

Lesson plan

Topic: Different doesn't mean

Time: 30 - 45 min.

Class:

Age: 10 - 13

Aims:

- creating positive relations between students
- showing ways of how one can react against intolerance and rejection by the peer group

Methods:

- brainstorm
- directed discussion
- mind - mapping

Forms: individual, team-work

Materials: videos

Procedure:

1. Introduction

- The teacher asks students what tolerance is. They keep brainstorming in order to come up with the definition of the word "tolerance". The ideas are written down on the board
- Mind mapping of the ways in which people may differ from one another – enumerating aspects of being different

Mind mapping (e.g. <https://awwapp.com/>, ...)

2. Presentation

Watching 3 short films

1. <https://www.youtube.com/watch?v=Y93aJ5c5fYE>

7. www.youtube.com/watch?v=sIEi9jzwJIM

8. www.youtube.com/watch?v=BbqqwL3iJMo

Discussion after each film

Final conclusion „Different doesn't mean worse”

3. Practice – playing games

Game 2: Baba Oarba

Age of players:> 5 years

Number of children: minimum 3 players

Objectives: They develop their attention, their musical ear, their sense of hearing.

Playground. It can be played anywhere, even in an apartment room

Materials required. A scarf

How to play:

A play area is delimited from which children are not allowed to leave. Whoever leaves this space automatically becomes a blind Baba.

The children sit in a circle. A child is chosen to be a blind Baba. The blind Baba is positioned in the center of the circle formed by the rest of the children and is blindfolded.

The rest of the children spread out in the play area, making a little noise. Baba can shout, "Where are you (name)?" and the children can answer: "In the pot with potatoes"... If he manages to touch someone and say the name of the person touched, that child becomes a blind Baba and the game resumes.

Game 5: Goofy

All students close their eyes. The teacher chooses one student to be Goofy by touching him/her on the shoulder so that nobody else knows who Goofy is. On teacher's mark children start walking around the classroom with their eyes closed. Whenever they come across somebody they ask: "Goofy?" If they hear "Goofy" they keep walking. The only person who remains quiet is Goofy. If you don't hear the answer, you hold Goofy's shoulders and follow him. Everyone who holds Goofy becomes quiet and can open their eyes. The game is over when the last student finds Goofy.

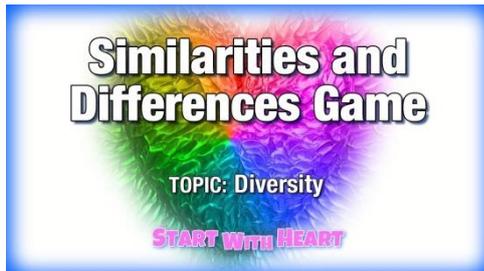
Game 7: Similarities and differences game

Simon says new rules:

One person is **Simon (the teacher or a student)**, the others are the players. Standing in front

of the group, **Simon** tells the players what they must do, always starting with "Simon says..." What is different in this variation of the game is that Simon specifies a particular group of students to follow each set of instructions. There's no limitation to what type of groups can be addressed, ranging from the simplest (If you have blue eyes, stand up. If you like broccoli, say hey.) to more complex and thought-provoking notions (If you did something wrong today, say sorry. If you helped someone today, smile.)

https://youtu.be/pvhB_Yeugrg



[Similarities and Differences Game \(diversity\)](#)

K-2A full boat on this one! Allie the Cat, Tony the Janitor and the Dog join Puey and Obediah for a game about their similarities and differences. This...

[youtu .be](#)

4. Conclusion

In which way do you feel you are different? Do you have any unique qualities or special traits? Do you feel this is a good or a bad thing in your life?

After the lesson:

Quiz in e.g. Forms translated into L1 (these are the questions with the chosen numbers)

3. During breaktime you see, that the other students make fun of the boy who is poorly dressed. What do you do?

- a) I'm not surprised – it's a shame to dress like that
- b) I don't like it, but it's not my business
- c) I explain them that the clothes aren't the most important things

6. You are in class and there is a foreign student, who does not understand the language. What will you do?

- a) I will translate into English to understand the task.
- b) I will ask somebody (teacher/ student) to translate
- c) I will ignore the student.

8. There is a student in your class who is with broken leg. After the classes he/she wants to go home. But his/ her mother is late. What will you do?

- a) I will take his/her bag and accompany him/her to the entrance.
- b) I will stay with him/ her till his/her mother comes.

c) I will leave him/her alone to wait

9. Imagine you have more food than you can eat at lunch and your classmate is hungry, but he/she doesn't have money to buy some food. What would you do?

a) Give him/her half of your lunch.

b) Ask your teacher for advice .

c) Keep the food for yourself

15. A girl with Autism /Down /Asperger Syndrome approach you to ask for help with her Maths homework. Would you:

a) Tell her to go away and not disturb you

b) Offer to help her with her homework

c) Offer to help her not only with her homework but also with her Math learning/ tutoring.

Evaluation - Quiz in L1 – 22 – 26th March -results sent to the coordinator (photos from lesson + quiz results)

Results - Making films up to 23rd April - results sent to the coordinator (links to films)

(e.g. <https://biteable.com/> tutorial - <https://www.youtube.com/watch?v=iv2mW2z3OtQ>,
<https://www.powtoon.com/> tutorial - <https://www.youtube.com/watch?v=IEQiZQi-aGY>,
<https://edu.pixton.com/educators/>tutorial - <https://www.youtube.com/watch?v=BZRJqu7CkNc>,
<https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio&hl=pl&gl=US>tutorial -<https://www.youtube.com/watch?v=Q0Lj3ha3XF8>)