**LESSON PLAN**

**PREJUDICE AND DISCRIMINATION**

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| **Slide** | **Aims** | **Teacher** | | | **Students** | |
| **Action** | **Suggestions** | **Timing** | **Performance** | **Timing** |
| **Introduction (7 minutes)** | To let students get to know each other and their teacher | Teacher:  - Reveal some personal information. - Ask all students to introduce themselves based on the information on the slide | *Welcome class! My name is... I’m … years old and I’m your teacher for this class. Now I would like you guys to take turn and introduce yourselves using the following information.  Name: Age: Job:*  *Address: Hobby:* | **40 seconds** | Introduce yourself using the following information.  Name:  Age: Job:  Address:  Hobby: | **1 minute/student** |
| To introduce the lesson | - Teacher introduces the lesson | *The topic for the discussion today is:* **Prejudice and discrimination** *and I hope after today’s lesson you will be able to express your ideas related to the topic fluently.* | **20 seconds** |  |  |
| **Class rule (30 seconds)** | To let students understand the class rules | - Teacher reads three rules and makes sure the students understand all those rules. | *Before starting today's lesson, here are three rules I want you guys to follow:  - Use English only - Practice speaking about a topic under the guidance of the teacher - Don’t do personal things in the class* | **30 seconds** | Listen and follow the class rules |  |
| **Teacher - Student (16 minutes)** | To let students review the previous lesson and express their ideas about the topic with their teacher. | **Question 1:** Teacher explains the game, extends to the students some sentences using these words. | 1. Vocabulary game:  **In 30** seconds, list as many words related to the topic **“Prejudice and discrimination”** as possible. Who gets the most correct words will be the winner. Your words must be different from others’.   **Suggestions:**  **Animosity, sexism, dispose, tolerance, approve, unfairness, tarnish, predilection…** | **1 minute** | List words and phrases | **1 minute/student** |
| **Question 2:**  Teacher explains the given question(s) to the students  Teacher can cut in politely students if they go off the topic. | 1. **Is it possible to discriminate without being prejudiced?**   => If students do not have any experiences in the situation, the teacher can give some suggestions:   * **Prejudice is a thought or attitude; discrimination is the expression of that thought or attitude. However, prejudice does not automatically lead to discrimination.** * **There is no one-to-one relationship. Prejudice can exist without discrimination, and discrimination can occur without prejudice.** | **1 minute** | Students apply the vocabulary, structures they have learned to answer the question(s)  (from 3 to 5 sentences) | **1 minute/student** |
| Teacher corrects students’ mistakes. | You will correct mistakes (grammar, vocabulary, pronunciation) which are related to the topic. | **2 minutes** | Listen and take note of teacher’s comments. |  |
| **Student - Student (21 minutes)** | To let students express their ideas related to the topic | **Question 3**: Teacher:  - Let students work in pairs  - Stop students politely when they speak more than the allowed amount of time. - Give suggestions if necessary (write in chat box). | *Ok let's start with question 3: you guys will work in pairs.*   1. **Discuss the following question with your partner: What are the effects of changing the law on discrimination?**  => If students do not have any experiences in the situation, the teacher can give them some suggestions:  * **Changes in the law have helped to alter some prejudiced attitudes and promote equality. Without changes in the law, women might never have been allowed to vote, attend graduate school, or own property.** * **Because of changing the law, the disabled have more opportunities to access educational systems and find the jobs.** * **In some cases, new laws can increase antagonism toward minority groups.** | **45 seconds** | Have a short conversation with a partner. | **1 minute 30 seconds /student** |
| - Correct the most common mistakes |  | **45 seconds** | Listen and take note of teacher’s comments. |  |
| **Question 4:** Role-play: students will apply the knowledge they have learned and act in the context. Teacher:  - Explain the situation. - Let students practice with their partner/classmate. - Give suggestions if necessary - Correct the most common mistakes | *In the last question, you guys will also work in pairs. Let’s choose one role and act it out with your partner in 3 minutes.* - Read the situation for students  **Suggestions:**   * **We can** **teach more about the recruitment process for people with disabilities and help them write the resume.** * **We need to open training classes to help people with disabilities learn new skills.** * **We will contact with the recruiters or job centers to find job for people with disabilities.** | **1 minute 30 seconds** | Do the requirements of the lesson.  Listen and take note of the teacher’s comments | **1 minute 30 seconds /student** |
| **Wrap-up**  **(30 seconds)** | Put things together | Let students have an overview of the aspects related to the topic they have discussed. | *So, in today’s lesson, we have discussed …*  *- Finally, I kindly request you guys to open the Outline and click on the link on page 6 to practice more at home.*  *Link:*  [*https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/59a3d8831ce6850eb6b7a663/*](https://lmsvo.topicanative.edu.vn/activities/lesson/by-resource/59a3d8831ce6850eb6b7a663/) | **30 seconds** | Listen to the teacher. |  |