



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Unit Title: Anti-Discrimination and Anti-Bullying

Time Frame: 5 lessons (15 hours)

Unit Developer(s): Danielle Cole

Developed for Course Name and Course Code: Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)

Strand(s) and Curriculum Learning Expectations Addressed:

Self and Others Strand

SOV.02 – demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists.

SO2.01 – identify and assess the major influences that contribute to an individual's personal and social development (e.g., heredity, environment, race, gender).

SO2.02 – analyse the role of the mass media in influencing individual and group behaviour;

SO2.03 – explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).

SO3.01 – explain the role of socialization in the development of the individual.

SO3.02 – identify the primary and secondary agents of socialization (e.g., family, school, peers, media, work) and evaluate their influence.

Research and Inquiry Skills Strand

IS2.04 – demonstrate an ability to locate and select relevant information from a variety of print and electronic sources (e.g., books, periodicals, television, Internet sites, CD-ROMs).

IS2.06 – demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.

IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).

Social Organization Strand

OR1.03 – explain, from the perspectives of anthropology, psychology, and sociology, how membership in different groups (e.g., cliques, gangs, cults, clubs) influences the individual, the family, and the community.

OR2.03 – demonstrate an understanding of discrimination and exclusion in social relationships, from the perspectives of anthropology, psychology, and sociology.



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Desired Results

Unit Description:

This unit begins by exploring the concept that 'perception is subjective' and that altered personal perception shapes an individual's behaviour and response to others. Students participate in brainstorming activities that reveal the ways in which human perception is subjective leading to a class list of cultural, religious, ageist, gender, and socio-economic stereotypes. Next, students are introduced to theories such as Thomas Cooley's "Looking Glass Self," that describe altered self-perception and the way in which it shapes individual behaviour. Additionally, students are introduced to the concept of agents of socialization (groups/individuals that actively shape and alter an individual's worldview) such as family, friends, community and mass media. Discrimination and bullying are explored as actions and behaviours that occur throughout society due to numerous environmental factors through the use of videos, articles and sociological experiments. Students participate in various discussions and activities in order to explore and understand the key unit concepts of primary and secondary agents of socialization, stereotypes, discrimination, authority figures, conformity, the bystander effect (or bystander apathy), and bullying. The unit summative activity brings together key concepts as teachers will decide to narrow their unit focus down to either the issue of discrimination or bullying, resulting in the student creation of A) an anti-discrimination ad or B) an anti-bullying workshop.

Enduring Understandings / Learning:

By the end of this unit, students will have explored the following key case studies, ideas and theories:

- 'Perception is Subjective' the idea that individual perception is shaped by both physiological and environmental factors.
- Agents of socialization such as family, friends, teachers, different cultures, communities, and mass media shape our worldview and therefore shape our behaviour specifically in relation to stereotypes, discrimination and bullying.
- Sociological theories such as Thomas Cooley's 'The Looking Glass Self' regarding how self-perception alters behaviour.
- How groups conform to behaviour dictated by the authority figures.
- The exploration of the bystander effect (also known as bystander apathy) through case studies of Kitty Genovese and Reginald Denny.
- Types of discriminatory behaviour and their impact on groups and individuals in society.
- Different types of bullying such as physical, relational and cyber bullying and their impact on individuals.



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Assessment Tasks

Performance Tasks and Other Evidence That Will Demonstrate the Knowledge and Skills Acquired:

- Students identify stereotypes through group brainstorming.
- Students participate in guided class discussions.
- Students work in groups to analyse sociological experiments.
- Students work in groups sharing analysis/notes through performance and by posting written results.
- Students will respond to questions based on videos/theories/textbook readings in the form of a quiz or questions sheet.
- Students work in groups to create copy for anti-discrimination ads in a short advertising activity.
- Students create of Venn diagram/visual chart differentiating bullying and non-bullying behaviour.
- Individual students will submit a research note making sheet for the group project.
- Students will translate of their research into an ad brief (Appendix 3) or bullying workshop proposal (Appendix 7).
- Students will display/present their anti-discrimination ads (Appendix 4 and Appendix 5) or anti-bullying workshops for peer assessment and teacher evaluation. (Appendix 8 and Appendix 9)

Assessment Criteria:

- Students will participate in a discussion and teacher lead debriefing following brainstorm about stereotypes.
- Throughout this unit students will participate in ongoing teacher guided discussions to clarify issues, theories and analysis.
- Students will perform a skit to illustrate sociological experiments each student group will lead question/answer period to clarify the experiments for the audience.
- Teachers will give students a quiz or collect and evaluate student question sheets to check for understanding of theories/terms/sociological experiments.
- Students and teacher will provide verbal feedback to groups on short anti-discrimination ad creation activity or Venn diagram on bullying.
- Teachers collect student research/note making sheet and provide feedback on the validity of the contents.
- Teachers will evaluate ad briefs (Appendix 3) or bullying workshop proposals (Appendix 7) based on rubric.
- Teachers will evaluate student anti-discrimination ads (Appendix 5) or anti-bullying workshops based on rubric. (Appendix 9)
- Teachers may provide the class/audience with the opportunity to provide critical feedback to be considered while marking the anti-discrimination ad (Appendix 4) or the anti-bullying workshop (Appendix 8).



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Unit Planning Notes

Prior Learning Necessary:

Prior knowledge of psychological theories of innate and learned behaviour i.e. Nature (heredity) vs. Nurture (environment), as well as prior knowledge of sociological concepts regarding primary and secondary agents of socialization, as they contribute to adolescent development, help support a greater understanding of the following lessons. These concepts are covered in Unit 2 and Unit 3 of the HSP 3M1 curriculum documents. Students should have practice in both cooperative learning activities and the ability to sustain a class discussion.

Preparation Notes (if any):

Videos about stereotypes/discrimination and bullying can be pre-ordered. Teachers can familiarize themselves with the theories and case studies in order to prepare activities and support class discussions. Articles can be printed out that support theories and issues of discrimination/bullying. Specific instructions are stated in each lesson plan.

Resources referred to throughout the lesson plans are compiled in Appendix 11.

Learning Plan

Lesson 1

The goal of this initial lesson is to allow students to acknowledge that we all perceive things differently based on our individual experiences. Students will explore how perception is shaped physiologically through brain function in addition to being influenced by family, friends, teachers, mass media and society. Students will initially learn how the brain can be 'tricked' into perceiving things differently. After establishing how the brain shapes perception, students will begin to explore how their environment shapes the way they see the world. Using examples from mass media and within the high school system, students will work in small groups to establish a list of personal/social perceptions that are subjective. The result will be a class list of stereotypes to be used as a jumping off point for a discussion on discrimination and eventually bullying.

Planning Notes

Teachers should gather visual examples of trompe-l'oeil (optical illusions) to be placed on overheads/Power Point or in handouts for students. The optical illusions must be separated into two categories: illusions that 'trick the brain' (mathematical illusions) and perception-based illusions, where two images are drawn



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

together and the viewer initially perceives only one image. One of the most well known illusions based on individual perception is a simultaneous drawing of a young woman/old woman. These images are available from the textbook: *Our Social World* by Wayne Spoule, page 49, or can be found on-line. Gather information on sensory perception from *Our Social World*, page 46-50. Prepare a set of examples of physiological/sensory misperceptions to write on the board, such as when swimming on a cold day, the water feels warm. Make note of the definitions of bias and stereotyping to discuss or post for the class found in *Our Social World*, page 224. Teachers can prepare a list of 'gentle' stereotypes, such as 'people who wear glasses are smart' or 'blonds are dumb,' to be posted on the board to help lead the brainstorm/discussion on cultural, gender and racial stereotypes. Bring markers and large pieces of newsprint paper for the brainstorming session on stereotypes.

Teaching/Learning Strategies

1. Post the statement: "PERCEPTION IS SUBJECTIVE" on the board in the classroom. Ask students to try to establish the meaning of the statement. Once students have defined the statement, begin to discuss how physiological perception can be 'tricked' or altered. Post examples of the ways your sensory perception can be altered on the board.
2. Illustrate the concept of visual misperceptions by showing students images of mathematical trompe-l'oeil that 'trick' the brain.
3. After exploring the visual illusions that trick the brain, present students with an image or images of illusions that have two co-existing images, such as the young woman/old woman image. (Students often only see the young woman the old woman is 'invisible' to them.) The image that students initially see is informed by their personal perceptions and experiences. These images are an introduction to personal bias. We all perceive things differently based on our experiences.
4. Introduce students to the concepts of bias and stereotyping, both are the result of the different ways in which people perceive others. In order to introduce these ideas in general terms, start with a class discussion of some 'gentler stereotypes,' such as 'people who wear glasses are smart.' Write this statement on the board.
5. Have students participate in a brainstorming session about stereotypes that they have heard about or seen. It's very important to tell students that the goal is not to perpetuate these stereotypes, or to mock their peers but to create a list of stereotypes that they have seen or heard on TV, in films, in their school and in their community.
6. Divide students into small groups of 3-4 and provided them with a marker and paper. Allow them 5-10 minutes to come up with as many stereotypes as they can.
7. Take up stereotypes as a class in order to see what stereotypes are most prevalent.
Questions for discussion:
 - Is there a specific minority group that is assigned many stereotypes?
 - If there are several stereotypes about a specific group, how are those stereotypes perpetuated? For example: depiction in movies and on television.



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

- Is it possible for a stereotype to be true of all members of one race, gender, or culture?
 - Are there groups or people in the class for which no or very few stereotypes exist? If not, why not?
 - Who, if anyone benefits from the existence of stereotypes?
8. Debrief with students before they leave class. The goal of the lesson is to uncover existing stereotypes in order to avoid using them, not to confirm their validity.

Expanding your lesson:

Teachers can further explore the way in which perception is physiologically subjective for teens by exploring articles on teenage brain function and how it differs greatly from adult brain function in relation to their perception and behaviour through articles such as: Wallis Claudia and Alice Park. (May 10, 2004) "What Makes Teens Tick." *Time Magazine*, Vol.163 Issue19, p56-65 (QUESTION SHEET Appendix 1)

Lesson 2

The goal of this lesson is to make connections between stereotypes that may be perceived as: 'true,' 'harmless' or 'funny' and the discriminatory behaviour that develops from stereotypes. At the end of this lesson students should be aware of the impact that discrimination has on the group or individual suffering from discriminatory treatment/bullying.

Planning Notes

Research Thomas Cooley's theory 'The Looking Glass Self,' *Our Social World* page 129-130, in addition to Robert K. Merton's 'Self-fulfilling Prophecy,' in order to explore sociological theories that support the negative impact of discrimination on society. Put together article and video resources in order to explore case studies or sociological experiments that illustrate the prevalence of stereotypes in society and their impact on individuals and groups. Recommended resources/articles for this unit are: *Our Social World* page 225-235, the video *Eye of the Storm* (refer to Appendix 11) and articles such as Michel Marriott's "The Color of Mayhem, in a Wave of 'Urban' Games" (refer to Appendix 11). Prepare question sheets to help students make connections between the sociological theories and the content of the article(s)/video.

Teaching/Learning Strategies

1. Teachers will explain Charles Horton Cooley's 'The Looking Glass Self,' and Robert K. Merton's concept of 'Self-fulfilling Prophecy,' in order to explain the way that ongoing discrimination reshapes the behaviour of the group or individual who are being discriminated against.

The Looking Glass Self

- *I am not who I think I am, I am not who you think I am, I am who I think you think I am.*



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

- Meaning that to some extent individuals see themselves as they think others see them.
- An individual's self-image, whether, for example, they feel ashamed or proud, is shaped by how they imagine others perceive and judge them.

Self-fulfilling Prophecy

"The self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behavior which makes the original false conception come 'true.'" -R.K Merton

- This theory can be used to explore the negative impact of discrimination on society as a whole.
 - Stereotypes provoke discriminatory behaviour which may lead an individual or group to believe that they are stupid, or lazy or worthless.
 - Society will suffer the consequences when individuals or groups feel worthless and behave accordingly.
2. Teachers can show their students the video *Eye of the Storm*, or alternate video on discrimination. (For *Eye of the Storm* summary, refer to the Appendix 11.)
 3. Create a question sheet for the video/articles on stereotypes/discrimination in order that students make connections between the theories and the negative impact of discriminatory behaviour.
 4. Ask students to provide examples from their own personal or observed experiences, where negative treatment resulted in a negative outcome.

The following are some examples:

- A child who loves drawing, but is told s/he is not good at art, may stop drawing or may choose not to take art in school.
- Students are encouraged to reflect on how they are positively or negatively compared to their siblings. For example in family dynamics, one child may be 'the smart one,' while the other sibling is 'the funny one.'

Lesson 3

In the previous lesson students viewed the video *Eye of the Storm* and saw a sociological experiment which had grade school students discriminating against and bullying each other simply because their teacher stated that "blue-eyed people were better than brown-eyed people." High school students may feel that they would not be susceptible to this kind of manipulation. Therefore, the goal of Lesson 3 is to establish, through sociological case studies, the ways in which individual and group behaviour can be altered or manipulated by an authority figure, resulting in discrimination and bullying. This lesson is about conformity, authority figures and the bystander effect.

Planning Notes

Teachers will familiarize themselves with the Asch, Milgram and Zimbardo experiment prior to class, if



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

possible find additional information on-line (refer to Appendix 11) to enhance understanding of the experiments in order to answer student questions. The experiments are in the textbook *Our Social World*, Chapter 8, Asch p.169, Milgram p.170, Zimbardo p.171, bystander effect (apathy) and case studies of Kitty Genovese, Reginald Denny p.203-204. Develop notes on studies about conformity by Asch, Milgram and Zimbardo, as well as the 'bystander effect.' Gather newsprint and markers for group work.

Teaching/Learning Strategies

1. Using the textbook *Our Social World*, or handouts about the experiments that you have prepared, divide the students into groups of four. Give each group either the textbook pages/or handouts about the Asch, Milgram and Zimbardo experiments (you will have more than one group for each experiment).
2. Each group must read the information you have given them together and on a large piece of newsprint answer the following questions:
 - How was the experiment set up? For example: who were the 'characters' in the experiment?
 - What happened during the experiment? (summarize the outcome)
 - What was the purpose of the experiment?
 - Were you (the students) surprised by the result(s) of the experiment? Explain.
3. Once each group has completed answering the questions, the members will join another group of four that explored the same experiment. The new groups of eight will now have the task of communicating the precise detail of the experiment they studied to the class. The best way to communicate how these experiments work is through a re-enactment. Visit each group of eight to make sure that they have grasped the goals and inner workings of the experiments.
4. Give each group about 10 minutes to create a re-enactment of their experiment. Discourage students from using a 'narrator.' The experiments are best expressed through actions. Encourage groups individually to use 'props' such as glasses, clipboards, etc., to establish the authority figure(s) in each experiment. Visit each group to make sure that everyone has a role. *There may be students in some groups who don't speak in the re-enactment but rather act as spectators. Assure students that this is acceptable.
5. At the end of the re-enactment, check for student understanding through audience questions. Post the answers that each group wrote on their large sheet of newsprint on the wall for students to copy. Also give students the opportunity to read about the experiments directly from the textbook in order to make their own notes.
6. Teachers may focus on the Zimbardo experiment that examines where college students play roles in a mock prison complete with prison guards and prisoners. In the experiment the prisoners became victims to the guards, some of whom were bullies and some were bystanders. Ask students to explain, in their own words why they think some prison guards became bullies, while others (bystanders) stood by and did nothing.
7. Using the textbook *Our Social World* p.203-204, introduce students to the real life incidents of Kitty



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Genovese and Reginald Denny, in order to illustrate the 'bystander effect.' Explore the idea that 'good,' or 'nice' people can fail to act in violent situations for various reasons such as fear for their own safety or the belief that someone else will take control of the situation and help those who need it.

8. Teachers may choose to prepare quiz or question sheet in order to evaluate student understanding of terms/theories/ sociological experiments following this lesson.

Lesson 4

In Lessons 4 and 5, teachers are given the option of further exploring discrimination or bullying for the remainder of the unit. The goal of Lesson 4 is to have students participate in activities that will support the unit culminating activity. In Lesson 4 students are asked to apply their knowledge to either:

- A) Creating a quick ad on discrimination as part of a group activity.
- B) Generate a large list of behaviours/actions and separate it into what is bullying and what is not bullying.

Planning Notes

Teachers should choose which issue they wish to pursue with their class and prepare accordingly. Teachers can order video(s) about bullying or discrimination such as

A) *Merchants of Cool* in order to teach students the impact of advertising on teenagers in order that they can create effective anti-discrimination ads, or B) *It's A Girl's World* to explore concrete and current trends in bullying. Teachers who choose to pursue discrimination as their topic should collect magazine photographs that will be used to create quick anti-discrimination ads. Look up advertising terms such as 'target audience,' 'tag line' and 'ad brief,' in order to familiarize students with the terms. Teachers who choose to explore the issue of bullying may familiarize themselves with, *The bully, the bullied, and the bystander*, by Barbara Coloroso or other bullying resources.

Teaching/Learning Strategies

A) Discrimination

1. Students will view the video *Merchants of Cool* or another current video on the impact and effectiveness of advertising. Teacher will prep discussion sheet/question sheet in order to discuss the video. Discussion topic: What makes an effective ad?
2. Ask students to brainstorm and come up with the ads that have impact them i.e. they laugh, they feel sad, they remember the 'jingle'. As the teacher, prepare a list of ads that impact you as an adult. Although you may have some favourite ads in common, many ads you remember will be unknown to the students and vice versa, due to the fact that you are not members of the same cohort. Once you have established that you do not 'notice' the same ads you can begin a discussion of the 'target



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

audience.’

- Using the ads that you discussed as part of your brainstorm and information from the video *Merchants of Cool*, establish the characteristics of ads that target teens. In order to successfully explore how an ad campaign ‘targets’ different ages, genders and cultural groups, try discussing anti-smoking ads. Anti-smoking ads target teens very differently from the way they target adults.

FOR EXAMPLE:

- www.stupid.ca. This Canadian government campaign used grim humour to engage teens in thinking about the impact of smoking.
- Teenage brain function makes them responsive to short term ‘payoffs/rewards’ over long term consequences such as death *Refer to the article: “What Makes Teens Tick.”
- Anti-smoking ads aimed at teens often focus on the fact that smoking can make you look ugly by ruining your skin/teeth
- Adult anti-smoking campaigns tend to focus on illness and death.

4. ACTIVITY

- Tape various photos from magazines that feature people of different backgrounds, ages and genders onto a large sheet of newsprint. (One per sheet)
 - Divide students into groups of 2-3 and ask them to create copy or tag lines (tag line: one to two lines of writing that condenses your message in an ad) under their photo that will transform their image into an anti-discrimination ad.
 - Students should work quickly and create 5 to 7 different ‘tag lines,’ written directly under the photos on the newsprint.
 - Students will hang their ads up around the class for class discussion.
 - The class is encouraged to pick the most effective tag lines and discuss why they are effective.
 - Students from other groups should also be allowed to add their own tag lines to the existing ones if they are inspired by an idea.
- If this activity is successful, the class can move on to researching and developing a complete advertising brief, including research and a final anti-discriminatory advertisement.

B) Bullying

- Students will view the video *It's A Girl's World*, or another current video on the impact of bullying. Teacher will prep discussion sheet/question sheet in order to discuss the video.
- Discussion topics:
 - Peer Pressure – using concepts of conformity/authority figures as explored in previous lessons.
 - What defines bullying?
- Refer to *The bully, the bullied and the bystander* page 32-33, to create a comparison chart listing the differences between ‘teasing and taunting.’ Create a master list of appropriate and inappropriate behaviour for your own reference.
- Divide students into groups of 3-4. Give them a large sheet of newsprint and a marker. Choose to use a Venn diagram or divided the sheet of newsprint into three sections labelled bullying | not sure | non-bullying.



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

5. Ask students to combine their own experience with the examples of bullying behaviour viewed in the video in order to create a list of bullying vs. non-bullying behaviour. It's important to include 'not sure,' as many bullying behaviour is the result of the bullies tone or intent and often looks like teasing, flirting or joking.
6. Discuss each group lists and create a master list as a class.

Lesson 5

In Lesson 5, students are asked to apply their knowledge and understanding of issues of stereotyping, discrimination, conformity and bullying to the Unit culminating activity. Teachers will guide their students in the creation of one of the following:

- A) An anti-discrimination advertisement will be created following student research and the creation of an advertising brief establishing their target audience and goals. (Appendix 2)
- B) An anti-bullying workshop using skits, articles, board games. Students would create interactive and engage workshops to engage their target audience in issues about bullying. (Appendix 6)

Planning Notes

Teachers will find current articles about discrimination/bullying (refer to "In Reena's World" in Appendix 11) to give to their students in order to further explore the issue of bullying. Teachers will book the use of the library/computer lab to allow students to do research about bullying/discrimination. Teachers will provide class time and support materials for the creation of advertisements/workshops.

A) Discrimination

1. Provide all students with at least one article/case study about the negative impact of discrimination. Articles could, for example, discuss issues of gender discrimination leading to less pay for woman or racial discrimination leading to violence against a member of a minority group.
2. Divide students into groups of 2-3. Each group will choose create different anti-discrimination advertisement about a specific group such as: homosexuals, African Americans, Natives, women, people with disabilities and so forth. Students may choose to create a print ad/poster or a 30-90 second television ad.
3. Each group will use their library/computer lab time to research the common stereotypes and the discriminatory behaviour experienced by their specific group. Additionally, students will research the people/groups/institutions that most frequently target their specific minority group by perpetuating stereotypes, exclusion from jobs/opportunities, or violent acts. Students will provide the teacher with evidence of this research in the form of note making sheets.
4. Teachers will instruct the students on how to translate their research into an ad brief. The ad brief is formatted to help students organize their research and plan out their ad so that it effectively addresses their issues and is directed to their target audience. Students will complete and submit



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

their ad brief (Appendix 3) for evaluation by the teacher.

5. Students will create small rough drawings to illustrate/explain their print or television ad in visual terms for their teachers. Teachers will check the groups rough ideas and advise them prior to the creation of the final ad.
6. Television ads and print ads will be displayed and viewed for class assessment (Appendix 4) as well as teacher evaluation. (Appendix 5)
7. Students groups will not present their ads but they will lead a 'debriefing' following the viewing of the video/poster in order to clarify their goals and demonstrate their knowledge. A mark for the debriefing is included under Thinking/Inquiry in the rubric for this activity. (Appendix 5)

B) Bullying

1. Provide all students with at least one article/case study about the negative impact of bullying. Articles about the bullying death of Canadian teenager Reena Virk can be used to accompany the video *It's A Girl's World*, seen in the previous lesson.
2. Divide students into groups of 4-5. Each group will be responsible for creating a Bullying Workshop to be aimed at a specific audience about a specific type of bullying. For example
 - A workshop targeted specifically at 10-12 year old girls
 - A workshop specifically targeted at grade 9 students
 - A workshop specifically targeted at boys in grade 6
3. Each group will use their library/computer lab time to research bullying and it's impact on their specific group. They may focus on physical bullying, relational bullying (psychological) or cyber bullying as it impacts girls, boys and teenagers. Students will provide the teacher with evidence of this research in the form of note making sheets.
4. Students will be asked to combine their research, their knowledge from previous lessons and their own personal experiences/observations in order to create a proposal (Appendix 7) for their Anti-bullying Workshop. Students will clearly state their goals and the manner in which they plan to engage their target audience.
5. Provide students with in-class time and materials to prepare their workshops. Make sure students are able to differentiate between a presentation (students talk about facts) and a workshop where the audience is engaged in learning while participating in interactive tasks.
6. Workshops 10-15 minutes in length will be presented for class assessment as well as teacher evaluation. (Appendix 8 and Appendix 9)

Expanding/enriching your lesson:

Organize the opportunity for students to present the workshops to their target audience within the high school or at a local elementary school.



Socially-based Curriculum Unit: Anti-Discrimination and Anti-Bullying

Appendices

- Appendix 1: Question Sheet for the article “What Makes Teens Tick.”
- Appendix 2: Anti-discrimination advertising assignment
- Appendix 3: Anti-discrimination ad brief assignment
- Appendix 4: Anti-discrimination peer assessment sheet
- Appendix 5: Anti-discrimination advertisement rubric
- Appendix 6: Anti-Bullying Workshop assignment
- Appendix 7: Anti-Bullying Workshop proposal assignment
- Appendix 8: Anti-Bullying Workshop peer assessment sheet
- Appendix 9: Anti-Bullying Workshop rubric
- Appendix 10: Anti-Bullying Workshop assignment ADAPTED for HIF 101
- Appendix 11: Resources

Other Possible Course Applications

The lessons of this unit may be adapted/modified and enriched in order to be used in the following Social Sciences courses: **HIF 101 Individual and Family Living** and **HSB 4M1 Challenge and Change in Society**

Suggested use for HIF 101 Individual and Family Living are as follows:

This Anti-Discrimination and Anti-Bullying Unit can serve as an extension to the activities found in Unit 1 and 2 of HIF 101. Unit 1 of HIF 101 focuses on developing personal communication skills and team building, while Unit 2 asks students to apply their understanding of good communication skills in order to: Resolve Conflicts, Recognize Healthy Relationships and Cope With Harassment and Abuse. Provide students with materials/resources from the Anti-Bullying portion of the Unit, in order that they can build an Anti-bullying Workshop using their existing knowledge of Communication/Conflict strategies. (Appendix 10)

Exclude activities about perception/stereotyping as well as sociological theories. Focus on the videos *Eye of the Storm* and *It's a Girl's World*, in addition to the existing HIF 101 Curriculum activities on Communication, Conflict Resolution and Coping with Harassment and Abuse.

Suggested use for HSB 4M1 Challenge and Change in Society are as follows:

This Anti-Discrimination and Anti-Bullying Unit can serve as an extension to the activities found in Unit 3, Lessons 3-5 of HSB 4M1. In the existing curriculum of HSB 4M1, Challenge and Change in Society, the summative activity in Unit 3 is the creation of an Anti-discrimination pamphlet, video or school presentation. This summative assignment is created as the result of an exploration of studies of self-perception, stereotypes, racism and discrimination. This Anti-Discrimination and Anti-Bullying unit can be used in part or as a whole to explore the issues stated in HSB 4M1, Unit 3.