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

*by William Scott Fraser Jones*

| Tool(s) used: | • Systems Iceberg |
| Purpose of using tool: | • Synthesizing Thinking  
• Guiding Discussion  
• Practical application to reflect on one's own mental model |

**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.

| 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

- September 11 Attacks, killing over 3000 civilians
  - Attackers were radical Muslims
- Tsunami and Japanese Earthquakes
  - Tsunamis were generated by underwater earthquakes
  - Japan

- Patterns of Behavior
  - Terrorists attempting to bring explosives into airports
  - Using everyday items, it's surprising what they can carry, even children
  - Stuffed animals, food, people, etc.
  - Even children
  - Making explosives in the background for mass killing
    - However, often captured before they are used
  - Black van parked, black makeup, and clothing

- Places like this show how mass murder (like analog, 'soft targets') are vulnerable as perpetrators can easily attack

- Difficulty in integrating and their families to assimilate into the society (culture) of the nation
  - They support
  - Support of their family

- Support of their family
  - Support of family
  - Support of family

- Mental Models
  - Sense of domination over others in lower caste (caste)
  - Sense of domination in religion (ideology) they believe in
  - Use of domination in politics, but can manipulate, lies, emotions, etc., to make such things occur

- Violence to those who upset them, to get the lives as family
  - Feeling of who you support people are countries

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