



Lesson Plan

TITLE: Green's Greens For Greens

Subject(s): Language Arts; Social Studies/Humanities

Grade Level: 3-6

Specific Student Learning Objectives:

- Students will learn the importance of equality rights and freedom from discrimination.
- Students will explore equality rights in the context of school groups and hiring practices.
- Students will learn to evaluate good and bad reasons for distinguishing between people.
- Students will use the Acorn Test to assess reasonableness/fairness.

Enduring Understanding/Big Idea/Essential Questions:

- 1) Equality rights allow us to be who we are, live in our communities and pursue our dreams without unfair barriers.
- 2) Discrimination happens when people and groups face unfair barriers in their lives because of their characteristics such as race, age, ethnicity, religion, abilities, gender, sexual orientation (among others).
- 3) Sometimes it is fair to differentiate between people based on their characteristics (for example, to have an age limit for driving, or to have special parking spots for people with disabilities).

Essential Questions

- Is there a difference between treating people equally and treating them the same?
- Could treating everyone the same ever be unfair?
- Could treating some people differently ever be fair?

Context: This lesson would be most effective if students have already been introduced to the "Acorn test" that will be reinforced in this lesson plan. If students are not familiar with the Acorn test, an interactive presentation explaining this three-question critical-thinking test is accessible via this link: CCLA Acorn Test. This lesson is supported by web resources.

PREAMBLE:

In order for this lesson – or any critical-thinking lesson – to be effective, students must be given clear permission to disagree. Divergent points of view must be encouraged throughout the lesson, so that the issues raised can be fully and meaningfully explored. There are no right answers to these questions, and part of the lesson is to help students understand how challenging and interesting issues of fairness, citizenship and justice can be. Quite aside from adding to the debate, encouraging diversity of opinion and point of view is vital to fostering democratic habits and active citizenship.

Is there a Connection for Students? The content of the lesson is linked to democratic, citizenship issues/concerns – rights, rules – that students confront every day. In particular, this lesson grapples with the issue of discrimination and equality rights. Although students may have already experienced discrimination in schools or society, this lesson will help them determine when treating people differently based on their characteristics could be fair, and when it amounts to discrimination (i.e. differentiation vs. discrimination).

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<p>Part 1: Minds On: Activating Prior Knowledge [10 min]</p> <p>Discussion on the meaning of equality: Should we always treat everyone the same?</p> <ol style="list-style-type: none"> 1) What do you think equality means? [students will likely conclude that it means we treat everyone the same] 2) What are some examples of times when everyone should be treated the same? [Some examples may include the following:] <ul style="list-style-type: none"> • Everyone should be allowed to play in a park • Everyone should be allowed to go to school • Everyone should be allowed to ride the bus 3) Is it always fair to treat everyone the same? 4) What are examples of situations where it would be unfair to treat everyone the same? [guiding questions to assist students in thinking of some examples]: <ul style="list-style-type: none"> • If your school has an elevator, should everyone be allowed to use it? Who should and who should not be allowed? Why or why not? • If you are not allowed to bring your pet dog into a restaurant, should someone who needs a guide dog be allowed to do so? Why or why not? <p>Discussion on differentiation vs. discrimination</p> <p>Example 1: Age limits for driving</p> <ol style="list-style-type: none"> 1) Please raise your hand if you have a driver's license. If you don't have one, why not? 2) Is it fair that you are not allowed to drive because you are not old enough? Why or why not? [students will likely conclude that there are very good reasons to not allow a child to drive a car] <p>Example 2: Age limits for selecting ice cream flavours</p> <ol style="list-style-type: none"> 3) If we say you can't drive because you are not old enough, should we also say that you are too young to choose your own flavour of ice cream? Why or why not? 4) What is the difference between driving and choosing ice cream flavours? 5) Why might it be fair to set an age limit to decide who drives but not who gets to choose ice cream? <p>Now that students have had an opportunity to identify situations in which it might be fair/unfair to treat people differently based on certain characteristics, summarize the discussion by introducing the word wall word:</p> <p><i>Discrimination: Discrimination happens when people and groups face unfair barriers in their lives because of characteristics they cannot change, such as race, age, where they or their ancestors were born, religion, abilities, gender, sexual orientation (among others).</i></p> <p>Optional Alternative or extension exercise: Read <i>Don't Let the Pigeon Drive the Bus</i> by Mo Willems to the class. Following the reading, ask the students the following questions:</p> <ol style="list-style-type: none"> 1) Is it fair that the pigeon is not allowed to drive the bus? Why or why not? 2) What if instead the bus driver had a rule about who could <i>ride</i> the bus: All animals are allowed to ride the bus, EXCEPT for the pigeon. Would that be fair? Why or why not? 3) What is the difference between making rules about who gets to drive the bus and who gets to ride the bus? Why might one rule be more fair than the other? 	<p>Materials</p> <ul style="list-style-type: none"> • Green's Greens Word-Wall Words • Optional: Willems, Mo. <i>Don't Let the Pigeon Drive the Bus</i>. 2003 Hyperion Press.
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PART 2: Action – What is fair?

Introduce the Acorn Test and fairness in law making [10 min]

Taking the lead from part 1, ask students how we might avoid discrimination, particularly in schools and in hiring people for a job. Can we pass a law telling people how to treat others or who they can and cannot hire? Would rules like this be unfair to someone who owned a business and wanted to make their own decisions about who they want to hire?

Ask students to think about these questions as they watch the video: Green's Green for Greens.

Distribute handout and [watch video](#) [10 min]

In this video, the council passes a by-law making it illegal for employers to discriminate when hiring staff. Ask students to keep the Acorn Test in mind as they watch the video

Follow up discussion:

- What was Mr. Green's rule for hiring employees at his store?
- What by-law did City Council pass affecting Mr. Green's hiring practices? (*stores and companies can no longer hire their staff based on a creature's colour. They must hire the best-qualified creature, no matter what he or she looks like*).

Discussing the Acorn Test – group activity [10-15 min]

- Divide the class into smaller groups. Ask each group to apply the Acorn Test to the new city by-law (refer to Acorn Test anchor chart in materials).
- Ask students to share their thoughts with the rest of the class, highlighting the Acorn Tests' main points as prompts to provoke discussion
- Did the mayor and council have a good reason to pass the new by-law? Is it more important to treat Ms. Pinkster equally than to keep Mr. Green happy?
- Will the by-law work? Is everyone going to be happy with the new by-law? Will people stop discriminating based on a creature's colour?
- What else could this by-law do? Could it have an effect on other creatures other than Ms. Pinkster? Is this going to limit Mr. Green's freedoms to do what he wants to do? How could hiring a pink employee affect Mr. Green's business?
- Ask students to vote on City Council's bylaw; is it fair or unfair? (students may use voting paddles if they wish)

Essential Questions to Highlight

- Why does Mr. Green want to choose the *colour* of the creature working at his store?
 - Is his reason to choose the colour of his employees fair? Why or why not?
 - Do you think Ms Pinkster was treated fairly? Do you think Mr. Green was treated fairly? Is it more important to be fair to Mr. Green or Ms. Pinkster? Why?
 - Should Mr. Green ever be able to exclude certain creatures from working at the store? i.e. Should he be required to hire a creature that eats green things?
- The important thing to note is that Mr. Green can still exclude some creatures from working at the store, but he must make sure that his hiring practices are fair and not discriminatory.

Materials

- Blackboard/Whiteboard or Flipchart
- AV equipment
- Green's Greens for Greens video:
<http://thatsnotfair.ca/episodes/greens-greens-for-greens/>
- Acorn Test anchor chart
- Optional: Fair/Not Fair voting paddles printouts (one for each student).

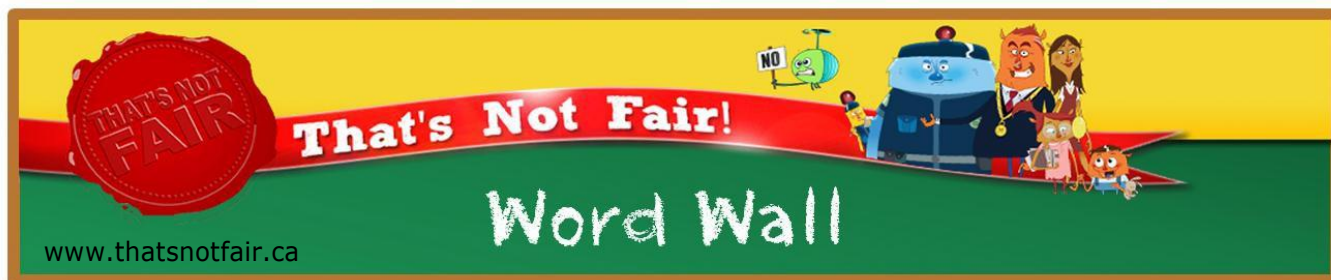
<p>Optional Extension Activity: Help Wanted</p> <p>Divide the class into smaller groups. Tell each group they are opening a new toy store and they need to hire a cashier. Ask each group to make a HELP WANTED sign. The sign should list all the responsibilities of the cashier job, and all the qualifications that are needed to meet those responsibilities. Each group will take turns presenting their help wanted sign and explaining why each qualification is important and relevant to the job responsibilities. Teacher can prompt questions where students have listed a qualification that might amount to discrimination: e.g. Why did you request only boys for this job? Are there any responsibilities that you have listed that can only be performed by boys?</p>	
<p>PART 3: Consolidation and Debrief [10 min]</p> <p>Tie in Parts 1 and 2</p> <p>Ask students to define discrimination: Discrimination happens when people and groups face unfair barriers in their lives because of characteristics they cannot change, such as race, age, where they or their ancestors were born, religion, abilities, gender, sexual orientation (among others).</p> <ol style="list-style-type: none"> 1) Make it real for students – ask them to identify other forms of discrimination that they have seen, at school or elsewhere. 2) Can laws alone fix discrimination in society? Ask students if we can rely on laws alone to prevent discrimination – what else can we do to prevent discrimination? (some answers might be: stage a peaceful protest and/or boycott stores and businesses that have discriminatory practices, educate others about the importance of equality, stand with and support others who are being discriminated, listen and learn from the stories of people who have experienced discrimination, tell a teacher or trusted adult if you or someone you know is experiencing discrimination etc.) 	
<p>Next Steps – Suggestion</p> <ul style="list-style-type: none"> • Continue exploring issues of fairness in your classroom using the rest of the videos and teacher resources • Next time you hear students say, “That’s not fair,” see if they can apply the Acorn Test to help resolve conflicting viewpoints. 	

That’s Not Fair was made possible in part by funding from:



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Here are a few key words and definitions from **Green's Greens for Greens**. As you watch the video, feel free to add new words and definitions of your own. Send your suggested words to us at info@thatsnotfair.ca and we may even use your definitions on our website!

Word:	Definition:
By-Law	A rule or law voted on by a majority of law-makers, that tells people what they may or may not do
Hiring Practice	A store or company's rules for deciding who will work for them
Discrimination	Discrimination happens when people and groups face unfair barriers in their lives because of characteristics they cannot change, such as race, age, where they or their ancestors were born, religion, abilities, gender, sexual orientation (among others).



To help you decide if a limit to a right or freedom is fair, use:

The Acorn Test

- 1.** Why? What is the *purpose* of the limit?
- 2.** Will the limit work? Does the limit achieve its purpose?
- 3.** What else will it do? How are others affected by the limit?
Does the limit go too far?

If you decide the limit is unfair, what could be done to make the limit more fair?

For more teaching resources
and videos visit
www.thatsnotfair.ca



Make your own voting paddle to use when you decide something is fair or unfair in each of the *That's Not Fair* videos! Here's how:

1. Cut out both Councillor Bug images on the dotted line.
2. Using a pencil, trace around one of your Councillor Bug cut-outs onto a piece of construction paper. Cut out the traced shape.
3. Tape one end of a tongue depressor to the back of the construction paper (this is the handle of your voting paddle)
4. Paste each Councillor bug image on one side of the construction paper cut out (it should look like a sandwich with the construction paper in the middle)
5. Watch the *That's Not Fair* series at www.thatsnotfair.ca and vote whenever you see something fair or unfair happening in each story! Happy voting! ☺



For more teaching resources,
and videos visit
www.thatsnotfair.ca

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