

INCLUSIVE PROFILES

2016/09/30

FIRST IN SERIES OF FIVE

Inclusive Education
MDDE 631
ATHABASCA UNIVERSITY
DR. S. BAINBRIDGE
EDUCATION EXEMPLARS

DIGITAL LITERACY AND ENGLISH LANGUAGE ARTS

For last year's words belong to last year's language,
And next year's words await another voice.
T.S. Eliot

WHO ARE YOU TODAY?

THE MATERIALS

You will need the following items for completion of the product:

- BLACK or WHITE thick poster paper sheet (1 large one per student)
- TEMPLATE OF HEAD SHAPE (sourced from Internet or see attached)
- STATIONARY SUPPLIES (Scissors, Pencil, Colors and Sharpies, Glue)
- DIGITAL ACCESS (Internet, Mapping App, Computer, Printer)
- RECYCLED Magazines

THE DIRECTIONS

Know that you can vary this process for many results. The sequence I used created a strong visual display and point of discussion for characterization in literature. I will explain more as we move through the directions ...



Words, [as ARTIFACTS] can be like x-rays if you use them properly - they will go through anything. You read and you're pierced.





DIRECTIONS CONTINUED WITH DETAILS

1. Prepare an Exemplar using the directions below and then restart the process with the students.
2. Using a large poster board sheet trace a template profile of a head - be sure that it is simple no gender variance so that all students use the same model. (If need be create a template by tracing an image from a transparency copy using an overhead projector.) Set these aside ready for use once research, mapping, and words with images are ready.
3. Now have the students use their computers to access the Internet (could also have on hand a set of reference Dictionaries/Thesauruses). Using a conceptual mapping app, have the students center their name, and then begin describing themselves with as many satellites of nouns or verbs from its center, hopefully 100. (e.g. places they have visited, sports they have played, people they admire, etc.) Give them perhaps 45 minutes and then have them freeze. (Spelling is not an issue at this point.) Now they are to highlight the map with at least 100 adjectives or adverbs. This may take another 45 minutes if it is to be done to expand their literacy level and explore the nuances of their profiles.
4. Once finished, the students are to sit with a partner and negotiate the top 100 terms (whether nouns, verbs, adjectives, or adverbs) for each in the partnership. (45 minutes)
5. Now each student is to transfer the list onto a Word document. Every word is to be designed differently with font play in size, color, and type. The size needed is usually 24. (45 minutes)
6. Then these are printed out. Each is cut as a rectangle item and stored in an envelope. (30 minutes)
7. The recycled magazines are brought out (It is best when the student donates magazines from their home or all source magazines with many small images.) The magazines are handed out with usually 5 per person. They have 30 minutes to cut out 25 images. *(Note that times throughout vary as demands vary - with all steps taking almost a week.)*

“Words are pale shadows of forgotten names. As names have power, words have power. Words can light fires in the minds of men. Words can wring tears from the hardest hearts.”

P. Rothfuss

Here is a template source for the profiles:

https://www.iconfinder.com/icons/694114/face_head_human_man_people_profile_icon

The Rationale, the Values, the Competencies and the Extrapolations

DIRECTIONS CONTINUED ...

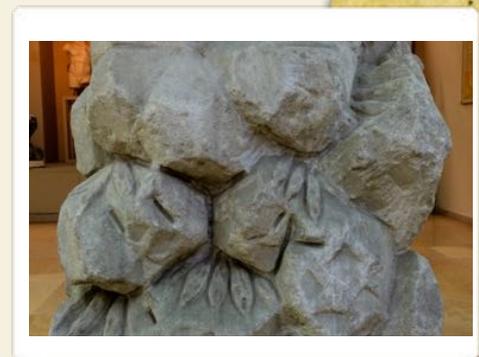
8. This is when the template profiles and the glue sticks come out to play. The students are to now create the profile of who they each are with the elements, the words and the image banks, they have prepared. I use magazines to limit the choices and stretch their creative reach. I use the words in different fonts to play with the power of word processing. (I have done the same with literary quotes.) (45 minutes)
9. Each student fills their profile either in lines from left to right as sentences or with any design of choice. They were warned ahead that the appropriateness of the choices must fit the school setting. In the end you have a wall of students who are a slice of humanity - so alike in many respects, so different in others ... just as with the characters they discover in their literary readings. Could they now imagine a profile for Hamlet or Ophelia? Yes, and we have done this as well. These profiles are valued by the students and often taken home. I have done it with Grades 11 and 12, but younger grades could attempt modified versions.
10. I often preface the activity with readings from a variety of contexts - cultural, temporal, and experiential. With a focus on inclusion, I want all to portray themselves knowing that the classroom is a cellular unit of safety and well-being. Respect of the differences is critical and is celebrated. For an academic ESL student this

provides an opportunity to present on a level playing field where the words are singular units.

11. You could take this further and write pieces based on the word collections, as in poems or news articles or narrative essays. (60 minutes each)

THE VALUES

- INDEPENDENCE
- VISUAL TRANSLATION
- LITERACY
- INCLUSION
- COLLABORATION
- DIGITAL FLUENCY



THE RATIONALE:

To illustrate commonality in humanity; To illustrate differentiation in humanity; To combine the elements of digital literacy with the traditional cut and paste; To recycle in producing art display; To expand vocabularies; To study parts of speech; and To work in collaboration.

THE COMPETENCIES:

- Critical Thinking
- Problem Solving
- Managing Information
- Creativity and Innovation
- Communication
- Collaboration
- Cultural and Global Citizenship
- Personal Growth and Well-being

“You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write.”

A. Proux

[3115412/competency-descriptions-indicators-and-examples-approved.pdf](https://www.illustrativemathematics.org/3115412/competency-descriptions-indicators-and-examples-approved.pdf)