



Co-funded by the
Erasmus+ Programme
of the European Union



Form lesson plan for secondary school.

Subject: All different, all equal.

Objectives:

- Students learn what prejudice and stereotype mean, where they come from and how they work.
- Students become aware of the effects that prejudices and lack of tolerance can cause – they learn what social exclusion is.
- Students find out that it is wrong to generalise and that, although we are all different, we are all equally important.

Lesson duration:

Task 1.

Teacher divides class into four-person groups and then, on the board, he/she writes words: “tolerance, stereotype, exclusion, prejudice”. Then he/she asks students to work in groups and to write down what, in their opinion, the words mean and what are their connotations.

After some time teacher collects students’ answers and pins them to the board. The answers are read aloud. They are discussed in terms of their accuracy, differences and similarities. Finally, teacher reads his/her own definitions to students and they all check which group had it right and, possibly, which had it wrong.

Tolerance – the word means „ respecting one’s views, beliefs, preferences, even though they are different to yours” – Słownik Języka Polskiego PWN.

Stereotype – „ simplified and judgemental picture of reality functioning in social awareness” - Słownik Języka Polskiego PWN.

Social Exclusion – „Exclusion means inability to be a part of important aspects of social life- Barbara Szacka: Wprowadzenie do socjologii. Warszawa: Oficyna Naukowa, 2003.

Prejudice – „unjustified, negative attitude to someone or something” - Słownik Języka Polskiego PWN.

Zadanie 2.

Students still work in groups. They draw pieces of paper with names of groups of people, e.g.

Female drivers.....

Unemployed.....

Alcoholics.....

Artists.....

Red-haired people.....

„Four eyes”

Bookworms.....

Politicians.....

Islamists.....

Foreigners.....

Disabled.....

Heavy metal fans.....

Students have to write down the first thing that comes to their minds when they see what is written on the piece of paper

Next, students discuss their answers. Teacher stimulates the discussion by asking questions, such as: Which of the key words from task 1 were used in this task? Why such connotations came to your mind? Were they your own thoughts or did you hear them somewhere? Are all politicians/artists/red-haired people the same?

Finally teacher encourages students to check how much truth is in the connotations they wrote and whether it is right to generalise. Students are to think about one person from each group from the pieces of paper, a person they know personally or a person they know from TV, literature, etc. Now they have to say what they have in common with this person, what they find interesting about him/her, why they would like to meet this person, etc.

Task 3.

Teacher tells students a story:

An old man was sitting on the train with his 25-year-old son. Much of the joy and curiosity was evident in the features of the young man who was sitting by the window. When the train left the station, young man took his hands out of the window and felt the passage of air. "Dad, I see all these trees walking behind us!" The old man smiled in agreement with his son's joy. Next to them there was a couple listening to what was going on between the father and his son. They felt a little embarrassed, how a young man behaves like a child! There was also a group of teenagers looking at each other meaningfully. Suddenly the young man shouted again:

"Father, look at the pond and its animals, look at the clouds how they go with the train!"

The couple continued to wonder about the young man's conversation again. Teenagers looked at the man with crooked smiles on their faces. Then the rain began, and the drops of water fell on the young man's hand, whose face was filled with happiness, and he cried again:

"It is raining, and the water touched my hand, look Dad!!"

Teenagers started to point fingers at the young man. "Oddball", said one of them. "Weirdo" commented another.

"Why don't you visit the doctor and get a treatment for your son?" asked the couple looking disapprovingly at the old man.

And he said: "We are coming from the hospital right now. My son was blind, today he has regained his sight. He can see for the first time in his life!"

Always remember: "Do not draw conclusions until you know all the facts."

Teacher asks students to think about the moral of the story, to think how prejudices and lack of tolerance can cause somebody's exclusion and harm.

Homework:

Write a short essay on one of the two topics

1. „Why should we get to know a person before we judge him/her?“
2. „What can being prejudiced and intolerant lead to?“