



TALKING ABOUT RACE

On A Plate Lesson Plan

(Grades 6-12)

Objective

This activity is designed to help middle and high school students see advantages and disadvantages in their lives and in our culture.

Materials

- *On a Plate Cartoon* which can be found by clicking [here](#).
- *On a Plate Handout* for each small group

Procedures

1. Ask the students what it looks like to have advantages in a society. Then ask them what it looks like to have disadvantages in our society. (Some answers might be that advantage means you know someone in a job that can help you get the job. And an example of a disadvantage might be that you live in a neighborhood where you have to spend time worrying about safety instead of thinking about schoolwork.)
2. Explain to the students that every group in our culture has advantages and disadvantages. Challenge the students to think of a group and list both the advantages and disadvantages of that group. (Some potential groups to explore could be Black or African American people, LGBTQ, women, people with disabilities, single parents, white people, Muslims, etc.) Challenge any stereotypes that arise from the conversation and try to keep the class focused on facts and personal experiences.
3. Define the following terms for your students:
 - a. **Stereotype:** An oversimplified idea or assumption about an entire group of people without regard for individual differences. Ex: All _____ are _____.
 - b. **Prejudice:** A belief, or a pre-judgment, about a person or a group of people without having enough knowledge to make that judgement. Prejudice is based on stereotypes.
 - c. **Discrimination:** An action based on prejudice and/or stereotyping that excludes people or treats them unfairly. Some forms of discrimination are illegal such as housing discrimination or disability discrimination.
4. Have the students read the *On a Plate Cartoon* alone or as part of the large group.
5. Break the students into small groups. Give each group a copy of the *On a Plate Handout*. Have them work as a group to answer the questions on the handout.
6. When the small groups have completed the handout, lead a large group discussion using the questions below.

Discussion Questions

1. What were some advantages and disadvantages for both Richard and Paula?
2. What were some effects of the advantages and disadvantages that your group determined?
3. Did your group identify any stereotypes, prejudice or discrimination in the cartoon? Explain.
4. Where do you see advantages or disadvantages in your society?
5. Why are some communities more disadvantaged than others? Why are some communities more advantaged?