

*Title of the activity EQUAL RIGHTS, EQUAL RESPECT (A World with No Discrimination)*

*Synthetic presentation of the pedagogical scenario: method, interest, target audience...*

*You have witnessed or suffered discrimination. Write a report on that (give details on what happened, type of discrimination, consequences) and on how it affected you.*

***Aim of the unit / lesson:*** *Make students aware of the harmful effects of discrimination, and enable them to express themselves.*

***Expected outcomes of the unit/lesson:***

*> Teach students what prejudice and stereotypes mean, where they come from and how they work.*

*> Make them aware of the effects that prejudice can cause.*

*> Allow students to express themselves on a sensitive subject*

Collective and/or individual scenario

Duration: 7 h

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### **COMMON OBJECTIVES / REQUIREMENTS**

*B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.*

*B1 Can express opinions on subjects relating to everyday life, using simple expressions.*

*B1 Can explain whether or not they approve of what someone has done and give reasons to justify this opinion.*

*B1 Can reasonably fluently relate a straightforward narrative or description as a sequence of points.*

*B1 Can give detailed accounts of experiences, describing feelings and reactions.*

*B1 Can narrate a story.*

*B1 Can report straightforward factual information on a familiar topic, for example to indicate the nature of a problem or to give detailed directions, provided they can prepare beforehand.*

*B1 Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.*

**Age / grade: 15-16 vocational High School**

*EE or EOC A2+ B1*

**Resources used:**

Audio / video documents, articles.

**Integration into regional / national curriculum:**

**Aim of the unit / lesson:**

Make students aware of the harmful effects of discrimination, and enable them to express themselves -EE / EOC.

**ESL skills (grammar, vocabulary, pronunciation, writing):**

> *past tense -narrate a story..*

> Make them aware of the effects that prejudice can cause.

> lexical field of violence / discrimination -bullying, unfair, harassment, disability, retaliation, insults, racism...

**Expected outcomes of the unit/lesson:**

> Teach students what prejudice and stereotypes mean, where they come from and how they work.

> Make them aware of the effects that prejudice can cause.

> Allow students to express themselves on a sensitive subject

**Materials**

- **CO Discrimination** <https://www.listenaminute.com/d/discrimination.mp3>

**Vidéos Youtube:**

– *CBS News report on 'New research shows how Black professionals face discrimination in the workplace*

<https://www.youtube.com/watch?v=hSwQ3fgQgJs>

*How To Spot Age Discrimination In A Job Interview*

[How To Spot Age Discrimination In A Job Interview](#)

– [Parents disapprove of their daughter's Jewish boyfriend | What Would You Do | WWYD](#)

- *texts*

- *Knowledge:* Emphasize that although we are all different, we are all equally important.

- *Transversal competences:*

- *Target audience: teenagers from all over Europe, with the use of english as a means of communication*

**CULTURAL SKILLS:**

- knowledge of the different types of discrimination
- about the law
- psychological effects on people suffering discrimination

**COMMUNICATION SKILLS:**

- report/expose/denounce facts
- relate/describe
- present one's opinion

**ESL SKILLS (GRAMMAR, VOCABULARY, PRONUNCIATION, WRITING):**

- > *past tense -narrate a story..*
- > *reported speech*
- > *Expressing feelings*
- > *lexical field of violence / discrimination -bullying, unfair, harassment, disability, retaliation, insults, racism...*

STAGES	DURA	MATERIAL USED	TRAINER'S TASKS	TRAINEE'S TASKS	GUIDELINES	DOCUMENTS/MATERIAL
			<p><i>Show the pictures, then discuss with the students on what discrimination is</i></p>	<p><i>Find a definition of discrimination</i></p> <p><i>Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender</i></p>	<p><i>Let's talk about Discrimination</i></p>	<p><i>A Slideshow (facts / figures...)</i></p> <p><i>&gt; definition / information / forms of discrimination.</i></p> <p><i>- descriptions,</i></p> <p><i>- the messages</i></p>
			<p><i>Presentation of a video ('What Would You Do?')</i></p>	<p><i>a) Watch the video, then identify</i></p> <p><i>- the form of discrimination,</i></p> <p><i>- the people (their reactions)</i></p> <p><i>b) Your turn!</i></p> <p><i>You are among the people in the restaurant, and you witness the scene. You decide to react; what would you do?</i></p>		<p><i>A video: What Would You Do?</i></p>

		<i>Activity 3</i>		<p><i>a) Training for oral comprehension</i></p> <p><i>b) text (written comprehension)</i></p>	<p><i>Effective communication strategies:</i></p> <p><i>- vocabulary building</i></p>	<p><i>Discrimination</i></p> <p><a href="https://www.listenaminute.com/d/discrimination.mp3">https://www.listenaminute.com/d/discrimination.mp3</a></p>
		<i>Activity 4</i>		<p><i>Sex Discrimination</i></p> <p>a) anticipating the subject</p> <p>&gt; reading- <i>R/W activity,</i></p> <p>&gt; <i>vocabulary</i></p> <p><i>b) Imagine the dialogue between the secretary and her boss.</i></p>	<p>Job Discrimination</p>	<p><i>Text: Wear High-heels or go Home, Receptionist told'</i></p>
		<i>Activity 5</i>		<p><i>Grammar: reported speech</i></p>		<p><i>Grammar sheet</i></p>

		<i>Activity 6</i>	<i>Help students find .....</i>	<i>The students prepare their final tasks: report the facts they witnessed or suffered, and how it affected them</i>	<i>Effective communication strategies: grammar consolidation: reported speech</i> - <i>Facts (as much information as possible)</i> - <i>What was unbearable / unacceptable</i> - <i>conclusion (lawsuit?)</i>	<i>Internet search (news items)</i>
		<i>Activity 7</i>	<i>students report</i>			