

Title of the Lesson plan: Prejudice and Discrimination

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Prilagodbe za učenike s teškoćama:

- a) prilagodba fonta
- b) desno poravnanje teksta
- c) produženo vrijeme rješavanja zadataka
- d) korištenje pomagala za učenike oštećena vida (elektronička bilježnica, prienosno računalo s brajnim retkom)

Nastavnik dodatno pojašnjava učeniku svaki zadatak samo ukoliko to učenik zatraži, ali ne daje savjete niti sugestije za rješavanje zadataka. Za učenike oštećena vida I za učenike s disleksijom: video je moguće podijeliti u više dijelova ili pak napisati sažetak videa. Moguće je I zadatke bazirati na vještini slušanja. Zadatak Escape room učenik oštećena vida (ovisno o stupnju oštećenja) rješava zadatak u paru ili manjoj grup s ostalim učenicima koji nemaju oštećenje vida. Kreativni zadatak učenik oštećena vida može riješiti I govorno. Tekstove za čitanje učenicima oštećena vida I učenicima



s disleksijom potrebno je skratiti. Skraćivanje ovisi o težini oštećenja tj. disleksije. Ukoliko je potrebno tekstove s interneta “pojednostaviti” u odnosu narazinu znanja na kojoj se učenik nalazi (razina znanja prema ZEROJ tj. CFER) moguće je koristiti <https://rewordify.com/>.

1. Preparing the Lesson Plan

Brief description	<p>The lesson is planned as a form of project to be realised within English language classes. It is planned to last 120 min.</p> <p>It is focused on developing and improving key competencies and enlarging the vocabulary range.</p> <p>The number of students is 15 – 20.</p> <p>The topic of the lesson is related to the real life and citizenship education which is implemented into curriculum of every subject.</p> <p>The teacher monitors the students’ activities, engagements and progress in acquiring the learning outcomes and performs the formative assessment according to rubrics prepared in advance and presented to students. After accomplishing the Follow-up, the teacher performs the summative evaluation of the students’ work regarding the improvement of key competencies and life skills.</p> <p>The students also perform the self-evaluation and peer to peer evaluation at the end of the activity.</p>
Age group	15-18 godina

<p>Learning space</p>	<p>Classroom Re- arrange desks and chairs to make room for roleplay Arrange classroom furniture for group work Draw shades for better projections of videos</p>
<p>Objectives</p>	<ul style="list-style-type: none"> • Objective 1 – to acquire a new vocabulary, adjectives for describing people (appearance, characters, feelings; vocabulary related to subject – prejudice and discrimination) • Objective 2 - to create awareness of how subtle beliefs and behaviors can affect social interactions in everyday life • Objective 3 - to evoke thought and reflection about situations where race, gender, sexuality, disability, weight, and age can affect interactions • Objective 4 - can think about whether their stereotypes and attitudes influence their own and others' behavior. • Improve key competencies (multilingualism, culture and civic, digital competencies, literacy, learning to learn, students' voice) <p>Improve critical thinking, communication, collaborative learning</p>
<p>Materials</p>	<p>Role cards Laptops /tablets/PCs Discussion questions Worksheets for self-evaluation Mobile phones for quiz - evaluation Access to internet</p>



2. Developing the Lesson Plan

Method		
Conversation	<p>The lesson starts conversation about being prejudiced/discriminated, having prejudice against certain group of people, or behaved in the way to discriminate somebody. The students still do not know the difference between prejudice and discrimination.</p> <p>The teacher asks questions:</p> <ol style="list-style-type: none"> 1. Do you sometimes judge people by the way they dress, kind of music they listen, their education or background? 2. Do you think you sometimes behave in the way that you are not ready to accept or tolerate other people because of their differences? 3. Have you thought of those people's feelings because of your behaviour? 	

	<p>4. Have you ever experienced being judged by your appearance or treated in different way because you were different from people from your surroundings?</p> <p>5. How did you feel at those moments?</p> <p>The students' answers mainly show that they believe they have no prejudices nor discriminate anyone, but their personal experience shows that no matter how open society might be, the prejudices and discrimination still exist based on different sections.</p> <p>The students are emotionally ready, and the teacher introduces the theme the lesson deals with.</p>	
Individual work	<p>Comfort in Social Situations</p> <p>The students are given worksheets and asked to rate what they think their comfort level would be in each situation using this scale</p> <ol style="list-style-type: none"> 1. Very comfortable 2. Comfortable 3. Neutral 4. Uncomfortable 5. Very uncomfortable <p>They are asked to do it individually and be as honest as possible. The worksheet contains social situations which might provoke prejudice or discrimination in these sections</p> <p>_____ Section A: Race</p>	

	<p>_____ Section B: Gender</p> <p>_____ Section C: Sexuality</p> <p>_____ Section D: Disability</p> <p>_____ Section E: Weight</p> <p>_____ Section F: Age</p> <p>After answering the questions they are asked to show the calculate the score in each section. Higher numbers indicate greater discomfort with social situations in that section.</p>	
Discussion	<p><i>Discussion Questions</i></p> <ol style="list-style-type: none"> 1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why? 2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning 3. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why? 	

	<p>4. What experiences have you had that may have contributed to the way you answered the questions?</p> <p>5. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?</p> <p>The students became aware that they are not so openminded to diversities as they might have thought and that they are sometimes biased against certain social groups. They also realize that it sometimes happens because of the background they come from or the influence of their friends or families.</p>	
Reading and comprehension	The students work on the texts prepared by the teacher and are introduced new vocabulary related to the topic	
<p>Group work</p> <p>Escape rooms</p> <ol style="list-style-type: none"> 1- Prejudice 2- Stereotypes 3- Discrimination 4- LGTB rights timeline 	<p>The students are divided into 4 groups, each having their 3 tasks to accomplish, set of photographs which would be accompanied by appropriate adjective which was introduced – (Multiple choice, A,B,C,D – the combination of letters of correct answers unlocks the next task)</p> <p>In the next task the students have to match statements with possible interpretations applying the new vocabulary in the task. (Matching 1,2,3,4,5, - A,B,C,D,E,F). The correct matching is the key for the next task.</p> <p>Task 3 is cloze test, – filling in gaps with missing words. The first letters of the inserted words are the key for the final solution.</p>	
Padlet or Linolt (Jamboard is also possible)	Results	

	<p>The students bring their findings and put them on the padlet in 4 columns and learn the difference between prejudice, stereotype and discrimination and analyse the development and improvement of LGBTB persons' rights as one of the most discriminated group in modern times.</p> <ol style="list-style-type: none"> 1. Prejudice – the students find the definition of prejudice 2. Stereotypes – the students find the definition of stereotype 3. Discrimination – the students find definition of discrimination 4. LGBTB rights timeline – the students find the timeline of improvement of LGBTB rights 	
<p>Roleplay Technique of the theatre of the oppressed</p>	<p>. Applying the new vocabulary and key competencies (communication, multilingualism, cultural and civic)</p> <p>Using role cards, the students present a certain social situation of being oppressed and others are asked to come to the stage and react to the situation either to addressing the oppressed or the oppressor. They can get involved directly into dialogue with one of them, or suggesting one of the characters what to do, or addressing the audience by explaining what they would do or did if they were in the similar situation.</p>	
<p>Discussion</p>	<p>Discussion Questions</p> <ol style="list-style-type: none"> 1. What might be some consequences of treating individuals or entire groups negatively based on their social group membership? 2. Have people ever made judgments about you based on your facial expression? Can you give specific instances? 3. Do you think your first impressions of the people in the photos might affect your interactions with these individuals? Why or why not? 4. Think about the roles and stereotypes that are part of our cultural script. What are these? Where did they come from? Do you see any specific patterns in your answers that reflect these roles and stereotypes? 	

	<p>5. How could the experience of oppressed individuals in this activity relate to the experience of individuals from other minority groups such as people who are LGBT, physically or mentally disabled, or older?</p> <p>6. Referring to social networks based on what you saw in the posts, would you conclude that prejudice and discrimination are increasing, decreasing, or staying the same? Explain your reasoning</p>	
Discussion	<p style="text-align: center;">Reflection</p> <ul style="list-style-type: none"> - Have you ever been excluded or discriminated? - How did you feel? - How did you feel while intervening into situation? - What reaction of the protagonists did you expect? - How did you decide about the scene you wanted to change? <p style="text-align: center;">Was it difficult to you to improvise?</p>	
Post it	<p style="text-align: center;">Follow up</p> <p>Students are asked to give suggestions of what they would like to deal with in the next project, express their wishes and interests.</p>	
Conversation Individual Quizz	<p style="text-align: center;">Evaluation</p> <p>The teacher monitors the students' activities, engagements and progress in acquiring the learning outcomes and performs the formative assessment according to rubrics prepared in advance and presented to students</p> <p>The students self-evaluate their participation in the activities, and participation of their peers. The students do evaluation of the lesson by answering questions, rating the activities, giving suggestions for the next topic.</p>	

Blended and remote learning environments

Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?

The activity can be replaced in a blended learning environment or in a remote learning scenario in that way that worksheet which was used in the first part of the lesson can be prepared in Google forms and students can do it online.

The other part which should be adapted is a role play, it can be offered as written script and students can be asked to change the end, introduce new character, change reaction of the oppressed, etc.

Parts which are planned to be realised as discussion, can be easily transferred into online discussion during live meeting or students can do it in chats

3. Follow up of the Lesson Plan

This section is optional, as not every topic or activity has materials available to complete this. However, we encourage you to try to find materials for follow up and to suggest an evaluation method of the lesson plan!

Follow material and/or homework

Students are suggested to research the existence of prejudice, stereotype, and discrimination among people in public life, business media and education in our country.

After accomplishing the Follow-up, the teacher performs the summative evaluation of the students' work regarding the improvement of key competencies and life skills.

Evaluation

You can suggest an activity or an exercise that the educator can propose to their students to evaluate the lesson plan. This does not refer to your evaluation of the lesson plan.

The students do evaluation of the lesson by answering questions, rating the activities, giving suggestions for the next topic. - Mentimeter



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