

11 - Inclusion
Lesson Plan
(Ability level: elementary to pre-intermediate)

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

Suggested Activity 1: Being inclusive (approximately 10 minutes)

- Ask the class to stand in a circle and hold hands (use pens or pencils as buffers if there are concerns of hygiene). T joins the circle too. Explain that those who stay until the end are “winners”.
- Announce that students with particular features are now out of the group, e.g., those wearing glasses, those with curly hair, until the group becomes very small.
- Ask to the class to return to their seat. Ask how they feel about the game.
- Illustrate (if necessary, with a sketch on the board) that the class was *inclusive* [as in everyone being included] at the beginning and less so in the end. Highlight that no one wants to be out of the group just because of what they look like.

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? 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: An inclusive world (approximately 10 minutes)

- Introduce the worksheet (**Appendix**) and explain the vocabulary. Assign it as homework.

Appendix

**Good Character English Animation Series: Inclusion
Worksheet**

Name: _____

Class: _____ ()

In an inclusive world, everyone is welcome! Draw in the space below **what an inclusive world looks like** to you.

It would be great if the people you draw are different in their age, gender, race and ethnicity (such as hair colour and skin colour), religion, etc.

