



LESSON PLAN

BLACK SHEEP
(CZECH)

TITLE:

BLACK SHEEP (27 MINS)

ADDRESSES:

15 + (Advisory content - language and violence)

SUBJECT:

What is said about us... Does it apply to everyone ?

CURRICULUM:

Conflict matters

TIME NEEDED TO CARRY OUT THE LESSON:

45/90 mins

GOALS OF THE LESSON:**MAIN GOAL:**

Understand that general statements about a group of people (class, profession, ethnicity, nation, generation, etc.) never apply to all its members. That these are misleading, dangerous and unfair. Always think of man as an individual.

3 GOALS

- Students will look at the impact of general statements.
- Students will discuss personal biased assessment in their own personal environment.
- Students will realise that general statements about groups of people are distorting and misleading.

METHODS:

- Reflection of emotions using the one-word method
- Class Discussion

MATERIALS:

- Whiteboard / flipchart
- Writing supplies

STEP BY STEP INSTRUCTION:

1. We start the class with a film screening .
2. After the projection, we will make a brief reflection of the pupils' emotions using the one-word method. We encourage students to say one word that comes to mind about the film. We write the words on the board, if they are repeated, we make a comma next to them.
3. We then ask students to make statements about the younger generation. We write their statements in a column on a blackboard or flipchart . We can help by recalling what we ourselves have heard that is being said about young people.
4. If students no longer think of anything, we will tell them that we will now read one statement after another. After reading each of them, we ask the class to raise the hand of the one about whom the statement applies. We write the number of raised hands on the board next to each statement. We continue until the students comment on each statement on the list.

5. The reflection takes place together in the form of a discussion, where we also evaluate the results of the previous activity. We ask students:
 - What did you find out?
 - What do the figures for each statement suggest?
6. Is there a statement when everyone in the class raised their hand?
7. So what about the statements we make about other groups - Roma, immigrants, migrants, the elderly, homosexuals, the homeless, Germans, Russians, Arabs or Czechs?
 - How did you feel during the activity?
8. Pupils will experience for themselves how uncomfortable it is for someone to evaluate them as a whole based on the behavior of one or more individuals. It is good to conclude the activity by saying that our statements about groups of people lead to generalizations that do not allow for an individual approach to the individual and that we therefore necessarily commit an unfair assessment.
9. We can change the assignment of the activity in various ways . For example, if there are only girls (boys only) in the class, we ask: What is said about today's girls (boys)? Or: What is said about high school students, apprentices, eighth (ninth, your) students? What is said about the Czechs? We always ask so that students can identify with the general group. (The activity will always show reliably that not all students in the class will ever make a statement. It does not fail even if someone needs to show off and raises their hand on each statement, even if they don't really think of themselves.)

CONCLUSION:

Complete this activity with a whole class discussion.