



Erasmus+

MULTICULTURALISM IN PRACTICE

LESSON PLANS





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Publication prepared as part of the
'MOST - Bridges Between Openness, Respect and Identity'

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TOPIC: Acceptance – Understanding Each Other

Brief description of activities: Cultural Environment and background is of fundamental importance for a person's identity. A very good way to learn and accept someone's personality as well as their habits is to get familiar with their celebrations and birthday is by far the most common and personal festive event. Therefore, presenting the differences and similarities in the way this special occasion is celebrated, students might understand and accept others easily.

Objectives: Student

- Understands the differences.
- Indicates similarities.
- Promotes acceptance.
- Is given skills necessary to produce the video.
- Recognizes the value and meaning of different cultural expressions.
- Develops critical way of thinking and research.

Methods and techniques:

- Teamwork
- Presentation of the software's functions in order to produce the video
- Production of the video

Materials and tools:

- Multimedia projector and computers
- Adobe Premiere software
- Whiteboard
- Sheets of paper
- Sticky notes

Preparation for classes:

- Preparing classroom
- Testing the software
- Testing the hardware

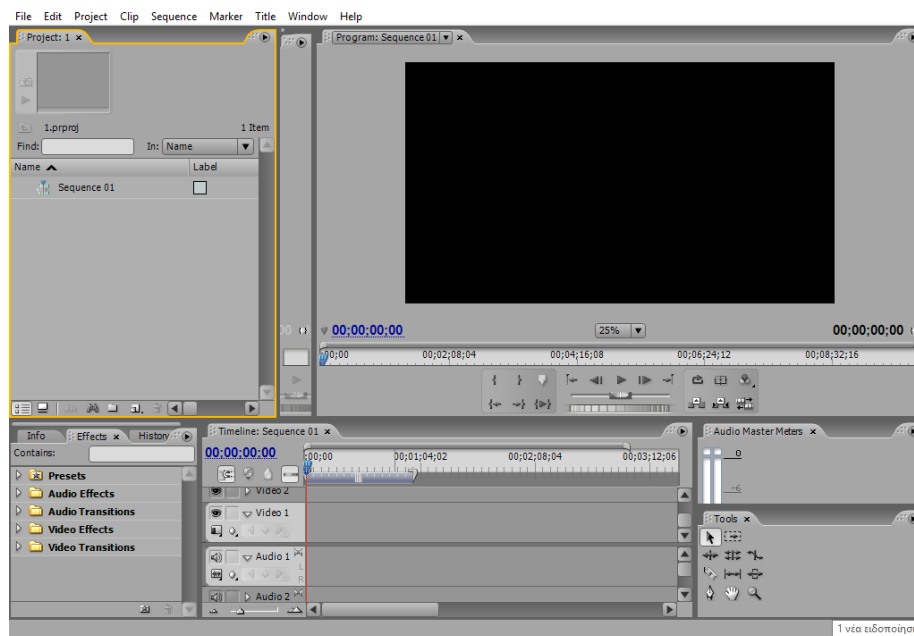
Duration: 2 hours**Class activities in brief:**

1. After welcoming the students, the teacher invites the students to describe the way they celebrated their last birthday.
2. Presentation of a foreign-exotic origin student's birthday party e.g. <https://www.youtube.com/watch?v=8HMq1AnYT44>



How to Celebrate Birthday with Hindu Custom

3. Formation of 4 groups.
4. Recognize similarities and differences in the celebration style.
5. Present the software's (Adobe Premiere) operation.



6. Explain the task – Preparation of a 3-minute video from each group, showing birthday celebrations in other countries. Preferably they choose a country from each continent.
7. Search for relevant material on the web.
8. Make and edit the videos.
9. Display the videos.
10. Discuss the emotions that come up during such an event and how important this special day is for everyone.
11. Find the common ground between countries.
12. Acceptance through sharing experiences.

Topic:
Acceptance– Understanding each other



TOPIC: Stereotypes about European countries – Are they correct? - listening, speaking, vocabulary

Brief description of activities: In a/the perfect world we would use national stereotypes less often. However, it is true that national stereotypes come into play when discussing other countries and people. This subject often comes up in English classes and can be used to help ESL students reconsider their own use of national stereotypes.

Objectives: Student

- Understands the differences and similarities among people.
- Promotes acceptance.
- Discusses the stereotypes.
- Revises adjectives related to appearance and character.
- Practises speaking (describing, suggesting, agreeing, disagreeing).
- Practises reading/listening skills – AUTHENTIC MATERIALS.

Methods and techniques:

- Individual work
- Pair-work
- Group-work
- Teacher-whole class interaction

Materials and tools:

- Multimedia projector and computer
- Visual materials from <https://daysout.theoriginaltour.com/european-stereotypes-what-do-we-really-think-of-each-other/>
- Whiteboard

Preparation for classes:

- Preparing classroom
- Testing the internet connection
- Printing materials and handouts

Duration: 2 hours**Class activities in brief:**

1. After welcoming the students, the teacher asks *How would you define the word STEREOTYPE?* and suggests to *think how their nation is described by other nations.*

A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person related to their race, nationality, sexual orientation etc.

2. The teacher presents the visual materials from <https://daysout.theoriginaltour.com/european-stereotypes-what-do-we->

Topic: Stereotypes about European countries
– Are they correct? - listening, speaking, vocabulary.



[really-think-of-each-other/](#) to the students and introduces a new subject – *European stereotypes vs international identity*.

Visual materials:

European Stereotypes: What Do We Really Think of Each Other?

The British drink tea and eat scones. The French wear stripes, onions and berets and the Italians? Well, they are passionate, pasta munching gods.

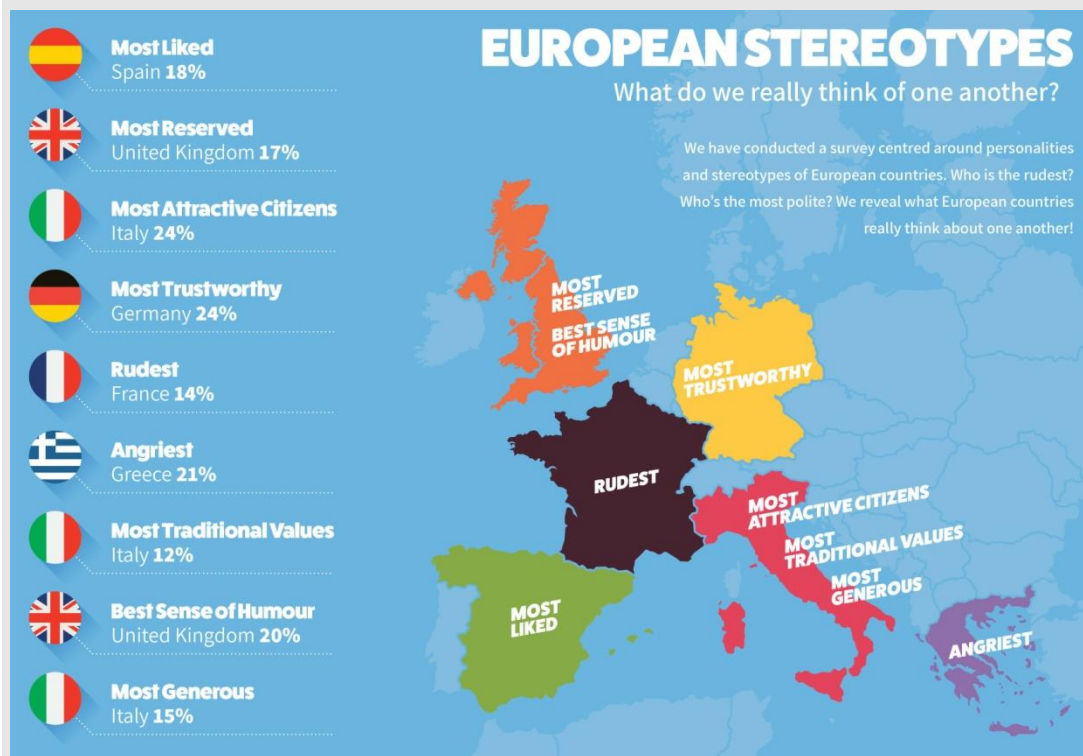
There's no denying that there's always been stereotypes associated with most European countries, but what do we actually *think* of each other?

Is there a country who has a worse temper than most? Which country is the most generous? And who will have you laughing the hardest?

We asked respondents across the UK, Germany, Spain, Italy and France to share their insight, and the results were interesting to say the least.

Needless to say, the following content is packed full of stereotypical assumptions. However, you can dismiss this as being satirical Great British humour.

And now for the results...



So firstly we say a huge congratulations to Spain, who, according to our results is the most liked country in Europe with 18% of the vote. Sangria, tapas and Flamenco dancing; what's not to like?

Topic: Stereotypes about European countries
– Are they correct? - listening, speaking, vocabulary.



Italy didn't fair too badly either as it is dubbed the most attractive country in Europe with 24%. It seems that Italy is the country that just keeps on giving (literally) as they're also the most generous...bravo!

If you manage to find yourself an Italian stallion or bellezza, then you best be prepared to embrace their extended family as your own. According to 12% of survey respondents, Italy is the European country that has the most traditional values.

It would seem that our European counterparts don't quite know what to think about the UK. Our 'stiff upper lip' and general awkwardness (think Hugh Grant in any chick flick you've ever seen) has earned us the title of most reserved nation. In comparison to the forthcoming nature of citizens from Spain and Italy, it's probably an understandable assumption. And the good news? We are a country of comedians. Yes, our quick wit and well-placed sarcasm has the rest of Europe in stitches!

Ms Merkel has helped Germany gain the title of most trustworthy European country. With 24% of the vote, Germany is the clear front runner. As Germany accounts for 28% of the euro area economy, perhaps it's a good thing that they're pretty reliable.

21% named Greece as the angriest country in Europe. Since emerging as the biggest casualty of the financial crisis in the late 2000's, there's been plenty to shout angrily about if you're a Greek citizen. With tough austerity measures set to continue, maybe it's time to cut Greece a pitta slack.

Now onto the rudest country. It's probably no surprise that France; lovers of baguettes and smelly cheese, emerge with this title. It's a widespread stereotype that lives on. In fact, even the French respondents rated themselves as the rudest, which ironically, is quite polite of them.

So, what if we break the results down?

Let's pretend it's Eurovision...we're going to hear from the UK, Germany, France, Italy and Spain, to see how they voted.

UK



Topic: Stereotypes about European countries
– Are they correct? - listening, speaking, vocabulary.



Spain

HOW SPAIN VOTED

Next we say hello to Spain, home to a good paella and football fanatics. So, how did they vote? Well, 12% of Spaniards voted Italy as the most liked country in Europe. Add to that the fact that 16% felt that the Italians have the best sense of humour, and Italy once again fair extremely well.

Spain may find conversations with UK citizens to be hard work, as 29% of participants named the UK as being the most reserved. Spain also believes that UK citizens are the most likely to uphold traditional values, not a bad reflection, but different from the overall result. The Spanish are attracted to tall, blonde people... a stereotypical description of Swedish citizens of course. Nonetheless, 23% of Spanish participants voted Sweden as being home to the most attractive people in Europe.

According to Spanish participants, Germany are the most trustworthy nation and also the most generous - a glowing report all in all!

While Spain seems to agree that the Greeks are the angriest nation, they disagree with France's prognosis. 24% of Spaniards actually voted Romania as the rudest country.

Most Liked
Italy 12%

Most Reserved
United Kingdom 29%

Most Attractive Citizens
Sweden 23%

Most Trustworthy
Germany 39%

Rudest
Romania 24%

Angriest
Greece 44%

Most Traditional Values
United Kingdom 24%

Best Sense of Humour
Italy 16%

Most Generous
Germany 27%

Germany

HOW GERMANY VOTED

Grab yourself a stein and frankfurter, we're off to Germany next. Let see how efficient the German vote was...

Spain comes highly recommended by Germany. Not only is it the most liked country, it's also home to the most attractive citizens.

Sweden didn't do badly either. With 37%, it was the firm German favourite when it comes to trust and was also voted to be the most generous.

While Greece retained their 'angry' status, German participants threw a new country into the mix when it came to voting for the most reserved. Interestingly, 22% said that Finnish citizens are the most shy and retiring. That could be down to the age old stereotype that the Finns are the strong and silent type, who guzzle coffee with little or no small talk.

Germany has mixed opinions about the UK. On the one hand, we are a nation that loves to be traditional. We all sit down to dinner as a family and talk about our day over a plate of McCain's oven chips. While Germany appreciates our sense of humour (who wouldn't!), they regard us as being the rudest country in Europe. You win some, you lose some.

Most Liked
Spain 18%

Most Reserved
Finland 22%

Most Attractive Citizens
Spain 15%

Most Trustworthy
Sweden 37%

Rudest
United Kingdom 27%

Angriest
Greece 27%

Most Traditional Values
United Kingdom 18%

Best Sense of Humour
United Kingdom 19%

Most Generous
Sweden 15%

France

HOW FRANCE VOTED

Say bonjour to the rudest country in Europe. Which is France, despite what Germany might think.

So, France don't just like Germany, they LOVE Germany. Not only is Germany the most liked, it's also the most trustworthy. The compliments just keep coming. Germany also have the best sense of humour and are extremely generous. A huge ego boost for Germany!

However, it's the Italians that got the French hot under the collar. With 24% of the French vote, Italy managed to snatch the title of most attractive from Germany - ooh la la!

As for the most reserved, the UK once again picked up that stereotype (maybe we do need to loosen up!), along with being the most traditional. Could definitely have been worse!

Interestingly, France awarded the two most negative stereotypes to themselves. 28% voted themselves as being the most rude and 26.50% voted themselves as being the angriest. They may be angry and rude but they're 100% modest.

Most Liked
Germany 21%

Most Reserved
United Kingdom 23%

Most Attractive Citizens
Italy 24%

Most Trustworthy
Germany 19%

Rudest
France 26%

Angriest
France 27%

Most Traditional Values
United Kingdom 24%

Best Sense of Humour
Belgium 27%

Most Generous
Belgium 39%

Italy

HOW ITALY VOTED

So, now it's Italy's turn to give us a pizza! Their mind. It looks like Italy didn't boot Germany from the top spot as once again, it is the most liked country. They also successfully retained the most trustworthy title, with a comfortable 37% of the vote.

According to Italians, Spain has the most attractive citizens. The Spanish are also a generous bunch too.

The UK once again receives mixed reviews. While Italy think that the UK is the most reserved and the most traditional European country, thankfully we are very funny at the same time. 24% of Italian participants said the UK had the best sense of humour.

The Italians actually voted for themselves when it came to naming the rudest nation. If you ever get to drive on Italy's roads, you might just find yourself agreeing with them. And last but not least, the Italian award for the angriest country goes to Romania.

Most Liked
Germany 21%

Most Reserved
United Kingdom 23%

Most Attractive Citizens
Spain 15%

Most Trustworthy
Germany 37%

Rudest
Italy 40%

Angriest
Romania 36%

Most Traditional Values
United Kingdom 30%

Best Sense of Humour
United Kingdom 24%

Most Generous
Spain 16%

So, there you have it; here's what we really think of each other. What do you think of the results? Is Spain really the most liked country? Is the UK really THAT funny? Tweet us @Original_Tour and let us know what your thoughts!

Topic: Stereotypes about European countries
 – Are they correct? - listening, speaking, vocabulary.



TOPIC: Pluralism is richness.

Brief description of activities: In modern societies we have to face pluralism because globalization implies the change of mentality. It's necessary to train young people in opening their minds towards a **large** varied community, being aware that pluralism may upgrade our cultures.

Objectives: Student

- Understands the importance of diversity.
- Becomes familiar with real and diverse situations.
- Identifies obstacles to pluralism.
- Appreciates the differences among people as human values.

Methods and techniques:

- Brainstorming
- Teamwork
- Learning by doing
- Peer-to-peer

Materials and tools:

- Interactive whiteboard;
- Large sheets of paper;
- Professional software;
- Multimedia presentation

Preparation for classes:

- Setting up of the classroom;
- Testing the multimedia presentation;
- Preparing photocopies and instruction slips

Duration: 2 hours**Class activities in brief:**

1. After welcoming the students, the teacher divides the class into 4 groups.
2. The teacher proposes a warm-up game: What would I take on a space shuttle? Each student thinks about an item to bring on a space shuttle and writes it down. Everyone must explain their choice.
3. Brain storming activity in each group - at the end they have to decide which is the best object to keep during the space journey.
4. Comprehension session: The teacher explains the word *pluralism* by referring to the students' direct experiences during the warm-up game. He/She asks the students about their feelings: Why did they make their choice? How did they feel when they could keep the item? How did they feel when they dropped out the item?

Topic:
Pluralism is richness.



5. Consideration/meditation: Everyone writes about barriers/obstacles in accepting someone's choices. They will underline their emotions, their needs, their attention to other people's needs or differences in tastes. All this could be shown throughout music or pictures.
6. Open mind phase: Teacher explains students their next work will be to examine the basic conditions leading to "pluralism". After finishing this task each group is invited to come to the teaching desk to show their work.
7. Closing section: A multimedia presentation is about the importance of pluralism, starting from individualism to end with pluralism. Finally, students make the summary of the activities and describe the main effects of pluralism.



TOPIC: Respect for tolerance.

Brief description of activities: In this lesson, students search for the positive aspects of differences between people. The activity reinforces the idea that one cannot always judge the quality of a person by his or her appearance. Young people learn that we are one world, as they explore diversity, stereotypes and respect.

Objectives: Student:

- Understands the concept of tolerance and is able to define it.
- Understands the meaning of tolerance and the consequences of its absence.
- Is aware of the difference between tolerance and passivity and indifference.
- Is sensitive to the diversity of other attitudes.
- Avoids intolerant behaviour.
- Stimulates creative thinking.
- Effectively cooperates within a group.

Methods and techniques:

- Individual work
- Mind map
- Group work
- Discussion

Materials and tools:

- Sticky notes
- The film 'For the Birds' or a prepared link on your computer
<https://youtu.be/WjoDEQqyTig>
- Flipchart or whiteboard

Preparation for classes:

- Preparing the classroom (layout/decoration)
- Preparing materials and tools

Duration: 2 hours**Class activities in brief:**

1. After welcoming the students, the teacher divides the class by any method (counting down to four, lottery of cards, cards in the same colour, etc.) into 4 groups.
2. Each group receives the same set of 12 cards with statements relating to certain behaviours (Appendix 1). It is the task of each group to rank the behavioural charters starting from those they consider unacceptable to those that are – in their opinion – less harmful and therefore acceptable.



Appendix 1

**Not doing
any work
in school.**

Translated by the Institute of Global Responsibility (IGO) based on Jason Buckley's material for the subscribed newsletter www.thephilosophyman.com The Philosophy Man Ltd, 7 Tower Road, Writtle, Chelmsford, Essex CM1 3NR, UNITED KINGDOM

3.

Appendix 1

**Do not do any
homework
throughout the
week.**

Translated by the Institute of Global Responsibility (IGO) based on Jason Buckley's material for the subscribed newsletter www.thephilosophyman.com The Philosophy Man Ltd, 7 Tower Road, Writtle, Chelmsford, Essex CM1 3NR, UNITED KINGDOM

Topic:
Respect for tolerance.



Appendix 1

Hitting someone.

Translated by the Institute of Global Responsibility (IGR) based on Jason Buckley's material for the subscribed newsletter www.thephilosophyman.com The Philosophy Man Ltd, 7 Tower Road, Writtle, Chelmsford, Essex CM1 3NR, UNITED KINGDOM

Appendix 1

Seeing someone hitting someone, and doing nothing.

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Topic:
Respect for tolerance.



Appendix 1

Hitting someone back.

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Appendix 1

Steal a pen from the school.

Translated by the Institute of Global Responsibility (IGR) based on Jason Buckley's material for the subscribed newsletter www.thephilosophyman.com The Philosophy Man Ltd, 7 Tower Road, Writtle, Chelmsford, Essex CM1 3NR, UNITED KINGDOM

Topic:
Respect for tolerance.



Appendix 1

Steal the pen from another student.

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Appendix 1

Calling another pupil a bad name

Translated by the Institute of Global Responsibility (IGO) based on Jason Buckley's material for the subscribed newsletter www.thephilosophyman.com The Philosophy Man Ltd, 7 Tower Road, Writtle, Chelmsford, Essex CM1 3NR, UNITED KINGDOM

Topic:
Respect for tolerance.



Appendix 1

**Let someone fall and
get injured, even
though you might
have caught them.**

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Appendix 1

**Calling a teacher
a bad name**

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4. After completing the task, the groups present the results of their work, argue the order of their choices. Summary discussion.
5. The teacher shows the video: 'For the Birds' <https://youtu.be/WjoDEQqyTig>

Topic:
Respect for tolerance.



6. After watching the film, the students are given sticky notes (as many as they need). They write down questions about the film (questions can be about the content, meaning, message, etc.).
7. Students stick their question cards on the board under the appropriate heading (Appendix 2).

Appendix 2

<p>UNDERSTANDING THE CONTENT, THAT IS, "LOOK AND FIND THE ANSWER" Who? When? Where?</p>	<p>SPECULATIONS/FORECASTS, MEANS "USE YOUR IMAGINATION". If... what then?</p>
<p>COMMON/SPECIALISED KNOWLEDGE, I.E. "ASK THE PERSON WHO KNOWS"</p>	<p>PHILOSOPHICAL, THAT IS TO SAY "THINK ABOUT IT"...</p>

8. The teacher/educator discusses the questions, verifies whether the questions have been put under the appropriate headings.
9. For the next part of the class, questions are selected from the philosophical questions section. The teacher/educator, in consultation with the students, chooses the questions (4-5) which seem most interesting, intriguing, or worth considering. Then, by voting (any way - secret ballot, open ballot), students decide on one question only. If the chosen question is not formulated in the way that it can be argued in favour or against, the leader shall reformulate it accordingly.
10. The teacher/educator divides the classroom into two parts (you can draw lines with chalk, stick a tape, etc.) and asks the students to choose the side (For or Against). Choosing one side, e.g. the right side, means that they agree with the statement, answer the question in the affirmative; standing on the left side means that they are against, disagree with the statement, answer the question in the negative.
11. The teacher asks the question, the students stand on a chosen side of the line and then present their rationale, first those on one side (until they have run out of the arguments), then those on the other side. In a situation when an argument is convincing to a person who holds the opposite view, he/she can

change the side. Anyone can change the side whenever they hear an argument that they agree with.

12. When both sides have presented all their arguments, all the students sit down in a circle. Each is given 3 sticks (symbolizing 3 possibilities to take the floor and speak their mind), a stick thrown inside the circle gives them the opportunity to share their thoughts after the exercise. The participants can say what surprised them most, moved them, aroused their emotions, gave them new insights which they had never thought about before.
13. The summary round. The teacher/educator asks the students what they liked the most about the activity and what they didn't like.
14. Closing of the activity.



TOPIC: No more discrimination.

Brief description of activities: Students define stereotype, discrimination and prejudice. During brainstorm they make a social action plan to fight discrimination.

Objectives: Student:

- Illustrates a stereotype and identifies stereotypes illustrated by other students.
- Describes the role of cultural identity in his or her life.
- Defines stereotype, discrimination, prejudice, egoism and altruism and recognize discrimination.
- Describes the origins of prejudice and lists ways to heal racism.
- Creates a personal social action plan for healing discrimination.

Methods and techniques:

- Individual work
- Brainstorm
- Group work
- Discussion

Materials and tools:

- Student copies of The Herman Grid
https://www.illusionsindex.org/images/illusions/hermann-grid/36_herm_main.png
- Slip: If the World Were 100 People (Attachment 1) and If the World Were 100 People Answer Key (Attachment 2)
- Papers with stereotypes and numbers in the corner
- Pencils, markers, erasers, blank paper and tape
- Slip: Stand and Deliver Activity (Attachment 3)
- Slip: Healing Discrimination Action Plan (Attachment 4)

Preparation for classes:

- Preparing the classroom (layout/decoration)
- Preparing materials and tools

Duration: 3 hours**Class activities in brief:**

1. After welcoming the students the teacher gives the copies of the Herman Grid to each student. The teacher asks the students to share their impressions of what they see. Then, the educator asks if they see gray dots at the white intersections. Are the gray dots really there? How does the Herman Grid represent our self-betrayal and/or self-deception? What do the boxes represent? What do the gray dots represent? How might the Herman Grid be

Topic:
No more discrimination.



interpreted on an individual, school, community, country and world level?
The gray dots are an example of how we sometimes see things that are not really there (misperceptions) when we are trapped in our boxes.

2. Stereotyping: The teacher explains that the learners will take a look at some of their perceptions about the world and compare them with actual world demographics about population, health, wealth and resources. The teacher distributes the *If the World Were 100 People* worksheet to each student.

If the World Were 100 People

Directions: Place the following numbers in the appropriate blanks:

1 57 50 21 6 70 59 52 30

1 80 70 1 48 8 6 1 14

If the world were 100 people there would be:

___ Asians

___ Europeans

___ North and South Americans

___ Africans

___ females

___ males

___ nonwhite, ___ white

___ percent of the entire world's wealth would belong to only ___ people and all ___ would be citizens of the United States.

___ would live in substandard housing.

___ would be unable to read.

___ would suffer from malnutrition.

___ would be near death.

___ would be near birth.

___ would have a college education.

___ would have a computer.

Topic:
No more discrimination.



3. Students complete the worksheet and present their answers. The teacher writes the actual statistics (Attachment 2) and holds the class discussion why the actual statistics may vary from the student responses.

If the World Were 100 People Answer Key

If the world were 100 people there would be:

57 Asians

21 Europeans

14 North and South Americans

8 Africans

52 females

48 males

70 nonwhite, 30 white

59 percent of the entire world's wealth would belong to only 6 people and all 6 would be citizens of the United States

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death

1 would be near birth

1 would have a college education

1 would have a computer

4. The teacher asks a questions:
 - According to the statistics, which ethnic group(s) is (are) a minority (minorities)?
 - Which country has all of the wealth?
 - What surprised the students the most about these statistics. Why?

Topic:
No more discrimination.



- How does a surprise at these statistics relate to perceptions and misperceptions?
 - If our perceptions about the world are not accurate, then how accurate are our perceptions of our own country, state, community, school and other individuals?
5. The Teacher tells the students that they are going to do a drawing exercise that will explore their perceptions of other people. They will have only ten minutes to draw. Give each student a piece of paper on which they will draw a specific subject (written in a corner and folded to the back of the paper so that others are not able to see it). Examples of the subject: teacher, environmentalist, business professional, welfare mother, skater, garbage man, senior citizen, teenager, political activist, drug user, homeless person, computer programmer, drug dealer, service-learning practitioner, biker, interior decorator, librarian, politician, truck driver, single father, alcoholic/wino, punk rocker.
- The goal is to draw a picture that provides clues to the rest of the class so that they will be able to identify the subject.
6. When all drawings are complete, the teacher asks the class:
- Who do you think this is?
 - What about the picture made you think that?
7. Then the educator asks the artists why they chose some of the specific items on their drawings. Discuss the stereotypes presented in the drawings by asking questions like:
- Are stereotypes harmful? Helpful?
 - How do they get started?
 - Are they always true?
 - Are there exceptions?
8. Students do the Stand and Deliver Activity (Attachment 3).

Stand and Deliver

Directions: Ask participants to seat themselves in a circle, in chairs or on the floor, so that they can see everyone. The moderator should stand or sit in the circle. Explain that statements will be read that indicate the complexity of diversity and experience. Ask that as each statement is read, those who identify with that statement should stand. Allow time for participants to observe and encourage them to consider the following:

- who is standing or sitting with you,
- how you are feeling.

Next, thank participants and ask them to be seated again and read another statement. The entire activity should be done in total silence until the debriefing segment.

"Stand and deliver if you identify as being/having ..."

- | | |
|--|--|
| 1. A male? | 15. Been raised in an upper-income family? |
| 2. A female? | 16. Been raised in a middle-income family? |
| 3. Born in the U.S.? | 17. Able to speak a language other than English? |
| 4. Born in another country? | 18. Spiritual, but not religious? |
| 5. An only child? | 19. Spiritual? |
| 6. The youngest child? | 20. Having seriously questioned your religious beliefs? |
| 7. The oldest child? | 21. Having been teased about your accent or your voice, or told that you could not sing? |
| 8. The middle child? | 22. Having a family member or a friend who has a disability that you can or cannot see? |
| 9. Lived away from home? | 23. Been raised in a single-parent household? |
| 10. African? | |
| 11. Hispanic? | |
| 12. Arab? | |
| 13. Associated with an ethnic group that was not mentioned previously? | |
| 14. Been raised in a lower-income family? | |

Stand and Deliver ...

1. Been raised in a household with extended family, such as aunts, uncles and/or grandparents)?
2. Having parents who have been divorced from one another?
3. Having parents who have been married only to each other for 20 years or more?
4. Having had a close family member/friend die?
5. Having both parents still living?
6. Having felt alone, unwelcome or afraid at some time in your life?
7. Having been teased or made fun of for wearing glasses, braces, a hearing aid or because of the clothes you wear, your height, weight, complexion, or size or shape of your body?
8. Having felt pressure from friends or an adult to do something that you did not want to do and felt sorry or shame afterwards?
9. Having been discriminated against because of your age?
10. Having been discriminated against because of your gender?
11. Having been discriminated against because of your race?
12. Having broken a law and gotten caught?
13. Having broken a law and not gotten caught?
14. Having stood by and watched while someone was emotionally or physically hurt and said or did nothing because you were too afraid?
15. Planning to speak out and do something from now on when you see someone being pressured to do something that they do not want to do?
16. Feeling that one person can make a difference?
17. Finally, stand and deliver if you feel that tolerance of diversity is a must if we are to survive as a global community?

9. The teacher conducts a debrief by asking:

- What are some feelings that came up for you during this activity?
- What was the hardest part for you?
- What did you learn about yourself? About others?
- What was your biggest surprise during this experience?
- What did this activity show you about discrimination?

Topic:
No more discrimination.



10. As a summary the teacher distributes the Healing Discrimination Action Plan (Attachment 4) for students to complete and discuss about.

Healing Discrimination Action Plan

Today we focused on increasing your awareness of discrimination issues. The next step is to make plans so that you can apply your new knowledge to different aspects of your life. Take a few minutes to think about what action steps can be taken and then complete the following statements:

In my personal life I can _____

At my school I can _____

In my community, I can _____



THE END