

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Unit Plan Template

Unit Title: <u>Equity vs Equality</u>	Number of Lessons <u>4</u>	Time (in weeks): <u>1-2</u>
Name: <u>Jenna Churchill</u>	Subject(s): <u>Social Studies</u>	Grade(s): <u>6</u>

Rationale

This unit is important as the main goal is addressing inequality issues through the exploration of equity vs equality. Students will learn to define and differentiate equity and equality. Throughout the unit we will also discuss where we see inequality in history and in society today. Students will make these connections through various games and exercises. Students will also complete a project where practice the basics of budgeting and understand equity and equality based on the resources and circumstances they are given. Students will also be asked to reflect with each other through discussion and in a personal journal at the end of each lesson. This will allow students to practice their critical thinking skills and explore what their personal needs are and the needs of their peers.

Overview:

The summative goal of this lesson is for students to understand and make the distinction between equity and equality and be able to identify them both in society. Each lesson will begin with an exercise where the students are asked to do a task without information and identify whether it is fair or not. Students will be asked to reflect and discuss these exercises. As we explore the definitions of equity and equality the students will be able to connect the exercises to the terms. We will explore what changes we could make to make these tasks equitable or equal. Throughout each lesson students will be asked where we see a lack of equity or equality in society (Women's rights, race, clean drinking water for Indigenous communities). We will then explore the idea of needs vs. wants to prepare for the project the students will complete. The students will be put in groups, given specific information, and a sum of money. They will be asked not to share any of the info given to them with other groups. Each group will be given different amounts of money and circumstances. They will be told what they must spend their money on in order to survive (refer back to the wants vs. needs list). On the final day of the unit, students will be asked to share how they chose to distribute their money. This will provide opportunities to discuss the reality of difficult financial decisions people are often required to make. We will also reveal how each group started with a different amount of money and circumstances. The students will then discuss whether this seemed fair, and we will explore how this connects to people in society. They will be asked whether they think we need more equity or equality in society. Students will also write in personal journals at the end of each lesson which will be an opportunity for them to ask questions or share information with the teacher, as well as demonstrate their understanding of topics being covered.

CORE COMPETENCIES

Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> -Connecting and engaging with others through working in groups to discuss questions and complete the budgeting project -Focusing on intent and purpose by following the instructions given by 	<ul style="list-style-type: none"> • Critical thinking -Analyzing and critiquing questions and exercises the teacher presents -Questioning and investigating what makes something equal or 	<ul style="list-style-type: none"> • Positive personal and cultural identity -Recognizing personal values and choices by evaluating what matters the most to them in the budgeting assignment as well as what they feel is equitable or equal

<p>teacher to successfully complete the budgeting project</p> <p>-Acquiring and presenting information will take place in the budgeting project as students decide how they want to distribute their money; they will then be asked to present their results to the class.</p>	<p>equitable and where this takes place in society</p> <p>-Designing and developing a plan for the final budgeting project</p> <p>-Reflecting and assessing through journal time at the end of each lesson</p> <ul style="list-style-type: none"> • Creative thinking <p>-Evaluating and developing by allocating their designated money to where they think it will be the most useful</p>	<ul style="list-style-type: none"> • Personal awareness and responsibility <p>-Self-advocating when working with peers and expressing thoughts or contributing to group and class discussion</p> <p>-Self-regulating when working with peers and taking part in exercises</p> <p>-Well- being will be explored throughout the unit when it comes to defining equity and equality and how that impacts our well-being</p> <ul style="list-style-type: none"> • Social responsibility will be explored as students will be asked whose responsibility it is to create equitable opportunity for everyone and how.
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BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name- Social Studies	Subject Name	Subject Name
<p>Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <p>This idea will be explored through our discussions of equity vs. equality and how financial gain for some results in inequality for others. We will look at who that impacts directly and how. We will explore the idea of economic self-interest in the budgeting assignment where students will be required to make difficult financial decisions.</p>		

LEARNING STANDARDS

Curricular Competencies	Content
-Use Social Studies inquiry processes and skills to- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions -Develop a plan of action to address a selected or issue -Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) -Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations	<ul style="list-style-type: none"> Global poverty and inequality issues, including class structure and gender

Prerequisite Concepts and Skills:

Students are expected to have a good understanding of the term “fair”. Students should be able to communicate well with their classmates. Students should be able to understand basic addition, subtraction, multiplication, and division in order to create a budget. Students should be able to communicate their thoughts or reflections through written work (journals).

Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1	- Have Equity vs. equality image ready (smartboard) - Whiteboard markers - Have discussion questions prepared in case they are needed - Journals for students
Lesson 2	- Recycling paper, enough for students to crumple/bin - Prompt questions after the intro exercise - Whiteboard markers - List of teams with each student - Budgeting project info packets for each team with different circumstances and money
Lesson 3	- Injury cards enough for each student, different injury for each student - Band-aids for intro exercise - White board markers
Lesson 4	- YouTube video (smartboard) - Discussion questions following final project sharing session

Cross-Curricular Connections:

Math: The unit has cross curricular connections with mathematics as the students will be given a dollar amount that they must spend. They will then be required to allocate that money based on their survival needs and wants. This will require financial management practice.

Language Arts: Students will be asked to journal regularly throughout this unit which will allow them to practice their written communication skills. While in group and class discussion, they are practicing oral communication skills.

Aboriginal Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. In this unit students will explore what we require as individuals to support our own well-being and the well-being of others. We will discuss what it means to take of each other by offering resources that meet everyone's needs. We will address the needs of groups in society today that are not being met.

Learning involves recognizing the consequences of one's actions. Students will be required to evaluate what their personal needs are and the needs of their classmates to create a budget that will address those needs. They will be required to critically think about financial decisions they make which could result in one's needs not being met should they prioritize one thing over another.

Learning involves patience and time. Students will be reminded that if they are struggling to understand, it is okay to ask for help. Students will practice patience and understanding with one another as they work through collaborative projects.

Learning requires exploration of one's identity. Throughout this unit students will begin to explore what their own personal values are and begin to form opinions. Through the exploration of equity and equality for individuals and communities, they will reflect on their own lives and experiences and what they think is necessary for society.

Universal Design for Learning (UDL)

MULTIPLE MEANS OF REPRESENTATION – I provide for multiple means of representation in this unit in the following ways:

- Students who learning from visual representation will benefit from photo examples that demonstrate equity and equality.
- Students who are auditory learners will benefit teachers' instructions/explanations, exercises, and class discussion.
- Kinesthetic learners will be able to learn through the paper toss activity and band-aid activity. They will also benefit from creating their own budget for the project.
- Interpersonal learners will benefit from team and groupwork time on the budget project, group discussion time and "think, pair, share" time.
- Intrapersonal learners will benefit from the journal sessions in each class where they will have time to work on their own and self -reflect.

2. **MULTIPLE MEANS OF ACTION AND EXPRESSION** – I provide multiple means of action and expression in this unit in the following ways:

- Students will have an opportunity to express their learning through oral discussion.
- Students will have an opportunity to self-reflect and express their learning though journal entries.
- Students will be able to express themselves through conversation with the teacher during teacher observation time.
- Students will be able to demonstrate their learning through final budgeting project where they will make financial decisions to support themselves.
- Students will be able to express their work verbally with small groups or partners. There are many discussion components of this unit where students can express what they are learning to other classmates.

3. **MULTIPLE MEANS OF ENGAGEMENT** – I provide multiple means of engagement in this unit in the following ways:

- Students may be engaged through creating their own coordinate cracker that other groups will try and complete.
- Students may be engaged through creating their own art and expressing themselves in their artwork.
- Students may be engaged through brainstorming.
- Students may be engaged through group work and group discussion.
- Students may be engaged through participation in exercises that demonstrate equality and equity.

Differentiated Instruction (DI):

- Students who do not feel comfortable sharing their thoughts or feelings during class or group discussion will have the opportunity to share privately through journals.
- Students who have difficulty writing can be given opportunities to communicate their understanding verbally one on one with the teacher
- Students who have difficulty creating a budget will be working in groups for extra support

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	That's Not Fair- 45 mins
Learning Standards: Curricular Competencies	-Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) -Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
Learning Standards: Content	-Global poverty and inequality issues, including class structure and gender
Instructional Objectives	-Students will be able to recognize and discuss the difference between equity and equality -Students will be able to make personal reflections regarding equity and inequality
Assessment:	-Journal, observation, "think, pair, share" preconception check
Teaching Strategies:	-Begin the unit with a quick discussion on creating a safe and respectful environment to share with each other -Set boundaries and establish a safe and welcoming environment to discuss and share -Journals as a way of communication for students who are not comfortable sharing to the class -Allowing students to choose their team's name -Fun callouts for attention
Materials:	-Equity vs. equality image (smartboard) -Whiteboard markers -Journals for each student
Lesson Activities:	
Introduction/Hook:	-Project the "equity vs equality baseball game image" on the smartboard *See attached* -Ask students to "think, pair, share" regarding this image -Come back together as a class, ask students what they notice about this picture -Which picture is fair? Why?
Body:	-Write the words "equity" and "equality" on the board -Ask the students if they know what these words mean, write their responses on the board - Explain to students how the image represents equity (meeting needs of people) and equality (giving everyone the same thing regardless of their personal needs) -Where do we see inequality in our world? (Lack of clean drinking water in Indigenous communities) -Put students in groups of 3 or 4

	<ul style="list-style-type: none"> -Ask them to create a list of things we need to survive -Come back together as a class and have groups to share out their answers, compare what different groups said -Now ask students to get back in their groups and create a list of things that are ‘wants’ -Come back together and share our lists -Ask students what they think the difference is between needs and wants -Break it down- what do we need to survive? (Food, water, shelter) other things are wants -Tell students that throughout the week we will be working on a project -In their groups students will be given information from the teacher, it is important that groups do not share any of the information given to them with other groups -Students will be given a certain amount of money, and they must choose how they will spend that money in order to support themselves -Students will use their needs and wants list as a guide and they must spend their money on specific needs before they can buy their wants -Get students in groups and tell them they must brainstorm what their team’s name will be and tell the teacher -Bring the class back together -Ask if anyone has any final questions or thoughts
Closure:	<ul style="list-style-type: none"> - Hand out journals and tell students that we will be taking time to write in the journals at the end of each socials lesson -Explain that they can write anything about the lesson, it could be a question, a thought, a picture- only the teacher will be reading them so it is a safe space to share if they feel they would like to -One final deep breath

Lesson 2

Name &Time (Minutes Allotted):	Can you see privilege? 45 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Use Social Studies inquiry processes and skills to- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions -Develop a plan of action to address a selected or issue -Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) -Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
Learning Standards: Content	-Global poverty and inequality issues, including class structure and gender
Instructional Objectives	<ul style="list-style-type: none"> -Students will be able to recognize and discuss the difference between equity and equality -Students will be able to make personal reflections regarding equity and inequality -Students will be able to recognize and discuss privilege -Students will be able to collaborate and communicate in groups -Students will be able to establish the difference between needs and wants
Assessment:	-Journals, observation

Teaching Strategies:	<ul style="list-style-type: none"> -Fun callouts for attention -Journals as a way of communication for students who are not comfortable sharing to the class
Materials:	<ul style="list-style-type: none"> -Recycling paper/bin -List of team names -Whiteboard markers -Project packages
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> -Ask the students to each grab a piece of paper from the recycling bin and crumple it up -Teacher will hold a bin at the front of the class and tell students the game is that all students must get their paper into the bin, but they cannot move from their seat -Wait to hear responses from students, wait for hands up -Students at the back will likely argue that this is not fair -Ask the rest of the class whether they think it is fair. Why or why not? -How could the teacher have made it fair?
Body:	<ul style="list-style-type: none"> -Write the word privilege on the board -Ask students what they know about that word -Write what they say on the board -Ask students who had the most privilege in the paper toss exercise, why? -Ask students to think about where we see privilege in society? Provide examples (skin color, gender) -Ask students to keep privilege in mind when thinking about equity and equality - Students will get into their teams from the day before -Give each team their own info sheet for the budgeting project (team name, how much money they have, what their circumstances are, what they are required to buy) -Students will also receive a sheet that gives general cost of things for reference (rent, groceries etc) -Remind teams to not share their info with each other (students all have different info) -Teams must come up with a character name and age and decide how they are going to spend their money in to meet their needs and wants for the week - Give students time to meet with their teams and start planning -Bring class back together
Closure:	<ul style="list-style-type: none"> -Allow students five minutes for journal reflection, provide prompt question “Have you ever had an experience in your life where you felt you were treated unfairly? What would have made it fair?” -One final deep breath together

Lesson 3

Name & Time (Minutes Allotted):	Let's budget! 45 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> -Use Social Studies inquiry processes and skills to- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions -Develop a plan of action to address a selected or issue

	<ul style="list-style-type: none"> -Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) -Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
Learning Standards: Content	-Global poverty and inequality issues, including class structure and gender
Instructional Objectives	<ul style="list-style-type: none"> -Students will be able to complete a monthly budget that meets their needs and wants -Students will be able to recognize and discuss privilege -Students will be able to collaborate and communicate in groups -Students will be able to establish the difference between needs and wants
Assessment:	-Journals, observation, discussion questions
Teaching Strategies:	<ul style="list-style-type: none"> -Fun callouts for attention -Journals as a way of communication for students who are not comfortable sharing to the class -Circulate room during work time for students who need extra help
Materials:	<ul style="list-style-type: none"> -Injury Cards -Band-Aids -White board markers
Lesson Activities:	
Introduction/Hook:	<ul style="list-style-type: none"> -Ask students to take a card and read it, each card has a different injury on it- headache, broken leg, paper cut. -Once all the students have read their injury card, tell them you have the solution, give each student a band aid -Wait for student responses -Tell them you treated everyone equal, isn't that the right thing? Why or why not? -How could I have been equitable?
Body:	<ul style="list-style-type: none"> -Give students class to work in their groups to create their budget -Remind students that they will be presenting next class
Closure:	<ul style="list-style-type: none"> -Bring class back together -Ask students to get their journals out -Prompt question for the day, "what challenges did you face while trying to decide how to spend your money" -One final deep breath

Lesson 4

Name & Time (Minutes Allotted):	What does society need? 45 mins
Learning Standards: Curricular Competencies	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to- ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions -Develop a plan of action to address a selected or issue -Construct arguments defending the significance of individuals/groups, places, events, or developments (significance) -Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations
Learning Standards: Content	-Global poverty and inequality issues, including class structure and gender
Instructional Objectives	-Students will be able to recognize and discuss the difference between equity and equality

	<ul style="list-style-type: none"> -Students will be able to make personal reflections regarding equity and inequality -Students will be able to create a monthly budget and explain their financial choices based on need -Students will be able to collaborate and communicate in groups -Students will be able to establish the difference between needs and wants
Assessment:	Journals, observation, completion of budgeting project
Teaching Strategies:	<ul style="list-style-type: none"> -Fun callouts for attention -Class discussion for those wanting to share -Journals as a way of communication for students who are not comfortable sharing to the class
Materials:	-Youtube video (smartboard)
Lesson Activities:	
Introduction/Hook:	<p>Video (experiment on inequality) https://www.youtube.com/watch?v=QBWrF-R272s</p> <ul style="list-style-type: none"> -Ask students how they felt about the video -What connects did they make with what we have been discussing?
Body:	<ul style="list-style-type: none"> -Ask each team to get out their budget info -Have each team present their decisions -After all teams have presented, go over how much money each team started with and what their circumstances were -Each team will share why they chose to spend their money on what they did -Discuss the difficult decisions some of the teams had to make and how this is a reality for many people -Was this fair that people with less difficult circumstances started with more money? Do those people have more privilege? -Ask students what types of barriers certain groups were facing -How could I have been equitable in distributing money? -Ask students to share how the experience went with their team
Closure:	<ul style="list-style-type: none"> -Students will get out their journals and ask them to share what they learned about equity and equality or if they have any final thoughts to share with teacher -One final deep breath

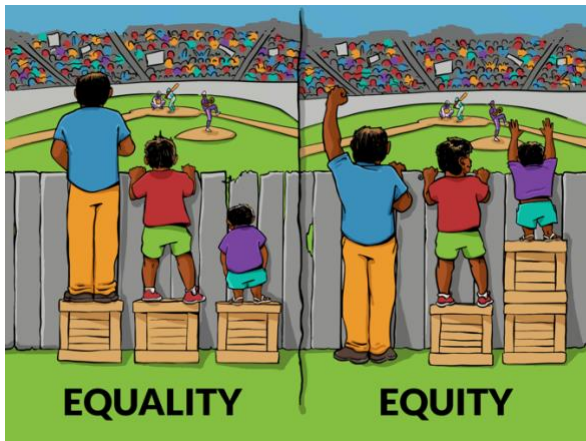
Resources:

<p>https://www.youtube.com/watch?v=QBWrF-R272s (Lesson 4)</p> <p>https://culturesofdignity.com/equity-and-equality-lesson/</p> <p>https://www.ucharlottesville.org/wp-content/uploads/2020/04/Curriculum-Gr-3-5_9-Equity-Equity.pdf</p> <p>https://curriculum.gov.bc.ca/curriculum/social-studies/6/core</p> <p>http://www.fnesc.ca/first-peoples-principles-of-learning/</p>

Extensions to Unit:

This unit could tie into a deeper exploration of history, particularly in Canada regarding the treatment of Indigenous peoples, or the history of women in Canada which we only briefly touch on in this unit. This unit could be extended by having the students choose a specific group of people in history or present day or person and explore whether there was a lack of equality or equity, or both, and what could have been done to change that. We only briefly touched on these topics throughout the unit so the students would have some prior knowledge beforehand. This unit could also be extended by exploring the word privilege and what it looks like to have or not have it. Students could study how privilege relates to equity and equality.

Reflections and Revisions



(Image for hook- Lesson One)

Sample scenario for budgeting project (will create the others based on the team numbers)

TEAM 1:

- Your team will begin with **\$2000** in your bank account to last **one month**.
- You must set aside **\$50** for bus fare as you do not have a car and you work on the other side of town.
- You must set aside **\$500** for groceries.
- You must set aside **\$900** for rent.
- You must set aside **\$150** for utilities (heat, water, electricity)

CONSIDER ANY NEEDS THAT HAVE NOT BEEN MET. CALCULATE YOUR REMAINING FUNDS AND DECIDE HOW YOU WILL SPEND THEM.