**Lesson Plan**

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| **Name :** Kelly Schwab | **Grade Level:** 11/12 | | **Date :** February 27, 2020 |
| **Topic and Theme:** World Issues 120 : Humanity | | | |
| **Learning Objectives:**   * **GCO 1 :** Humanity: Students will examine the unity and diversity of the human experience. * **SCO 1.3** Demonstrate cross-cultural awareness and understanding of identity, diversity, and unity.   This lesson will allow students to begin to understand privilege and the diversity of experiences in their lives and in the lives of others. The activity is meant as a launching point for deeper conversation and reflection on the ways that privilege cuts across class, gender, ethnicity, ability and culture and creates a diversity of human experiences that may differ from their own individual experiences. | | | |
| **Required Materials:**   * Activity sheet (Privilege Statement Worksheet) * Pens and paper for students * Definition of privilege | | | |
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| **Procedure:**   1. Distribute pens and paper to students 2. Explain that this is an activity about privilege    1. Definition : a right or [immunity](https://www.merriam-webster.com/dictionary/immunity) granted as a peculiar benefit, advantage, or favor (Merriam Webster Dictionary);an [advantage](https://dictionary.cambridge.org/dictionary/english/advantage) that only one [person](https://dictionary.cambridge.org/dictionary/english/person) or [group](https://dictionary.cambridge.org/dictionary/english/group) of [people](https://dictionary.cambridge.org/dictionary/english/people) has, usually because of [their](https://dictionary.cambridge.org/dictionary/english/their) [position](https://dictionary.cambridge.org/dictionary/english/position) or because they are rich (Cambridge Dictionary) 3. Connect to Curriculum Outcomes :    1. **GCO 1 :** Humanity: Students will examine the unity and diversity of the human experience.    2. **SCO 1.3** Demonstrate cross-cultural awareness and understanding of identity, diversity, and unity. 4. Explain the instructions for the activity    1. I will read each privilege statement and students will give themselves a point for each statement that corresponds to their experience. 5. Debrief questions:    1. What was the purpose of this activity?    2. What type of privileges can we identify?    3. Why is privilege important to identify? | | | |
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| **Extensions:**   * Other subjects in this unit include diversity, racism, slavery, immigration, refugees, gender disparity - all of which would benefit from a prior discussion on privilege and understanding others experiences. * This activity could be extended through :   + Reading about the firsthand experiences, watching documentaries, engaging with artwork, etc. that highlight the experiences of refugees, slaves, LGBTQIA2+, women, Indigenous peoples, etc. and reflecting on how these experiences relate to students' lived experiences. | | | |

1. **Activity Sheet : PRIVILEGE STATEMENTS:**
2. The leader of my country is also a person of my ethnic group. (RACE)
3. When going shopping, I can easily find clothes that fit my size and shape. (SIZE)
4. In public, I can kiss and hold hands with the person I am dating without fear of name calling or violence. (SEXUALITY)
5. When I go shopping, I can be fairly certain that sales or security people will not follow me. (RACE/APPEARANCE)
6. Most of the religious and cultural holidays celebrated by my family are recognized with days off from work or school. (RELIGION/CULTURE)
7. When someone is trying to describe me, they do not mention my ethnicity. (RACE)
8. When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.” (GENDER)
9. When expressing my opinion, I am not automatically assumed to be a spokesperson for groups of people. (RACE/ETC.)
10. I can easily buy greeting cards that represent my relationship with my significant other. (SEXUALITY)
11. I can easily find hair products and people who know how to style my hair. (RACE)
12. In my family, it is seen as normal to obtain a college degree. (CLASS)
13. If I am going out to dinner with friends, I do not worry if the building will be accessible to me. (ABILITY)
14. When I strongly state my opinion, people see it as assertive rather than aggressive. (RACE/GENDER)
15. I can usually afford to do the things that my friends want to do for entertainment. (CLASS)
16. When filling out forms for school or work, I easily identify with the box that I have to check. (GENDER/RACE)
17. I can choose the style of dress that I feel comfortable in and most reflects my identity, and I know that I will not be stared at in public. (GENDER/APPEARANCE)
18. My professionalism is never questioned because of my age. (AGE)
19. I do not worry about walking alone at night. (GENDER)
20. People do not make assumptions about my intelligence based upon my style of speech. (RACE)
21. When attending class or other events, I do not have to worry about having an interpreter present to understand or to participate. (ABILITY/LANGUAGE)