

Highlighting Alameda Schools and Employee Spotlight: Franklin Elementary School

January 29, 2020

Lynnette Chirrick, Principal



Employee Spotlight



Darlene Norman, Certified



Emina Huskic, Classified

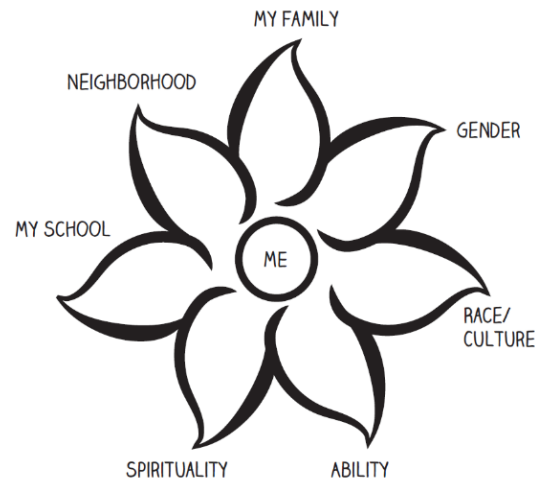
Franklin Equity and Inclusion Committee

- This committee kicked off the 2019-2020 school year with Ability Awareness Week and creating a mission, vision, and website. For the remainder of this school year, we strive to:
- **Create a structure** for our community to safely explore and express their self, family, and community identities
- **Create opportunities** for our community to understand and practice “allyship”
- **Understand** the current and future diversity, equity, and inclusion work at Franklin and AUSD
- **Link our community** to resources from AUSD (anti-bias and immigration and refugee), the City of Alameda, and other community organizations
- **Partner** with the ADL for No Place for Hate designation
- **Partner** with Sandy Hook Promise for Say Hello Week

Identity and Our Falcons

OVERVIEW

Teaching young people about major identifiers helps them to learn about their own unique identities, as well as the myriad of identities in their communities.



Recommended timeline for completion

January	February	March	April	May
Neighborhood Ability	Race/ Culture	My Family Spirituality	My School Gender	Turn in your completed flower and get a gift certificate to Tucker's Ice Cream!

Samples from One of our Petals



ABILITY



**FRANKLIN
MOVIE
NIGHT**

**FRIDAY
SEPT
20**

**6:30PM
DOORS OPEN
7:00PM
MOVIE
STARTS**

**FRANKLIN
ELEMENTARY
BLACKTOP**

**FEATURING:
INSIDE OUT**

weather permitting
children must be accompanied by an adult
popcorn provided
bring your own food/dinner, drinks, blankets, chairs, etc.

THIS **FREE EVENT** IS HOSTED BY THE FRANKLIN PTA DIVERSITY & INCLUSION COMMITTEE TO KICK OFF ABILITY AWARENESS WEEK

Ability Awareness

Introduction

What is something that you are really good at doing? What is something that is harder for you?

We all have things that we are good at, and not so good at doing.

What is best is to have acceptance. Accept what you are good at. Accept what you are not good at. Accept yourself exactly the way you are. And accept others, exactly the way they are.

During our Ability Awareness Program we are going to be doing some activities that will perhaps help you to feel what is like to have different abilities.*

Be patient.

Be honest.

Be welcoming.

Learning about Some Disabilities

Some people have disabilities that you can see right away. For example, some people use wheelchairs to help them get around. People with hearing problems might need to use a hearing aid. People who have trouble seeing might need to use a cane or a guide dog. But some people have disabilities that you can't see right away. Some kids have learning disabilities like dyslexia. People with dyslexia often have a hard time with words and reading. Another disability you can't see is called Attention Deficit Hyperactivity Disorder, or ADHD. Kids with ADHD may have trouble staying focused. Autism is another example of a disability that you can't see. Kids on the autism spectrum may have difficulty communicating and forming relationships with people. Whether a kid has a disability you can see or not, remember that he is still just a kid! If you try talking to him, you'll probably discover that you have a lot more in common than you thought.

From *Learning About Some Disabilities* from Teaching Tolerance

Simulations

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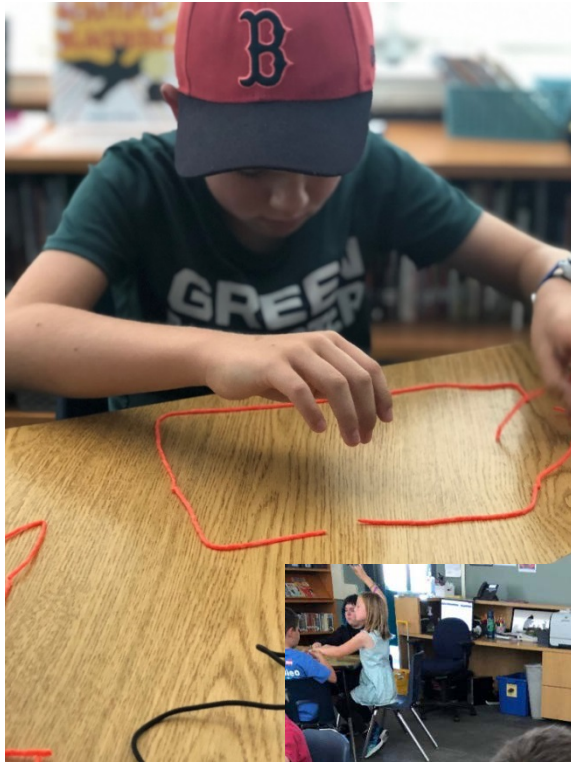
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In The Media Center



Marianne Dilworth



In Art Docent

STUDENT ARTWORK

To review the elements of art, students examined Mariam Paré's use of color, value, lines, shapes and rhythm. Paré creates her paintings by using her mouth to hold the paintbrush, which was one inspiration for Franklin students. Students also experimented with using their non-dominant hand to paint. This exhibit features selected artwork from kindergarten through fifth grade students.



In Physical Education

15 min.	Blindness and Trusts	Playground	Partners in a Maze – Children partner up and direct each other to different locations in the playground, using their voice only (no guiding through touch) and blindfolds or the honor system of closing eyes. With the honor system, teachers should emphasize everyone knows you can make it to the designated location by barely opening your eyes, but the only way you will experience being blind is by being honest and closing your eyes all the way.	<p>How does it feel to trust someone for directions?</p> <p>What if you had to rely on a stranger to help you cross the street?</p> <p>How important is it to give clear and accurate directions when someone is relying on you?</p>
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Parent Partnership

“It is time for parents to teach young people early on that in diversity there is beauty and there is strength.”

-Maya Angelou

Homework (optional)

Students can submit their optional homework for a chance to win a Tucker's Token at the following Monday assembly.

Time	Ability	Location	Activity	Discussion
15 min.	Non-Verbal Communication	Home	Students will experience what is like to not have the gift of speech by spending 15 minutes practicing non-verbal communication.	Parent participation (optional).
5 min.	Dyspraxia, non-dominant hand	Home	We use our hands from the moment we get up in the morning to the moment we go to bed. For some people doing things like using a pencil to write their name or using a fork or spoon to eat can be very difficult. Sometimes the brain mixes up signals before they get to the hand. No matter how hard they try, it's always very challenging.	Parent participation (optional).

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Questions?

