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## SHARE LESSON

### Objective

After learning how dangerous and arduous it is for some learners to travel to school, learners will discuss why children make the journey and debate whether school is worth the risk.

**AASL Standards Framework for Learners: II.C.2.** Learners exhibit empathy with and tolerance for diverse ideas by contributing to discussions in which multiple viewpoints on a topic are expressed.

### Lesson Duration

2 lessons—1 lesson watching the video (1 hour and 17 minutes) and 1 lesson to discuss viewpoints (50 minutes)

### Materials

- *On the Way to School*, an Amazon Prime Video
- “On the Way to School” anchor chart (AC 2.3)
- “Sharing Different Views” anchor chart (AC 2.4)
- Markers
- Sticky notes
- Clipboards
- Pencils
- “Notes for Discussion” worksheet (WS 2.4)
- “Include Share Competencies Rubric” (Appendix A.2)

### Lesson Day 1

1. Introduce the lesson by asking learners to think of a morning when it was hard to get to school. What made it difficult? Explain that over the next few classes they will watch a movie about four remarkable students who face incredible challenges on their way to school.
2. Tell learners that as they watch the movie, their job is to respond to what they see by jotting their thoughts on sticky notes. They will write what they wonder about and what they notice. At the end of the video, they will place their sticky notes on the “On the Way to School” anchor chart (AC 2.3). Close the lesson by reading some of the notes aloud.

## ANCHOR CHART 2.3

**On the Way to School**

	What Do You Notice?	What Do You Wonder?
Jackson from Kenya		
Samuel from India		
Zahira from Morocco		
Carlos from Argentina		

## ANCHOR CHART 2.4

**Sharing Different Views**

- » State your viewpoint.
- » Support your viewpoint with evidence.
- » Listen to other viewpoints.
- » Consider your thoughts and add to the conversation.

**Sentence Starters**

- » "I agree with what you said and would like to add . . ."
- » "That's an interesting point, but I wonder about . . ."
- » "I understood it differently. I think . . ."
- » "I hear what you are saying, but I disagree because . . ."
- » "Would you consider . . .?"
- » "What do you think about . . .?"
- » "I didn't know that. I would like to learn more about . . ."
- » "What do you mean by . . .?"
- » "Can you explain more about . . .?"

**Lesson Day 2**

1. Introduce the lesson by asking learners to turn and talk with their neighbor about what fascinated them the most about the movie.
2. Pass out the "Notes for Discussion" worksheet (WS 2.4) and ask learners to fill out the first two questions.
3. Prepare learners for discussion by directing their attention to the "Sharing Different Views" anchor chart (AC 2.4).
4. Model what it looks like and sounds like to express a viewpoint. Begin by sharing your views about dogs. Give reasons why you feel the way you do about dogs. Ask the collaborating educator or a library volunteer to disagree with you. Follow the points on the "Sharing Different Views" anchor chart (AC 2.4) to direct the discussion.
5. Ask, "What did you notice about the way we shared our viewpoints?"
6. Explain that learners will share their views about whether the students should take big risks to get to school.
7. Ask learners to wrap up the discussion by responding to the "After Group Discussion" questions on their "Notes for Discussion" worksheet (WS 2.4).
8. Collect the worksheets and assess learning using the "Include Share Competencies Rubric" (Appendix A.2).

## WORKSHEET 2.4

**NOTES FOR DISCUSSION**

Name: \_\_\_\_\_

**Before Group Discussion**

1) Why would the children make the journey?

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2) Do you think the children in the movie should take big risks to get to school?  
Why do you think so?

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**After Group Discussion**

1) Did your thinking change or stay the same after a group discussion?

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2) What did you hear that changed your thinking?

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3) What did you hear that supported your ideas?

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A.2

**II. INCLUDE—Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.**

	<b>BEGINNER</b> 1 Point	<b>DEVELOPING</b> 2 Points	<b>ADVANCING</b> 3 Points	<b>COMPETENT</b> 4 Points
<b>A. Think—Learners contribute a balanced perspective when participating in a learning community by:</b>				
<ol style="list-style-type: none"> <li>1. Articulating an awareness of the contributions of a range of learners.</li> <li>2. Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>3. Describing their understanding of cultural relevancy and placement within the global learning community.</li> </ol>	With guidance and support, learner attempts to formulate an opinion or stance.	With minimal support, learner formulates an opinion or stance based on new learning.	Learner independently formulates an opinion or stance with a basic connection to cultural relevance.	Learner formulates high-quality opinion based on evidence from new learning, and includes a global focus.
<b>B. Create—Learners adjust their awareness of the global learning community by:</b>				
<ol style="list-style-type: none"> <li>1. Interacting with learners who reflect a range of perspectives.</li> <li>2. Evaluating a variety of perspectives during learning activities.</li> <li>3. Representing diverse perspectives during learning activities.</li> </ol>	With guidance and support, learner engages in learning activities while being respectful of varying perspectives.	With minimal support, learner participates in learning activities and shares perspectives from her stance in the global community.	Learner independently participates in learning activities and shares and evaluates various perspectives during learning activities.	Learner shares and evaluates various perspectives during learning activities, and synthesizes various perspectives into own stance.
<b>C. Share—Learners exhibit empathy with and tolerance for diverse ideas by:</b>				
<ol style="list-style-type: none"> <li>1. Engaging in informed conversation and active debate.</li> <li>2. Contributing to discussions in which multiple viewpoints on a topic are expressed.</li> </ol>	With guidance and support, learner participates in debate and conversation through listening and limited conversation.	With minimal guidance and support, learner discusses one viewpoint and participates in limited conversation.	Learner independently engages in conversations with multiple viewpoints.	Learner independently and respectfully engages in conversations with multiple viewpoints, asking clarifying questions.
<b>D. Grow—Learners demonstrate empathy and equity in knowledge building within the global learning community by:</b>				
<ol style="list-style-type: none"> <li>1. Seeking interactions with a range of learners.</li> <li>2. Demonstrating interest in other perspectives during learning activities.</li> <li>3. Reflecting on their own place within the global learning community.</li> </ol>	With guidance and support, learner respectfully listens to multiple perspectives on a topic.	With minimal guidance and support, learner engages in conversation and learning activities with others.	Learner independently seeks out opportunities to work with a range of learners and demonstrates interest in others' perspectives during learning activities.	Learner independently seeks out opportunities to work with a range of learners and demonstrates interest in others' perspectives during learning activities.  Learner has awareness of his or her place within the global learning community.

Total Score: Competent 13–16; Advancing 9–12; Developing 5–8; Beginner 1–4

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Student: \_\_\_\_\_ Score: \_\_\_\_\_

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