


Lesson Plan

....on Inclusion

LESSON PLAN		
Form	all Forms	
Topic	Inclusion	
Duration	80 minutes	
Aims	<ul style="list-style-type: none"> * to experience cultural encounter and shock * to experience exclusion * to search ways how to change personally and socially 	
Resources	<ul style="list-style-type: none"> ✓ whiteboard and markers ✓ 4 decks of cards ✓ <i>Adergas</i> Game Rules (4 different sets of rules) ✓ enough room space ✓ colour tags (various colours and varied in numbers) 	

Lesson

Introduction	<ul style="list-style-type: none"> * ask students to brainstorm on (and write on whiteboard) what they understand by 'exclusion'
Activity 1 <i>Adergas</i> 35 minutes (including Processing)	<ul style="list-style-type: none"> * introduce Activity 1 <i>Adergas is a card game played in small groups to expose students to cultural encounters, conflicts and shocks, and to identify personal reactions to 'difference'</i> * divide the students into 4 small groups * have students sit around 4 tables stationed at different parts in the room * inform groups that they will all be playing the same simple card game (however, each groups will have different rules without the students knowing)

	<ul style="list-style-type: none"> ✘ have the rules printed on a sheet of paper and placed on each table for the group to read before the game starts, then remove the rules (see rules at the end of lesson plan) ✘ inform students that there is one important rule: participants must not talk during the game; they can use gestures or pictures ✘ instruct the small groups to start the card game ✘ at a stipulated time one participant from each group shifts to the next table ✘ after a few more rounds ask the second participant from each table to move to a the next table ✘ convene and process in the whole group
<p>Processing</p>	<ul style="list-style-type: none"> ▪ <i>how are the students feeling?</i> ▪ <i>where there any conflicts when new participants joined a table? why?</i> ▪ <i>how did students react to 'difference'?</i> ▪ <i>is what was experienced something like a mini culture shock?</i> ▪ <i>is this any similar to the experience of when people enter a different culture?</i> ▪ <i>can students appreciate the differences that lie between different cultures?</i> ▪ <i>are there advantages/disadvantages when two cultures meet?</i>
<p>Activity 2</p> <p><i>Circulo</i></p> <p>15 minutes (including Processing)</p>	<ul style="list-style-type: none"> ✘ introduce Activity 2 ✘ have the students stand up and form a circle ✘ ask for 2 volunteers ✘ instruct the volunteers to move out of the circle and that their objective is to try to enter the circle once the 'go ahead' is given (the automatic reaction, usually, is that the circle tightens up) ✘ allow a time of 10 minutes maximum ✘ convene the group and start processing
<p>Processing</p>	<ul style="list-style-type: none"> ▪ <i>how are the students feeling?</i> ▪ <i>how did the 'outsiders' feel?</i> ▪ <i>how did the students forming the circle feel?</i>

	<ul style="list-style-type: none"> ▪ <i>is the experience of the 'outsider' any similar to the experience of minority groups trying to 'fit in'?</i> ▪ <i>what barriers exist?</i> ▪ <i>how can we overcome these barriers?</i>
Activity 3 <i>Labels on the Forehead</i> <i>15 minutes (including Processing)</i>	<ul style="list-style-type: none"> ✗ introduce Activity 3 ✗ ask students to close their eyes ✗ put colour tags on the students' foreheads ✗ leave 1 or 2 students without a tag ✗ instruct students not to talk during the activity ✗ instruct students to form groups of the same colour ✗ convene the group and process
Processing	<ul style="list-style-type: none"> ▪ <i>how did the ones left out feel?</i> ▪ <i>how did the students in the group feel?</i> ▪ <i>what is their feeling towards the others who were left out?</i> ▪ <i>is the experience of the ones left out any similar to the experience of minority groups wanting to 'belong'?</i> ▪ <i>what barriers exist?</i> ▪ <i>how can we overcome these barriers?</i>

Closure and Homework

Closure	<ul style="list-style-type: none"> ✗ have students check-out by sharing what they have learnt from the lesson
Homework	<i>For homework I would like each of you to find examples of people who are being excluded in society.</i>

Adergas Card Game Rules

- ❖ *have 4 different sets of rules printed on paper*
- ❖ *rules can be varied according to the strength given to the numbers or to the different suits, that is, spades, hearts, clubs and diamonds)*