

## Lee Roby - CDIPS Final Project (*Какую форму носят школьники в разных странах мира?*)

### Part I: Executive Summary and References List

#### 1. Brief paragraph summary of your project:

This “project” is a two-day Russian language activity intended to accompany unit 2.5 in the textbook *Между нами*. Students are ninth graders with Novice Low/Mid proficiency. They have only learned nominative case and can use memorized language or create sentence fragments or simple sentences in highly scaffolded exercises using only subject nouns and adjectives. They have just been introduced to noun/adjective agreement. They can ask and answer formulaic questions when following a model.

This activity integrates review of clothing vocabulary with the introduction of colors and practicing of adjective agreement. Tasks are based on an authentic source (a YouTube video) that addresses the question: What kind of school uniform is worn in different countries of the world? (*Какую форму носят школьники в разных странах мира?*). The activity design demonstrates how a typical topic from an elementary Russian language course may be re-designed to address and integrate the *World-Readiness Standards for Learning Languages* with the *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework*.

#### 2. References:

Hammond, Z. L. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.

The National Standards Collaborative Board. (2015). *World-Readiness Standards for Learning Languages*. 4th ed. Alexandria, VA.

Teaching Tolerance. (2016). *Social justice standards: The teaching tolerance anti-bias framework*. Retrieved from:

[https://www.learningforjustice.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.learningforjustice.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

Просто Люди (2018). *Какую форму носят школьники в разных странах мира?* [Video]. YouTube. [https://www.youtube.com/watch?v=P\\_SdsvSWHU4](https://www.youtube.com/watch?v=P_SdsvSWHU4)

### Part II: Analysis

The activity integrates the teaching of core vocabulary (clothing and colors) and grammar constructs (nominative adjective agreement) into a lesson that has students asking and answering questions in highly formulaic situations while also considering the following social justice (SJ) essential questions:

1. How might a school uniform or a dress code help to build a more inclusive community?
2. How might a school uniform work against an effort to build inclusivity?
3. From a social justice (SJ) standpoint, what is the ideal uniform/dress code?

The intended SJ takeaway understandings are:

1. School policies with regard to uniforms or dress codes may either support or detract from efforts to build an inclusive community.
2. Our own preferences regarding dress code/uniform policies or personal dress choice may support or detract from efforts to build an inclusive community.

*World-Readiness Standards* and *Teaching Tolerance Social Justice Standards* addressed are:

<u>World-Readiness Standards</u>	<u>Teaching Tolerance Social Justice Standards</u>
<p><b>Communication:</b>  <b>Interpretive and Interpersonal Communication</b></p> <p><b>Cultures:</b>  <b>Products to Perspectives:</b> How does school uniform/dress code in various countries reflect national values and commitment to SJ? How does <a href="#">our school's dress code</a> reflect our school's Quaker values and commitment to SJ?</p> <p><b>Comparisons:</b>  <b>Cultural Comparisons:</b> transnational cross-cultural comparisons.</p>	<p><b>Identity:</b>            Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p><b>Diversity:</b>            Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.</p> <p><b>Justice:</b>            Students will recognize injustice at the institutional or systemic level (e.g., discrimination inherent in rigid dress code policies).</p> <p>Students will analyze the harmful impact of bias and injustice on the world, [historically and] <b>today</b>.</p> <p>Students will recognize that power and privilege (economics and gender normative power structures) influence relationships on interpersonal, intergroup and institutional levels (in the establishment of dress code policy).</p> <p><b>Action:</b>            Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p>

Language Goals and Social Justice Goals addressed are:

Language Goals	Social Justice Goals
<p>Students will:</p> <ol style="list-style-type: none"> <li>1. learn colors and clothing</li> <li>2. practice adjective/noun agreement</li> <li>3. practice asking and answering questions in highly formulaic situations.</li> </ol>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. identify how a school uniform or a dress code can help to build a more inclusive community or work against efforts to build inclusivity.</li> <li>2. identify national values that govern choices for school uniforms (dress codes) in schools in different countries of the world and when these values most align with SJ considerations.</li> <li>3. consider our school's dress code (and personal dress choices) and alignment with SJ concerns and to consider whether or not action needs to be taken to propose better alignment.</li> </ol>

Teaching context:

- K-12 independent, co-ed, Quaker day school
- school population and culture: 44% SOC (Russian classes: 25% SOC), includes students of diverse gender and sexual identities; progressive school culture directed by School's [Mission Statement and Statement of Respect](#).
- class size: typically 10-18.

Part III: Design

**On Day 1 (or for homework), Students will complete an interpretive exercise:**

**Students will:**

Watch the video [“What kind of uniform do school students wear in different countries of the world”](#) while filling in the first page of the [handout](#) (complete tasks 1-4).

Tasks on handout:

Students will:

Task 1: watch video with English subtitles and fill in a chart with reasons provided for the pluses and minuses of school uniforms/dress codes (some reasons given are related to SJ, others are not)

Task 2: watch video in Russian and provide English translation for key vocabulary (clothing and colors) listed in Russian.

Task 3: rewatch video and fill in chart listing the male/female/gender neutral uniforms for each country represented in the video.

Task 4: provide personal opinion on the uniform students like most and why.

**SJ goals are intentionally not highlighted in these activities, so that we can reflect on preference vs. SJ considerations on day 2.**

## **On Day 2, Students will complete interpersonal communication exercises:**

### **Students will:**

Do interpersonal tasks 1-4 on the second page of the [handout](#). Tasks use scripted questions/answer models to allow students to practice target language. Activities build from simply reviewing data collected from prior day to an info. gap activity surveying classmates on opinions, followed by a full class debrief in Russian and then a discussion in English on SJ takeaways.

Tasks on handout (tasks 1-3 in Russian, task 4 in English):

Students will:

Task 1: ask/answer questions in pairs re: male/female/gender neutral uniforms for each country represented in the video.

Task 2: engage in an info. gap activity: full class survey to find out which uniforms are most popular and why.

Task 3: engage in a full class debrief: which uniforms are most popular and why? (1st, 2nd, 3rd place) Which are most inclusive?

Task 4: engage in a full class discussion to address social justice questions that would lead students to SJ take-aways:

1. What makes a school uniform more and less inclusive?
2. In which countries is inclusivity most addressed in the uniform/dress code? (Identity and Diversity)
3. What other national/cultural values do you see reflected in the uniforms/dress code of different countries? What is prioritized? Why might that be?
4. How inclusive are the most popular uniforms?
5. Why do you think that is? What are we prioritizing in our preferences?
6. Should schools adopt inclusive uniforms? (Justice)
7. In what way is our dress code inclusive or not inclusive? What about expected attire for other school events? Graduation? (Justice)
8. How do your personal clothing choices promote inclusivity/exclusivity? (silent reflection) (Justice)
9. Are there concrete suggestions that you would make to increase the inclusivity of dress expectations? If so, should these be proposed to the Upper School administration? (Action)

Assessment is largely formative. The video is an authentic source with language input significantly higher than the students' proficiency level, but students can rely on visual input to complete the tasks. In-class interpersonal activities are student-centered and promote meaningful communication, but are level-appropriate, formulaic, and designed to require significant repetition of vocabulary and grammatical form. These structural design principles, along with the matching of meaning to visual input, serve as effective strategies to promote learning and long term retention of vocabulary and form. If summative assessment is desired, students could be asked to describe the school uniform in selected video clips without consulting notes on the day following the interpersonal tasks.

## **Part IV: Development**

Necessary resources: [handout](#), computer with internet access, ability to connect to YouTube, ability to project from computer (if day 1 is done as classwork rather than homework). If done as homework: student access to computer at home.

At the generally progressive school where I teach, I would be surprised to encounter resistance in the classroom to this plan or stakeholders who opposed the content or felt it to be controversial. Instead, this lesson plan reinforces the reflection that is intended to occur (but often does not) around the [Friends School's query-based dress code policy](#).

## Part V: Implementation

As this is a lesson plan to be conducted in a traditional face-to-face classroom with all materials provided by the instructor, DEI policies and procedures to consider with regard to implementation are less relevant. The procedure that may be relevant in certain pre-college teaching contexts is whether it is equitable to require the “Day 1” tasks to be completed as homework or whether there should be no homework and all work should be completed in the classroom. Having all work completed during in-school learning promotes equity by removing potential invisible barriers to student success (students who are unable to complete homework due to socio-economic or other inequities - family/childcare responsibilities, after-school/evening jobs, homelessness, etc.). This is a complicated question however, as some would argue that a pre-college learning environment that does not include homework fails to prepare students with the “studio habits” and “cognitive routines” necessary to become “independent learners” (Hammond, *Culturally Responsive Teaching and the Brain*), and that these skills are essential for students to meet the rigor of post-secondary education. This is a complicated question and likely one best addressed by administrators on the school-wide level rather than in individual classrooms, so that school administrators may grapple with what policies and additional student support structures would provide optimal equity in learning in their specific school context.

The DEI principles in this lesson plan are primarily embedded in the selection of content (choice of authentic video source and learning tasks created) to serve as the context for learning the target vocabulary and grammar. DEI principles are less embedded in the execution of the task with perhaps the exception of the reflection queries (in English) that serve as the final activity (Day 2, Task 4). These queries are open-ended and provoke students to reflect on how clothing choices may support or impede achieving a spirit of inclusivity without requiring students to draw specific conclusions. The silent reflection that occurs after query #8 (How do your personal clothing choices promote inclusivity/exclusivity?) (silent reflection) (Justice) is in keeping with Quaker practice of silent reflection. The goal of this lesson plan is to move beyond a superficial representation of DEI principles merely on the level of content and to challenge students to question personal and institutional values regarding dress that work against efforts to build inclusivity. Students will recognize that power and privilege (economic and gender normative power structures) influence personal and institutional values and impact relationships on interpersonal, intergroup and institutional levels. The main goals, beyond language acquisition goals, are to support the growth of a DEI mindset.

## Part VI: Evaluation

As this is a single lesson plan, I do not seek feedback from students about their experience. I have already executed this plan once and it was very effective in meeting

linguistic goals. Students seemed to enjoy the activity and be interested in the cultural content of the video. It is possible that some students did not embrace the forced reflection on their value-system with regard to clothing (though that was not expressed by students, nor obvious in the classroom). However, there are always some students who resist such discussion. This is why I organize activities to “provoke reflection.” I believe in exposure to DEI principles and forced space for reflection, but not in requiring students to adopt a specific perspective. I am not considering further adapting this plan (unless a student offers specific feedback). Instead, I am devoting energy to trying to create additional 1-2-3 day lesson plans or mini-units to supplement my Russian language textbook-based curriculum in order increase the diversity of representation and further reflection on DEI principles. So many topics in our elementary and intermediate textbooks are in need of this - family, ethnic and gender identity, “home” - and this is just the beginning of the list.