

Lesson Plan: How to Deal with Those Who Discriminate Against Others (Social Studies)

by William Scott Fraser Jones

Tool(s) used:	<ul style="list-style-type: none"> • Systems Iceberg
Purpose of using tool:	<ul style="list-style-type: none"> • Synthesizing Thinking • Guiding Discussion • Practical application to reflect on one's own mental model <p>Overview: The class, after listening to two student-led presentations on discrimination and terrorism, got into groups to try to discover the roots causes of discrimination or terrorism.</p>
Context of lesson/case study:	Grade 12 Social Studies
Participants (# and description):	11 Grade 12 students
Topic, Theme, or Key Understanding of unit/project:	How to Deal with Those Who Discriminate Against Others
Length of unit/project:	2 class (after two previous classes of student presentations)
Resources/materials & setting required:	Either a presentation or discussion about discrimination or terrorism, large sheets of paper, and eager students

Lesson Plan/Description of the Project:

Class One:

1. Review the previous student presentations on "Discrimination" and "Terrorism" by having students take a look at the notes they took.
2. Students are shown how to use the Systems Iceberg by the class working together on the student-chosen topic of "Plagiarism".
3. Students get into pairs to brainstorm each section of the Systems Iceberg on a large sheet of paper by choosing either to use their previous notes from the presentations on "Discrimination" or "Terrorism".
4. Teacher moves around the room to check students stay on task as well as jump into their conversations when necessary.

Class Two:

1. Students continue their work on and finalize their Iceberg Model for either "Discrimination" or "Terrorism". Teacher provides pacing cues to ensure students will finish around the same time.
2. Students then pair up with another pair and explain their findings, focusing especially on the mental model for "Discrimination" or "Terrorism".
3. Student pairs switch again to work with another pair.
4. Class debrief on what was learned.
5. A discussion ensues with the class about means to help prevent "Discrimination" or "Terrorism".
6. Students are asked how they can deal with someone in their immediate life who is discriminatory or a bully now that they know more about the mental model behind discrimination.
7. Students could be asked to write an exit ticket on how they will learn to avoid discrimination towards others by reflecting on their own thoughts / mental model re discrimination.

Reflection

Plusses:

- The students enjoyed breaking down the issue of discrimination or terrorism once they understood the basics of the Systems Iceberg.
- The fact that they were in pairs forced both to participate and share their ideas.
- The Systems Iceberg really got the students to understand the root causes of discrimination.

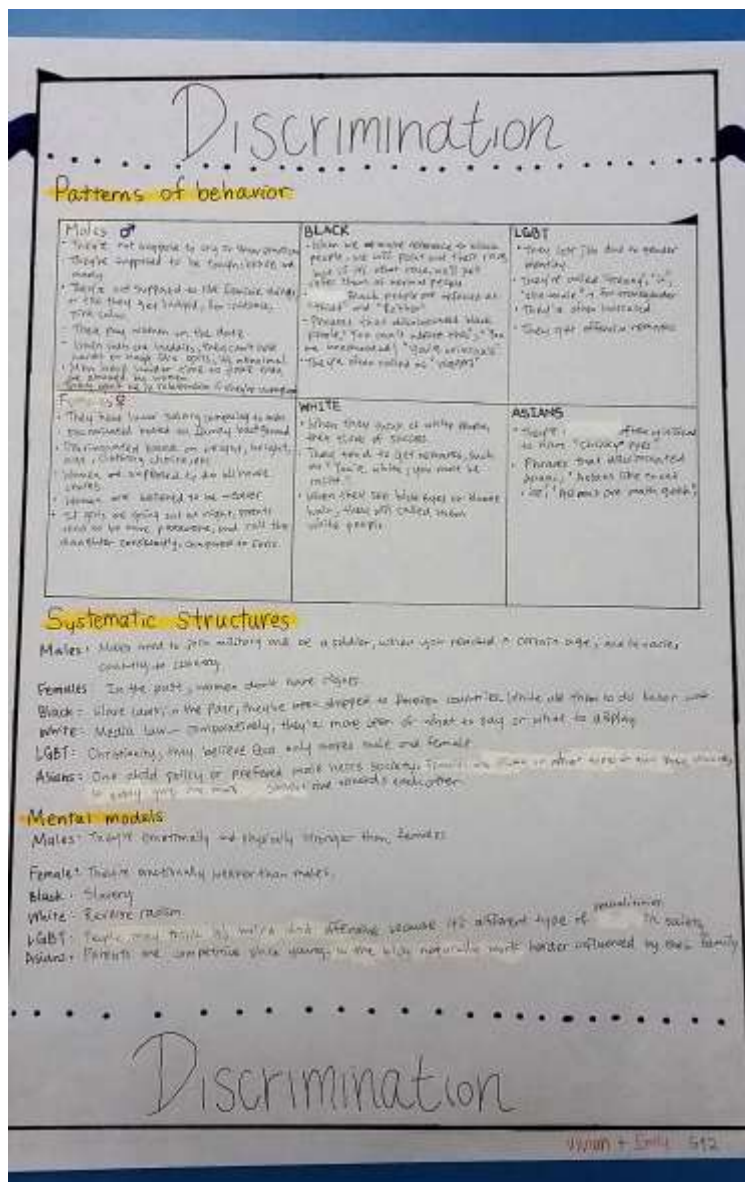
Challenges:

- I would have them do the exit ticket, but we ran out of time.
- I would have both partners write at the same time as one pair did who were really sharing the work.

Suggestions for other practitioners and educators:

I would strongly encourage you to use the Systems Iceberg right at the start of the year and use it throughout the year to break down issues and events. I introduced this too late in the year for the first time. I will use in the future at the start of the year so this type of thinking about issues and events gets ingrained from the start of the year when the students are fresh and more open to doing new things.

Evidence and Resources



TERRORISM

Events

- September 11 Attacks, killing over 3000 civilians
(A commercial aircrafts were hijacked)
- France and Belgium bombings
↳ more than 200 people killed in transportation including airports
↳ 200 women killed in Belgium
↳ more than 10 people, women and child's murder in Paris bombings.

Patterns & Beliefs

- coordinated attacks in Western cities
- terrorists attempting to carry explosives into airplane
- bombings in metropolitan areas, consisting of at least a million people
- May go on-site, not just making shelter they are near, women, or children
- Personal selection, mostly of people living in the region.
- Publicly announced their intentions in advance.
- making explosives in the hideout for mass killing
↳ however, often captured before he/she use such explosives to kill people

Systemic structure

- More like after shopping malls, movie theater (the so-called "soft targets") are vulnerable, as perpetrator can easily attack
- Difficulty in immigrants and their families to assimilate into the society (culture) of the nation they emigrated
- System of social class and making habits of middle and workers
↳ rich class in the suburbs or metropolitan houses, middle class in urban housing estate
↳ cross with poor and lower class settled with workers
↳ lower classes are more destructive on more estates will not have the benefits built over time

Mental Models

- sense of domination over others in nation scale level
- staunch faith in religion / ideology they believe in
- Fear of becoming a victim that can surprise him (American on the world and about it)
- hatred to those who imposed threat or took the lives of family
- Jealousy of other progressive people in countries

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