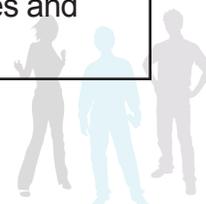
Additional Secondary Examples

| Subject | Possible Links |
|--------------------------------|--|
| Canadian and World Studies | <p>Geography Strands</p> <ul style="list-style-type: none"> • Human-Environment Interactions • Global Connections <p>History Strands</p> <ul style="list-style-type: none"> • Communities: Local, National, and Global • Change and Continuity • Citizenship and Heritage • Social, Economic, and Political Structures • Methods of Historical Inquiry and Communication |
| English | <p>Oral Communication</p> <ul style="list-style-type: none"> • Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes • Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes <p>Reading</p> <ul style="list-style-type: none"> • Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning |
| Guidance and Career Education | <p>Careers</p> <ul style="list-style-type: none"> • describe the characteristics of transitions and changes, and identify some of the personal and work-related transitions and changes that they or others have experienced • identify positive ways of dealing with transitions and change |
| Health and Physical Education | <p>Healthy Living</p> <ul style="list-style-type: none"> • explain strategies to promote positive lifestyle choices and relationships with others • demonstrate understanding of the factors affecting human sexuality as it relates to themselves and others • demonstrate understanding of the issues and coping strategies related to substance use and abuse • explain how healthy eating fits into a healthy lifestyle <p>Food and Nutrition</p> <ul style="list-style-type: none"> • analyze the concept of body image and its relationship to eating disorders and body altering substance abuse |
| Social Sciences and Humanities | <p>Individual and Family Living</p> <ul style="list-style-type: none"> • analyse how a changing society affects individuals and families • describe strategies by which individuals and family members manage resources in a changing environment • use social science research methods to obtain information from various media, technology, and human resources in order to examine aspects of individual and family living <p>Parenting</p> <ul style="list-style-type: none"> • identify social and cultural variations in family forms and parenting approaches • identify and evaluate various child-rearing practices and beliefs, and parenting techniques • demonstrate an understanding of the common experiences of young children across cultures • demonstrate an understanding of the challenges facing parents throughout the early childhood years <p>World Religions</p> <ul style="list-style-type: none"> • demonstrate how practice, ritual, and symbolism are external representations of the beliefs and principles of religion. • describe the influence that differing gender-role expectations have had on the development of religion • demonstrate an ability to recognize prejudices associated with, and misconceptions about, various religions, beliefs, and traditions |



SAMPLE LESSON PLAN (SECONDARY)

| | |
|--|---|
| Subject: Social Sciences and Humanities | Course: Parenting |
| <p>Critical Learning</p> <ul style="list-style-type: none"> • Understand the challenges of raising children • Understand the factors involved when making decisions in regards to child-rearing | <p>Guiding Questions</p> <p><i>What are common elements among all families in regards to child rearing?</i></p> <p><i>How does a family's culture and beliefs impact decisions in child rearing?</i></p> <p><i>How does society impact parenting decisions?</i></p> |
| <p>Curriculum Expectations</p> <ul style="list-style-type: none"> • identify social and cultural variations in family forms and parenting approaches • identify and evaluate various child-rearing practices and beliefs, and parenting techniques • demonstrate an understanding of the common experiences of young children across cultures • demonstrate an understanding of the challenges facing parents throughout the early childhood years | <p>Learning Goals</p> <ul style="list-style-type: none"> • I can identify similarities and differences in different family forms and their parenting approaches, practices and beliefs • I can reflect on different child-rearing practices, techniques and common challenges and develop my own conclusions • I can identify factors that impact decisions related to child rearing |
| <p>Readiness/Pre-knowledge/Skill Requirements</p> <ul style="list-style-type: none"> • prior research on family forms and practices in child-rearing using secondary sources • understanding of viewpoints and bias • Appropriate behavior when speaking with someone regarding sensitive subject matter | <p>Terminology</p> <ul style="list-style-type: none"> • primary and secondary sources • Human Library • Human book • Family forms • Child rearing • Culture • Belief/value system • Parenting practices, approaches and techniques |



Human Book examples:

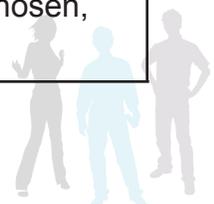
- Single parent family
- Dual parent family
- Quad family (divorced and remarried)
- Large extended family
- Families with little support from extended family or friends (e.g., living in new town)
- Same-sex parents
- Families with different ethnic backgrounds
- Varied socio-economic backgrounds
- Mixed race families
- Combined families
- Varied religious backgrounds
- Teens/young adults who are in unique family situations

Phase 1: Exploring (before event)

- Introduce the guiding questions.
- As a class, brainstorm different family forms.
- Explain the concept of the Human Books as primary sources.
- Discuss the difference between gathering information from a secondary source versus a primary source. Review the learning goals.
- Post blank KWL charts (What I Know, What I Want to Know, What I have Learned) around the room, each with a different family form (ensure all the titles of your books are represented). Tell students they will be gathering information from a variety of primary and secondary sources on three of the family forms.
- Have students go to their first choice (3-5 people per group). Write down the groups. Have each group complete the first two columns of a KWL chart for the chosen family form.
- Have groups move together to a new family form. Record each group's choices.
- Each group adds to the KWL chart for that family form.
- Repeat for a third family form.
- Collect and review charts for diagnostic assessment.

Phase 2: Investigating (during event)

- On the day of the human library event, review the learning goals. Revisit the family forms and groupings. Discuss the logistics of the event.
- Provide a note-taking organizer to record their questions and answers.
- Discuss appropriate behavior, language and interaction with the book.
- During the event, students gather information from the three Human Books they had chosen, rotating from book to book. Remind students to take notes.



Phase 3: Process (after event)

- Review the guiding questions.
- Discuss the concept of viewpoints in reading materials. Compare the information gathered through the Human Books with information found in other forms of texts. What dimension of information was gained from the Human Books that they did get from secondary sources?
- Have students revisit their KWL charts and complete the 'What I have learned' section.
- Engage students in a discussion of what they learned either in a large group or in small groups first. Elicit some preliminary thoughts and conclusions.
- Working in pairs or mixed groups, students revisit the guiding questions and formulate their own conclusions.
- Individually, students reflect on what they learned about family forms and about themselves.

Phase 4: Creating

- Extend and transfer learning to course content and individual growth and present findings.
- Self- and peer-assess product and process.

