



Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.

WP2:

A2.1 Identification of traditional effective practices of civic education in primary education

SCENARIO PLAN INFORMATION

Author(s): Jennifer Berney

Subject: SPHE (Social, Personal & Health Education)

Topic: Prejudice and Discrimination

Age of students: 11 and 12 year olds

Preparation time: 20 mins

Teaching time: 65 minutes

LICENCE



KEYWORDS

- Diversity
- Prejudice
- Discrimination
- Respect
- Value
- Equality
- Empathy

TEACHER NOTES

- ✓ Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.



TRADITIONAL SCENARIO: “Prejudice and Discrimination”

ABSTRACT

ADD HERE A PARAGRAPH SUMMARIZING THE TRADITIONAL SCENARIO PLAN. THIS TEXT WILL BE USED TO INTRODUCE IT WHEN IT IS PUBLISHED ONLINE, SO PLEASE TRY TO BE AS CLEAR AND CONCISE AS POSSIBLE.

IN THIS LESSON THE CHILDREN WILL BE ENCOURAGED TO CALL INTO QUESTION HOW WE JUDGE OTHER PEOPLE AND WHO WE DECIDE TO TREAT WELL OR UNFAIRLY. THE ACTIVITIES IN THIS LESSON WILL ENCOURAGE CHILDREN TO APPRECIATE AND RESPECT ALL FORMS OF DIVERSITY, INCLUDING CULTURAL, ETHNIC AND RELIGIOUS DIVERSITY, AS WELL AS DIFFERENCE IN ABILITY AND INTEREST. AIMS TO RAISE AWARENESS AMONG CHILDREN OF THE FACT THAT WE ALL HAVE A RIGHT TO BE DIFFERENT AND THAT THIS DIFFERENCE HAS GREAT POTENTIAL TO ENRICH OUR DAILY LIVES.

LESSON PLAN METHOD(S) INVOLVED (CHECK MORE THAN ONE, IF APPLICABLE)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input type="checkbox"/>	On-Line Learning	<input checked="" type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	Other

In case of Other, please elaborate:

LEARNING OBJECTIVES (use Bloom Taxonomy)

By completing this learning plan, students will achieve learning outcomes and learn skills such as:

- TO DEFINE PREJUDICE AND DISCRIMINATION
- TO IDENTIFY DIFFERENT TYPES OF DISCRIMINATION
- TO DESCRIBE HOW WE CAN DIFFERENTIATE BETWEEN PREJUDICE AND DISCRIMINATION.
- REFLECT ON WHAT WE VALUE AND WHAT WE VALUE IN OTHER PEOPLE
- APPRECIATE PEOPLE’S SIMILARITIES AND DIFFERENCES
- EXPLORE THE EXPERIENCES OF BEING AND NOT BEING VALUED
- DEVELOP EMPATHY, RESPECT AND TOLERANCE
- PRACTICE SKILLS SUCH AS REFLECTION, GROUP DISCUSSION, COOPERATIVE LEARNING AND CREATIVE EXPRESSION

LESSON PLAN ACTIVITIES

Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.

Name of the activity	Learning Objectives	Description
Introduction - Passing Judgement – Prisoner and Judge	<p>Students will:</p> <ul style="list-style-type: none"> • develop an understanding of the word prejudice through the exploration of the poem 'Prisoner and Judge' • learn what the term discrimination means • describe how we can differentiate between prejudice and discrimination. 	<p>The teacher reads out the poem Prisoner and Judge (see below) to the class. The teacher gives the children an opportunity to identify and discuss the themes of the poem by asking them:</p> <ul style="list-style-type: none"> • What are the differences in the two men's dress, facial features and environments? • What opinions did people form about the two men? • Do you think these opinions are based on fact? • Do you think that other people's impressions are always accurate? <p>The teacher asks the children whether people in general can be like the people in the poem: Do they form opinions and make judgements about people they do not know based on what they look like, how they dress, what they do, where they live, etc.?</p> <p>Discuss the meaning of the word 'equal'. The teacher will ask the children: If we treat people in an unequal way, do we have a word for that? If the children don't suggest it, you can give them the word discrimination.</p> <p>The word 'discrimination' is written on the board and the children are asked to think of endings to complete the sentence: Discrimination is The class arrive at an understanding of what discrimination is.</p>

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		<p>Compare this to the term prejudice.</p> <p>Before putting the questions below to the children, the teacher reassures them that we can all misjudge other people sometimes. The teacher explains to the children that they are to reflect quietly on the following questions:</p> <ul style="list-style-type: none"> • Can you think of a person you judged in some way, only to realise later that you had made a mistake? • What do you think caused you to misjudge the person? • What made you change your mind? • How did it feel when you realised you had the wrong idea about the person?
<p>Valuing Difference</p>	<p>The children will</p> <ul style="list-style-type: none"> • REFLECT ON WHAT WE VALUE AND WHAT WE VALUE IN OTHER PEOPLE • APPRECIATE PEOPLE'S SIMILARITIES AND DIFFERENCES • EXPLORE THE EXPERIENCES OF BEING AND NOT BEING VALUED 	<p>The teacher brainstorms the word 'value' with the children.</p> <p>What does it mean? Can they think of any words which have similar meaning? (appreciate, respect, important etc.)</p> <p>How do they value something? If you value something/someone, how do you treat it?</p> <p>The following questions can be used with the children to discuss the feelings associated with being valued:</p> <ul style="list-style-type: none"> • Who are the people in your life whom you value? Why? • What qualities do you value in people – for example, in members of your family, your friends, people you meet every day in school or in your community, well-known people you look up to? • List the qualities in your friend/teacher/parents. • Are the qualities you value in a person always the same or does it depend on your

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		<p>relationship to them or what they do (for example, are there differences in the qualities you value in a teacher and in a friend)?</p> <ul style="list-style-type: none"> • What words, actions or gestures do you use to let someone know you value them? • What words, actions or gestures let you know that someone values you? • How does it feel to know that you are valued by other people?
<p>Group Work</p>	<p>The children will</p> <ul style="list-style-type: none"> • identify people's right to be valued and treated equally • Develop empathy, respect and tolerance 	<p>Using their summaries of the Universal Declaration of Human Rights UDHR and the Charter of Children's Rights CRC (see below), the teacher asks the children to work in pairs/small groups, to identify rights in both treaties that directly or indirectly argue:</p> <ul style="list-style-type: none"> • That diversity is something we should value, • That we are not only all different, but all equal. <p>After group discussion the class come back together and feedback the rights they identified.</p>
<p>Discrimination</p>	<p>The children will</p> <ul style="list-style-type: none"> • identify groups in our community or in our country that are discriminated against • identify different types of discrimination 	<p>The teacher places posters of six different characters around the room and in groups the pupils in the class engage in a galley walk where discuss and record the types of discrimination each of the characters may experience eg on the grounds of age, disability, race, gender etc. The pupils return to their seats and engage in a discussion using the below questions as a stimulus:</p> <ul style="list-style-type: none"> • How might these characters feel if they are discriminated against in the ways you have listed? • What could these characters do?

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		<ul style="list-style-type: none"> • What can others do to try to stop discrimination? • Are there groups in our community or in our country that are discriminated against? • How do you think it affects them? • Is it fair?
<i>Conclusion & Assessment</i>		<p>The children identify what they have learned about discrimination through the assessment where the pupils match the new terms with their definition.</p> <p>Finally the children identify one practical step that they themselves could take to counter discrimination in their school or community</p>

ACTIVITIES SEQUENCE

Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.

Name of the activity	SEQUENCE No	Duration
Introduction - Passing Judgement – Prisoner and Judge	1	10 mins
Valuing Difference	2	15 mins
Group Work	3	15 mins
Discrimination	4	15 mins
<i>Conclusion & Assessment</i>	5	10 mins

TESTING / ASSESSMENT

Teacher observation of the pupil's participation in the discussion following the wealth distribution activity and their demonstration of understanding of the potential effects of wealth inequality on different regions.

Term	Definition
1. Prejudice	A. Treating people unfairly based on their race, gender, age, or other characteristics.
2. Discrimination	B. A preconceived opinion or judgment about someone without proper knowledge or understanding.
3. Equal	C. Unjust treatment or unfavourable actions directed towards a particular group of people.
4. Value	D. The state of being equal, especially in status, rights, or opportunities.
5. Equality	E. To appreciate, respect, or regard something or someone as important.
6. Misjudge	F. Forming opinions about someone based on factors like appearance, clothing, or occupation.
7. Diversity	G. Making a wrong judgment about someone without accurate information.

Answers

1-B; 2-C; 3-D; 4-E; 5-A; 6-G; 7-F

LEARNING RESOURCES/SERVICES/TOOLS

Provide information about any learning resources or services/tool that should support a learning activity .

Name of the activity	Name of learning resource or service/tool	Description of learning resource or service/tool
Introduction - Passing Judgement – Prisoner and Judge	Prisoner and Judge poem on display on interactive whiteboard Reflective questions on prejudice displayed on Powerpoint presentation Interactive whileboard	The following questions are displayed on interactive whiteboard using Powerpoint: <ul style="list-style-type: none"> • Can you think of a person you judged in some way, only to realise later that you had made a mistake? • What do you think caused you to misjudge the person? • What made you change your mind? • How did it feel when you realised you had the wrong idea about the person?
Valuing Difference Group Work	Copies of the Charter of Children’s Rights (CRC) and the Universal Declaration of Human Rights (UDHR) for each group	CRC and UDHR can be found below. Source: https://www.amnesty.ie/wp-content/uploads/2016/08/LIFT-OFF-Me-You-Everyone.pdf
Discrimination	Posters of six different characters	Print-outs (real/fictional/cartoon etc) of six different characters or people.
Conclusion & Assessment	Assessment with matching activity (detailed above) printed – one for each pupil in the class.	

Prisoner and Judge³

Ian Serrailler

The prisoner was walking round and round the prison yard.
He had a low forehead and cruel eyes:
You couldn't trust him anywhere.

He dressed up as a judge; he put on a big wig and robes
And sat in court in the judge's place.
And everyone said:
"What a deep forehead he has, what learned eyes!
How wise he looks!
You could trust him anywhere."

The judge was sitting in the court in the judge's place.
He had a deep forehead and learned eyes;
You could trust him anywhere.

He dressed up as a prisoner; he put on prisoners' clothes
And walked round and round the prison yard.
And everyone said:
"What a low forehead he has and what cruel eyes!
How stupid he looks!
You couldn't trust him anywhere!"

Convention on the Rights of the Child

All children, from birth to 18 years of age, have:

- The right to life;
- The right to a name and nationality;
- The right to be looked after by their parents or with those who will care for them best;
- The right to have a say and be heard when decisions are being made that affect them;
- The right to have ideas and say what they think;
- The right to practice their religion;
- The right to meet with other children;
- The right to get and share information;
- The right to privacy and to have their good name respected;
- The right to special care, education and training if they need it;
- The right to health care and to be looked after if they get sick;
- The right to enough food, clean water and a home;
- The right to free education;
- The right to rest, play and leisure;
- The right to speak their own language;
- The right to learn about and enjoy their own culture;
- The right not to be used as a cheap worker;
- The right not to be hurt or neglected in any way;
- The right not to be used as a soldier in wars;
- The right to be protected from danger and to be cared for if they come to harm;
- The right to know and understand their rights and responsibilities.

With rights, come responsibilities. We all have a responsibility to respect other people and to remember that they have rights too. When we put our rights into practice, we have a responsibility not to ignore other people's rights.

Universal Declaration of Human Rights

The rights in the Universal Declaration of Human Rights are for every human being. The Declaration says that we are all born free and equal. We all have:

- The right to life and to live in freedom and safety;
- The right not to be made or treated as a slave;
- The right not to be hurt or tortured;
- The right to be treated fairly by the law, which should be the same for everyone;
- The right to ask the law to help us if we are not treated fairly;
- The right not to be put in prison without a good reason or to be sent away from our country;
- The right to be tried in public;
- The right not to be blamed for doing something until it is proved that we did it;
- The right to our good name;
- The right to privacy - no one should come into our home, open our letters or bother us or our families without a good reason;
- The right to travel freely in our own country and to go abroad if we wish;
- The right to go to another country if we are frightened of being badly treated in our own country;
- The right to belong to a country;
- The right to marry and have a family;
- The right to own things and not to have these things taken from us without a good reason;
- The right to our beliefs and to have a religion;
- The right to have ideas and say what we think;
- The right to meet other people and assemble in a peaceful way;
- The right take part in the government of our country and the right to vote if we are old enough;
- The right to a home, enough money to live on and health care if we get ill;
- The right to share in the cultural life of our community;
- The right to a job, a fair wage for our work and to join a trade union;
- The right to rest from work, to relax and play;
- The right to a good life and to receive care and support if we need it;
- The right to go to school and to receive free primary education;
- The right to our own way of life and to enjoy the good things that science and learning can bring.

The Declaration also says that everyone must respect the 'social order' so that we can all enjoy rights and freedoms in our own country and all over the world. We also have a responsibility to respect the rights of other people, the community and public property.