**Lesson Plan**

Course: HSE4M

Curriculum Expectations

A1: Exploring: explore topics related to equity and social justice, and formulate questions to guide their research

B2 : Power Relations: analyze, in historical and contemporary contexts, the dynamics of power relations and privilege as well as various factors that contribute to power or marginalization;

D1. Promoting Equity and Social Justice: demonstrate an understanding of how personal values, knowledge, and actions can contribute to equity and social justice, and assess strategies that people use to address equity and social justice concerns;

Specific Objectives

This introductory lesson is designed to get students thinking and talking to one another about various social issues that include: privilege, gender equality (sexism), socioeconomic status, stereotypes and racism.  Also allows students to discuss and assess how individual’s personal values and knowledge can account for differences in perspective based on group discussions.

Materials

Activity Handouts (Instructions) [either 1 copy per station of individual copies]

Penny Activity:

-    40 pennies, 2-3 mittens/glove, 2-3 blindfolds

2 iPads or computers with speakers

Extra papers and pencils for students who may not have come to class prepared
Stopwatch to time each station

Assessment

Students will be given reflection questions at each station and they should be answering them on a separate piece of lined paper that they will later hand in to the teacher for a grade mark.

Planning Notes

* Prepare stations before class

**Beginning**

* Prejudice and discrimination lesson
	+ discuss with the class the difference between the two
		- prejudice - attitude towards a specific social group (usually negative)
		- discrimination - the behaviour or act to a specific social group (usually negative)
	+ come up with examples together of prejudices
		- race, gender, etc.
	+ come up with examples together of discrimination
		- making fun of someone for being gay, or a person of colour
	+ ask the class to list as much as they can on the following topics: racism, sexism, privilege, poverty and stereotypes

**Middle**

* Each group of students will have ~8 minutes at each station
* Group discussions with group members with question guide

**End**

* Overall classroom briefing based on what you plan to cover during the semester in relation to the activities.