

Stage 1 Desired Results					
Established Goals	Transfer				
<p>Language Arts</p> <p>1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers</p> <p>1.2 Ask and respond to questions to seek clarification or explanation of ideas and concepts</p> <p>1.3 Explain and support personal ideas and opinions</p> <p>1.4 Listen critically to others’ ideas or opinions and points of view</p> <p>2.1 Contribute to and respond constructively in conversation, small group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners</p> <p>2.3 Give and follow precise instructions and respond to questions and directions</p> <p>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</p> <p>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</p> <p>3.3 Consider purpose and the needs and expectations of their audience</p> <p>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</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Describe and provide examples of the seven protected areas and fifteen prohibited grounds of discrimination under the PEI <i>Human Rights Act</i></p> <p>Help others understand how to differentiate between stereotyping, prejudice and discrimination</p>				
	Meaning				
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: cyan;">Understandings</th> <th style="background-color: cyan;">Essential Questions</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that...</i></p> <p>People may not know how stereotyping groups of people often leads to being prejudiced and discriminating against them.</p> <p>Discussing and challenging stereotypes, prejudice and discrimination helps create a safer, more productive learning environment for all students.</p> <p>The PEI Human Rights Commission exists to help people and organizations overcome the negative effects of stereotyping, prejudice and discrimination.</p> </td> <td> <p><i>Students will keep considering...</i></p> <p>“How are students safe from discrimination within the school?”</p> <p>“How are people safe from discrimination outside of school?”</p> <p>“What can I do to help others understand how stereotyping, prejudice and discrimination harm individuals, groups and society?”</p> </td> </tr> </tbody> </table>	Understandings	Essential Questions	<p><i>Students will understand that...</i></p> <p>People may not know how stereotyping groups of people often leads to being prejudiced and discriminating against them.</p> <p>Discussing and challenging stereotypes, prejudice and discrimination helps create a safer, more productive learning environment for all students.</p> <p>The PEI Human Rights Commission exists to help people and organizations overcome the negative effects of stereotyping, prejudice and discrimination.</p>	<p><i>Students will keep considering...</i></p> <p>“How are students safe from discrimination within the school?”</p> <p>“How are people safe from discrimination outside of school?”</p> <p>“What can I do to help others understand how stereotyping, prejudice and discrimination harm individuals, groups and society?”</p>
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Grade 5: Stereotyping, Prejudice & Discrimination

Health	Acquisition	
<p>R-5.1 Recognize that certain behaviours may mask underlying feelings</p> <p>R-5.2 Identify and use long-term strategies for managing feelings</p> <p>R-5.4 Practice effective communication skills</p> <p>R-5.8 Develop strategies to address personal roles and responsibilities in groups</p> <p>L-5.6 Assess how roles, expectations, and images of others may influence career/life role interests</p> <p>Visual Arts</p> <p>CP5.3 Use elements of art and design in art works to communicate ideas, messages, and understandings</p>	<p><i>Students will know...</i></p> <p>The different prohibited grounds and protected areas of discrimination in the PEI <i>Human Rights Act</i>.</p> <p>The roles of the PEI Human Rights Commission.</p>	<p><i>Students will be skilled at...</i></p> <p>Communicating their beliefs, opinions and attitudes about stereotyping, prejudice and discrimination.</p> <p>Noticing examples of discriminatory practices in their environment.</p> <p>Teaching others about stereotypes, prejudice and discrimination.</p>

Stage 2: Evidence	
Evaluation Criteria	Performance Tasks
<p>Contribute to discussion</p> <p>Reflecting on lesson</p> <p>Translate what was learned to a younger audience</p> <p>Knowledge of concepts</p>	<p><i>Students will show their learning by...</i></p> <p>Filling out an exit card about what they learned that day in their lesson.</p> <p>Writing a journal entry</p> <p>Designing a book to read to their book buddies</p>

Stage 3 Learning Plan

Learning Events

Lesson 1 – Acting Out Stereotypes, Prejudice & Discrimination

Through teacher led role-playing, 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 differentiating between and standing up to stereotypes and prejudice.

Lesson 3 – Scenarios: Might someone be experiencing discrimination?

Students will analyze scenarios of possible 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.