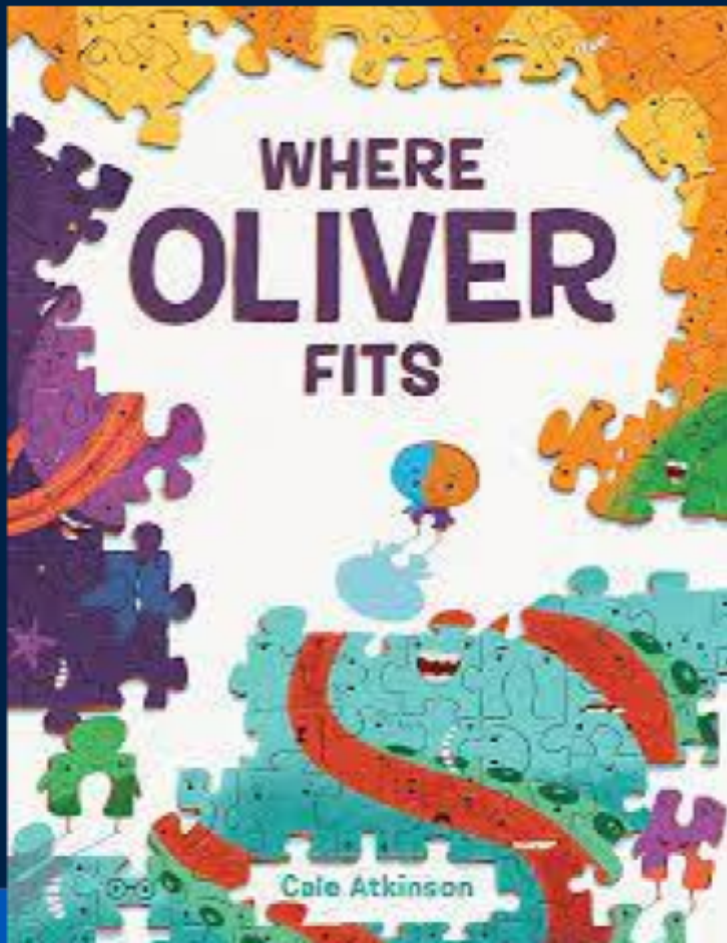




THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Education



Master of
Educational
Technology
Program

Lesson 6 - Who Am I Now?

Where Oliver Fits: A provocation

Created by: A. Trainor

Inclusive Makerspace Provocations

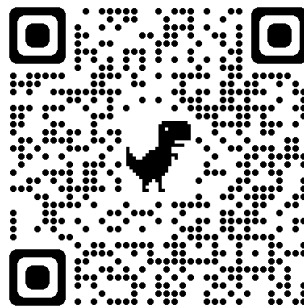
Overview of the provocation

This provocation leads up to the final maker challenge of this [unit](#). Using the story, *Where Oliver Fits* by Cale Atkinson, the learners will be asked to reflect on some complexities of identity and belonging, and how they might see themselves “fitting” – or not “fitting” - in with the larger collective.



Materials and Resources Required

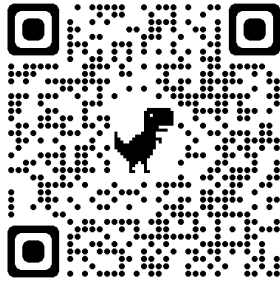
- Book: *Where Oliver Fits* by Cale Atkinson
- Video link: *Where Oliver Fits* by Cale Atkinson
https://www.youtube.com/watch?v=pudNIPjL_JM
- QR code:



- Optional items to think with (Papert, 1980):
 - No-Tech: notebook, whiteboards, making materials: fabric, felt, pipe cleaners, glue guns, buttons, wooden pieces, paper, cardboard, paper clips, yarn, foil, rubber bands, googly eyes, tape, scissors, paint, recycled plastics, sharpies, beads, straws, pool noodles, pencils, pencil crayons, markers, pins, glue, pastels, paint, plasticine, popsicle sticks, wooden dowels, materials collected from nature –pinecones, sticks, leaves, etc. - as well as any items that they would like to make or bring in from home
 - Low-Tech: PicCollage or TinkerCad, Chatterpix, Camera, Camera, or any other application that they might like to use.
 - High-Tech: Scratch, Dash and Dot, Spheros, Makey Makey, or any other high-tech or programming technology that they would like to use

Inclusive Maker Provocation Instructions

1. Read or [watch](#) *Where Oliver Fits* by Cale Atkinson



2. Using the THINK, PAIR, SHARE strategy, consider what you see in the story. What do you notice? What do you wonder?
3. Using any medium or a combination of no, low, and high technologies to communicate and express your ideas, share your thinking on the following questions:
 - What might be some ways that you “fit”?
 - What might be some ways that you have tried to “fit” in with others?
 - How might people be encouraged, influenced, and/or pressured to “fit” in?
 - What might be some challenges with “fitting” in? What might be some benefits?
 - How might “fitting” in be different than belonging?

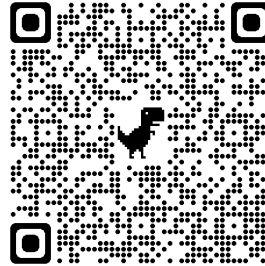
Critical Questions for Consideration

- What might be some ways that you “fit”?
- What might be some ways that you have tried to “fit” in with others?
- How might people be encouraged, influenced, and/or pressured to “fit” in?
- What might be some challenges with “fitting” in? What might be some benefits?
- How might “fitting” in be different than belonging?

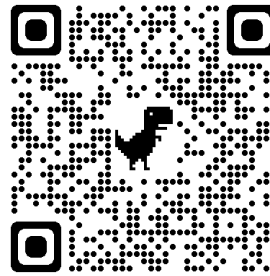
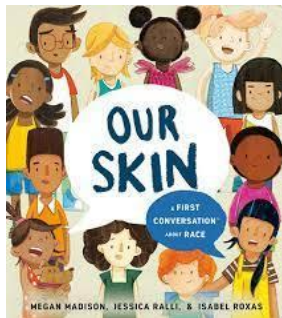
Background/ Additional Information

Resources from previous lessons to inspire or ignite thinking:

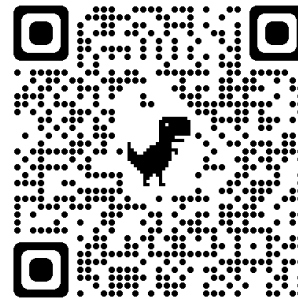
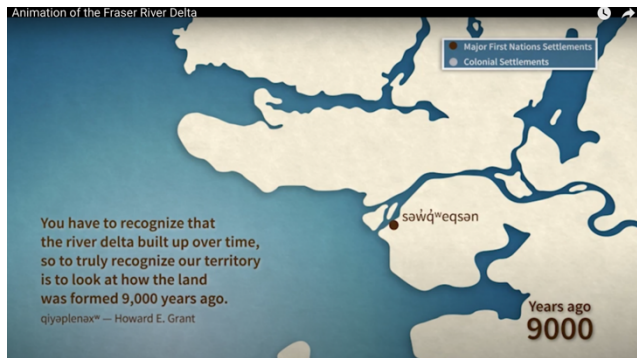
- Exploring Identity: Intersectionality Puzzle Metaphor:



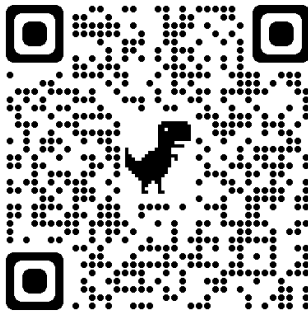
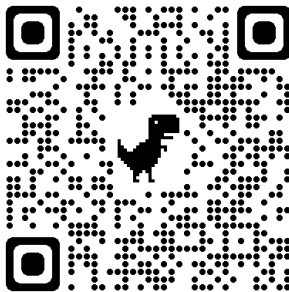
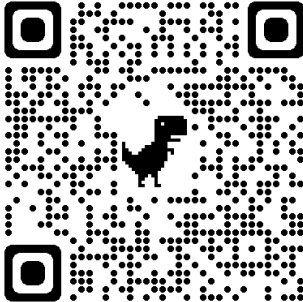
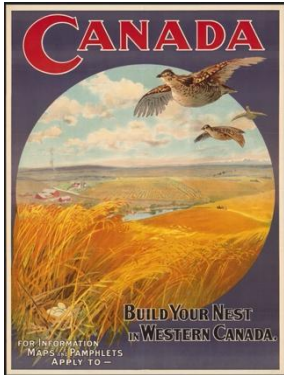
- Exploring Identity: *Our Skin: A First Conversation About Race* by Megan Madison:



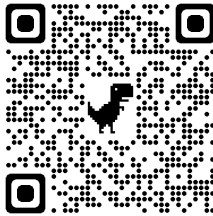
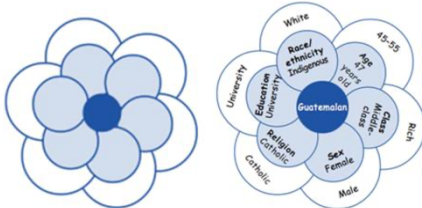
- Land Acknowledgements & Reconciliation:



- Push and Pull Factors of Early Canadian Immigration: Advertising, Nitro & Paldi

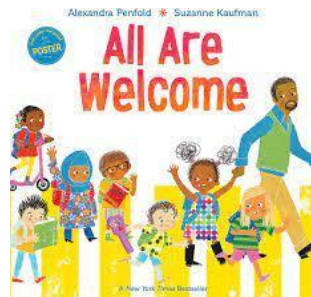


- Intersectionality and Exclusion: Who hasn't been welcomed here?





- Equity and Inclusion: My own “Welcome Policy”



Inclusivity Focus

This provocation supports low floors, high ceilings, and wide walls in its approach to learning. Starting with a picture book, *Where Oliver Fits* by Cale Atkinson, the visuals within the story support the story’s understanding even if language skills might be a little more limited. As a read-aloud on YouTube, the story can be accessed and re-accessed to increase and support clarification and understanding, and there is also the option of subtitles. Because the story symbolically uses abstract puzzle pieces as the characters, it can be argued that it is inclusive and representational of genders, religions, sexualities, dis/abilities.

When answering the provocation questions, there are a number of questions provided to increase access to thinking and communication entry points, and there is open flexibility and choice for how the learners would like to communicate their thinking and with what tools.

No-Tech, Low-Tech, High-Tech Options

Learners have the choice to share their thinking and ideas in any or multi-modal ways. They might use paper or notebooks, whiteboards, or making materials (i.e., fabric, felt, pipe cleaners, glue guns, buttons, wooden pieces, paper, cardboard, paper clips, yarn, foil, rubber bands, googly eyes, tape, scissors, paint, recycled plastics, sharpies, beads, straws, pool noodles, pencils, pencil crayons, markers, pins, glue, pastels, paint, plasticene, popsicle sticks, wooden dowels, materials collected from nature – pinecones, sticks, leaves, etc. - as well as any items that they would like to make or bring in from home).

They can write, draw, make, or build to communicate their ideas, and might choose to capture or also create with low-tech options such as PicCollage or TinkerCad, Chatterpix, Camera, Camera, or any other application that they might like. They are also welcome to make with or add high-tech options such as Scratch, Dash and Dot, Spheros, Makey Makey, or any other high-tech or programming technology that they would like to use.

Extension

How might you re-tell this story, with a character that discovers their own journey of belonging?