

**11 - Inclusion**  
**Lesson Plan**  
**(Ability level: intermediate to upper-intermediate)**

Grade level: Primary 1–2  
Time: approximately 40 minutes

**Suggested Activity 1: Drawing** (approximately 10 minutes)

*Note that this activity should be completed before the video is played.*

- T writes on the board, "What does a Hongkonger look like?"
- Elicit responses from students as to what a Hongkonger would look like, highlighting features such as skin colour and hair colour as well as how they dress.
- Invite volunteers to draw "a Hongkonger" on the board. Alternatively, put students in groups and offer each group blank paper and markers for group work.
- Ask students to judge if the people in the pictures (see **Appendix A**) could be a Hongkonger. Ask them to hold off their answer until after the video is played.

**Suggested Activity 2: Debrief** (approximately 20 minutes)

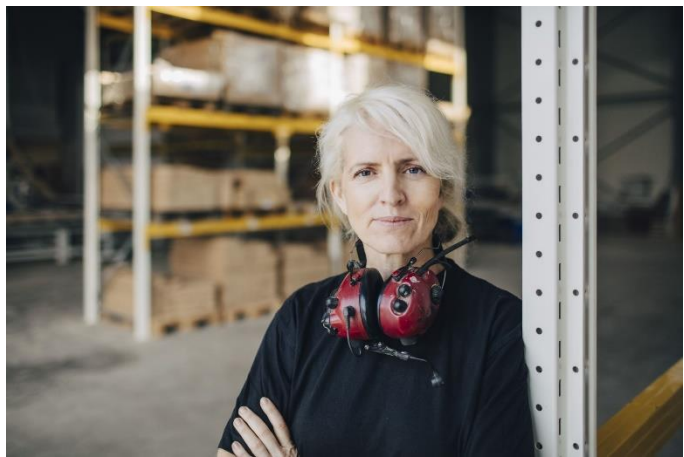
*As the topics of race, ethnicity, and inclusion could be rather lofty, teachers are encouraged to pause and play the video as much as appropriate.*

- Discuss the following questions with students. Offer feedback and follow-up questions when appropriate.
  - What do people from Hong Kong look like? (**Refer to Activity 1**) What skin colour might they have? (**Any skin colour**) What hair colour might they have? (**Any hair colour**) What do people in the United States look like? (**Over 40% of the US population is non-white**)
  - What is [this] character's name? (**Iqra**) It is an unusual name in Hong Kong. Do you like the name? Do you like how it sounds? Why do we have such different names?
  - If you were Iqra, how would you feel about [the scene where Percy and Ning Ning whispered to each other while looking at Iqra]? Why? Why did Percy and Ning Ning do that? Why is it important to "politely ask them questions to get to know them more", as Little Leaf suggested?
  - Why did Iqra need additional help with her Chinese? Imagine that your family is moving to a new country where Chinese and English are not commonly spoken. What difficulties might you face?
  - What is it that Iqra was wearing on her head? Why did she wear it? How do you feel when you walk past people wearing headscarves on the street? How do you feel when you walk past people with a skin colour different than yours? (Depending on the students' level, T could mention the media and how they affect our perception of people with different skin colours/ ethnicities/ religions.)
  - Any other questions that T feels appropriate

**Suggested Activity 3: Learn about other cultures** (approximately 10 minutes)

- Introduce the worksheet (**Appendix B**) and complete it in class with an example.
- Assign it as homework.

**Appendix A**



(Sources: stock images from Microsoft Office)

## Appendix B

### Good Character English Animation Series: Inclusion Worksheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_ (      )

While Hong Kong is a multicultural city, not all festivals are commonly celebrated here.

Do you know any festivals that are celebrated in other countries? Go to the library or go online for a bit of research and choose ONE festival that you find most interesting.

Name of the festival:

\_\_\_\_\_

Where is the festival commonly celebrated?

\_\_\_\_\_

How do people celebrate this festival? Write it down or draw it out in the space below.

They \_\_\_\_\_.

They \_\_\_\_\_.