



6th-8th Grade Lesson Plan on Diversity Ecosystems

Objective: Use Biomes/Ecosystems to explore diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

A. Divide the class up into 6 groups and assign each group a biome (ecosystem) to study. Biomes to study include Mountains, Tundra, Temperate Forest, Marine/Island, Desert, Tropical Dry Forest, Cold Climate Forest, Grassland, Savannah, and Tropical Rain Forest.

B. Have the students prepare a report on their biome including climate, plants/vegetation, animals, etc.

C. Assign each biome a color/flavor of Diversity Bean.

D. Have the groups list the major characteristics of their biome on the board including their bean color/flavor.

E. Ask the students to give examples of their biomes, discuss with the groups the boundaries of the biomes.

F. Discuss the difficulties in determining the boundaries and classifying each biome.

G. Ask the students what flavor they expect from their Diversity Beans.

H. Have the students taste one of their assigned beans. Ask the students who tasted their expected flavor. Record the results.

I. Ask the students what they would expect with the next bean. Record the expectations.

J. Have the students taste another Diversity Bean.

K. Ask the students who tasted the expected flavor and record the results.

L. Ask the students for their new expectations and record the results. Discuss with the students why their expectations are changing. Discuss whether the beans are a true indicator of the biome represented. Discuss whether color or flavor should be linked to the biome and why.

M. Discuss how the beans can be related to the real world found in the biomes. Return to the discussion on boundaries and the difficulty in defining transitions between biomes.

N. Discuss with the class the uniqueness of biomes. Discuss characteristics that transcend the boundaries of biomes.

O. Relate the characteristics of the biomes that transcend the boundaries to the characteristics of the Diversity Beans that transcend the color (flavor!).

P. Relate the characteristics of people to the biomes and beans. Discuss with the class which characteristics are easily seen in people and which are difficult to see.

Q. Ask the students if they characterize people based on appearance or labels (like the biomes). Discuss the difficulties in characterizing people based on appearance.

R. Have the students pick and taste Diversity Beans to reinforce the concept that you can't tell what's on the inside based on the outside. Relate this to people. Bring up the concept of diversity and discuss that diversity means that we don't judge people based on appearance, perceptions, or background. Discuss that diversity means we judge people on what's inside--how they act, their behaviors and their attitudes.



6th-8th Grade Lesson Plan on Diversity Geography

Objective: Explore the diversity of people found throughout the world.

Materials Required: Map of the world and 1.5 oz of Diversity Beans per student.

Procedure:

- A. Divide the class up into 6 groups and assign each group a country. Some recommended countries would be Mexico, China, Japan, England, France, Spain, Italy, Greece, Canada, India, Argentina, Kenya, Egypt, Israel, Australia, etc.
- B. Have the groups study their assigned country and prepare a short oral report describing the area. The description can include crops grown, rural, urban, population, accents, types of food, capital, landmarks, ethnic backgrounds, sports teams, famous people, weather and climate, topography, etc.
- C. Assign each group a color of Diversity Beans to represent the people of their country.
- D. Have them assign attributes to the people based on their knowledge and perceptions of the country.
- E. Record on the board or on flip-charts the attributes given to the people, basically have the students stereotype the people in their assigned countries.
- F. Ask the students if they have relatives that live in any of the countries, or if they have lived there previously.
- G. Ask them if they think the descriptions developed by the groups are accurate.
- H. Ask if anyone can define the word stereotype, and define it for the class. Lead the class in a discussion of stereotyping and how easy it is to stereotype based on race, sex, ethnicity, background, appearance, etc.
- I. Ask the students what they expect from their color Diversity Beans.
- J. Associate the flavor with the country and people.
- K. Lead them in a discussion of exterior appearance creating expectations and stereotyping.
- L. Have them taste a bean associated with their country. Record how many tasted what they expected.
- M. Repeat the tasting 5 or 6 times and record the results.
- N. Discuss the fact that people (Diversity Beans) from one country may have all the same

appearance but have different flavors. Also, people (Diversity Beans) with the same flavor are distributed throughout the world (have the students who tasted lemon raise their hands and show that "lemon" people are distributed throughout the world).

O. Ask the students if anyone feels confident that they can pick a "person" from a given country and match both the color and flavor of the bean. Have them try and record the success rate.

P. Lead them in a discussion on not letting stereotypes/expectations affect their opinion of people. Explain to them the harm in prejudging people based on appearance, nationality or background.

Q. Lead a discussion on the fact that where someone is from does not determine what they are like. Discuss behaviors and attitudes versus appearance.



6th-8th Grade Lesson Plan on Diversity Math

Objective: Use Math to explore diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

- A. Introduce the diversity beans to the class, explain that there are 6 different colors (black, white, orange, green, yellow, and red) and six flavors (cinnamon, orange, root beer, coconut, sour apple, licorice, pineapple, grape, huckleberry, cherry, lemon, and lime).
- B. Divide the class into six groups.
- C. Count the beans and have the students determine how many beans should be given to each group to evenly divide the beans.
- D. Divide the beans by making six piles that are approximately equal in size and give each group a pile.
- E. Have each group count their beans and determine the fraction of the original beans that they have.
- F. Have each group estimate how many beans of each color are in their piles.
- G. Discuss the concept of fractions and that each color should be $\frac{1}{6}$ of the total.
- H. Have each group count the number of beans in each color for their pile.
- I. Have them express the number of each color bean as a fraction of the total number of beans their group received and as a fraction of the original total amount of beans (Note: fractions should be reduced where possible).
- J. Have the class add the fractions of each color per group together to get the original fraction of each color out of the total amount.
- K. Ask the class to match color to flavor for the beans.
- L. Have the class choose a color/flavor that they want to taste.
- M. Have each student take a bean of the chosen color and taste it.

- N. Record the results of the flavors tasted as fractions of the total amount tasted.
- O. Repeat for the other five colors and record the results as fractions.
- P. Add the flavors by fraction to determine the fraction for each flavor of all the beans tasted.
- Q. Make a 12x6 matrix on the board and fill in the spaces with the fraction of total beans tasted for each possibility.
- R. Have the students determine what the expected values for each combination are and compare the expected values to the actual results obtained.
- S. Lead the class in a discussion of expected values versus experimentally obtained values, explain the concepts of probability and statistics.
- T. Ask the class to write a list of how many different ways people can be classified (sex, color, nationality, ethnicity, religious beliefs, age, marital status, tall, short, brown hair, blue eyed, extroverted, shy, talkative, etc).
- U. Ask the class to try to put together a matrix that would cover all the possibilities.



6th-8th Grade Lesson Plan on Diversity Music

Objective: Use music to discuss diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. Books discussing various music styles.

Procedure:

- A. Have the class list various styles of music, such as Jazz, Country, Rock, Classical, Heavy Metal, Rap, etc.
- B. Divide the class into 6 groups and assign each group a style of music to explore. Have each group list the attributes of their style on the board.
- C. Have each group select examples of their style and present them to the class.
- D. Divide the Diversity Beans up by color and assign a color to each music style. Assign a flavor with each color and style. Have the groups list the color and flavor on the board with their style.
- E. Have each group taste a Diversity Bean of their color. Ask the students to raise their hand if they tasted the flavor they expected based on the color tasted.
- F. Record on the board next to each style, the various flavors tasted for each color. Repeat 4-5 times and record the variety of flavors for each color.
- G. Discuss with the class whether color or flavor or both or neither is the best attribute for each style of music.
- H. Have the students list any similarities between the different styles of music. Discuss if there are examples of music where the style is hard to classify. Play some music for the class that is hard to classify and have them try to characterize the music.
- I. Discuss with the class why music can be hard to classify. Discuss the fact that many pieces of music exhibit numerous styles and are hard to classify.
- J. Ask the students to give examples of musicians in each style. Discuss whether the musicians used the same style throughout their career or whether they used various styles.
- K. Discuss whether certain styles of music portray subjects better than others.
- L. Return to the discussion of color and flavor as they pertain to music style. Discuss the various flavors for each color in terms of the discussions on styles of music. (Sometimes an a country artist may use rock).

M. Relate this discussion to styles of people. Have the class discuss the various styles that people may use in their everyday life. Discuss parenting styles, teaching styles, leadership styles, etc. Also discuss exterior characteristics of people (such as happy, detail oriented, optimistic, etc.). Discuss how appearances can be deceiving.

N. Return to the Diversity Beans and ask if appearances are a true indication of substance (flavor).

O. Discuss how this relates to people, you can't judge people by appearances. Relate this to diversity and the concept that we should judge people based on actions, attitudes and behavior and not on appearance or stereotypes.

P. Discuss that everyone has social interaction styles that may or may not represent the true character of the person. Ask the class for examples. Discuss how some sports figures are huge and mean on the field but are actually gentle people. Discuss the terms "gentle giant", "mouse that roared", etc.

Q. Relate that just as musicians use multiple styles and often are hard to characterize, people are multifaceted and hard to judge quickly. Diversity means recognizing that we are all different and shouldn't be judged on appearance.