# Lesson Plan

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| Topic: Racism  |  | Level: CLB 3 |
| Approximate Total Time: Approximately 8- 10 hours |

### Background Notes to Instructor

This lesson plan was designed to develop newcomers’ language of inclusion. The module will assist learners to build their communication skills to enhance their understanding of how to use language inclusively according to sociocultural and strategic competence outlined in the Canadian Language Benchmarks. This lesson plan focuses on the topic of racism.

Throughout the lesson, ask learners to keep a list of new vocabulary related to racism. At the end of each activity, collect the new words and add to a vocabulary list which can be posted in the classroom.

Adult ESL literacy learners are developing literacy and learning English simultaneously. If you have literacy learners, add time and skill building activities to support specific learning needs. Reuse/recycle the materials to review.

Connect your learners with resources (support) available at your organization.

**Overview**

**Canadian Language Benchmarks (CLB) competencies developed during the learning activities:**

| CLB 3 | Statements | Activity # |
| --- | --- | --- |
| **Listening(L)** |  |  |
| **IV** Understand short descriptive or narrative communication on topics of personal relevance**IV** Identify factual details, key words and expressions**IV**  Identifies who, what, where and when | 133 |
| **Speaking(S)** | **IV** Give brief descriptions of personal experiences, situations. | 1,4 |
|  |  |
| **Reading(R)** | **IV** Understand the purpose, main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics | 2 |
|  |  |
| **Writing(W)** | **W IV** Write a few sentences to describe a familiar person, object, place or event. | 5 |
| **Sociolinguistic Knowledge / Strategic Competence** | **Stage 1 S** Understanding of and beginning ability to use socio-cultural conventions related to talking about sensitive topics | 1,2 |
| **Stage 1 S** Beginning ability to use strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification)**Stage 1 S** Beginning ability to use strategies to ensure understanding, such as confirming information and paraphrasing | 4 |
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### Outcomes

**By the end of this lesson, learners will be able to …**

1. Demonstrate an awareness of personal and Canadian identity
2. Find key information in short news articles related to multiculturalism in Canada
3. Identify key information in a recording about racism
4. Interview peers about a personal experience and use strategies to ensure understanding
5. Write a few sentences about racism

## Activities

### Activity 1: Listening & Speaking - Identity

#### Approximate Time: 120 minutes

**Materials needed:** Handout - Who Are You?

 Handout - This is Me

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| --- | --- |
| This activity supports Outcome(s): | **By the end of this lesson, learners will be able to …**1. Demonstrate an awareness of personal and Canadian identity
 |

| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **3 L IV** Understand short descriptive or narrative communication on topics of personal relevance**3 S IV** Give simple descriptions of concrete objects, people or experiences in a few short sentences |
| Sociolinguistic Knowledge | **Stage 1 S** Use socio-cultural conventions related to talking about sensitive topics |

1. **Warm-Up**: Elicit from learners the factors that contribute to identity (age, physical characteristics, religion, media & culture, gender, language – mother tongue, marital status, nationality & immigration status, neighbourhood, political beliefs, professional status). Explain any new vocabulary. Discuss which factors can’t be chosen or changed.
2. **Skill Building:** Elicit from learners how they talk about sensitive topics such as age, physical characteristics, marital status, political beliefs and religion in their culture. Teach appropriate expressions to discuss these topics in Canadian society (i.e. overweight vs. fat, same-sex marriage, etc.)
3. Distribute **Handout - Who Are You?** and review instructions. Learners work individually to complete their personal identity characteristics
4. **Skill Use:** Divide learners into pairs and ask them to compare their answers. Then, ask them to answer questions about similarities and differences. Facilitate discussions.
5. **Skill Use:**  Distribute **Handout - This is Me** and review instructions. Learners answer the questions about themselves. Then. ask two classmates the same questions and record their answers.
6. Learners look at their classmates’ answers and identify which student is similar to them. Then, learners review their own answers to identify what makes them unique. **Facilitate a discussion about people’s views towards differences and why they could lead to racism.**
7. **Closing:** Review characteristics of identity, and add any new vocabulary from the activity to the list posted in the room.

### Activity 2: Reading – Newspaper Scavenger Hunt

#### Approximate Time: 60 minutes

**Materials needed:** Canadian newspapers and news magazines (optional)

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| This activity supports Outcome(s): | **By the end of this lesson, learners will be able to …**1. Find key information in short news articles related to multiculturalism in Canada
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| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **3 R IV** Understand the main idea, key information and some details in simple, short texts related to everyday familiar and personally relevant situations and topics |

1. **Warm-Up:** Divide learners into pairs and ask them to discuss what multiculturalism means to them. Explain definition of multiculturalism if needed and add to vocabulary list.
2. **Skill Building:** Elicit from learners the different sections of a newspaper (sports, classified, editorial, etc.) and explain any new words.
3. **Skill Use:** Divide the learners into small groups and ask them to search through a selection of newspapers and news magazines to find items on the list below. Give each group several items to find.

Hunt Ideas (adapt as needed)

* A picture of something you consider “Canadian”
* An article about some aspect of Canadian culture
* An article or photo showing people in Canada taking part in cultural traditions from another country
* A word in the paper that is in a language other than English or French
* A story or picture from the sports section representing a game more common outside of Canada
* An example of someone showing their identity as a person
* An ad for a job requiring more than one language
* An ad appealing to your identity, persuading you to buy something
* An editorial or article talking about human rights
* A story about events in a foreign country that could affect Canadians
* An article dealing with an important local issue
* A picture or story about “ethnic” foods or entertainment
* An article about a clash of rights or values
* An article that discusses issues important to Aboriginal Peoples in Canada
* A photo of two or more people from different backgrounds working together
1. Ask each group to present their findings to the class. Discuss as a class which items were easy to find and why some items were easier to find than others.
2. Ask each group to discuss the following question:

•What knowledge or practices from non-Canadian cultures do you think should be incorporated into Canadian society?

1. **Closing:** Review the concept of multiculturalism and add any new vocabulary from the activity to the list posted in the room.

### Activity 3: Reading and Listening – Racism in Canada

#### Approximate Time: 180 minutes

**Materials needed:** Handout = Dictionary Skills

Handout – Vocabulary for Listening

Recording Racism

Handout – Listening Comprehension Questions

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| --- | --- |
| This activity supports Outcome(s): | **By the end of this lesson, learners will be able to …**1. Identify key information in a recording about racism
 |

| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **3 L IV** Identify factual details, key words and expressions |

1. **Warm-Up:** Ask learners what racism is and record the responses on the board. Tell the learners they are going to watch a video discussion about racism in Canada.
2. **Skill Building:** Use **Handout -Dictionary Skills** to work on dictionary skills and the new vocabulary. Then divide learners into pairs and give them the **Handout – Vocabulary** **for Listening** and complete only the matching exercise. Discuss answers together as a class.
3. **Skill Use:** Learners listen to the recording one time and use the vocabulary checklist on the handout to check when they hear words from the vocabulary list during the video. Review answers together as a class.
4. **Skill Building:** Write “who-what-where-when” on the board and explain that listening for this information can help learners understand the main ideas. Give learners the **Handout – Listening Comprehension Questions** and review the instructions.
5. **Skill Use:** Learners listen to the recording a second time and answer the questions on the handout. The listening script and audio recording are based on the video: “Black Canadian Youth Group Discussion” (5:16) - https://youtu.be/Gfx-GU8uTMk
6. Listen one more time if needed. Elicit answers from the learners and review answers together as a class. Facilitate a discussion on learners’ experiences of racism.
7. **Closing:** Review definitions of racism and add any new ones from the listening. Include any new vocabulary from the activity to the list posted in the room.

### Activity 4: Speaking – Partner Interview

#### Approximate Time: 30 minutes

**Materials needed:** Handout – Partner Interview

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| This activity supports Outcome(s): | **By the end of this lesson, learners will be able to …**1. Interview peers about a personal experience and use strategies to ensure understanding
 |

| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **4 S IV** Give brief descriptions of personal experiences and situations |
| Strategic Competence | **Stage 1 S** Use strategies to indicate problems in understanding (such as asking for repetition, repeating back, asking for clarification)**Stage 1 S** Use strategies to ensure understanding, such as confirming information and paraphrasing |

1. **Warm-Up:** Impromptu speaking – divide learners into pairs and give them a list of general topics (best childhood memory, favourite vacation, etc). Each learner takes a turn choosing a topic to speak about with one minute to prepare and two minutes to speak. The other learner is the timer and can ask for further information and clarification when the speaker is finished.
2. **Skill Building:** Elicit from learners the expressions they used to ask for clarification. Teach additional expressions to indicate problems in understanding (ask for repetition, repeating back what was said) as well as strategies to check understanding (confirming information and paraphrasing).
3. **Skill Use:** Keep the learners divided into pairs and give them the **Handout – Partner Interview** and review questions. Ask each learner to interview their partner and record the answers on the handout. Remind them to use the expressions to ensure understanding. If you need support, refer to the resources at the end of this document.
4. **Closing:** Ask learners if they used any expressions to ensure understanding during the interview and share one interesting thing from their partner’s interview. Add any new vocabulary from the activity to the list posted in the room.

### Activity 5: Writing – Email

#### Approximate Time: 60 minutes

**Materials needed:** Handout – Writing an Email

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| --- | --- |
| This activity supports Outcome(s): | **By the end of this lesson, learners will be able to …**1. Write a short description
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| Objectives: In this activity, learners will begin to … |
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| CLB | **W IV** Write a few sentences to describe a familiar person, object, place, situation or event. |

1. **Warm-Up:** Review what learners have learned about racism in class.
2. **Skill Building:** Review basic writing rules (capitalization, simple punctuation) and email format.
3. **Skill Use:** Tell learners to choose a friend to write an email to. Give them the **Handout – Writing an Email** and have them write what they learned about racism in class. Ask them to include the following:
* Subject
* Greeting
* The purpose of your email
* What you learned about racism in class
* Closing
* Your name

Encourage learners write up to 5 sentences.

1. **Closing:** As a class, discuss what they learned about racism in class. Add any new vocabulary from the activity to the list posted in the room.

## Closing

### Reflections

1. **Vocabulary List –** Review vocabulary
2. **Content** – Review activities from the lesson and ask students to reflect on what they learned.
3. **Eae5**ivide them into pairs to discuss or have them write their thoughts in a journal:
* What did you enjoy learning about the most?
* \*
* ‘;l+ +What did you enjoy learning about the least?

#### Resources

* **Website** – The Genderbread Person

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\*<https://www.genderbread.org/resource/genderbread-person-v4-0>

* **Website** – Voices into Action
<https://www.voicesintoaction.ca>
* **Website** – Choose Your Voice
<https://www.chooseyourvoice.ca>
* **Website** – Alberta Human Rights Commission
<https://www.albertahumanrights.ab.ca/education/workshops_workplace/>
* **Website** – Calgary Anti-Racism Education (CARED)
<http://www.aclrc.com/cared>
* **Website** – Multicultural Council of Saskatchewan (MCoS): Anti-Racism 101
<http://mcos.ca/anti-racism-101/>
* **Teaching Notes – Human Rights in Alberta** (Alberta Human Rights Commission, 2010)
<https://www.albertahumanrights.ab.ca/Documents/HR_in_AB_teaching_notes.pdf>

## References

Alberta Human Rights Commission. (2018). *E-learning*. Retrieved from <https://www.albertahumanrights.ab.ca/education/Pages/e_learning.aspx>

Voices into Action. (2018). *Unit 6: Living together in today’s world*. Retrieved from <https://www.voicesintoaction.ca/Learn/Unit6/Overview>