

## Lesson Plan

<b>Workshop Title</b>	<i>ShoutOut</i>
<b>Grade</b>	4
<b>Session</b>	Day 1
<b>Core Topic</b>	Prejudice and Stereotypes
<b>Sub-topic</b>	In my (classroom) environment

### Workshop/Session Brief

<b>Workshop Description:</b>
<p>The aim of this class is to introduce the students to the concept of prejudices and stereotypes. We will begin the lesson by helping students recognize the subtlety of general stereotypes in our social world. This will open the discussion to and introduce the students to this topic. We will address the stereotypes and prejudices within their own classroom environment and how they subconsciously participate (both as a giver and receiver) through a game.</p>
<b>Essential Questions:</b>
<ul style="list-style-type: none"><li>• What is prejudice?</li><li>• What is a stereotype?</li><li>• Have I been using prejudiced words for my friends/family/people in general?</li><li>• Have I heard prejudiced words for me from someone? How do I feel about it?</li></ul>
<b>Lesson Objective:</b>
<p>I can identify when people are treated unfairly in my community, and I can give examples of prejudiced words and visuals.</p>
<b>Life Skills Addressed:</b>
<p>The learners will develop an understanding how to communicate making the right choice of words, i.e, not stereotypes. They will also learn to recognize when being stereotyped and empathize with individuals in the community to avoid prejudices against them.</p>

### Defined Objectives for Soft Skill Development:

- **Self-confidence and self-love:** We will learn to appreciate ourselves and stand true to who we are, irrespective of any subjection to stereotyping.
- **Respect for other individuals and ideals:** We will create a safe space for each other. We will learn to celebrate diversity and learn to appreciate differences within our communities.
- **Collaborative work spirit:** We will work as a team. We will honor individuality but not let that overpower our collaborative work spirit.

### Materials List

Supplies	Quantity
Drawing paper	30-50 sheets
Colored masking tape	1 roll
Markers/Pens/Pencils	
Speaker	1
Projector	1
HDMI cable/connector	1

## Detailed Plan

### Ice-Breaker (5 min)

#### Onions and Orchids

All students group up in a circle with the facilitator and share one *onion*, i.e. an unpleasant experience and an *orchid*, i.e. a pleasant incident that happened with them the previous day/week with the group.

\*If this may not be possible due to the size of the group, the activity can be modified by using a throwball (pass the parcel) and students with whom the ball lands can answer. This can be a routine check in activity.

### Pre-Immersion (10-15 min)

#### Match and Sketch

Fair Nurse Fat Doctor Dark Cleaner Firefighter Tall Strong Teacher Short Lean

The students will be provided with a list of the aforementioned words. Their task would be to create a drawing using 3 words.

The expected results would be drawings made from combinations of words that hold true the related typical stereotypes. This then becomes the gateway to open the discussion to the topic of the day.

As a part of the discussion, students will be asked about their understanding of stereotypes and prejudices.

### Introduction (15 min)

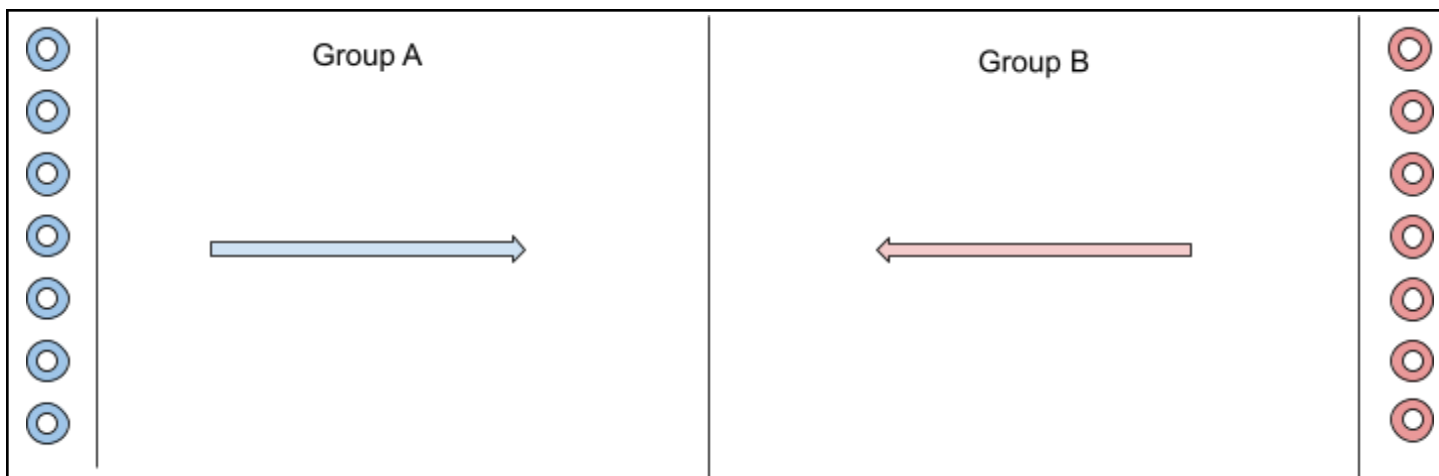
<https://www.youtube.com/watch?v=iDcWB3seS0w>

This video becomes a precursor to the introduction of the concept. It is a video about 4 kids not being able to see each other and put to conversation for a few minutes. Then all 4 are asked about what they think the traits of their partner might be. It addresses how almost 50% of prejudices and stereotyping happens when we see someone as a part of social/cultural conditioning.

\* <https://www.youtube.com/watch?v=lwhavYfkWWI> (additional short film resource: it is not always how it looks)

### Main Activity: (15-20 min)

#### The Name Dropping Game



The students will be divided into 2 groups and they will be standing facing each other with a line drawn across the center. The facilitator will have a list of statements (prejudiced words and stereotypical comments) that they will read out one by one.

In the first round, the students will move a step forward for every sentence that they have been subjected to.

In the second round, the students will move a step forward for every sentence that they have said to someone.

The idea of the students facing each other is to build empathy and oneness. Eye contact has proven to break barriers and that is the intent of the two groups walking towards each other. In the first round they realise that they are not alone when it comes to being subjected to stereotyping and the second round helps sensitize them towards hurtful/inappropriate things they may have said to each other or in general in the past.

This then transitions into a large group discussion.

### Conclusion: (10 min)

Since the previous activity is a little intense, the educator will conclude with a song that offers a positive affirmation within the group about the community/society that we are a part of.

[https://www.youtube.com/watch?v=YbwnXU1zW0M&list=PLXCKZp2uVShKzMy-iec0Eppn\\_3kDRBpGj&index=6](https://www.youtube.com/watch?v=YbwnXU1zW0M&list=PLXCKZp2uVShKzMy-iec0Eppn_3kDRBpGj&index=6)

### Reflection and Learnings: (15 min)

- What are some words that I may have used in the past which were prejudiced?
- What are the common stereotypes in my community?
- What questions can I ask myself when I am too quick to judge someone?
- How can I respond when someone uses prejudiced words around me?

### Take Home Activity

Make a painting/sculpture out of clay that is a portrait using up to 5 stereotypes we discussed today.

This would be carried forward in the next session where we learn to celebrate diversity and give positive affirmations to each of these characters, thus learning kindness. This will become a visual representation of the class community in a defined art corner.