



Topic	Valuing Diversity. 'Ouch! That stereotype hurt!'
Target group	10 th grade (10A) 16 -17 years old upper-intermediate level of English
Working time	40 -45 minutes
Overview	<p><i>The activities in the lesson lead to a greater awareness of the importance of being open towards „the other“ and willing to gather and share more knowledge about any differences. Ultimately, it is important to value the differences as there is beauty and strength in all forms of diversity. Students experience that, the more they are aware of the identity of something(or somebody) perceived as „foreigner“, „strange“, the more they tend to understand and even share its value.</i></p> <p><i>Stereotypes create false images, foster low self-esteem for those who don't fit in, who are different, who don't belong to a majority, and restrict people's ideas of what they themselves or the others are capable of, not to mention the situations of social, cultural rejection or conflict. Students explore a few representations of race and culture by analyzing two videos.</i></p>
Objectives	<ol style="list-style-type: none"> 1. to make Ss realize that by choosing to embrace diversity by being open to the differences, they are more likely to understand and value them; 2. to make Ss aware that cultural stereotypes and biases can distort judgment; 3. to develop Ss' creative and critical thinking language skills by considering their own relationship to diversity and how they personally fit into the context of this issue; 4. to reinforce functional language used for describing, narrating, comparing, and contrasting, asking for opinions, expressing opinions, agreeing, disagreeing, assuming, concluding.
Language Content	<p><u>Functional language</u>: describing, narrating, comparing, and contrasting, asking for opinions, expressing opinions, agreeing, disagreeing, assuming, concluding;</p> <p><u>Grammar</u> : past verbal forms, modal verbs</p> <p><u>Vocabulary</u>: adjectives to describe appearance and character</p>



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Expected output	<p>Students are expected:</p> <ul style="list-style-type: none"> - to develop a better understanding of the cultural differences, an empathic attitude and to value the diversity of the world; - to be aware that, by willing to gain more knowledge about other cultures, we not only avoid misunderstandings and conflicts, but we also enrich our lives; - to use the functional language in expressing various perspectives, to look at the diversity, identity issue, exploring possible alternatives related to it;
Teaching aids	Video projector; laptop; videos; flipchart; tasksheets; realia (lemons)

Activity 1		Riddle me this!			
Timing	Interaction	Materials	Skills	Teacher's Activity	Student's Activity
5'	Open class		speaking	<p>- The teacher gives Ss three clues that represent characteristics of a fruit (e.g.lemon) and asks Ss to try and guess the name of the fruit that is characterised by all three qualities.</p> <p>- T asks Ss if they like this fruit or not and why and about their reaction when they hear about this fruit;</p>	Students try to guess the name of the fruit and express their (dis)likes about it;
Activity 2		The Lemon I know			
Timing	Interaction	Materials	Skills	Teacher's Activity	Student's Activity
20'	group work	<i>a bag of lemons</i>	Writing (describing narrating)	- Tasks students to choose one lemon and try to know them personally	Each group of participants picks one lemon from a bag of lemons. Then they

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		<p><i>paper, pencils</i></p>	<p>Speaking</p>	<p>(give it a name, write a detailed description, imagine its life story)</p> <p>- T puts the lemons back in the bag and asks the students to identify their lemon.</p> <p>-T shows a couple of pictures illustrating different identities and asks about similar aspects, connection between those pictures and the lemon identity game;</p> <p>- T asks students how they felt when doing the task;</p> <p>-T elicits answers like: <i>students should be patient, understanding, good listeners to get more knowledge about the people and their culture, to avoid jumping to conclusions and thinking in stereotypes and ultimately benefit from the new culture etc.</i></p>	<p>name, minutely describe the lemon and write down their life story that they share with the other participants.</p> <p>Students should be able to identify their lemon and share how they felt when doing this task.</p> <p>Students could conclude that you can avoid conflicts, stereotypes and even develop close relationships when you (want to) have more knowledge about the others and show empathy.</p> <p>Ss expected answer: <i>the lemons can stand for members of any minority group</i></p>
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Activity 3		'Ouch! That stereotype hurt!'			
Timing	Interaction	Materials	Skills	Teacher's Activity	Student's Activity
15' group work		videos, video projector, laptop	speaking	-T plays two short videos illustrating different aspects of stereotyping and diversity, that are paused before the key moments; -T asks Ss to predict the next scene and to share with the others their possible reactions in a similar situation; -After watching the videos, T asks Ss to express their reactions towards what they've seen (what impressed them negatively/ positively) and to compare and contrast the situations and people's reactions	Ss predict what happens in the following scene and share their possible reactions in similar situations Ss are asked to think about the two videos, analyze them, comparing and contrasting them from the perspective of the stereotypes involved, contexts and people's reactions;
Feedback/Homework		<i>Metaphor Pictures</i>			
5'	group work	<i>Flipchart/ paper</i> <i>coloured pencils/ markers</i>	Speaking	T asks the students to illustrate the idea of diversity and its value; <i>alternative:</i> illustrate their own perception of either of the two videos Possible metaphors: <i>tapestry, puzzle, kaleidoscope, etc.</i>	The students illustrate in a poster the <i>metaphors</i> for the diverse world we live in and explain why we should value diversity.



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References	www.learningseed.com , www.youtube.com , http://iteslj.org/Techniques/Halvorsen-CriticalThinking.html
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