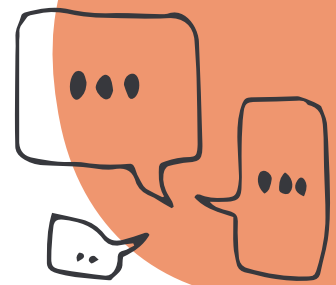


UNIT PLAN BRAINSTORM



Learning About Learning (Social Studies)

We all learn in different and unique ways, and the term neurodiversity helps encompass that idea. Take some time to learn about neurodiversity in your classroom and celebrate all the different ways that your students learn. Start by asking your students to write down one thing that helps them learn on a post-it, and then place them all on a large piece of chart paper. Reflect on all the different tools and methods of learning present in your classroom with questions like: *How were our responses different? How were they the same? and How can we honor everyone's learning needs in this space?* Use this activity to introduce the term neurodiversity to your students (use the article "[What is Neurodiversity?](#)" from Harvard Health and the [Inclusive Language Guide](#) from the GIVE Guide to help facilitate this conversation). Next, take a look back at the poster your class created. Work together with your students to create community agreements that help respect and uplift the different ways your class learns (see the [GIVE Guide example](#)). Remind your students of the agreements every day by creating a physical gesture together that symbolizes everyone's commitment to the agreements. Then, over the next few weeks, track how your students follow the agreements and check in about how they accommodate one another.

To support this unit, use the GIVE Guide at www.teachwithgive.org or the [Context to Consider Handout](#) in the Learn and Engage section.

Murmuration Exploration (Science, Theater, Dance)

Did I just hear a murmur? Or was it a murmuration? Explore the difference between these two terms and the science of a murmuration in your classroom! Start by sourcing a definition of both a murmur and a murmuration from your students. Explain that while a murmur is a low, indistinct sound, a murmuration is a flock of starlings that move together, creating beautiful shapes in the sky (play this video from National Geographic for reference). Afterwards, task students with researching an animal they're curious about, either in small groups or individually. Specifically, ask them to research how their animal uses formation and communicates with one another, just like the starlings do. Once the research is complete, have each group or student present their animal to the class. As they present their animal, prompt the class to get on their feet and create a dance sequence that imitates how the animal moves. Bonus points if your class can mimic the formations that the animal creates! This may look like balancing on one leg like a flamboyance of flamingos, jumping like a pod of dolphins or parading like a line of army ants. Culminate by reflecting on all the different ways that animals communicate and what your class's favorite was.

To support this unit, use [The Shape\(s\) of Us Activity](#) in the Discover and Create section.

Rhythm Nation (Dance, Music, Social Studies)

Kathak, a form of classical dance in India, uses the sounds of intricate footwork to create a vibrant rhythm. Work with your students to explore the concept of rhythm, the ways to experience it and where it's found around the world. Start by having a conversation with your students about what rhythm is and source some popular rhythms from their favorite songs or music on the radio, clapping or drumming out the rhythm with your hands. Experiment with all the ways to embody rhythm, asking your students to stomp, bounce or vocalize to feel the rhythm in their bodies. Next, have them explore a rhythm that is popular in their culture. This could be anything from the café con pan rhythm of the clave in Latin America to the steps of an Irish jig! If students prefer, they may also be inspired to play with a rhythm they find in their homes or neighborhood, like the clacking of a radiator, the rattling of the train or the sound of a dog barking on their street. Afterwards, prompt each student to teach the rhythm that they learned to the class, either by clapping, stepping or using found instruments, which are everyday objects that can produce sound. Let this unit culminate in a drumming circle where each student takes turns being the leader in a call-and-response game, using the rhythms you've learned together as inspiration.

To support this unit, use the [Shadow Dancers Activity](#) in the Respond and Connect section.