**Your lesson plan** -------------------------------------------------------------------------------------------------------------------------------

| Topic/Lesson Title:  Diversity in multicultural classes and with different social backgrounds |
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| Aims/Goals or SWBATs (Students will be able to......)  Sharing different experiences and stories  Promoting the uniqueness of one own culture  Accept and adapt to different ways of thinking and living  Awareness of cultural diversity as an empowerment of everyone’s growth and the added value of having multiple backgrounds in a classroom  Students will understand the importance of different cultures and family backgrounds Students will learn how to be inclusive and not judge a “book from its cover”  Students will expand their knowledge about traditions and family legacies  Cooperative learning – Critical Thinking – Positive attitude towards diversity |
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| Age group: 13 to 15 |
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| Level: First-grade secondary school – A2 English level (for teachers of English language) |
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| Time (Lesson duration): 1 week (3 different lessons of 1 hour each)   1. Family object/story 2. Working in groups with the exchanged objects (research) 3. Group presentation. |
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| Materials:  Students have to bring in class a **family object’s picture or a written story passed down in their family**.  Material will be collected on a **poster in the classroom**.  Students will be divided into groups. Each group selects one picture from the wall and starts **online search** (and/or interview with the classmates) to understand what the object/story is about and how is it related to a specific culture.  They then prepare a **summary/presentation** on findings to share with the class.  Works will be voted by the other groups based on a previously prepared grid that will evaluate:   * Findings accuracy * Analogies with other cultures * Authenticity * Presentation skills * Class engagement |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time 30’  Introducing the concept of cultural diversity and the fact that everyone is composed by different layers and only a few of them are visible (the cultural Iceberg).  Everyone has special legacies or memories that are rarely shared with others but family or friends. |
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| *What can students predict or do to get started with the lesson?* Time: Homework  They select a representative object/story to show family links and traditions |
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| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time: 30’  Meaning of diversity (cultural, social,etc.)  Challenges in terms of inclusion:   * Different social backgrounds (cultural, economic, religious) * Intergenerational distance * Living in different places * Adapting to social changes * Lack of diverse experience |
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| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time: as required  Online searches, stories from family members |
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| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time:  Where does it come from  What is its use  Are/were there similar tools/objects/stories in my family.  If yes, what does it represent? If no, why? Can you find in your culture different objects with a similar use/intent?  What have you learned from the activity?  What was the most challenging aspect of the activity |
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| *What will students* ***speak*** *about in pairs or in small groups?* Time: 1H  They’ll work in groups, organize the presentation and also decide on a speaker, a timekeeper, the sequence of speech, etc. |
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| *What will students* ***write*** *about during class time or for homework?* Time: as required  Arrange findings in a structured way (history, use, peculiarity, meaning, memories, etc.) |
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| *What are other follow up (or homework) activities that can be included?*  Students create a campaign promoting the activity ( Infographics/Posters/Short videos)involving relatives  Visiting a museum of arts and traditions  Invite experts (such as cultural mediators) to expand concepts on multicultural diversity |
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| Other thoughts about this lesson plan:  If the school is Erasmus accredited, link the activity to Erasmus objectives (pre-visiting and post-visiting research) |
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