



Lesson Plan – What are my blindspots?

**Purpose:** Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.

**Equipment needed:** Pen, Paper, Computer, Projector. Option to print off the sketch to stretch task.

**Lesson timings (50 minutes):** The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work: Teachers Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.  Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individual (5 mins)  Gratitude	<ol style="list-style-type: none"> <li>Learners take the first 5 minutes of this lesson to reflect with gratitude.</li> <li>Consider who they are grateful to and imagine they can hand a sentence to them to show their gratitude.</li> <li>Write down that sentence</li> </ol>	
Warm-Up Street Calculus (15 mins)  Street Calculus	<p>Learners arrange themselves in groups of 4.</p> <ol style="list-style-type: none"> <li>Each person selects two professions.</li> <li>Without sharing, learners sketch a person in each of the chosen professions.</li> <li>They can give the person in their sketch name.</li> <li>Learners share the sketches and discuss what they notice about the people in each profession.</li> </ol> <p>Next:</p> <ol style="list-style-type: none"> <li>In groups discuss what the image called 'street calculus' is showing us.</li> <li>Learners can use the slide questions to build a conversation about their experiences with street calculus.</li> </ol>	Allow learners to choose their pair and then the pairs move into groups of 4.

<p>Main Activity Groups of 4 (25 mins)</p> <p>Stereotyping–Mapping the Territory.</p>	<p>Remaining in groups of 4, learners:</p> <ol style="list-style-type: none"> <li>1. Organise their ideas about stereotyping by drawing a concept map.</li> <li>2. Leave their map on the desk or put it on the wall.</li> <li>3. Do a gallery walk - view the other maps and collect similarities and differences.</li> <li>4. Share these similarities and differences with the group.</li> <li>5. Each group builds a working definition of what stereotype means.</li> <li>6. Learners vote with their feet on their preferred definition.</li> </ol>	<p>Teacher collates the definitions.</p> <p>Teacher works to refine the working definition with students. There is a sample definition in the slide notes.</p>
<p>Reflection Groups of 4 (10 mins)</p> <p>Catch yourself Stereotyping...</p>	<p>Remaining in groups of 4, learners:</p> <ol style="list-style-type: none"> <li>1. Review their thoughts on the sketches they did at the start of the lesson.</li> <li>2. How did stereotyping inform the sketches?</li> <li>3. Reflect and share a time they have done street calculus.</li> <li>4. Note to themselves when and where stereotyping plays out in their lives during the week ahead.</li> </ol>	
<p>Check-out In Pairs (5 mins)</p> <p>What next?</p>	<p>Learners reflect on:</p> <ol style="list-style-type: none"> <li>1. The learning cycle of the lesson and how they may apply what they've learnt. For example, they may focus this week on how it feels to be aware of hidden biases as they show up</li> </ol>	<p>Slide notes are designed to support this Check out.</p>

\*Most CfL activities work best when the teachers join the students and do the activity with them.