

Lesson Plan Template

Teacher Candidate: Eva Sommerfeld		Date: November 18, 2024	Title: Prejudice, privilege and perspective.
Grade: Eight	Subject: English Language Arts	Unit: Writing	Lesson #: 3
Core Competency: <i>Personal and Social</i> - Social Awareness and Responsibility		Profile: <i>Six</i>	
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Content: <i>Strategies and Processes</i> - (Writing processes.)	
Essential Question: Can students recognize their prejudgments and how they shape our lives and experiences?			
Curricular Competencies: <i>Comprehend and Connect</i> - (Synthesize ideas from a variety of sources to build understanding. Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. Recognize how language constructs personal, social, and cultural identity.) <i>Create and Communicate</i> - (Exchange ideas and viewpoints to build shared understanding and extend thinking. Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences. Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. Transform ideas and information to create original texts. Select and use appropriate features, forms, and genres according to audience, purpose, and message.)			
Indigenous Perspectives and FPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)			
Learning Intention: For students to learn the importance of their prejudice, their privilege and how different perspectives can change your reaction to things.			
Materials: <ul style="list-style-type: none"> - Internet access - Wheel of privilege (pasted at the end of lesson) 			

Lesson Plan Template

Introduction - Activate and Engage: *Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.*

Approx Time 10 mins	<ul style="list-style-type: none"> - Play this video Stop Judging People By The Way They Look. - Ask students to reflect for a few minutes on a time that they made a snap judgment about someone they didn't know, based on how they looked. Ask prompting questions such as: "What did you think? Why do you think you thought that? Do you think you treated them differently because of this assumption you made? Why?" - Introduce them to prejudices, and explain that one person's perspective does not equal anyone else's reality. - Ask questions like "what makes someone a good person?" If they answer with words such as "kind", ask them "how do you know if someone is kind before you speak to them?" (If they answer with words more like "they look like they ..." jump into the "how do you know this?" questions.) This should initiate a discussion around how you CANNOT determine anything about a person based on how they look.
-------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Body -

Approx Time 30 mins	<ul style="list-style-type: none"> - I've created this slideshow to correspond with this lesson: https://www.canva.com/design/DAGW38FzpH4/kXz8i6FOTkr9O2ttB3BdXQ/view?utm_content=DAGW38FzpH4&utm_campaign=designshare&utm_medium=link&utm_source=editor - Tell students there are a list of questions on each slide and to ponder them as we are looking at the pictures. Slowly flip through the slideshow until you reach page 9, stop on this slide and provide these instructions: - "I want each of you to choose a photo from this slide, and write a paragraph from that person's perspective. Write me a paragraph similar to a journal entry, describing a day in the life of that person, "what you think they do, where they go, who they see, how are they treated?" Remind them to focus on using descriptive language. - Provide them with a 20 minute timer (that they cannot see or hear, just for you to keep track of time) - Ask them to finish up their sentences they're working on
-------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Lesson Plan Template

Closure - Organize and Integrate: *How will students “cement” their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.*

<p>Approx Time</p> <p>10 mins</p>	<ul style="list-style-type: none"> - Have students “think pair share” with a neighbour, ask them to share their writing (if they are uncomfortable with this they can orally summarize what they wrote), and explain to their partner why they wrote what they did. This should have a timer for 3 mins once they are in their pairs. - After that, finish the slideshow and allow them to read the descriptions of the people they wrote about. - Next, show them the wheel of privilege and explain how it works. Around the outside are factors that affect your privilege and how the world treats/see’s you. When the majority of your circles are closest to the inside, you have more privilege, if they land more on the outside, you are more unfairly marginalized. - Remind them as they go about their days to check their privilege, and prejudgments.
---------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Tier 2/Tier 3: (Adaptations/Modifications)</p> <ul style="list-style-type: none"> - Provide one-on-one support to struggling writers - Provide a sheet of prompts for students experiencing some writer's block. This could include things like “Today I went to work at... I spoke to... I was treated ____ way by...” 	<p>Extensions:</p> <ul style="list-style-type: none"> - Have students write a second paragraph detailing their spot on the wheel of privilege and if they feel they have experienced prejudice towards them for any of the reasons from the wheel.
<p>Assessment Plan: Provide an exit slip asking students to write a sentence or two about the importance of not making assumptions about others.</p>	

Lesson Plan Template

