



Course Overview

Grade 6

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Overview	
Learning Goal <p>In previous grades, students have explored what it means to be a part of a community, identified ways that they can contribute to the well-being of that community, learned about the value of diversity within communities, and gained tools for connecting with people across difference. In Grade 6, students will be adopt a critical lens towards these concepts of community and begin to explore how privilege, inequality, power dynamics, and social justice play into their own lives.</p>	
Lesson Scaffold	
Lesson 1	Personal Identity, Privilege, and Inequality
Lesson 2	My Place in the Community
Lesson 3	My Place in the Nation
Lesson 4	My Place in the World
Lesson 5	Making Changes in My Daily Life
Learning Objectives	
<ul style="list-style-type: none">• Students will explore the various facets of their own privilege and that of others.• Students will identify potential historical, social, or cultural factors that may have given rise to that privilege.• Students will understand how others' identities, privilege, and experiences differ from their own, and take steps to address inequality in their own lives.	



Grade 6 Lesson 1

“Personal Identity, Privilege, and Inequality”

Time Frame: 60 minutes

Subjects: Humanities, Social Studies

Standards: No Poverty (SDG 1); Quality Education (SDG 4); Gender Equality (SDG 5); Reduced Inequalities (SDG 10); Decent Work and Economic Growth (SDG 8); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Somoh Supharukchinda (with Alexandra Ball, Deaweh Benson, Heer Shaikh, and Nicolas Riveros)

Summary and Rationale:

- This lesson aims to help students discuss and reflect on their personal identities and the factors that shape their identities. Students will begin to consider how these identities may differ from others and the ways in which aspects of identity may create inequalities and/or grant certain people privilege.
- Two key exercises will serve as starting points for discussion and reflection:
 - In the first exercise, students will participate in a game that simulates how an individual’s position may impact their opportunities and success in life.
 - In the second exercise, students will dig into their own identity by creating an “identity wheel” and making connections to how the components of their identity may impact their privilege and place in society.

Instructional Goals:

- **Knowledge and Skills:**
 - Understand one’s own identity and roots, others’ identities and roots, how cultures shape identities, and where one is situated in space and time (self-awareness)
 - Understand how values are created through culture, religion, and experience
 - Students will be able to question the existing power structures and be aware of their place within a specific world context
- **Ethical and Intercultural Orientation:**
 - Cultivate an appreciation, curiosity, and respect for cultural diversity and world culture as the foundation for both self-reflection and an empathetic approach to human interaction
 - Belief of basic equality of all people and their potentials



Understanding Goals:

- My background and experiences shape my identity, as well as the opportunities that I can access.
- Others' backgrounds and experiences differ, and some of these differences can create inequalities and influence my level of privilege in the world.

Essential Questions:

- What factors shape our identities and those of others?
- How do the different factors that shape our identities impact the opportunities we have access to?
- Are these differences fair? Why or why not?

Student Learning Objectives (Students will be able to):

- Articulate the main components of their identities.
- Describe how the components that make up their identities may differ from those of others.
- Explain how identities may impact the opportunities people can access and what privileges these may or may not afford them.

Assessment (Optional Homework): Students will write a brief journal on their reflections from the personal identity exercises and share two examples they see of how differences in identity may influence opportunities they or others can access.

Sequence of Activities:

- **Introduce Lesson (1 minute):**
 - Explain that the purpose of the lesson is to explore our identities, what makes up our identities, how they might differ from others, and how this impacts the opportunities we can access. If students are unfamiliar with the terminology, define identity as “a way you define yourself.”
- **Conduct Inequality Activity (9 minutes):**
 - As students enter the classroom, they are assigned to seats. Each seat has a crumpled piece of paper.
 - Instruct students that they have a chance to win a prize. To win a prize, they must remain in their seats and toss their paper into the “basket” (a trash can) at the front of the room.
 - Students should be seated such that certain seats are clearly advantageous. Those students that make a basket receive a prize (e.g. candy, chocolate, etc.)



Students who make a basket can receive another crumpled ball for extra shots at more prizes.

- **Facilitate Debrief/Discussion (14 minutes):**
 - Have students discuss the number of prizes they got, who got the prizes, and how they felt. If students do not express any feelings of frustration or concern, prompt them to discuss if they thought the activity was fair. Could the students in front have helped out the students in the back (e.g., by sharing their additional sheets of paper)?
 - Share that this activity was intended to simulate real-life disparities. What connections do they see? What if the candy was money, schools, jobs, etc.? What factors in real life might lead someone to end up in the front row rather than the back row?

- **Conduct Identity Wheel Activity (18 minutes):**
 - Share that the class will now engage in an activity that allows them to more deeply explore questions of identity. First, you will model an identity wheel as a circular graphic with pieces representing each aspects of your identity — for example, your name, gender, race, position in your family, etc. The size of the slices should correspond to how much that particular aspect contributes to your identity (larger slices mean that aspect is a larger part of your identity). Share with students why you selected the aspects you did and why you sized them as you did.
 - Instruct students to create their own identity wheel based on what they think is important to their identity. They should each have a piece of paper and markers/coloring pencils/writing utensils. You could prompt them to consider:
 - Geography (country, city, village, etc.)
 - Gender
 - Race/ethnicity/tribe/etc.
 - Religion
 - Family relationships (daughter, son, brother, etc.)

- **Share and Discuss Identity Wheels (10 minutes)**
 - In groups of 3-4, have students share their completed identity wheels with each other, sharing their rationale for why they selected the aspects and sizes they did.

- **Conclusion (8 minutes)**
 - Have students share out:
 - What identities were they most aware of?
 - Did they think about some more than others?



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- Did this differ from their classmates?
- Were they surprised by anything they saw in their classmates' identity wheels? Why or why not?
- How might these relate to the first activity?

Resources for Teachers:

- An effective lesson about privilege: <http://tiny.cc/G6L1R1>
- Description of the paper and trash can lesson: <http://tiny.cc/G6L1R2>
- An example of a personal identity wheel: <http://tiny.cc/G6L1R3>



Grade 6 Lesson 2

“My Place in the Community”

Time Frame: 60 minutes

Subjects: Social Studies, English, Civics

Standards: No Poverty (SDG 1); Reduced Inequalities (SDG 10); Sustainable Cities and Communities (SDG 11); Peace, Justice and Strong Institutions

Designed by: Alexandra Ball

Summary and Rationale: In this lesson, students will extend their understandings of privilege and identity covered in Lesson 1 to the community level.

- Students will begin by recalling the identity wheels they created in the previous lesson; this will serve as a starting point for a brief discussion of how different aspects of a person’s identity can affect their privilege and opportunities.
- Next, the teacher will lead the students in an exploration of how inequality can affect people living in the same community, using the specific example of income equality.
- Students will embark on a guided thought experiment on how two people with different levels of income may have very different lives and experiences, despite belonging to the same community.
- Students will reflect on this experience with a 5-minute quick write exercise, which they will then share in small groups.
- The class will reconvene with a whole class discussion in which students will share their thoughts on the exercise, and brainstorm ways in which Townville could promote equality.

Instructional Goal: To lead students in a thought experiment on the influence of inequality within communities.

Understanding Goals: Even within individual communities, people may have differing levels of privilege, different experiences, and different capabilities. I must be aware of these dynamics at work within my own community, and start to think how equality of opportunity can be promoted at a local level.

Essential Questions:

- Are all members of a community automatically the same? Why or why not?
- What are the consequences of inequality at the local level?
- What can communities do to make sure that all people have the same freedoms and opportunities?



Students will be able to:

- Apply previous learnings to both hypothetical and real-life scenarios.
- Think critically about that which they observe in their everyday lives.
- Demonstrate creativity in solving social problems.

Assessment: At the end of class, each student will submit one suggestion for addressing income inequality on the local level (in the context of the activity).

Sequence of Activities:

- **Introduction/Defining Terms (5 minutes):**
 - You will explain that students will be exploring inequality as it exists within a given community. You should then ask the class what they think a community, and, using student suggestions, write a class definition for “community” on the board.
 - This definition may describe a neighborhood, town, village, school, or city; the broadness is left up to your discretion.
- **Framing/Lesson 1 Recap (5 minutes):**
 - You will ask students to recall their identity maps from the last class. Then, you will have students turn and talk with their classmates about the different sources of identity variation that they identified through their maps.
 - You should circulate for about three minutes, listening to student discussions and prompting them to think of more factors that may shape someone’s identity.
- **Introduction to Kidville (10 minutes):**
 - After reconvening the class, you will introduce the students to “Townville,” a fictional community. You will draw a simple map of Townville on the board, identifying features such as a schools, markets, roads, downtown areas, geographical features, town hall, etc.
 - Next, you will draw two houses on the board: Circle House and Square House. These houses are next-door neighbors in Townville; both house a family with a mother, father, and one child.
 - The only difference is that the yearly income of Circle House is 100 Townbucks, while the income of Square House is 50 Townbucks.
 - You will then explain that the students are going to see what it would be like to live in each house.
- **Activity Set-Up (5 minutes):**



- You will break the class in half: one side will represent Circle House, and the other will represent Square House.
- Within their halves, students should get into groups of 3-4. As they do, you will pass out Townbucks to every group: Circle House groups will get 10 Townbucks, and Square House groups will get 5 Townbucks.
 - You should cut out enough bills ahead of time.
- **Activity (10 minutes):**
 - Once students are in groups and have their money, you will write a series of activities on the board, each with a different price (the amounts should be in increments of 10, up to 50 Townbucks).
 - The tasks should be activities typical to 6th graders in the context in which the lesson is being implemented (i.e. hanging out with friends, drawing, reading, etc.)
 - You will then explain that these Townbucks represent how much money that child has saved up; now, each group will have to decide what they want to spend their money on and why. (The complexity of this activity is again left up to you — it can be as simple as a list of items, or a sequences of activities with sub-costs).
- **Reconvening/Discussion (10 minutes):**
 - After 10 minutes of group discussion, you will first ask each Circle House Group what they spent their money on, and then each Square House group what they spent their money on.
 - You will then lead the class in a discussion comparing the choices of the two sides of the room, prompting the students to discuss if they found this unfair and why.
 - It may be most productive for you to play devil’s advocate, saying things like, “But these kids had access to all the same things and live right next door. What’s unfair about that?”
- **In Our Own Community (10 minutes):**
 - You will then ask students to take out a piece of paper and to do a 5-minute free write about how this activity applies to their own community.
 - During this time, you should circulate around the room and may prompt struggling students with questions such as, “How would it feel to live in the Square House?” or “Can you think of any ways other than income that families in the same community may be different from each other?”
 - After 5 minutes, you may ask students to share their thoughts.
 - You will have to moderate this discussion carefully, as students will be talking about their own communities and may breach some sensitive and/or personal topics.



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- **Wrap-Up (5 minutes):**

- If there is time, you should ask students what they think could be done to ensure that the child from the Square House has all the same opportunities as the child from the Circle House.
- After class brainstorming, each student should write down one suggestion, which can serve as their exit ticket.

Resources for Teachers:

- Dollar Design: <http://tiny.cc/G6L2R1>



Grade 6 Lesson 3

“My Place in the Nation”

Time Frame: 45 minutes

Subjects: History, Social Studies, Language Arts

Standards: Reduced Inequalities (SDG 10); Peace, Justice and Strong Institutions (SDG 16); Partnerships for the Goals (SDG 17)

Designed by: Alexandra Ball, Heer Shaikh, Deaweh Benson, Somoh Supharukchinda

Summary and Rationale:

- In this lesson, students will discuss inequality in a national context, having already begun to explore their personal identity/place in the community.
 - Specifically, they will be pushed to consider how their experiences compare to those of others in their country, how they may be different, and why.
- This will be accomplished through a “choose-your-own-adventure”-style creative writing/performance exercise:
 - Students will be “introduced” to three children, all hailing from different communities/regions/cultures within their country.
 - After being given some basic facts about that child’s life, students will be broken into groups and asked to imagine/present different stages of that child’s life.
 - After presenting to the group, students will debrief about how these children’s experiences differed from their own and reasons for those differences.

Instructional Goals:

- To guide the students in imagining what life would be like for other people in their national context.
 - In order to make this lesson applicable in different cultural contexts, you should create three child profiles prior to the lesson. These profiles should contain basic information about the fictional child (name, where they are from, family, if they live in an urban/rural setting, religion, or any other details that may be relevant to the exercise).
 - In order for the lesson to be successful, however, these profiles must be fundamentally different from each other.

Understanding Goal: Even within my country, people of different regions/communities/cultures have different experiences and opportunities than I do.



Essential Questions:

- How do these experiences/identities of others within my own country differ from my own?
- What are the reasons why these experiences differ?
- How do these differences influence our opportunities/life trajectories?

Student Learning Objectives (Students will be able to):

- Read/understand descriptions of their characters.
- Create/present a representation of their characters at ages 11, 16, and 21.
- Engage with a discussion of how these characters' experiences at each age differ, why these differences exist, and the significance of these differences.

Assessment:

- Although there is no formal assessment, the teacher should make sure that each student is engaging with their group activities, and participates in the eventual presentation of their group's story.
- Each student should turn in a one-sentence summary of something they learned (as an exit ticket).

Sequence of Activities:

- **Introduction (10 minutes)**
 - Students are presented with a sample "story" of a typical student from their own community — introduction to the student and brief descriptions of the student's life/community/family.
 - Students are then presented with brief bios of three more students, each from different cultures/regions/communities within their country, and given instructions to imagine how those students' lives might differ from their own, and why.
 - During these instructions, you should provide prompts such as:
 - "Would this student go to a school like this?"
 - "What do you think this student likes to do for fun?"
- **Activity Set-up (2 minutes)**
 - Students are broken into groups of 4-5 students, each assigned to one of the fictional students. Multiple groups can be assigned the same student.
- **Activity (10-15 minutes)**
 - In groups, students will tell the story of their fictional student. Students can choose the manner in which they want to express their story (writing, performance, art,



etc.). You should have a variety of materials available for students to use if they wish.

- **Presentation (10 minutes)**
 - Each group will present their fictional student's story to the class.
- **Discussion (10 minutes)**
 - After students have finished presenting, you should lead the class in a discussion of how all the stories were different, even though they all took place in the same country. You should then push students to consider the ways in which the stories were similar.
- **Wrap-Up/Exit Ticket (2 minutes)**
 - Before the end of class, each student should write down one thing that surprised them about the exercise.

Resources for Teachers:

- Examples of creative ways to present children's stories: <http://tiny.cc/G6L3R1>
- Example of a comic strip: <http://tiny.cc/G6L3R2>
- A template to organize their student's information: <http://tiny.cc/G6L3R3>



Grade 6 Lesson 4 “My Place in the World”

Time Frame: 45 minutes

Subjects: Geography, Civics

Standards: No Poverty (SDG 1); Quality Education (SDG 4); Reduce Inequality (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Alexandra Ball, Heer Shaikh, Deaweh Benson, Somoh Supharukchinda

Summary and Rationale:

- In this lesson, students will be exposed to the global inequalities in order to increase their awareness and sensitivity of their role as global citizens.
- This will go hand-in-hand with the themes in the framework of cultivating an appreciation, curiosity, and respect for cultural diversity and world culture as the foundation for self-reflection, identity formation, and empathetically approaching human interaction.
- Students should recognize and appreciate the interdependence of all people, living things, and the planet.

Instructional Goal: This lesson will exposure students to global statistics and disparities, and encourage them to consider their own personal responsibility.

Understanding Goals: Students will understand how global inequality affects the way that countries interact with each other, and gain useful problem-solving skills.

Essential Questions:

- What makes countries different from each other?
- How do these differences affect their interactions?
- How do these global interactions impact individual people’s lives?

Student Learning Objectives (Students will be able to):

- Put themselves in another’s shoes and think critically about their actions.
- Practice problem-solving and collaboration with classmates.
- Understand how conflicts play out on a global level.

Assessment: The final product after students receive revisions; feedback from the “newspaper editor” (either the teacher or a student in class).

Sequence of Activities:



- **Introduction (5 minutes)**
 - You will ask students to recall the last two lessons, where they explored issues of inequality and diversity on a community and national level. Then, you will explain that today, the students will be applying those same lessons to the global level through a United Nations (UN) simulation.
 - You will briefly describe what the UN is and how countries send representatives there to negotiate on behalf of the whole country. You may want to show students the UN website or other media on the UN, if time and resources permit.

- **Activity Set-Up (10 minutes)**
 - You will explain that the students will be role-playing different countries. To do so, you should break the class into groups of 4-5 students. Each group will then be assigned a country. The countries should represent a range of sizes, regions, ethnicities, and economies.
 - Once all groups have been assigned a country, you will reconvene the class and pose a problem for the class to solve. This problem is left up to your discretion, but it would be most useful if it was something about which the students had some level of awareness, or something relevant to the community in which this lesson is being taught.
 - Possible problems might include: a war between two countries in the room, a regional water/resource shortage, a problem in another country, etc.
 - You should then distribute to each group a sheet of paper detailing their country's stance on the problem (to be prepared ahead of time). This should include information on the opinions of the country's populations/leaders, any economic/resource-based stakes in the problem, and any influence/bargaining chips the country has with other countries in the simulation).

- **Activity (15 minutes)**
 - On your call, the students will break into their groups and attempt to come to a consensus decision on how to solve the problem. This time should be left relatively unstructured, with students free to strategize within their own groups or negotiate with other groups.
 - During this time, you should circulate to facilitate negotiations. You should make sure that all groups consider what strategies would be in their own best interests and how those interests may differ from other countries' interests.

- **Reconvening (10 minutes)**



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- You will call the class back together and have the class collectively present their solution (if they were able to arrive at one).
- You will then lead the class in a discussion of the activity, prompting them to talk about:
 - Was it difficult to agree with countries that were different from your own? Why?
 - How did you protect your own interests when negotiating?
 - Did certain countries in the class have more power than other countries? Why?
 - Was this a fair process? Why or why not?

Resources:

- Information for Country Profiles: <http://tiny.cc/G6L4R1>
- Sample UN Mini-Simulations: <http://tiny.cc/G6L4R2>
- Model UN Mini-Simulations: <http://tiny.cc/G6L4R3>
- Model UN Lesson 13 Manual: <http://tiny.cc/G6L4R4>



Grade 6 Lesson 5

“Making Changes in My Daily Life”

Time Frame: 45 minutes

Subjects: Social Studies, Civics, Art

Standards: No Poverty (SDG 1); Quality Education (SDG 4); Reduce Inequality (SDG 10); Peace, Justice, and Strong Institutions (SDG 16)

Designed by: Alexandra Ball

Summary and Rationale:

- In this lesson, students will bring their focus back to the local level, picking an issue they want to support within their own community.
 - This issue could be anything that piques the students’ individual interests — environmental protection, hunger, homelessness, racial inequalities, etc.
- During this lesson, students will develop a list of five things they can do to address this issue in their everyday lives. They will then make posters of these five steps, which will be displayed around the school/classroom.

Instructional Goal: Identify issues of inequity/need within their own communities and empower students to take personal steps to address issues of personal interest to them.

Understanding Goals:

- I must apply a critical lens to what I see happening every day in my community.
- I have the capability and power to make a difference, and I have the responsibility to try.

Essential Questions:

- How do the issues of inequity, privilege, and justice apply to my own community?
- What can I do to solve these issues in real life?

Student Learning Objectives (Students will be able to):

- Identify an issue of personal interest to them and pressing need in the community.
- Develop a list of five ways to address that issue.
- Present list to the class.

Assessment: Completed poster with five action steps, to be turned in at the end of class.

Sequence of Activities:

- **Introduction (5 minutes):**



- You will recap the issues that students have explored in the last four lessons: personal privilege/identity, as well as the reality and consequences of inequality at the local, national, and global levels.
 - After students have named some of the issues they have discussed, you should write this quote on the board: *“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”* — Margaret Mead
 - You should ask the students what they think this quote means, and whether they think they are capable of changing the world (and why or why not).
- **Instructions (5 minutes):**
 - You will explain that today, the students are going to be choosing an problem they see happening in their own community, and come up with a list of five ways to address it — called “action steps.”
 - You may take suggestions of problems, or name a few examples. You could also provide a pile of local newspapers for students to browse through.
- **Independent Work (25 minutes):**
 - The bulk of this lesson will be devoted to individual work time as students pick their issue and come up with steps they can take. If students want to focus on the same issue, they may work together in small groups.
 - During this time, you should circulate continuously to help students identify relevant issues and think of creative action steps. You should encourage students to draw from their own experiences in the community and also to think about feasibility when developing their action steps (e.g., a sixth-grader might not be able to start their own organization, but they can try to raise money to donate to a local NGO).
 - At the end of this time, each student/group should have produced a small poster that names the problem they are addressing along with five action steps. If they have time, the students can decorate the posters with crayons, markers, stickers, etc.
- **Presentations (10 minutes)**
 - For the last part of class, each student will share the issue they have chosen and their action items with the class. These should be displayed for the students to see, so that they can be continuously inspired to work for the good of the community.