

Grade 5 Health and Language Arts: Human Rights Project
“Identifying then Challenging
Stereotypes, Prejudice & Discrimination”

This project is designed to address outcomes in the grade 5 Health and Language Arts curriculum. Links to other areas such as Visual Arts will be identified as they occur throughout the unit.

Grade 5 Curriculum Outcomes expected to be reached:

Language Arts:

- 1.1 Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 Explain and support personal ideas and opinions
- 1.4 Listen critically to others' ideas or opinions and points of view
- 2.1 Contribute to and respond constructively in conversation, small group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.3 Give and follow precise instructions and respond to questions and directions
- 3.1 Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 3.3 Consider purpose and the needs and expectations of their audience
- 8.3 Make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

Health:

- R-5.1 Recognize that certain behaviours may mask underlying feelings
- R-5.4 Practice effective communication skills
- R-5.8 Develop strategies to address personal roles and responsibilities in groups
- L-5.6 Assess how roles, expectations, and images of others may influence career/life role interests

Visual Arts:

- CP5.3 Use elements of art and design in art works to communicate ideas, messages, and understandings

General Description of Grade 5 Project:

This project will introduce students to the concepts of stereotypes, prejudice and discrimination. Through in-class activities students will develop a greater understanding of these concepts and then apply their new knowledge by writing and illustrating a short story for younger students in the school.

Lesson 1 – Acting Out Stereotypes, Prejudice & Discrimination

Students will become aware of how we often form beliefs about and attitudes towards people by judging their appearance. Students will also consider how these beliefs and attitudes might then influence their actions towards others.

Lesson 2 – Do activities have a gender?

Students will try to determine those activities at which boys or girls are better. Through this activity, students will come to the understanding that activities are not gendered. Students will also be introduced to how to differentiate between and stand up to stereotypes and prejudice.

Lesson 3 – Scenarios: Might someone be experiencing discrimination?

Students will consider scenarios in which an individual or individuals may be experiencing discrimination. Through this activity students will develop a greater understanding of discrimination and will also be introduced to the PEI Human Rights Commission.

Lesson 4 – Teach What You've Learned

Students will apply the information they have learned about stereotypes, prejudice and discrimination by writing and illustrating a short story for their book buddies or younger students in the school.

Lesson 1

Acting Out Stereotypes, Prejudice & Discrimination

Specific Curriculum Outcome(s) being addressed:

Language Arts

- 1.1 Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 Explain and support personal ideas and opinions
- 1.4 Listen critically to others' ideas or opinions and points of view
- 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

Duration: 1 class

Materials:

- Familiarize yourself with the lesson: 'Judge Not, Lest Ye be Judged' (<http://humaneeducation.org/wp-content/uploads/2012/11/JudgeNot2013.pdf>)
- Clothing and accessories (i.e. dreadlocks, nose ring, tattoo sleeve, suit jacket, white lab coat, bright colored wig, jewelry, a shopping bag from an "upscale" store, glasses, ratty and dirty clothes, cane, walker, hats, carry flowers, briefcase)
- Copies of the PEI Human Rights Commission's: 'Where does discrimination come from?'

In Class Activities/ Teaching Strategies:

1. Come into the classroom dressed/looking as you do on other days. Tell the class you will be stepping out of the room and that when you return they should look at you and immediately write down answers to the following questions:
 - What do you *believe* about me? (addresses Stereotyping)
 - What is your *attitude* towards me? (addresses Prejudice)
 - How would you *act* towards me? (addresses Discrimination)
2. Leave the classroom, change into one of the costumes, return to the classroom and allow students a few minutes to independently write down their responses to the 3 questions.
3. Leave again, change into another costume and repeat until costumes are exhausted. Return to the class in your regular clothes.

4. Distribute to and review with students “Where does discrimination come from?” Connect the 3 questions to the terms:
 - stereotypes (beliefs),
 - prejudice (attitudes) &
 - discrimination (actions).
5. Write each outfit that you wore on the board and have students tell how they answered the three questions for each outfit.
7. Lead a class discussion on how humans often rely on stereotypes when classifying people. Then connect stereotypes to prejudice (attitudes – both negative & positive) and, eventually, discrimination (actions – both negative & positive).
8. End the class with an exit card asking them what is something new they learned today.

Assessment:

- Exit card
- Observation
- Written responses

Fear, Ignorance, Intolerance, Greed**Stereotypes:**

The **belief** that all people sharing a particular characteristic (i.e. age, disability, race, religion, sex) are the same

HUMAN RIGHTS

**Prejudice:**

A pre-judged **attitude** towards an individual because of a particular characteristic (i.e. age, disability, race, religion, sex)

DROITS DE LA PERSONNE

**Discrimination:**

The **act** of treating a person better or worse because of a particular characteristic (i.e. age, disability, race, religion, sex)

Lesson 2

Do activities have a gender?

Specific Curriculum Outcome(s) being addressed:

Language Arts

- 1.1 Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 Explain and support personal ideas and opinions
- 1.4 Listen critically to others' ideas or opinions and points of view
- 2.1 Contribute to and respond constructively in conversation, small group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.3 Give and follow precise instructions and respond to questions and directions
- 3.1 Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

Health

- L-5.6 Assess how roles, expectations, and images of others may influence career/life role interests

Duration: 1 Class

Materials:

- White Board/ Chart Paper
- Familiarize yourself with the lesson: 'Words can Hurt'
(<http://learningtogive.org/lessons/unit463/lesson1.html>)

In Class Activities/Teaching Strategies:

1. Create on the board a T-chart with the headings:
Activities for Boys & Activities for Girls.
Ask the students by raise of hands to voice some suggestions for each category.
2. After about ten to twelve things have been listed under each category, go over each list by asking:
 - Can this activity only be done by boys?
 - Can this activity only be done by girls?If students are able to justify that an activity is 'only for boys' or 'only for girls' then circle that suggestion.
Note: The goal of this activity is to have no items circled as being activities exclusive to boys or girls.

3. If any items do remain circled, guide the students into understanding that this activity can probably be done by either a boy or a girl.
4. Relate this activity to lesson one by stating that it is considered stereotyping to believe that all members of a particular group do the same things. Re-visit the definition of stereotyping & prejudice from lesson 1:
Stereotype: The **belief** that all people sharing a particular characteristic (i.e. age, disability, race, religion, sex) are the same.
Prejudice: A **pre-judged attitude** towards an individual because of a particular characteristic (i.e. age, disability, race, religion, sex)
Stereotypes and prejudice may be positive or negative but all are unfair and misleading because they erase individuality.
5. Ask students to stand up at their desks. Place a piece of paper saying "Stereotype" at one end and another saying "Prejudice" at the opposite end. Instruct the students that you are going to read a phrase and they have to indicate whether it is an example of a 'stereotype' (S) or 'prejudice' (P) by walking to whichever end of the class suits their answer. Be prepared to remind students that stereotypes are beliefs and prejudices are attitudes that result from beliefs.

Suggested Phrases:

- All baby boys wear blue (S)
 - Women enjoy shopping (S)
 - I disrespect boys who wear pink (P)
 - All girls play with dolls (S)
 - I dislike girls who play with guns (P)
 - Boys should not play with dolls (P)
 - Girls do not like sports (S)
 - Girls who play sports are masculine (P)
 - Boys don't cry (S)
 - Boys should not cry (P)
 - All elderly people are wise (S)
 - Elderly people cannot learn anything new (S)
 - I disrespect boys who are ballet dancers (P)
 - Men enjoy outdoor activities such as camping and hiking (S)
6. Ask the class to return to their seats after you have finished the activity. Engage the students in a discussion about how stereotypes and prejudices are misleading and unfair because they erase individuality.
 7. Create a brainstorming web on the board and as a class think of the effects of stereotyping and prejudice on the class, school and community. Students could also copy down the web in their journals.

8. At the end of class ask students to journal a scenario from the perspective of someone being stereotyped who then encounters prejudice (recall that stereotypes and prejudice may be positive and/or negative).
9. When students return to class collect the journals to see if students demonstrate an understanding of stereotyping and prejudice.

Assessment:

- Observe in-class activity
- Journals

Lesson 3

Scenarios: Might someone be experiencing discrimination?

Specific Curriculum Outcome(s) being addressed:

Language Arts:

- 1.1 Contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 Explain and support personal ideas and opinions
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- 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people

Health:

- R-5.1 Develop strategies to address personal roles and responsibilities in groups
- R-5.4 Practice effective communication skills
- R-5.8 Develop strategies to address personal roles and responsibilities in groups

Duration: 1 Class

Materials:

- Invite to class a representative from the PEI Human Rights Commission (thilton@peihumanrights.ca p/902.368.4180)
- Working definition on Discrimination
Discrimination- *The **act** of treating a person or a group of people better or worse because of a particular characteristic (i.e. age, disability, race, religion, sex).*
- Photocopies of 'Areas covered by the PEI Human Rights Act' (attached)
- Bookmarks from PEI Human Rights Commission (copy attached)
- Scenarios (Appendix A - attached)
- Paper
- Pencils
- White Board

In Class Activities/ Teaching Strategies:

1. To start class do a review of what students have learned about stereotyping and prejudice. Allow students to provide examples of these concepts.
2. Write discrimination on the board and do a K-W-L with the students. Ask them to write down what they know about and examples of discrimination.
3. Once students are finished writing put the working definition of discrimination on the board. Be sure to explain that just like stereotyping prejudice, discrimination can be both positive and negative.
4. Introduce the representative from the PEI Human Rights Commission (The Commission administers, enforces and educates on the PEI *Human Rights Act*, an anti-discrimination law):
"It is recognized in Prince Edward Island as a fundamental principle that all persons are equal in dignity and human rights without regard to age, color, creed, disability, ethnic or national origin, family status, gender expression, gender identity, marital status, political belief, race, religion, sex, sexual orientation or source of income" (Preamble, *Human Rights Act*, www.peihumanrights.ca).
5. Distribute bookmarks listing the prohibited grounds of discrimination under the PEI *Human Rights Act* (pre-ordered from the PEI Human Rights Commission). Review the 15 prohibited grounds of discrimination.
6. Distribute photocopies of 'Areas covered by the PEI *Human Rights Act*'. Review the 7 areas covered by the Act.
7. Inform students that all complaints of discrimination require:
1 prohibited ground + 1 Area covered = Discrimination complaint
8. Split the classroom up into 6 groups. Tell the groups that they will each be given a scenario and that they have to determine if the person or people may be experiencing discrimination (Which prohibited ground? Which covered area?). Students should journal their thoughts and ideas or write them on the scenario handout.
9. After the groups have had roughly 7 minutes to read and go over the scenarios, call upon a representative from each group to read aloud their scenario and then their thoughts on the type of discrimination being addressed. Take time after each case to have mini class discussions on each scenario (any underlying stereotype? Prejudice?).

Assessment:

- Journal entry/ handouts
- Observation of group work



The *PEI Human Rights Act* states that:
"Every person is free
and equal in dignity
and rights."

On PEI you may
not treat people
less favourably
because of:

Age

Association

Colour or Race

Creed or Religion

Criminal Conviction

Disability

Ethnic or National
Origin

Family Status

Gender Expression

Gender Identity

Marital Status

Political Belief

Sex or Gender

Sexual Orientation

Source of Income

AREAS COVERED BY THE PEI *HUMAN RIGHTS ACT*

On PEI, regardless whether you are a resident or a visitor, you are protected from discrimination in the following areas or situations:



Accommodations

examples: staying at a hotel, motel, inn or bed and breakfast, or renting a campsite or an apartment



Employment

examples: applying for a job, working on the job, being paid, being dismissed from a job or attending work-related social activities



Lease or Sale of Property

examples: renting land or buying/selling a home



Membership in Professional, Business or Trade Associations and Employee Organizations

example: being a member of a union



Publications, Broadcasts, Public Displays, and Advertisements

examples: posting hate symbols in public places, broadcasting hate propaganda, or printing discriminatory ads



Services and Facilities Available to the Public

examples: using public transportation, dining at a restaurant, attending school or accessing a provincial government service



Volunteer Work

examples: applying to volunteer, volunteering, or being asked to step down from a volunteer position

Lesson 3 Appendix A: Scenarios of potential discrimination

Name the: protected area, prohibited ground and any stereotypes or prejudice

Protected Area: **Services & Facilities Available to the Public**
Prohibited Ground: **Age**

Hannah, Julia, and Mark are in grade ten and decided on their lunch that they would go to the store to get a snack to help get them through the long afternoon ahead. When they arrived at the store Mark noticed a sign on the door that read *"Only two students at a time may enter"*. Julia, Hannah, and Mark sighed because they couldn't go into the store at the same time. They decided that Julia and Mark would go into the store and that Hannah would wait for them outside. When inside the store Julia asked the shop owner "How come only two students may come in at one time?" The shop owner looked at Julia and said "because you all shoplift in my store!"

Protected Area: **Services & Facilities Available to the Public**
Prohibited Ground: **Disability**

Juan is 14 years old and has a visual impairment. Juan loves English class but hasn't been able to keep up with the other kids because he can't read what the teacher prints on the board. Juan recently asked the teacher to use bigger letters when writing on the board. The teacher said that Juan should get new glasses if he can't read what is on the board. The teacher also said that he would only change his printing style if a majority of students complained.

Protected Area: **Services & Facilities Available to the Public**
Prohibited Ground: **Sex or Gender**

Emily and Jordan are in grade six and heading to junior high next year. Grade seven band tryouts are coming up and they both want to play the tuba. Emily aced the tryout and Jordan did not. Although Emily felt bad for Jordan she was really excited because she thought this meant she would be picked to play the tuba. On Friday Emily and Jordan met with the band instructor who told them Jordan would play the tuba because it is a heavy instrument which would be better for a boy to play. The teacher then went on to say that maybe Emily should play the flute with the other girls in band.

Protected Area:	Services & Facilities Available to the Public
Prohibited Ground:	Creed or Religion

Jafar is in grade five and is getting excited to celebrate an Islamic holiday. He is the only person in the class who celebrates the holiday and has really enjoyed telling his classmates all about it. The week before the holiday he provided the teacher with a note from his parents. The note said that Jafar would not be in class on the holiday. The teacher sighed and said "I'm sorry Jafar, we have a test that day and if you aren't here I will have to give you a failing grade". Jafar was devastated by what just happened and went home that day feeling sick.

Protected Area:	Employment
Prohibited Ground:	National or Ethnic Origin

Cheng works as a coder at a local software development company. One day while he was eating lunch Cheng's manager called him to say he could no longer eat his "foreign food" in the office. Cheng asked her what she meant because lots of workers ate lunch in the office or at their desks. Cheng's manager said that other employees were complaining about the strong smell of his food. Cheng felt disrespected by his colleagues and manager.

Protected Area:	Accommodations
Prohibited Ground:	Family Status

Manuela, the lone parent of 5 year old twins, applied for an apartment close to the kids' school and her place of employment. After reviewing her application for a two bedroom apartment the apartment manager asked if Manuela had kids. Manuela replied "yes, I have 5 year old twins". The apartment manager then said "sorry, there are no vacancies available at this time". Manuela, feeling disappointed, walked past the sign "2 Bedroom Apartment for Rent", got into her car and drove away.

Lesson 4

Teach What You've Learned

Specific Curriculum Outcome(s) being addressed:

Language Arts

- 2.3 Give and follow precise instructions and respond to questions and directions
- 3.1 Demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 Identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 3.3 Consider purpose and the needs and expectations of their audience
- 8.3 Make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing

Health

R-5.4 Practice effective communication skills

Visual Arts

CP5.3 Use elements of art and design in art works to communicate ideas, messages, and understandings

Duration: 1 -2 Classes

Materials:

- Pencils
- Paper
- Markers
- Construction Paper
- Tape/Glue
- Rubric (See Appendix A)
- PEI Human Rights Commission's free bookmarks listing prohibited grounds of discrimination
- PEI Human Rights Commission's 'Areas covered by the PEI *Human Rights Act*'

In Class Activities/ Teaching Strategies:

1. At the beginning of class ask students to write down or draw in their journal what the words stereotype, prejudice and discrimination mean to them. Give the class a few minutes to write down or draw interpretations in their journals.
2. Once students have finished their entries, ask the class:
 - Are they comfortable with their knowledge of these terms?
 - Do they think children in the school should become more aware of these terms and their meanings?

3. Guide the class into the idea of them each creating their own brief illustrated story for younger students in the school (maybe their book buddies). Components of the story should include a character experiencing discrimination (a prohibited ground and covered area) and a character that stands up to stop the discrimination. Encourage students to illustrate their story. Do brain storming activities with the class if there is any confusion about the assignment. Also provide students with a copy of the rubric to further their understanding on what is expected from them.
4. Provide students with appropriate time to brainstorm, draft, edit and illustrate their short stories.
5. Arrange for students to read their short stories to younger students/book-buddies.

Assessment:

- Observation
- Rubric

Lesson 4 Appendix A: Short Story Rubric

Expectations	You Almost Have It!	You Have Got It!	You Have Blown Me Away!
Able to use artwork to enhance the story	Artwork does not contribute to understanding of the short story	Artwork helps the reader develop a greater understanding of what is happening in the story	Artwork exceeded expectations. It is very easy to see a lot of time and effort went into the story & illustrations.
Grammar and sentence structure	The story has many misspelled words, grammar mistakes and does not contain full sentences.	The story has one or two misspelled words and the student has written the story using full sentences.	The story has no misspelled words and the student has written the story using full sentences
Addresses topics of: stereotyping, prejudice & discrimination	The story does not provide clear meanings of stereotyping, prejudice & discrimination.	The story provides clear meanings of stereotyping, prejudice & discrimination.	Through effective use of examples the story provides clear meanings of stereotyping, prejudice & discrimination.
Drafting and Revising	It is visible that the student did not put much effort into drafting and editing their short story.	It is visible that the student has put the necessary time into drafting and editing their short as there are only a few errors in the short story.	It is visible that the student has put in a lot of time into drafting and editing their short story, as there are no errors in the short story.