# Lesson Plan

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| Theme: Diversity and Inclusion | Module: Anti-Racism | Level: CLB 5/6 |
| Approximate Total Time: Approximately 4 hours |

### Background Notes to Instructor

This lesson plan was designed as part of a module to develop newcomers’ language of inclusion. The module will assist learners to build their workplace communication skills through resources designed specifically to enhance their understanding of how to use language inclusively according to socio-cultural and strategic competence outlined in the Canadian Language Benchmarks. This lesson plan focuses on the topic of anti-racism.

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

## Overview

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

| CLB 5/6 | Statements | Activity # |
| --- | --- | --- |
| **Listening(L)** | **5/6 IV** Understand descriptive or narrative presentations on generally familiar and relevant topics* Identify factual details, main ideas, supporting details, and implied meanings
* Identify facts and opinions
 | 2, 3 |
| **Speaking(S)** | **5 IV** Agree, disagree, and give opinions in small group discussions | 1 |
| **6 IV** Ask for and give information in some detail; express opinions, feelings, obligation, ability, and certainty one-on-one |
| **Reading(R)** | **5/6 IV** Understand simple to moderately complex descriptive or narrative texts on familiar topics | 3 |
| **Writing(W)** | **5/6 W IV** Write one to two paragraphs to relate a familiar sequence of events or a description of a person, object, or routine  | 4 |
| **Sociolinguistic Knowledge / Strategic Competence** | **Stage 2 S** Sociolinguistic norms and culturally determined behaviours, such as attitudes toward hierarchy | 1, 2, 3 |
| **Stage 2 R** Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed-reading and in-depth reading) | 3 |
| **Stage 2 W** Use register (i.e., formality) in particular socio-cultural contexts | 4 |

### Outcomes

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

1. Demonstrate an awareness of personal and Canadian values, multiculturalism, diversity, and inclusion
2. Understand an audio recording about anti-racism activism in Alberta
3. Understand basic information about human rights and discrimination
4. Report an incident involving discrimination

## Activities

### Activity 1: Speaking – Values, Multiculturalism, Diversity, and Inclusion

#### Approximate Time: 75 minutes

**Materials needed:** Handout – Rate Canadian Values
Handout – My Values
Venn diagram

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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 values, multiculturalism, diversity, and inclusion
 |

| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **5 IV** Agree, disagree, and give opinions in small-group discussions**6 IV** Ask for and give information in some detail; express opinions, feelings, obligation, ability and certainty one-on-one |
| Sociolinguistic Knowledge | **Stage 2 S** Demonstrate an understanding of sociolinguistic norms and culturally determined behaviours, such as attitudes toward hierarchy |

1. **Warm-up:** Elicit from learners the meaning of “values” and provide the following definition:

“One’s principles or standards; one’s judgment of what is valuable or important in life”

Ask learners what “Canadian values” mean to them and have them make a list individually. Divide learners into pairs and tell them to compare their lists. Ask them to discuss which values are the same and which are different. As a class, discuss why some are different and some are similar.

1. **Skill Building:** Elicit from the learners expressions for agreeing and disagreeing and giving opinions. Teach additional expressions as necessary (“I see your point, but …”).
2. **Skill Use:** Divide learners into small groups and ask them to discuss the following questions:
* Do you think Canadian values have changed over time?
* How do your personal beliefs agree with, or conflict with, what you believe are “Canadian values”?
* Where there are conflicts, how do you deal with these challenges?
1. Distribute the handout **Rate Canadian Values** and explain new vocabulary, adding to the list to be posted in the room. Divide learners into pairs and ask them to add any missing values and rate them together. Ask learner pairs to share their top-rated value when finished.
2. **Skill Use:** Distribute the handout **My Values** and review the instructions. Learners complete the first column individually and then move around the room to find others who share the same values. As a class, discuss how while maintaining what is unique about you, it is helpful to emphasize common values.
3. **Skill Use:** Show the handout **Venn Diagram** of the “public” and the “private” in Canada and explain any new vocabulary. Discuss the challenges of balancing private and public and find common ground. Introduce the words “multiculturalism,” “diversity,” and “inclusion,” and write them on the board. Break learners into small groups to discuss the following questions:
* How can Canadian society and new Canadians create a sense of belonging and respect for everyone?
* What does multiculturalism mean in Canada?
* What does “diversity and inclusion” add to multiculturalism?
1. **Closing:** Review values, multiculturalism, diversity, and inclusion, and ask learners to add any new vocabulary from the activity to the list posted in the room.

### Activity 2: Reading and Listening – Human Rights and Discrimination

#### Approximate Time: 45–60 minutes

**Materials needed:** Human Rights in Alberta – Plain Language Information (printable booklet)
Video – “Charlie’s Story” (3:19) <https://www.youtube.com/watch?v=jcGJNhDzTqA&feature=youtu.be>
Handout – Listening Video Comprehension Questions: Answer Key

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| --- | --- |
| This activity supports outcome(s): | **By the end of this lesson, learners will be able to …**1. Understand basic information about human rights and discrimination
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| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **5/6 R IV** Understand simple to moderately complex descriptive or narrative texts on familiar topics.**5/6 L IV** Understand descriptive or narrative presentations on generally familiar and relevant topics* Identify factual details, main ideas, supporting details, and implied meanings
* Identify facts and opinions
 |
| Strategic Competence | **Stage 2 R** Different reading techniques according to the purpose of the task (such as skimming to get the gist, scanning to locate detailed information, speed-reading, and in-depth reading) |

1. **Warm-up:** Elicit definitions of “human rights” and “discrimination” from learners. Divide them into pairs and ask them to discuss the following questions:
* Have you ever been discriminated against?
* Did you do anything about the discrimination?
1. **Skill Building:** Ask learners to describe what they know about skimming, scanning, speed-reading, and in-depth reading. Explain these reading techniques and ask learners which techniques would be best when they have only a short time to read some information. Tell learners that they are going to practise skimming and speed-reading in this activity.
2. **Skill Use:** Introduce the Alberta Human Rights Act (see page 3 of the booklet). Discuss areas and grounds of discrimination. Divide the learners into groups for a jigsaw activity using pages 4–20. Give one group the five areas of discrimination and one group the grounds of discrimination 1–5, one group grounds 6–9, and one group grounds 10–13. Tell each group to skim and speed-read their sections together and check the meanings of any new words so that they are prepared to explain the information to other learners. Regroup the learners so there is one person from each of the original groups in each new group. Tell the learners to take turns explaining their sections to the others in their group.
3. Elicit from learners what “harassment” means and explain the definition (see page 11 of the booklet). Have learners read the story on page 20 and ask for their opinion about the supervisor’s response to the situation.
4. **Skill Building:** Write the following words on the board. Ask the learners if they know the meanings and teach the definitions:
* pumping gas
* Sundance
* Chief
* ticked off
* Native spirituality
* derogatory comments
1. **Skill Use:** Give learners the handout **Listening Video Comprehension Questions** and ask them to read the questions. Then learners watch the video twice and record their answers on the handout. Check the answers together as a class.
2. **Closing:** Review areas and grounds of discrimination and the meaning of harassment. Ask learners to add any new vocabulary from the activity to the list posted in the room.

### Activity 3: Writing – Report an Incident

#### Approximate Time: 45 minutes

**Materials needed:** Handout –Report an Incident

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| --- | --- |
| This activity supports outcome(s): | **By the end of this lesson, learners will be able to …**1. Report an incident involving discrimination
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| Objectives: In this activity, learners will begin to … |
| --- |
| CLB | **5/6 W IV** Write one or two paragraphs to relate a familiar sequence of events or a description of a person, object, or routine.  |
| Sociolinguist Knowledge | **Stage 2 W** Use register (i.e., formality) in particular socio-cultural contexts |

1. **Warm-up:** Review stories about discrimination from the previous activity and any new vocabulary (e.g., harassment). Tell the learners that they are going to practise reporting an incident of discrimination in the workplace.
2. **Skill Building:** Ask learners for examples of formal and informal writing (e.g., texts, email, reports). Elicit the first sentence of an email to the manager reporting a workplace incident and write it on the board. Discuss use of formal vocabulary and grammar and revise as needed.
3. **Skill Use:** Give the learners the handout **Report an Incident**.Ask them to read the instructions and the policy and explain any new vocabulary. Have them write the report and hand it in.
4. **Closing:** Divide learners into pairs and ask them to discuss potential ways to resolve the incidents they reported. As a class, discuss some of the options that were suggested. Add any new vocabulary from the activity to the list posted in the room.

## Closing

### Reflections

1. **Vocabulary List –** Review vocabulary that was compiled through matching exercises, using new words in writing and speaking activities.
2. **Content** – Review the activities from the lesson and ask learners to reflect on what they learned. Divide them into pairs for discussion or have them write their thoughts in a journal. They should respond to the following questions:
* What was the most surprising or interesting thing that you learned?
* How will you use this knowledge in your life in Canada?

### Additional Resources

#### Activity 1

**Website** – Voices into Action – Unit 6: Living Together in Today’s World <https://www.voicesintoaction.ca/Learn/Unit6/Overview>

#### Activity 3

**Human Rights in Alberta – Plain Language Information** (Alberta Human Rights Commission, 2010)
<https://www.albertahumanrights.ab.ca/Documents/HR_in_AB_printable_booklet.pdf>

#### Other Resources

**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>