

**Africa Online, English Language Education:  
Using Web Resources to Develop Classroom Content-Based Materials  
University of Oregon, American English Institute  
<http://aei.uoregon.edu/safrica/index.htm>**

**Lesson Plan for (Name of Class):  
CIVIC EDUCATION: LANGUAGE DYNAMICS**

**Submitted by: Leila Kajee  
Length of Lesson: 45 minutes  
Date: Friday, 9 November 2001**

This is a planning sheet (template) to help you develop an activity for your educational setting using one or more of the web-based resources that you have evaluated recently. It has been adapted to incorporate your suggestions from our Nicenet discussions.

**Learners' Age/Grade :** 19+  
**Language Level:** Spoken skills – fairly good.  
Writing Skills – need attention  
**Topic/Content Area:** Breaking down Prejudice  
**Lang. Skills Focus:** Speaking, Listening and Writing Skills

**Learning Goal(s):**

- To provide students with the opportunity to use English in a meaningful way.
- To understand the nature of stereotypes
- To begin the process of breaking down stereotypes
- To reinforce key vocabulary and concepts

### **Considerations**

Describe any previous work done that relates to the lesson, special considerations or anticipated problem areas that are important to think about in regard to this activity:

South Africa is a relatively new democracy, so students have been exposed to Constitutional clauses relating to personal freedom, human rights, etc. Many students have come through an era where they have been racially and culturally discriminated against, and are politically aware. However, these students would not have done any Civics in school, which I understand is being done in Life Skills these days. The lesson will be done with my Language Dynamics students, who also do a course in Intercultural Studies, where they learn about other cultural, ethnic and religious groups, and visit various places of worship, museums, etc, during the course of the year. This should tie up nicely with the section on Language Awareness.

## **Materials Needed**

List any materials, teaching aids or equipment that are required as part of this activity:

1. Two sets of cards:

SET A: Each card to have the first few words of a sentence on it (See Appendix 1).

SET B: Each card to have corresponding information which completes each sentence in Set A (Appendix A).

2. Set of handouts (See Appendix B).

## **Web-based Resources**

List one or more web site resources and describe how you will use them.

Web Site 1: Language and Civil Society, Civic Education, an English language Teaching Forum (Chapter 10)

Web site address (URL): <http://exchanges.state.gov/forum/journal/civic.htm>

Description of why resource was chosen:

The site as a whole provides excellent activities for language/Civics teachers who use CBI. Stoller's chapters contain useful pre-reading in all her chapters, e.g. Rights of the Individual, Responsibility and Citizenship, Cultural Pluralism and Building a Civil Society: Breaking down Stereotypes. I chose Chapter 10- Breaking down stereotypes as a guide because my students would be familiar with some of the content from their Intercultural Studies class. The site has links to activities, vocabulary lists, and appendices with useful discussion questions, in fact, entire lesson plans.

Web Site 2: Teachnology.com

Web site address (URL): <http://www.teachnology.com>

Description of why resource was chosen:

For multiple evaluation rubrics.

## Directions

### 1. WARM UP ACTIVITY 1: 5 minutes:

Recognising differences: Learners work in pairs. They work back-to-back and one member of the pair is required to remove an accessory or something they are wearing (hint – spectacles, jewellery, etc! not stripping!). The other has to guess what has been removed. This gets them to look at people a little more closely, and hopefully, to become aware that we often take people for granted. Sometimes we do not see beyond the physical, at the layers below. Alternately, the iceberg exercise could also be used here (we only see the tip of the iceberg – what about the parts that are not visible).

Will lead to discussion of how we see people.

### 2. ACTIVITY 2: 15 minutes.

Learners to work in pairs: Each learner is given a card. Half the class is given Set A, and the other half, Set B. Learners to walk around to find a matching set. Class gets together and a few questions are posed. Do you agree with the statements made on the cards? Why? How does society look at these statements? How does the media treat these statements. Leads to discussion of Stereotyping. Stereotyping is.....

### 3. ACTIVITY 3: 20 minutes.

Group work- Handout (Appendix 2)- Each group is given the list of questions. Students are numbered 1, 2, 3, 4, 5. Questions are discussed. Number 1 makes notes on, and reports on question 1, and so on. As a follow up, each student will be required to write at least a page on their particular point.

### 4. CLOSURE: 5 minutes.

General discussion – is a stereotype-free society possible? What can we, as language and civics students do to help break down prejudice?

## Evaluation

This should specify whether skills, knowledge, attitudes or values that are being assessed, and should relate directly to learning goals.

Spoken skills – verbal and non-verbal skills. Oral rubric from [teachnology.com](http://teachnology.com).

Written skills – writing rubric as in [teachnology.com](http://teachnology.com)

## Follow Up Activities

**CIRCLE OF LIFE:** We should celebrate our diversity. Students work in multicultural groups and work their way through the following:

1. What do you do in your culture when a baby is born?
2. What do you do when a person reaches puberty (initiation, etc)
3. What do you do when someone gets married?
4. What do you do when someone dies?

This is a remarkable exercise that really gets learners interested and they learn about cultural and sub-cultural differences. It works well in our classes, with students bringing in traditional cultural artefacts, songs, dances, etc.

## My To Do List

1. Access websites.
2. Prepare cards.
3. Prepare handouts.
4. Prepare rubrics.

NB: I have used many of Stoller's ideas because they can be used as is in my class. Others, I have had to change to make more relevant to my students' experiences. Some of the statements on the cards are provocative because I believe my students are mature enough to handle them. An instructor can be selective here depending on the learners.

## APPENDIX 1:

### CARDS: SET A:

1. All males .....
2. All females .....
3. All students .....
4. All lecturers....
5. All actors...
6. All blacks...
7. All Indians...
8. All whites...
9. All Coloureds
10. All taxi drivers

### SET B:

- like sport
- follow fashion
- enjoy parties
- are unapproachable.
- earn lots of money
- speak loudly.
- are secretive.
- have good jobs
- like to party
- drive recklessly.

## APPENDIX B:

1. Why does stereotyping occur?
2. Do we use specific words when we stereotype? Provide examples.
3. How do we learn to stereotype? From whom?
4. Is all stereotyping racial?
5. What can we do to break down stereotyping?