
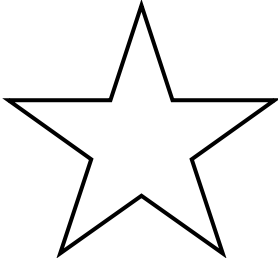


Lesson Plan

....on Tolerance of Ideas

LESSON PLAN		
Form	all Forms	
Topic	Tolerance of Ideas	
Duration	40 minutes	
Aims	<ul style="list-style-type: none"> * to consider the role of acceptance in being a responsible citizen * to recognize stereotypes and prejudices in relation to other people and cultures 	
Resources	<ul style="list-style-type: none"> ✓ whiteboard and markers ✓ Dots and Lines Worksheet 	

Lesson

Introduction	<ul style="list-style-type: none"> ✗ introduce the topic on Tolerance of Ideas ✗ explain briefly the lesson plan
Activity 1 <i>Draw a Star!</i> 15 minutes (including Processing)	<ul style="list-style-type: none"> ✗ introduce Activity 1 ✗ ask students to divide into 3 or 4 groups ✗ name the groups: Taljani, Maltin, Ingliži u Spanjoli ✗ have each group sit separately from the rest of the groups ✗ inform the groups that the aim of the activity is that they help you draw a 5 pointed star <div style="text-align: right; margin-top: 20px;">  </div>

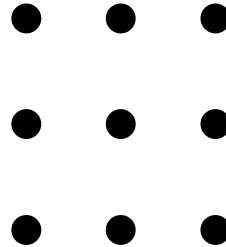
	<ul style="list-style-type: none"> ✘ you will do the drawing while the groups take it in turns to give you instructions how to do it ✘ group members have to remain sitting at all times ✘ ignore, downplay or reject instructions coming from 2 particular pre-identified groups using stereotypical comments such as: <ul style="list-style-type: none"> ▪ "intom mill-Italja tifhmu biss fl-ikel tajjed!" ▪ "u intom Taljani biex tiġġieldu tajbin!" ▪ "u intom Taljani mafja!" ▪ "intom il-Maltin ma tafu xejn!" ▪ "intom il-Maltin moħħkom dejjaq!" ▪ "intom il-Maltin mhux minn biċċa gżira ġejjin!" ✘ validate and accept the instructions coming from the rest of the groups using stereotypes such as: <ul style="list-style-type: none"> ▪ "intom l-Ingliži veru tajbin!" ▪ "intom l-Ingliži tifhmu f'kollox!" ▪ "imnalla hawn intom l-Ingliži biex tiġbruna ftit" ▪ "intom l-Ispanjoli m'hawnx bħalkom!" ▪ "kemm tiġu b'idejat tajba intom ta' Spanja!" ▪ "intom l-Ispanjoli tafu tidħlu tajjed għal sfida!" ✘ continue doing this for 2 or 3 rounds ✘ convene students in the whole group and start the processing
<p>Processing</p>	<ul style="list-style-type: none"> ▪ <i>how are the students feeling?</i> ▪ <i>what did they observe?</i> ▪ <i>how was it for students to be ignored, rejected and downplayed because they come from a particular country?</i> ▪ <i>how was it for students to be accepted and validated because they come from a particular country?</i> ▪ <i>was there fair treatment?</i>

Activity 2

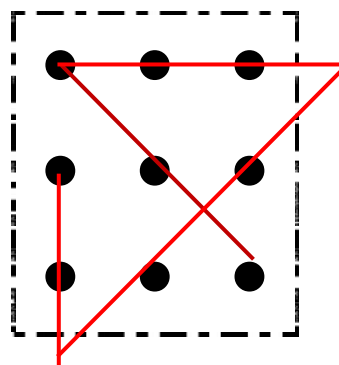
Dots and Lines

15 minutes
(including Processing)

- ✗ introduce Activity 2
- ✗ students will again work separately in 3 or 4 groups, but this time changing group members
- ✗ draw the following arrangement of dots on the whiteboard:



- ✗ give each group the **Dots and Lines** worksheet
- ✗ inform the groups that the challenge is to join the 9 dots using only 4 straight lines, passing through each dot only once and drawing the lines in continuation (one after the other)
- ✗ allow a time limit of 5 minutes
- ✗ convene the students in the large groups
- ✗ display the solution:



- ✗ students may find it hard to succeed because they perceive the 9 dots as a square...this represents our mental borders by which we are conditioned to box people
- ✗ process the outcome

<p>Processing</p>	<ul style="list-style-type: none"> ▪ <i>why did students fail to succeed?</i> ▪ <i>do stereotypes limit us in the way we look at things?</i> ▪ <i>what are the disadvantages of stereotypes?</i> <ul style="list-style-type: none"> ○ <i>they limit the way we get to know someone</i> ○ <i>they condition how we treat people</i> ○ <i>they limit the ambitions and achievements of the stereotyped person</i> ○ <i>they lead to prejudice</i> ○ <i>we expect people to fit in them</i> ▪ <i>explain what we mean by stereotype; we form views of others based on appearance, job, age, sex, color of skin, religion and nationality and based on these views we judge persons because they belong to particular groups or have a particular characteristic</i> ▪ <i>why do we stereotype people?</i> ▪ <i>can stereotypes be only negative? can they be positive?</i> ▪ <i>can students give examples of stereotypes?</i> ▪ <i>do students feel they are stereotyped? because they are young? because they are youths? because they are from a particular part of Malta? because of the type of school they attend?</i>
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Closure and Homework

<p>Closure</p>	<p>✘ have students check-out by sharing what they have learnt from the lesson</p>
<p>Homework</p>	<p><i>For homework I would like each of you to reflect on what stereotypes or prejudices you may have towards other people or culture. Write down your reflections.</i></p>