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| **Teacher:**  Zane Wong  Daniel Vorwerck  Tim Au-Yeung | **School:** | **Date:**  December 10, 2015 |
| **Lesson Title:** | **Subject(s):**  -Equity and Social Justice: From Theory to Practice  -Drama | **Time Needed:**  75 Minutes |

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| Curriculum Expectations: Subject 1 (Equity and Social Justice: From Theory to Practice) |
| B1. Approaches and Perspectives: Demonstrate an understanding of a range of perspectives on and approaches to equity and social justice issues, and of factors that affect inequity and social injustice. |
| Curriculum Expectations: Subject 2 (Drama) |
| B3. Connections Beyond the Classroom: Identify knowledge and skills they have acquired through drama activities, and demonstrate an understanding of ways in which they can apply this learning in personal, social, and career contexts. |
| Specific Expectations/Goals: |
| Students will be able to interrogate multiple perspectives concerning identity, prejudice, and discrimination. |

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| Resources Needed: |
| Word Map/“I Am…” sheets  Projector |

LESSON PLAN

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|  | TIME |
| Introduction: |  |
| The lesson will start with each student being handed a word-map with “I am…” written in the center. The teacher will instruct the class to fill out the sheet with phrases and words that help describe or identify them with lines connecting them to the center. These sheets are to be completed **anonymously.** The teacher should inform the class that these handouts will be collected and redistributed among the class, and that they are in charge of what is shared but that it will be anonymous.  Prompts: *What socioeconomic class am I?*  *What is my gender?*  *What is my nationality?*  *Where do I come from?*  After the word maps are completed, the teacher will randomize the collected sheets and redistribute them. On a projector, the teacher will illustrate the next step using an example word map. In a different color, the students will write supplementary points to each word on the word map they just received. These points will be about how this might be considered a privilege in society or a disadvantage.  Examples: *This group might have a better chance at a job.*  *Authority figures might be harsher to this group.*  *The news depicts this group in a negative way.* | 5 Mins  10 Mins |
| Development: |  |
| Students will be handed out character cards. These character cards will have descriptions of their occupation, nationality, religious views, gender, sexuality, etc. Students will take on the role of these characters and interact with each other briefly. Students should base the way they interact on their character cards.  Next, the teacher will have the class take a survey using an activity called *Continuum*. In *Continuum*, the facilitator will ask the group a question and the group will respond by placing themselves on an imaginary line (*Continuum*) gauging how they feel about the question or statement. One end of the line represents “Strongly Agree (negative, no, etc.)” and the opposite end represents “Strongly Disagree (positive, yes, etc.)” The students will place themselves on the Continuum as the characters on their cards.  Prompts: *My appearance does not affect whether or not I can get employment.*  *I feel that I have to be careful about what I wear out at night.*  *I feel that my nationality makes me “the other”.*  After some of the statements where either a vast number of students are in the same point on the Continuum, the teacher can stop and take some comments on why they place themselves there, or if there is a lot of variety of placement, ask why.  Afterwards, use the projector to display the questions/statements as a reminder to the class. Using their character cards and their answers from Continuum, instruct the students to write in the role of their character about how they are treated based on their different identities in society. Students should include at least 2 “memories” their character has in relation to the topics they are exploring.  After everyone is done writing, collect and redistribute the writings (similarly to the word maps) for the students to read. Ask for some students to share any stand-out “memories” or things they found to be surprising. | 5 Mins  20 Mins  5-10 Mins  10 Mins |
| Recap/Reflection: |  |
| To recap the lesson, place all the word maps on the floor of the classroom so the students can collect their originals. Now redo the Continuum activity using the students’ own identities. The teacher does not need to stop the activity to ask for reflection at this point. The class can end with a personal connection to the subject and themes explored. | 15 Mins |