

Health Education Today Preview:

-4 Week Cultural Diversity Unit -

CULTURAL DIVERSITY



High School Health Unit

**National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience** teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!



Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

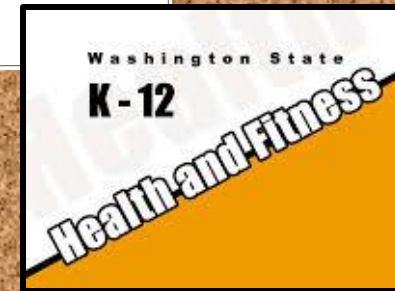
Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teachers' Reviews endorse This program:

- ❖ "This is an absurdly high-quality unit. It reads like a college-level course, but using language and materials that high schoolers can access. The content is presented sensitively. Thank you to the creator who is clearly committed to shaping young people into thoughtful, engaged citizens."
- ❖ "This is so valuable for any classroom that wants to introduce these types of topics in an friendly and safe way."
- ❖ "Material is thorough, engaging and well presented. I like the creativity in the assignments and the extras that are included. Well worth the money! "
- ❖ "Fantastic resources, lots of variety, super easy to use, made my life easier! :)"
- ❖ "Great resource for teaching empathy and allowing students to identify who they are first and understanding the social constructs around identity."



File Organization:

< > CULTURAL DIVERSITY UNIT HS	
Name	
 00 Welcome Letter	
 01 Cultural Diversity Teacher Directions	
 01 Cultural Diversity Teacher Directions PDF	
 02 Cultural Diversity POWERPOINT VERSION PART 1	
 02 Cultural Diversity POWERPOINT VERSION PART 2	
 03 Cultural Diveristy ONLINE VERSION	
 04 Cultural Diversity PDF VERSION PART 1	
 04 Cultural Diversity PDF VERSION PART 2	
>  05 Supplemental Materials	
 06 Previews of Additional Curriculum	



< > 05 Supplemental Materials	
Name	
 01 Cultural Diversity Google Drive Master List	
▼  02 Standards + Learning Targets	
 01 High School Health National Standards Met.pdf	
 02 CDC 15 Characteristics.pdf	
 03 Health Ed Meets California Standards.pdf	
 04 Health Ed Meets Florida Standards.pdf	
 05 Health Ed Meets Massachusetts Standards.pdf	
 06 Health Ed Meets New York Standards.pdf	
 07 Health Ed Meets Texas Standards Level 1 and 2.pdf	
 08 Health Ed Meets Washington Standards.pdf	
>  Learning Targets	
▼  03 Extra Large Docs	
 Dimensions of Social Identity KEY.docx	
 Dimensions of Social Identity KEY.pdf	
 Generic Worksheets for Teens.pptx	
 Tatum Article Divided.docx	
 Tatum Article Divided.pdf	
 The House that Racism Built.docx	
 The House that Racism Built.pdf	

***Editable in Word and Google Slides!**

Easy to Navigate “Table of Contents”:

Links to each lesson document!

Daily Lesson Topics

Common Core Standards

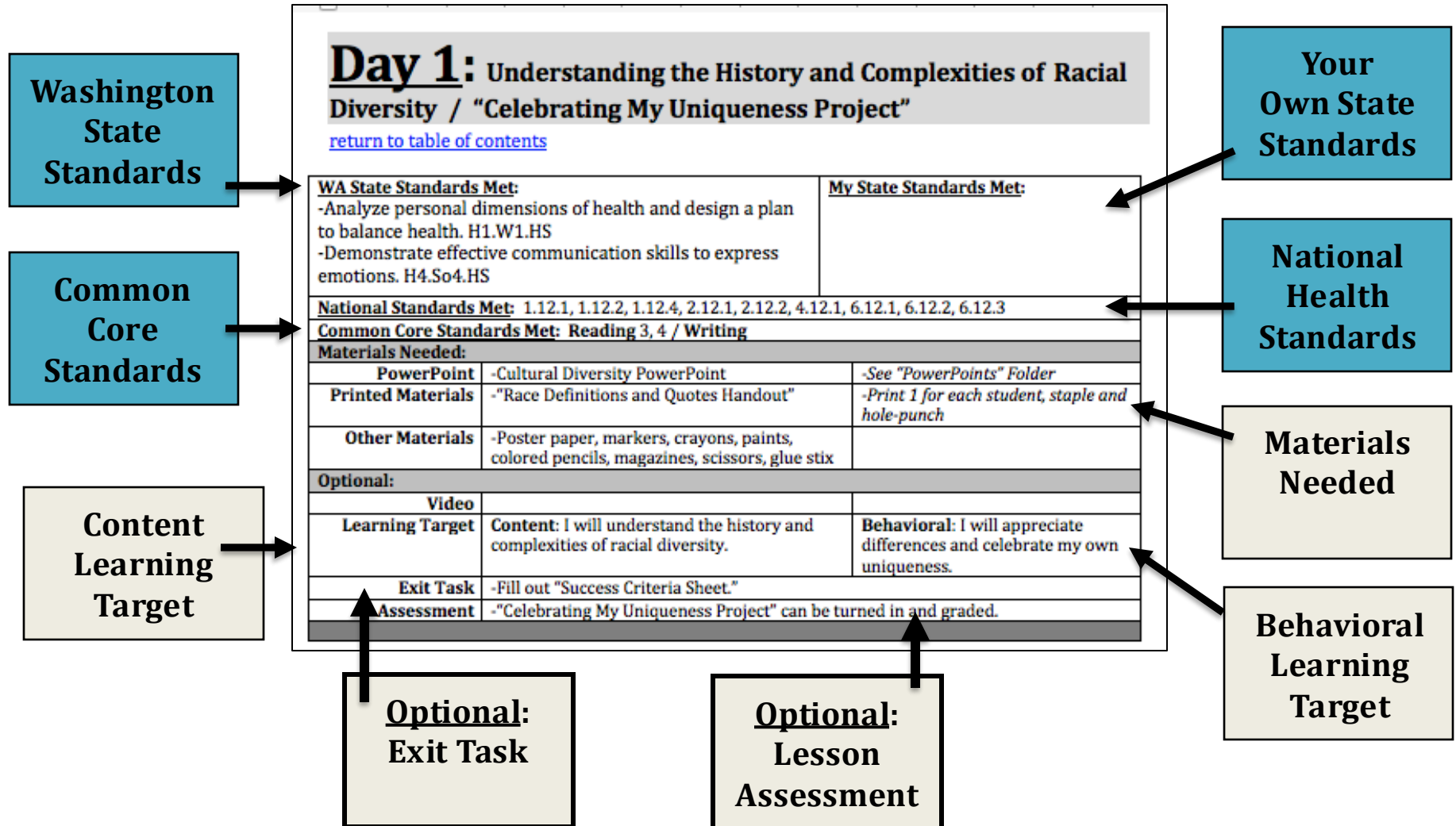
National Standards

WA State Standards

Fill in Your State Standards

CULTURAL DIVERSITY 9 DAYS	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Day 1	-Introduction -“I Am....” Exercise - Beverly D. Tatum’s “The Complexity of Identity: “Who Am I?” and “8 Dimensions of Social Identity” -Harvard Bias Test	R 2 R 3 R 4 R 6 W 1 W 4 ELA Anchor Read 3 + 7	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 2.12.1, 1.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 12.2.7, 2.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H4.So4.HS H8.So4.HS H2.Sa3.HS H7.Sa3.HS H8.Sa3.HS H1.So5.HS H2.So5.HS H2.Sa1.HS	
Day 2	-Empathy -Labels, Stereotypes, Prejudisms, Discrimination Discussion- True stories of prejudism, racial profiling, and racism -True stories that one person CAN make a difference -<->Bryan Stevenson’s Video: “ From Slavery to Mass Incarceration” and Racial Profiling and -<->Optional: Bryan Stevenson’s “Ted Talk”	R 2 R 3 R 4 R 6 W 1 W 4 ELA Anchor Read 3	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 2.12.1, 1.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 12.2.7, 2.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3,	H1.W1.HS H4.So4.HS H8.So4.HS H2.Sa3.HS H7.Sa3.HS H8.Sa3.HS H1.So5.HS H2.So5.HS H2.Sa1.HS	

Standards: Beginning each lesson



Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Teacher Directions: Lead You Through the Lessons PowerPoint.

Day 1: Understanding the History and Complexities of Racial Diversity / "Celebrating My Uniqueness Project"

[return to table of contents](#)

WA State Standards Met: -Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS -Demonstrate effective communication skills to express emotions. H4.So4.HS		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.4, 2.12.1, 2.12.2, 4.12.1, 6.12.1, 6.12.2, 6.12.3		
Common Core Standards Met: Reading 3, 4 / Writing		
Materials Needed:		
PowerPoint	-Cultural Diversity PowerPoint	-See "PowerPoints" Folder
Printed Materials	-"Race Definitions and Quotes Handout"	-Print 1 for each student, staple and hole-punch
Other Materials	-Poster paper, markers, crayons, paints, colored pencils, magazines, scissors, glue stix	
Optional:		
Video		
Learning Target	Content: I will understand the history and complexities of racial diversity.	Behavioral: I will appreciate differences and celebrate my own uniqueness.
Exit Task	-Fill out "Success Criteria Sheet."	
Assessment	-"Celebrating My Uniqueness Project" can be turned in and graded.	

1. **TITLE SLIDE:** Have this slide up as students come in. This slide is exactly the hope I have for this unit – that they will embrace and value different races, ethnicities, and cultures, while also celebrating their very own unique racial, ethnic, and cultural identity! I couldn't have found a more perfect graphic for the cover slide.

2. **CELEBRATING DIFFERENCES...PROJECT:** Tell students the idea for this project is that students will use some of the empathy, labeling, stereotypes, prejudices, tolerance, bullying, "words have power," self-esteem, body image, and overcoming hardships knowledge they've gained this semester to create a project that will represent respecting and celebrating differences, **with a focus on celebrating and having pride in their own unique racial and ethnic individuality.**

It will tie together many of the topics we have covered in this "Health Education Today" curriculum a cool art project!

3. **RACE DEFINITION:** Hand out the "Race Definition and Quotes Handout" so they can look at it as you go over these slides."

Go over the definition on this slide and refer to the handout. Race is determined biologically. The color of your skin is a huge part of your "race."

Celebrating Our Identity

Copyright © Health Education Today

Day 1:

🕒 Celebrating My Identity

"Celebrating Differences and "My Uniqueness Project"



Race Definition + Video:

PowerPoints
walk you through
the lessons



Daily PowerPoint Slides:

Celebrating Our Identity

Copyright © Health Education Today

Day 1:

- Celebrating My Identity

"Celebrating Differences and "My Uniqueness Project"



Race Definition + Video:

Race is determined biologically. Race includes inherited genetic traits such as color of skin, hair and eye color, and bone and jaw structure, among other things. It is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin.



Michael Jackson promoting racial harmony.

<http://www.youtube.com/watch?v=1A77756>

Ethnicity:

Ethnicity is based on a group (called an ethnic group) that is normally based on similar traits, such as a common language, common heritage, faith, and cultural similarities within the group. Other variables that play a role in ethnicity, though not in all cases, include a geographical connection to a particular place, common foods and diets, and perhaps a common faith. Race is a word with similar meaning though describing more physical traits, as opposed to the cultural traits of ethnicity.

Race:

Race is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin. Race is determined biologically, and includes other inherited genetic traits such as hair and eye color and bone and jaw structure, among other things.

Nationality:

90% of the time, nationality refers to the place where the person was born and/or holds citizenship. However, often times nationality can be determined by place of residence, ethnicity, or national identity. If a person was born in Country A but immigrated to Country B while still a toddler (yes, with their family), he or she might identify more with the Country B nationality, having been raised there.

Another point regarding nationality is that there are some nations that don't have a state, or international recognition as such, yet people may still point at it as the source of their nationality, such as the Palestinians, the Kurds, and the Tamils. Article 15 of the Universal Declaration of Human Rights states that "Everyone has the right to a nationality;" and "No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality."

<http://www.unhcr.org/refugees/1948/1948declarationofhumanrights.html#article15>

The history of metaphors use for how the cultures and ethnicities of America fit together. Melting Pot, or Salad Bowl?



The problem with the salad bowl is that cultural groups remain too separate...Where is the harmony?

A new suggestion: A chocolate fondue pot.



Our different cultural and ethnic backgrounds are the strawberries, pineapple, and cherries, the graham crackers and cookies, the pound cake and brownies, the rice crispy treats and marshmallows, the popcorn and the peppermint sticks. Then we are dipped in America. We are coated in America. Because Americans can and do come from all ethnicities and races, we all look like Americans.

We are all dipped in the fondue pot of America, but we still maintain our individualism.



"Embrace what makes you unique. Even if it makes others uncomfortable."
~Janelle Monae

We are all dipped in the fondue pot of America, but we still maintain our individualism.



"Sometimes I pretend to be normal. But it gets boring. So I go back to being me."
- Ain Emezziz

Today, the project is about celebrating your uniqueness!

"If you are lucky enough to be different, don't ever change."

~Roger Ailes

Video:

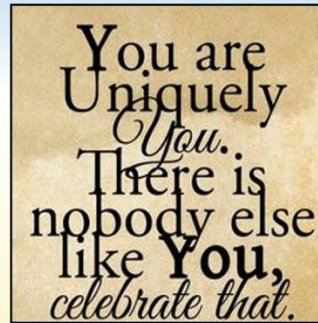


<http://www.youtube.com/watch?v=1A77756>

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Who would you be if the world never gave you a label? Don't let a label describe you! Know who you are in your uniqueness. Don't be in a shell, spread your wings, be free to be yourself and show others who you truly are!



15. WHO WOULD YOU BE IF: Discuss the video. On this slide are some of the ideas from the video they just watched. Explain that like the sign on this slide-we want to end the semester by really having each person celebrate his/her unique race, ethnicity, culture, and personality.

Engaging Lessons
walk you through
with activities



Presentations + Student Documents: Available on Google Drive/Google Slides

On
GOOGLE
DRIVE

The 8 Dimensions of Social Identity in the U.S.

Adapted from: Beverly Daniel Tatum's "The Complexity of Identity: 'Who Am I?' and Sustained Dialogue Campus Network"

<https://www.beverlydanielatum.com/complexity-of-identity/>

Everyone is a mix of both dominant and subordinate identities that shift depending on the circumstance. A person's particular mix of dominant and subordinate identities will affect his/her experience of privilege and oppression. Note: There are other important categories besides the ones below that shape our identities in addition to the list below such as: language, body type, education, family, and citizenship. (Adapted from Diane J Goodman, Ed.D.)



Name: _____	DOMINANT:	SUBORDINATE / TARGETED:
Period: _____	-Feeling "normal," has a sense of superiority or entitlement	-Feeling inferior due to societal messages about normalcy
Date: _____	The Complexity of Identity: "Who Am I?" Beverly Daniel Tatum The concept of identity is a complex one, shaped by individual characteristics, family, political contexts. Who am I? The answer and me says I am. Who do my parents say I am? I am. Who do I learn from the media? I am. Who do I learn from the media? I am. Who do I learn from the media? I am.	
Sometimes		
Characterized By		

follows teacher directions and PowerPoint Slides

I, Too

By Langston Hughes

I, too, sing America.

I am the darker brother.

They send me to eat in the kitchen

When company comes,

But I laugh,

And eat well,

And grow strong.



30 Traits Happy People Have in Common

They are 'glass half full' people - while still being practical and down-to-earth. They have an ability to find the good in any situation.

They understand that happiness is a choice, and consciously and methodically create their own happiness, while others hope happiness will find them.

They are ambitious. They don't believe in, or wait for, fate, destiny, chance or luck to determine or shape their future. They take control and choose to live their best life rather than spending it on auto-pilot.

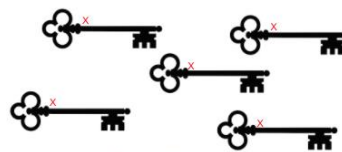
Self-Discipline - The ability to control and restrain impulses. Energy then can be focused and channeled toward your ambitions.

Adaptive
Analytical Mind
Articulate
Balanced
Collaborative
Committed
Courageous
Creative
Decisive
Detail-Oriented
Emotionally Competent
Friendly
Hard Working
Humorous
Intelligent
Organized
Prepared
Proactive
Relationship-Oriented
Responsible
Sincere
Self-Sacrificing
Trustworthy
Visionary
Wise

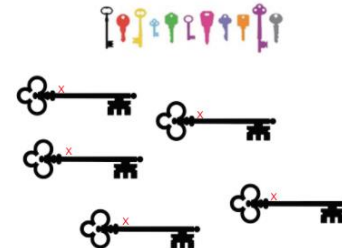
"The 30 most important personality traits for success success"

Copyright © Health Education Today

Name: _____ Period: _____ Date: _____



One size doesn't fit all.



Copyright © Health Education Today

Say Our Names Project:

Stunning mural of George Floyd provides...



Before arriving Thursday morning, Goldman already had an idea of the larger-than-life portrait of Floyd she wanted to emblazon on the wall.

Likewise, Herrera had a concept for the background that he felt would honor Floyd for the person he was. It featured his full name displayed prominently across the wall, the portrait resting in between, and in the backdrop, a sunflower with the names of other individuals who have been killed by police over the years.

"His name needed to be bold and needed to be big and needed to be bright," Herrera said. "To remind people that George Floyd was a human being full of life. He was a light to his family and his friends and his community. That needed to stand out..."

"I wanted to show the collective voice we have as a community," Herrera said. "They have their hands up in a fist showing that we are a community of power."

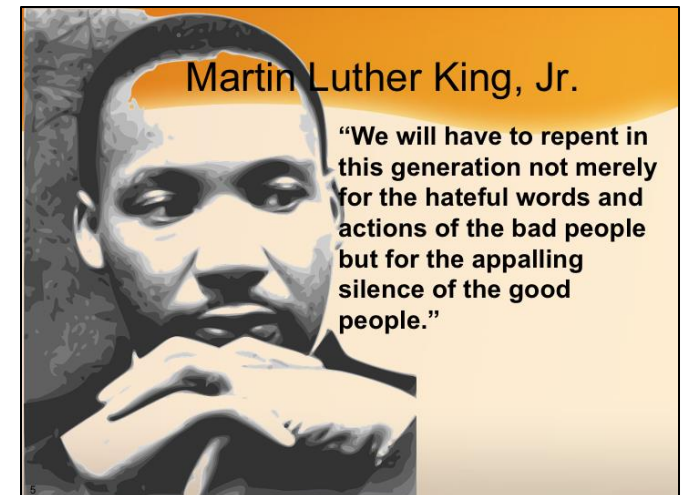
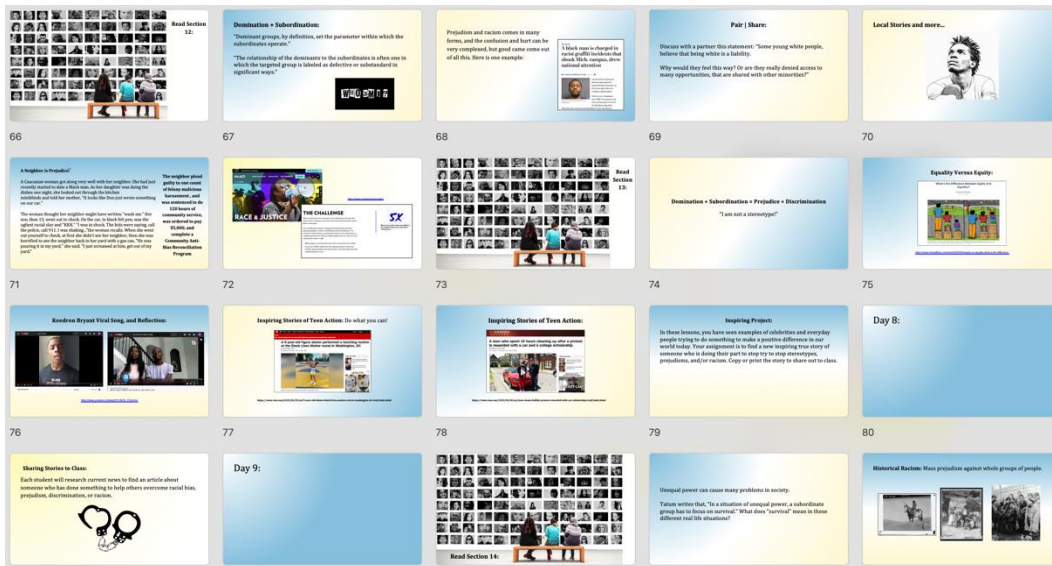
<https://www.bbc.com/news/health-56222222>

Examples of Daily Lessons:

Embracing Diversity

Day 1 - 14:

Amazing Updated Photos!



The “Embracing Diversity” lessons help students understand that individual identity is shaped by many factors, including: individual characteristics; who the world says I am; empathy or lack of empathy for others; dominant and subordinate social groups; implicit bias; and the identities and power, privilege, or lack of both, that go with these groups.

This resource is based on Beverly Daniel Tatum’s article.

The Complexity of Identity: “Who Am I?”

Beverly Daniel Tatum

follows teacher directions and PowerPt. Slides

The concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical factors, and social and political contexts. Who am I? The answer depends in large part on who the world around me says I am. Who do my parents say I am? Who do my peers say I am? What message is reflected back to me in the faces and voices of my teachers, my neighbors, store clerks? What do I learn from the media about myself? How am I represented in the cultural images around me? Or am I missing from the picture altogether? As social scientist Charles Cooley pointed out long ago, other people are the mirror in which we see ourselves.¹

This “looking glass self” is not a flat one-dimensional reflection, but multidimensional. How one’s racial identity is experienced will be mediated by other dimensions of one-self: male or female; young or old; wealthy, middle-class, or poor; gay, lesbian, bisexual, transgender, or heterosexual; able-bodied or with disabilities; Christian, Muslim, Jewish, Buddhist, Hindu, or atheist....

What has my social context been? Was I surrounded by people like myself, or was I part of a minority in my community? Did I grow up speaking standard English at home or another language or dialect? Did I live in a rural county, an urban neighborhood, a sprawling suburb, or on a reservation?

Who I am (or say I am) is a product of these and many other factors. Erik Erikson, the psychoanalytic theorist who coined the term *identity crisis*, introduced the notion that the social, cultural, and historical context is the ground in which individual identity is embedded. Acknowledging the complexity of identity as a concept, Erikson writes,

We deal with a process “located” in the core of the individual and yet also in the core of his communal culture... In psychological terms, identity formation employs a process of simultaneous reflection and observation, a process taking place on all levels of mental functioning, by which the individual judges himself in the light of what he perceives to be the way in which others judge him in comparison to themselves and to a typology significant to them.²

Triggered by the biological changes associated with puberty, the maturation of cognitive abilities, and changing societal expectations, this process of simultaneous reflection and observation, the self-creation of one’s identity, is commonly experienced in the United States and other Western societies during the period of adolescence.³ Though the foundation of identity is laid in the experiences of childhood, younger children lack the physical and cognitive development needed to reflect on the self in this abstract way. The adolescent capacity for self-reflection (and resulting self-consciousness) allows one to ask, “Who am I now?” “Who was I before?” “Who will I become?” The answers to these questions will influence choices about who one’s romantic partners will be, what type of work one will do, where one will live, and what belief system one will embrace. Choices made in adolescence ripple throughout the lifespan.

1

2

3

15. Negative Messages of Dominant Group:

Tatum says in this section that “There are many examples of subordinates attempting to make themselves over in the image of the dominant group.”

Can you give some real life examples of this?



Empathy Survey:

1 - Not at all
2 - A little
3 - Some of the time (about 1/2 and 1/2)
4 - Most of the time
5 - Almost all of the time

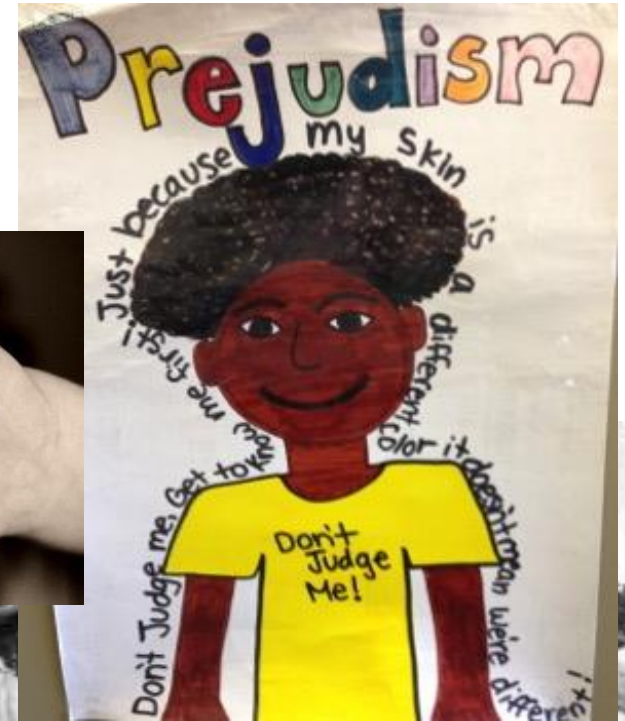
Find a blank space of paper and # your paper 1 - 10



Embracing Diversity

Day 1 - 14:

- "The Complexity of Identity: "Who Am I?"
- Understanding labels, stereotypes, prejudices, racism
- Local true stories
- Understanding the Holocaust
- Prejudism video link
- Reflection: M.L. King Jr. Quotes
- "The House That Racism Built"
- Additional video links



The House That Racism Built:



Understanding Historic Racism

Don't internalize the negative messages and do acknowledge other's pain.



WHO am I?

HOW MUCH EMPATHY DO YOU HAVE?:

- 1 - not at all
- 2 - a little
- 3 - some of the time (about 1/2 and 1/2)
- 4 - most of the time
- 5 - almost all of the time

***You may want to be the person who answers these questions with 5's, but answer for who you really are!**

___ 1. I feel empathy for people who are less fortunate than me.

___ 2. -Understanding empathy
-“Empathy Survey”

___ 3. -“Empathy Homework”

-7 Empathy video links

-Dominance and Subordination

-Implicit Bias

-From slavery to mass incarceration

-Racial Profiling

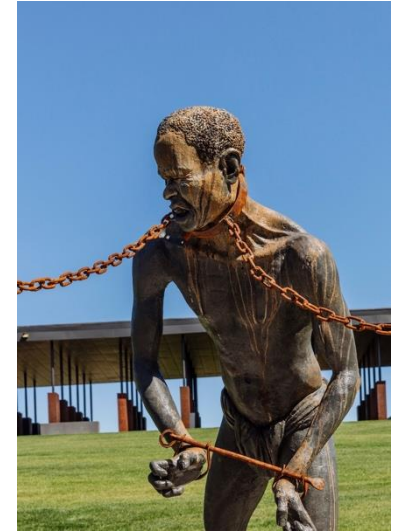
Works nights at fast food restaurant,
keeps falling asleep in classes



"Under The Surface" - Empathy Film

The National Memorial for Peace and Justice

Brian Stevenson Video: *"Slavery to Mass Incarceration"*!



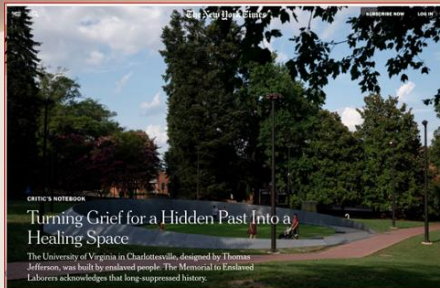
Equality Versus Equity

What's the Difference Between Equity and Equality?

BY ELLEN GUTOSKEY
JUNE 11, 2020



Turning Grief into Healing:



<https://www.nytimes.com/2020/06/16/arts/design/university-of-virginia-enslaved-laborers-memorial.html>

Gibbons, along with her husband and children, were among some 4,000 enslaved people working on the university grounds between 1817, when construction began, and the end of the Civil War. The school owned some of these people; others were rented from local enslavers; at least one came from Jefferson's Monticello.

"Can we forget the crack of the whip, cowhide, whipping-post, the auction-block, the hand-cuffs, the spaniels, the iron collar, the negro-trader tearing the young child from its mother's breast as a whelp from the lioness? Have we forgotten that by these horrible cruelties, hundreds of our race have been killed? No, we have not, or ever will." Isabella Gibbons 1867

A Starbucks arrest shows how black Americans are robbed of their power

[Rochaun Meadows-Fernandez](#)
Thu 19 Apr 2018

After video footage went viral of [two black men being arrested in Starbucks for "loitering"](#), many were outraged. The two men had entered Starbucks for a meeting and were instead faced with the profiling and discrimination black people experience on a daily basis.



The men spent eight hours in jail for a selectively enforced law. But what stood out the most for me about this injustice was the men's powerless compliance through the entire process.

[Starbucks](#) employees have seen white women act out indignantly over missing the caramel on their lattes, and they still receive standard customer service – which does not involve calling any cops. Yet these black men were seen as a threat. In response, they saw no choice but to follow police directions out of fear for their lives. See link to read more...

<https://www.theguardian.com/commentisfree/2018/apr/19/starbucks-arrest-black-men-race-us>

fppt.com

Current U.S. & World Events

A Racial Reckoning in America -2020-



In pictures: A racial reckoning in America

106

George Floyd's Death:



107

More Impacts of George Floyd's Death:



108

Birder in Central Park - 2020

How 2 Lives Collided in Central Park, Rattling the Nation

The inside story of the Black birder and the white woman who called the police on him. Their encounter opened wrenching conversations about racism and white privilege.



Just before 8 a.m., Mr. Cooper was startled from his quiet birding by Ms. Cooper, who was loudly calling after her dog, he said. He asked her to leash Henry, as the park rules required. She refused. They exchanged words, and as he recorded on his phone, she threatened to report that "an African-American man is threatening my life," a false accusation. Then as Mr. Cooper continued to film, she called 911.

The video clip shows that before and during the 911 call, she referred to Mr. Cooper as "African-American," three times. Mr. Cooper's sister later posted the clip to Twitter, where it has been viewed more than 40 million times.

Support Across the World:



109

"Say Our Names" Project:



Like never, Herrera had a concept for the background that he felt would honor Floyd for the person he was. It featured his full name displayed prominently across the wall, the portrait resting in between, and in the backdrop, a wallcover with the names of other individuals who have been killed by police over the years. "His name needed to be bold and needed to be big and needed to be bright," Herrera said. "To remind people that George Floyd was a human being full of life. He was a light to his family and his friends and his community. That needed to stand out..." "I wanted to show the collective voice we have as a community," Herrera said. "They have their hands up in a fist showing that we are a community of power."

110

Other Deaths at the Hands of Police:



111

Justice for Breonna Taylor:



Update 5/23/2020 Louisville was on edge Wednesday evening after a former police officer was indicted only on first-degree wanton endangerment charges for his actions on the night Breonna Taylor was killed by police.

Other Deaths at the Hands of Police: Rayshard Brooks



Another Racially Motivated Death: Ahmaud Arbery



Understanding Anti-Racism

So many of these types of videos online where people think they are above the rules:

A Starbucks barista received nearly \$80,000 in tips after being singled out for refusing to serve a customer not wearing a mask

By Alex Berenson, CNN
© Updated 6:13 AM ET, Mon, June 15, 2020



<https://www.cnn.com/2020/06/28/us/starbucks-barista-mask-amber-lynn-gillies-1/index.html>

*New: 2023 Reflection on the events of last year!

Several New Projects:

Inspiring Poem Project:



Keedron Bryant Viral Song, and Reflection:

<https://www.youtube.com/watch?v=UluSLBX74Ac>

Using his voice



https://www.youtube.com/watch?v=BOS_ZXzvhVw

fppt.com

“Say Our Names” Project:

Stunning mural of George Floyd provides...



Before arriving Thursday morning, Goldman already had an idea of the larger-than-life portrait of Floyd she wanted to emblazon on the wall.

Likewise, Herrera had a concept for the background that he felt would honor Floyd for the person he was. It featured his full name displayed prominently across the wall, the portrait resting in between, and in the backdrop, a sunflower with the names of other individuals who have been killed by police over the years.

“His name needed to be bold and needed to be big and needed to be bright,” Herrera said. “To remind people that George Floyd was a human being full of life. He was a light to his family and his friends and his community. That needed to stand out...”

“I wanted to show the collective voice we have as a community,” Herrera said. “They have their hands up in a fist showing that we are a community of power.”

<https://www.bbc.com/news/health-56100000>

“Create a Monument” Project:

Each student will create on paper a design for their own monument to honor or recognize or celebrate the idea that out of tragedy and hardship can come a monument to help healing.

Use any of the topics or stories we’ve covered already in this unit, or an event of your choice and create a design for a monument that will help people recognize mistakes made, and begin to heal.



Sharing Stories to Class:

Each student will research current news to find an article about someone who has done something to help others overcome racial bias, prejudice, discrimination, or racism.



Celebrating My Identity Day 15 - 19:

Celebrate the spirit of
positive self-esteem,
individual identity,
diversity, personality,
interests, and goals it
promotes.



Local Stories and more...



**Each student researches his/her own
ethnic heritage, gaining an appreciation for
his/her own individual uniqueness!**

“Celebrating My Identity” PowerPoint:

“Celebrating Differences and “My Uniqueness Project”

THE MORE YOU
LIKE YOURSELF,
THE LESS YOU ARE
LIKE ANYONE ELSE,
WHICH MAKES YOU
UNIQUE.

- Walt Disney



5

The history of metaphors use
for how the cultures and
ethnicities of America fit
together.

Melting Pot....Or Salad Bowl?

“Out of many,
one” promoted
the idea that
Americans
should
surrender our
cultural and
ethnic
identities.



The problem
with the salad
bowl is that
cultural groups
remain too
separate...
Where is the
harmony?

6

We are all dipped in the fondue pot of
America, but we still maintain our
individualism

**BE YOURSELF;
EVERYONE ELSE
IS ALREADY
TAKEN.**

- OSCAR WILDE

“b”

www.BeYourselfOnline.com



Or a self-portrait:



Day 15:

Defining “Race” and “Ethnicity,” understanding the history and complexities of racial diversity.

Race Definition + Quotes Handout:

Ethnicity: Ethnicity is based on a group (called an *ethnic group*) that is normally based on similar traits, such as a common language, common heritage, and cultural similarities within the group. Other variables that play a role in ethnicity, though not in all cases, include a geographical connection to a particular place, common foods and diets, and perhaps a common faith. Race is a word with similar meaning though describing more physical traits, as opposed to the cultural traits of ethnicity.

Race: Race is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin. Race is determined biologically, and includes other inherited genetic traits such as hair, eye color, bone and jaw structure, etc.

Nationality: 90% of the time, *nationality* refers to the place where the person was born and/or holds citizenship. However, often times nationality can be determined by place of residence, ethnicity, or national identity. If a person was born in Country A but immigrated to Country B while still a toddler (yes, with their family), he or she might identify more with the Country B nationality, having been raised there.

Another point regarding nationality is that there are some nations that don't have a state, or international recognition as such, yet people may still point at it as the source of their nationality, such as the Palestinians, the Kurds, and the Tamils. Article 15 of the Universal Declaration of Human Rights states that “Everyone has the right to a nationality,” and “No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.”

*Ethnicity, Nationality, Race, Identity, Culture & Heritage (E.N.R.I.C.H.):
http://www.dauntlessjaunter.com/2012/03/26/ethnicity-nationality-race-heritage-culture/

Great Personality Traits:

Attitude – The capacity to stay optimistic and positive. The #1 quality for career success is “Championship Thinking.”

Enthusiastic – The possession of intense and eager interest in a subject or cause. It is an energy that often inspires others.

Ethical – The quality of having and living by a code of sound moral principles.

Goal Focused – The ability to have clarity on the objectives that you strive for in your personal and professional life.

Listener – The capacity to suspend your own agenda and deliberately and empathically allow others to be heard.

Networked – A well-developed circle of influence of interconnected positive relationships.

Persistent – The ability to endure in the face of adversity. It is a patient and relenting effort to achieve despite difficulties.

Self-Aware – The understanding and knowledge of who you are including your skills, values, interests, behaviors and character.

Self-Confident – The firm belief in your abilities. Seek professional help if this is an area of weakness – it will be worth it.

Continued...

Create a Monument:

Each student will create on paper a design for their own monument to honor or recognize or celebrate the idea that out of tragedy and hardship can come a monument to help healing.

Use any of the topics or stories we’ve covered already in this unit, or an event of your choice and create a design for a monument that will help people recognize mistakes made, and begin to heal.



Flag	Country	Flag	Country
	A		M
	Afghanistan		Macedonia
	Albania		Madagascar
	Algeria		Malawi
	Andorra		Malaysia
	Angola		Maldives
	Antigua and Barbuda		Mali
	Argentina		Malta
	Armenia		Marshall Islands

Day 16:

They research and work on their “Celebrating My Uniqueness Project.”



Art Project Grading Rubric: NAME: _____

Your Score:		A 4 points	B 3 points
___/4	Content Accuracy and Relevance	*Understanding of topic is very evident and message is very clear and positive.	Understanding partially clear and message is somewhat clear and relevant.
___/4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.
___/4	Attractiveness	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.
___/4	Grammar	*No grammatical mistakes. (Spelling)	Just one or two grammatical mistakes. (Spelling)
___/	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F	

Electronics

Leading the way

Like no other

Life's Good

Inspired Living

The Perfect Experience

Challenge everything

Connecting people.

Choose Freedom

Intelligence Everywhere

He keeps going and going and going. Energizer Batteries

sense and simplicity

Make yourself heard

Trusted Everywhere

Now You're Playing With Power! Nintendo Entertainment Sy

The Quest for Zero Defect Panasonic

See what the future has in store. Future Shop

Thousands of possibilities. Get yours. Best Buy

Sony

LG

Haier

JVC

EA Games

Nokia,

Toshiba

Motorola

Philips

Ericsson

Duracell Batteries

Panasonic

Future Shop

Best Buy

Students chose an ad slogan as their own life slogan.

Day 17 +
18:

Students take a “Career Survey” to use as part of their poster if they want. They continue researching and working on their posters.

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 1
	1. Learn how things grow and stay alive.	1. Self-reliant	1. Math	
	2. Make the best use of the earth's natural resources.	2. Nature lover	2. Life Sciences	
	3. Hunt and/or fish.	3. Physically active	3. Earth Sciences	
	4. Protect the environment.	4. Planner	4. Chemistry	
	5. Be outdoors in all kinds of weather.	5. Creative problem solver	5. Agriculture	
	6. Plan, budget, and keep records.			
	7. Operate machines and keep them in good repair.			

BOX 2	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 2
	1. Read and follow blueprints and/or instructions.	1. Curious	1. Math	
	2. Picture in my mind what a finished product looks like.	2. Good at following directions	2. Drafting	
	3. Work with my hands.	3. Pay attention to detail	3. Physical Sciences	
		4. Perform work that requires precise results.	4. Good at visualizing possibilities	
	5. Solve technical problems.	5. Patient and persistent	5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	
	6. Visit and learn from beautiful, historic, or interesting buildings.			
	7. Follow logical, step-by-step procedures.			

BOX 3	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 3
	1. Use my imagination to communicate new information to others.	1. Creative and imaginative	1. Art/Graphic design	
	2. Perform in front of others.	2. Good communicator/good vocabulary	2. Music	
	3. Read and write.	3. Curious about new technology	3. Speech and Drama	
		4. Play a musical instrument.	4. Journalism/Literature	
	5. Perform creative, artistic activities.	4. Relate well to feelings and thoughts of others	5. Audiovisual Technologies	
	6. Use video and recording technology.	5. Determined/tenacious		
	7. Design brochures and posters.			

Source:
No. 15

3 online websites are linked for researching racial heritage and culture!

Creative Proverbs from...

Germany

Brief Overview of this Country



Click flag to enlarge

Scroll down for Map

Location: Central Europe, bordering the Baltic Sea and the North Sea, between the Netherlands and Poland, south of Denmark

Population: 82,797,408 (July 2000 est.) - **Capital:** Berlin

Ethnic Groups: German 91.5%, Turkish 2.4%, other 6.1% (made up largely of Serbo-Croatian, Italian, Russian, Greek, Polish, Spanish)

Languages: German

Religions: Protestant 38%, Roman Catholic 34%, Muslim 1.7%, unaffiliated or other 26.3%

[Click Here for more information about Germany](#)

[Previous Page](#) | [Random Proverbs](#) | [Next Page](#)

Proverbs from Germany



Flag	Country	Flag	Country
	A Afghanistan		M Macedonia
	Albania		Madagascar
	Algeria		Malawi
	Andorra		Malaysia
	Angola		Maldives
	Antigua and Barbuda		Mali
	Argentina		Malta
	Armenia		Marshall Islands

Day 19:

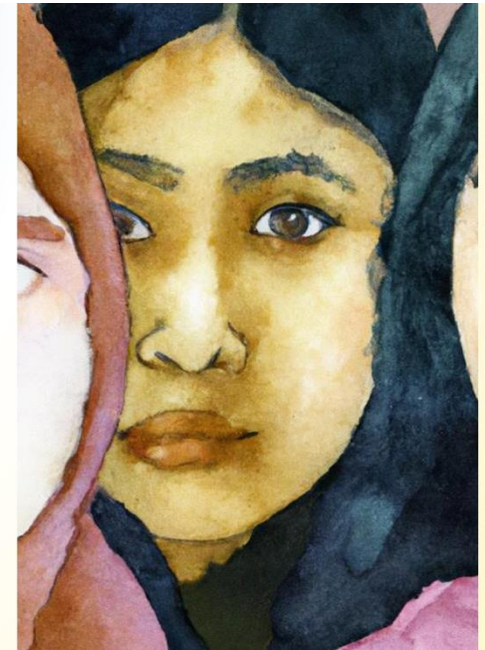
Today students will share their posters in small groups. Students follow a procedure that creates a comfortable, positive, and impacting atmosphere! If time, there are several powerful and motivating video links.

I Am... :

Students create a 60 second list.

1. Share 3 things:

- ❖ Racial Heritage
- ❖ What makes you unique
- ❖ An accomplishment
- ❖ What it's like to live in your shoes
- ❖ Future goals
- ❖ Family cultural traditions



Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

Copyright © Health Education Today All rights reserved by author.

**Copyright © Health Education Today
All rights reserved by author.**



- 1) This product is to be used by the original downloader only. It is not transferable to any other person.
- 2) Copying for anyone other than the person who purchased this program; or for another classroom, department, school, or school system is prohibited.
- 3) This resource is not to be shared with colleagues or used by an entire grade level, school, or district without purchasing the proper number of licenses. If you are a coach, principal, or district interested in a site license, please contact me for a quote at hello@healtheducationtoday.com.
- 4) This product (or any part thereof) may not be distributed or displayed digitally for public view, and cannot be used on commercial sites; including, but not limited to Outschool and Course Hero. (Google Drive and online posting MUST BE Password-protected student websites only.) Failure to comply is a copyright infringement and a violation of the Digital Millennium Copyright Act (DMCA).
- 5) The purchaser is granted permission to make duplicates for classroom use only. Redistributing, editing, or selling are prohibited.

Works Cited:

Yosemite Photo by the author:

WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPE>

Photos From:

<https://labs.openai.com/>

<http://www.fotosearch.com>

<http://www.pixabay.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>

**Thanks for
previewing!**

