

DESCRIPTION:

I taught two grade 5 & 6 classrooms with a total of 58 students. There was no low level English Language Learners in the classroom which allowed me to fully engage into the topic without needing to spend time upon simplifying the terminology used. However, there are several lower learners and some diagnosed slower processing students that required my speed of delivery in regards to the complexity of this topic. All of the students have shown a great signs of anti-discriminatory perspective which was great for the result recording after my lessons but I wasn't able to exercise my approach without a little discomfort. Regardless, they were very respectful and participative when it comes to trying to understand such heavy topic.

OVERVIEW

1. *Topic - Discrimination*
2. *Rationale* – I taught discrimination and touched base on stereotyping and racism as the specific type of discrimination. Rationale behind this is that the sponsor teacher will be going into the heavy topic of holocaust after the 4 week Hamilton experience is over. These four lessons will serve as a great gateway lead-in to future lessons.
3. *Goals/Objectives* –
 - a. Understanding the specific difference between stereotyping and racism.
 - b. Understand how to identify racism and stereotype in daily living.
 - c. Understand the best way to handle situations where they are the witness and situations when they are the victims.
4. *Strategies* – Dramatization, group discussions, and enactivism
5. *Sequence of Activities* –
 - a. Ice-breakers from drama class where personal identities are challenged and comfort zone is metaphorically intruded.
 - b. Lesson on terms used specifically in discriminatory context.
 - c. Group discussions are encouraged for deeper level processing and personalizing.
6. *Resources* –
 - a. Google images
 - b. Prior experience (drama warm-up games)
7. *Assessment Criteria* –
 - a. Written response from the students about identifying the terms taught
 - b. Written response from the students about self-reflections and corrections
 - c. Written comment from the students in regards to the course of actions to take in complex situations involving discriminatory fashion.

Lesson Plan 1: Identities

Subject: Socials

Topic: Discrimination

Time allotment: 45 min

Grade: 5/6

Prescribed Learning Outcome(s)

It is expected that students will be able to know about:

- Grade 5:
Significant individuals in BC and Canada
- Grade 6:
Canadian identity and how individuals experience cultural influences

Objective:

Students will be able to

- demonstrate an understanding of individual identity
- understand that everyone carries different identities
- show appreciation towards others and towards self
- using acceptance to describe ways to welcome

Materials/Resources:

- getting to know your friend worksheet for finding out differences

Hook:

- Self-introduction: Mr. Chen likes drama arts and music. Set expectations/participation rules, safety rules: respect the process and other people's participation. (3 min)
- Ice-breaker: Staring in the eye-ball game (10 min)
 - "For this exercise, we will form two lines, let us go outside to the FOYER, but remember to keep quiet and be aware of our volume and not disturb other classes."
 - "Make sure you have a partner, turn towards the other line and shake hands with your partner. Really quickly say hi and tell them your name. "

- “This exercise is simple. All you have to do, when I say GO, is to look at your partner’s eye ball. You can blink, but you cannot say a word. All you have to do is look into the eye ball.”
- Attempt 1: “For the first try, we will go for 30 seconds. Take a step towards your partner. No touching. 3, 2, 1, GO!” (count down 6 seconds)
- “Ok, breathe it out, relax, shhhhh. Put your Hands up, if you want to share how you felt.” (students will feel uncomfortable, responses falls around self-consciousness)
- “who was able to concentrate solely on the eye without being distracted? Hands up”
- (maybe 1 per 30, maybe more with younger students, results can vary)
- “I learned this exercise during drama class for actors. When we act on stage, or enter stressful situations where people might judge us, it is easy to forget ourselves. We become so focus about HOW we should or should not do, or look, or act, that we forget everyone is entitled to their own differences.”
- “Let us try one more time. People from Row 1 (points to row) rotate back 2 persons. Greet your new partners and shake hands and introduce.” (students does it more confidently)
- “We will try again, but this time, I’ll make it easier. When I say go, you will stare into the eye-ball for 29 seconds. Remember, the task is simple, just looking, and nothing else. No touching, no talking but yes smiling, yes breathing. We focus on the task at hand. 3, 2, 1, Go!” (count down @ 5 seconds)
- “The second time around, who was able to concentrate on just staring without being distracted by your own thoughts about how it’s weird or how they look or how yourself look?” (more success rate) “Do you want to share what helped you achieve the task?” (answers may be random, but all answers that helps defer from self-consciousness is good)

Lesson:

- Describing yourself (5 min):
 - Model: “You will receive a worksheet. There will be two sections, and they are upside down from each other. You will fill out the answers to the best of your knowledge and comfort. Be honest, and if you don’t know or don’t feel comfortable sharing, please write N/A. I will give you 5 minutes to complete this task.”
 - Students are given a two part fillable worksheet (see attachment)
- Understanding differences (12 min):
 - “When I say Go, Find a classmate, preferably someone you haven’t talk to for a while. Ask the classmate the same questions you just answered but fill it out on the other section. You will have 5 minutes to do so. Ready? Go!” (count down 3 minutes for finding friend, 1 minute for writing)
 - “Hands up if your partner and you have the exact same answer for every question.” (expect low numbers) “hands up if you and your partner share similar background answers.” (expect a little) “hands up if your partner and you have completely different background answer for every question!” (expect slightly more)
 - “Now, I would like us to try something different. When I say Go. I want

us to try to enter our partner's life by just taking a moment to BECOME them. How do we do this? You will read your partner's background answers. You will read it as your own, and tell it to your partner. Be as convincing as possible."

- "what have you noticed? Who could imagine your friend living the same life as yourself? Does it matter what we look like on the outside? Will you mistreat your friends if they share the same culture but look different?"
- Show slides of value conflicts between cultures (images) (10 minutes)
 - "thank you, please return to your seats. Here is a little culture difference Chart. These are the different ways of communication, and different ways of HOW people from different countries communicate."

Closure

- Can you tell me something about how you feel about today's short activities? What did we learn about identities of others? Did you learn a little more about yourself thoughts through the staring game? Have you learned something new about your distant friend? How would you show respect towards others and their culture?

Adaptation

Lesson 2

Subject: Socials
5/6

Topic: Stereotype

Time allotment: 30 min

Grade:

Prescribed Learning Outcome(s)

- Grade 6:
 - Canadian identity and how individuals experience cultural influences
 - equality and fairness; rights and responsibilities

Objective: Students will be able to:

- Identify when stereotyping is applied in daily activity
- Identify racial, gender and age stereotyping

Materials/Resources:

- pictures of different faces
- in-focus/projector
- PowerPoint file

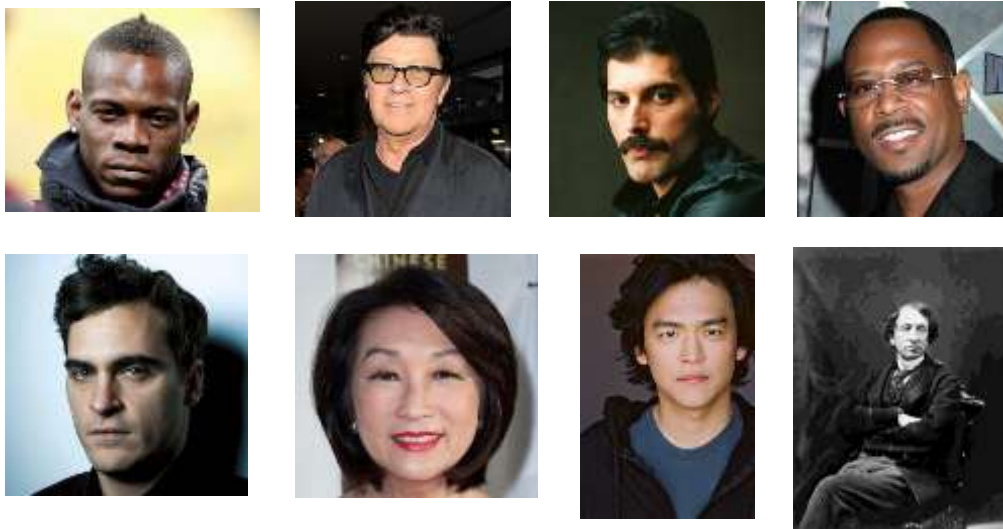
Hook:

- Review Lesson 1 (15 minutes)
 - Eye-staring game:
 - Understanding what makes us uncomfortable
 - During discomfort we sometimes behave unlike ourselves
 - Sometimes we may even say or do things, under discomfort, that we might regret. (E.g. we're so afraid of what might happen if we tell our parents the truth about an accident that we rather lie. Only to find out that telling the truth is better than anything.)
 - The action of rudeness and hurtful words are the result of our fear and discomfort. From practicing the eye game, we will get comfortable with our uncomfortable situation, and hopefully allow us to be aware our of feelings.
 - Identity worksheet:
 - With the identity worksheet, we came across a few major vocabularies: race, ethnicity and nationality.
 - Race – it is defined base on our bone structures. (Anthropologists divide races into these 3: Caucasian, Mongoloid, and Negroid.) That is one perspective on race, and there are many. You can learn more when you study anthropology. However, never forget an important perspective – there is the human race. We are all just humans.
 - Ethnicity – Origin of tradition, culture and country.
 - Nationality – Passport destination (sometimes people have dual citizenship)
 - POINT: we may look the same, but we could have different ethnicity, and have different nationality altogether.
 - POINT: however, sometimes it is easy to judge people base on just one single trait.

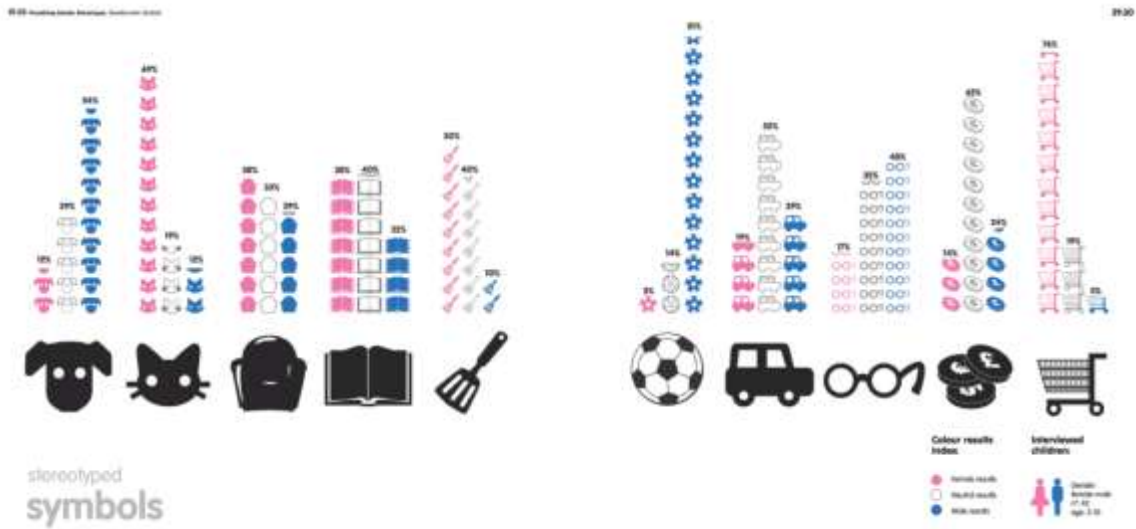
- LEAD-IN: what is it called when people assume something about someone based on how that person look or dress? (generalizing) What is another term to say generalizing and judging others? (stereotype)
- For example, when I work with younger students they often ask me “are you a girl or a boy?” What do you think this question is generalizing? (long hair = girls, short hair = boys) but is it true? (not always)

Lesson: (15 min)
Stereotyping

- PowerPoint slide (8 minutes)



- 1. Italy, 2. Canada, 3. Tanzania, 4. Frankfurt, Germany, 5. Puerto Rico, 6. Washington, 7. S.Korea, 8. Glasgow, Scotland



- Question: picture 1, what can you tell from this picture? How do you feel about this picture? Is it assuming something? How many assumptions do you think it is placing upon us?
- Question: picture 2, why do you think the children interviewed about these symbols would select these answers?

Closure

- Exit slip: can you write down, IF ANY, a moment in your life when you heard of people exercise stereotyping? Whether it's about your race, age, or gender?

Lesson 3: Racism

Subject: Socials

Topic: Racism

Time: 45 min

Grade: 5/6

Prescribed Learning Outcome(s)

Grade 6:

equality and fairness; rights and responsibilities

Objective:

Students will be able to:

- ☑ Identify when racism occurred
- ☑ Identify racism
- ☑ Suggest ways to be a proactive witness to racism

Materials/Resources:

- ☑ Scripts for skits

Hook:

- ☑ Group ice breaker –“GO STOP ACTING”(13 min):
 - with all the chairs tucked in, and the desks cleared off, the students will be standing at their table.
 - “we will walk around the desks, between the groups of desks, navigating through the space.”
 - 1st task: When I say GO, you will make eye contact, and smile, then walk along until you see your next classmate, then you make eye contact and smile. (teacher models) And we just keep going until I say STOP.
 - 2nd: When I say GO, you will now make eye contact, but instead of smiling you will tilt your head up a bit and say ‘hey’. (teacher models) And we just keep going until I say STOP.
 - 3rd: at GO, I want you to find ONE random thing about your classmate as you walk by them, and compliment them about it. (teacher models: for example, I randomly pick a feature, like the hair, and whether I think it’s good or bad looking, I’m going to say “you have very beautiful hair.” It can be shirt, fingers, nails, nose, the way they walk, etc...) Until STOP.
 - 4th: at GO, I want you to find ONE thing about your classmate that you pass by, and say something mean about it, or just make it sound mean. (teacher models: “your hair is ugly.” Or “your hair is SO short.(sarcastically)”) Until STOP.
 - 5th: Final round, we will go around and say “You are just fine the way you are.” To all our classmates until STOP.
 - LESSON: we go about our days judging many things and people without even thinking about what we’re saying to others.
 - What do you feel when I asked you to compliment about random things without thinking too much about it? (students will hopefully will talk about how they felt better saying good things and hearing good things. Deeper level: **students will say they realize that judgments such as beauty is very changeable and flexible**)
 - What do you feel when you are asked to call others ugly? How do you feel? (some students will say it’s ‘fun’ to make fun of others, some students will say it

feels bad to hear things like that. Deeper level: **It feels uncomfortable to hurt others' feelings when you don't want to.**)

Lesson Body: (25 minutes)

- ☑ Find a group of 6s (1 min)
- ☑ Every group is handed a short script = each scenario is given to two groups, but response question is given different within the two group a) & b)
- ☑ Students will read the scenario and discuss the possible answers (7 min)
- ☑ Group 1 will have a volunteer to read out the scenario. (6 min)
 - identify the racism: who was being racist? What item or feature is he/she stereotyping?
 - suggestions are made by members of group 1 a) then b)
- ☑ Group 2 will have a volunteer to read out the scenario. (6 min)
 - identify the racism: who was being racist? What item or feature is he/she stereotyping?
 - suggestions are made by members of group 2 a) then b)
- ☑ Group 3 will have a volunteer to read out the scenario. (6 min)
 - identify the racism: who was being racist? What item or feature is he/she stereotyping?
 - suggestions are made by members of group 3 a) then b)

Closure (4 min)

WRITE IN AGENDA!

- “everyday talk to an adult about racism and ask if they have seen or hear or experience racism.”
- Write it in your agenda on the day. From Friday until Friday, that's 7 adults, and 7 racism situations.

Racism Scenarios For Discussion

1. Angela is having a birthday party next week. She has handed out invitations to many of the children in her class. When Jessica comes in to the cloakroom, she notices that many of her classmates have invitations to Angela's party. She asks Angela if she can come to her party. Angela says that her dad told her that he doesn't think it is proper to have any brown people over to their house.

- a) How do you respond as an active witness? How can you challenge this belief without damaging your friendships with Angela and Jessica?
- b) What do you think is the best way to handle the situation if you were Jessica after finding out what Angela's dad thinks? What will be the most mature way to handle this news?

2. At lunchtime, Mohammad is sitting and reading a book. Avneet begins to hassle him because he has no lunch. Mohammad explains that he is fasting for Ramadan. Avneet sneers and says, “Why do you Muslims have all these weird ideas of praying so much and not eating?”

- a) How do you respond as an active witness? What could be done to prevent this from occurring?

b) What do you think is the best way to handle this situation if you were Mohammad?

3. When Gurpreet arrives in the schoolyard with a kirpan, the other kids stare at him and ask why he's bringing a weapon to school. He tells them that it is part of his religion and that he is allowed to wear it. Then Jake says, "We can't bring knives to school so why should all you Hindus be allowed to?"

a) How do you respond as an active witness? What could you do to safely intervene?

b) What do you think is the best way for Gurpreet to handle this comment?

4. A 50-something year old white woman arrived at her seat and saw that the passenger next to her was a black man. Visibly furious, she called the air hostess. "What's the problem, ma?" the hostess asked her "Can't you see?" the lady said "I was given a seat next to a black man. I can't seat here next to him. You have to change my seat"

"Please, calm down, ma" – said the hostess

"Unfortunately, all the seats are occupied, but I'm still going to check if we have any."

The hostess left and returned some minutes later.

"Madam, as I told you, there isn't any empty seat in this class- economy class.

But I spoke to the captain and he confirmed that there isn't any empty seats in the economy class. We only have seats in the first class."

And before the woman said anything, the hostess continued

"Look, it is unusual for our company to allow a passenger from the economy class change to the first class.

However, given the circumstances, the commandant thinks that it would be a scandal to make a passenger travel sat next to an unpleasant person."

And turning to the black man, the hostess said:

"Which means, Sir, if you would be so nice to pack your handbag, we have reserved you a seat in the first class..."

And all the passengers nearby, who were shocked to see the scene started applauding, some standing on their feet."

Lesson 4: Racism

Subject: Socials

Topic: Racism's Origin

Time: 45 min

Grade: 5/6

Prescribed Learning Outcome(s)

Grade 6:

equality and fairness; rights and responsibilities

artistic expression and culture

Objective:

Students will be able to:

- Identify where racism come from
- Identify propaganda
- Suggest ways to be aware of racism

Materials/Resources:

- overhead projector
- images of propaganda posters

Hook:

- Review: (3 min)
 - Last class we touched based on racism. Can I see a show of hands who can confidently tell me what racism is? (everyone should have their hands up, ask for answer – judging base on how a person looks) Great, and we know that it is not about our ethnicity or nationality, it's based on our race – how we look and what we can't change.

Lesson Body: (35 min)

- We know what racisms are, but can anyone tell me where it came from?
 - Propaganda and Social Patterns
- When we think of Racism what are some common stories or situations we think of right away?
 - Black people – African American – African Canadian – the N word
 - Muslim – Terrorists

- Chinese – cheap, noisy, rich, can't drive
- Etc...
- Why is black history such a major event? (15 min)
 - What I am about to hand out were real posters from the 1800s. There was not picture posters , or TV. This was the only information people could read from society and government. I want you to think maturely about the how we should behave while reading these posters. In your group, you will have a discussion for 5 minutes then I will ask for feedbacks.
 - HAND OUT POSTERS
 - Questions: how does it make you feel? What is going on? Who is getting sold? Who is buying? What if you were in the role of the slaves? Can someone tell me about the boat picture? What do you think was going through these people's minds? How long did they have to be in the boat like that? How long did this go on for?
 - FACT: African Slavery began in 1620, and ended by Martin Luther King in 1865. (Abraham Lincoln) So for 245 years, people thought black people were not worthy of being humans, and all of a sudden, they are our equal instead of serving the Europeans. What do you think the natural response was? Was it a powerful impact?
- Racism did not stop there, it continued as time goes on. Propaganda is the marketing scheme of brain washing the people into believing something fake into the truth. (15 min)
 - This is what the USA had all over their cities during the world war 2. Once again, I want you to think about what kind of message it's telling you.
 - HAND OUT PICTURES
 - Question: What do you think of these pictures? What do you feel when you see them? What is it making you think about the characters inside? Imagine now, you can't talk about what you're feeling with your family and friends, and these messages are everywhere. What is the natural behaviour people would eventually go with?
 - FACTS: the Japanese people were working happily in USA long before the war break out.

Closure (4 min)

Recap of the 4 lessons:

- 1) Identify discrimination traits – judging others.
- 2) Identify stereotyping – generalizing and assuming based on 1 trait.
- 3) Identify racism – stereotyping and discrimination based on Racial appearances.
- 4) Understanding the origin of racism – propaganda and societal construct.

RESOURCE CRITIQUE

- BCTF :
<http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/RacismInCanadaElem.pdf>
 - Not all examples are examples of racism, but definitely discrimination
 - Excellent resource to make several lessons, connectivity should be surrounding anti-discriminatory exercises than anti-racism
 - Excellent graphic organizers
- Google pictures – slavery
- Google pictures – propaganda WWII
 - Could be graphic, teachers need to filter appropriate images for the age level of students
 - Prior knowledge and framing necessary for topic of slave trade or anti-japanese campaign (some students may never had learned about these topics)