

## DIVERSITY

**OBJECTIVE:** Students will be able to understand what diversity is and its importance by identifying, understanding, and accepting the differences among people.

### WARM UP

Write on the board the following question: *What makes people different?* Then get the class into four groups and invite them to discuss the question. After that, ask each group to write down a list of the things they consider make people different from each other. Give them a few minutes to complete the task and then elicit the words from each group. Write the words on the board. Some of the words in their lists may include: culture, gender, age, personality, physical characteristics, etc. Go over the list with the whole class and remind students that every word in the list represents a difference that makes each and every one unique. Explain that no matter how similar we are, at the end we are different and we have to respect diversity and embrace differences.

### STEP BY STEP

- 1 Ask students to brainstorm what they think diversity is. Write as many ideas as they say on the board and let them discuss the ideas. Ask students to write their own definition of diversity. Encourage them to use the class' ideas to reflect on why diversity is important. Monitor the activity and provide any useful vocabulary, if necessary.
- 2 Make sure every student has a copy of the handout. In groups, encourage them to discuss the different topics they have on their handouts and to take notes about the different answers they have. Guide them to consider the different perspectives and encourage them to always respect other's opinions when reaching a conclusion. While they work on the activity,

walk around the classroom and monitor their performance. End the activity by asking some students to give the conclusions they got for each topic.

- 3 Let students reflect on how different were the answers they got and the reason why diversity is important. Ask them what would happen if all the answers were the same.

### WRAP IT UP

- 4 *Why is having different perspectives so important? Did you find people who think the same as you? Did you find it difficult to reach a conclusion with the classmates who disagreed with you?*

Ask students to discuss the questions. Give them some time and then ask some volunteers to share their answers and write them on the board. Clarify the importance of having different perspectives and how this can help people have a better understanding of others and find common and enriched solutions to the problems of a community.

**TEACHING TIP** Teaching diversity in class is really important as your main goal is to make your students accept themselves and each other as they are. It is a term that may have different meanings for people, and includes different concepts like status, gender, ethnicity, beliefs, etc. Diversity is something that needs to be fostered and that you should encourage by being the role-model. Always try to understand your students' strengths, weaknesses, personality traits, and the way they learn. Using different teaching styles and materials is a good way to show both diversity in class and that you care about everyone's learning. It is also recommended to try and give every student an equal access to opportunities for participation.

### COMMON GOALS

**OBJECTIVE:** Students will be able to focus on the importance of setting and having common goals, not only because they help them develop personal growth but because they bring people together as a team, encouraging them to communicate and achieve the best possible results.

#### WARM UP

On the board, write the following sentence: *A goal is something that...* and ask students to complete the sentence. Write on the board their different answers. As a class, work to have only one definition of *goal*. Encourage students to tell you some advantages of working together. Some advantages may include: more ideas are shared, there is collaboration, the goal may be completed faster, problem solving is easier, etc. Allow enough time for students to talk about their answers and follow up with a whole-class discussion.

#### STEP BY STEP

- 1 First, ask a student to read the instructions out loud. Then make sure students understand what they have to do. Give them enough time to think about and write a problem in their community, what they fear will happen if it persists, and what they hope the community will do to solve it.
- 2 Ask students to hand in their papers and shuffle them in a bag or any other container. If possible, do this activity with the whole class, if not, divide students into groups and randomly hand out the papers to each member of each group. Give students time to read their papers.
- 3 Ask students to walk around the class and read everyone's papers. Then give them time to talk about how similar or how different other students' fears and hopes are from their own. Then encourage them to write down the similarities and differences between everyone's fears and hopes.

- 4 As a whole class or in groups, ask students to share their notes and discuss the class' fears and hopes. Ask them to decide on three common goals they could work on to make their community a better place and how they could achieve each goal. Ask them to think of examples of what they would do, how they would do it, how they would divide the tasks among their group, and what would be the result.

#### WRAP IT UP

- 5 *What is the first thing you should do to have a common goal when working as a team? How can the different perspectives of team members be joined into one? How can you change or adjust your perspective about a situation?*

Ask the students to work in groups and discuss the questions. Guide them to reflect on the advantages of working as a team, for example: good teamwork benefits from everybody's strengths, it distributes workloads and responsibility to all; a good team can think of more possible solutions to different problems, etc. As a class, reach a conclusion on why it is important to work towards common goals.

**TEACHING TIP** Teamwork in the academic environment provides more enthusiasm and interest because ideas can be further developed through discussions and feedback. In addition to opportunities, potential problems can often be better identified by a team. Many students also find teamwork more fulfilling than working alone.

## AVOIDING PREJUDICE

**OBJECTIVE:** Students will be able to understand what prejudices and prejudicial attitudes are, and how to avoid them.

### WARM UP

Tell your students that you are going to play a game called *Finish that Thought*. Then write on the board the following sentence: *A man is better than...* Ask them to think of how to finish the sentence in their own words. Ask a volunteer to complete the sentence orally. You could repeat the activity with other sentences, for example: *All Europeans are...*, *Rich people are...* This activity is aimed to reveal students own prejudicial views. Guide them to think of other labels they use, especially in school and how it feels to be labeled. This will enable them to empathize with others and to challenge negative labels.

### STEP BY STEP

- 1 First of all, make sure that everyone has the handout to work with. Ask a student to read the instructions out loud. Get the class into groups of four or five and make sure students understand what they have to do. Put special emphasis on the fact that students shouldn't see the answers in advance. Allow them enough time to guess who the people in the pictures are. Encourage them to write down their guess underneath each picture. Give them a few minutes to complete the task as you go around the room monitoring the activity. After they have completed the task, ask them to turn around their handout to see the correct answers and check if their predictions were right.
- 2 Encourage students to write down what they first thought about the people in the pictures. Once they have their thoughts and opinions, ask a volunteer to read out loud the definition of prejudice. Ask students to discuss in groups whether their first impressions and thoughts

were affected by prejudices. As a class, discuss how similar or how different other students' opinions are from each group. Check the different answers by eliciting them from the students and continue the discussion regarding other prejudices with the whole class.

### WRAP IT UP

- 3 *Why do you think you had that first impression of the people in the pictures? How do you think prejudices affect your relationship with other people? How could you avoid prejudices?*

Continue with an open class discussion by asking students to answer the questions. Ask follow up questions on their answers. You could discuss the statement *You can't judge a book by its cover*. Ask them: *Is this true? Is it right or fair to judge people on first impressions?* Highlight the importance of understanding and finding out facts. Remind students that to have better relationships everyone deserves equal respect. As a final question ask students: *What can people do to help create an environment that encourages respect for everyone?*

**TEACHING TIP** Negative attitudes when it comes to prejudices are very common among teenagers. Be aware that some students may express these negative attitudes. It is important to allow them to voice their views, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes. Promote the importance of respect towards difference. If any remarks are directed towards specific students, then it may be necessary to follow up after the class.