



9th – 12th Grade Lesson Plan on Diversity Art

Objective: Use Art to discuss diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. Examples of various art styles.

Procedure:

- A. Have the class list various styles of art, such as Impressionism, Cubism, Dada, Modernism, Surrealism, Baroque, Romantic, Realism, etc.
- B. Divide the class into 6 groups and assign each group a style of art to explore. Have each group list the attributes of their style on the board.
- C. Have each group select examples of their style and present them to the class.
- D. Divide the Diversity Beans up by color and assign a color to each art style. Assign a flavor with each color and style. Have the groups list the color and flavor on the board with their style.
- E. Have each group taste a Diversity Bean of their color. Ask the students to raise their hand if they tasted the flavor they expected based on the color tasted.
- F. Record on the board next to each style, the various flavors tasted for each color. Repeat 4-5 times and record the variety of flavors for each color.
- G. Discuss with the class whether color or flavor or both or neither is the best attribute for each style of art.
- H. Have the students list any similarities between the different styles of art. Discuss if there are examples of art where the style is hard to characterize. Show the class a few pieces of art that are hard to stylize and ask them which style of art they are.

I. Discuss with the class why art can be hard to stylize. Discuss the fact that many pieces of art exhibit numerous styles and are hard to classify.

J. Ask the students to give examples of artists in each style. Discuss whether the artists used the same style throughout their career or whether they used various styles.

K. Discuss whether certain styles of art portray subjects or scenes better than others.

L. Ask the class what style they would use for various subjects, such as a landscape, a portrait, a street scene, a still life, etc, and why. Discuss that any style of art can be used for any subject matter and still portray the artist's vision.

M. Return to the discussion of color and flavor as they pertain to art style. Discuss the various flavors for each color in terms of the discussions on styles of art. (Sometimes an impressionist artist may use a modern style).

N. Relate this discussion to styles of people. Have the class discuss the various styles that people may use in their everyday life. Discuss parenting styles, teaching styles, leadership styles, etc. Also discuss exterior characteristics of people (such as happy, detail oriented, optimistic, etc.). Discuss how appearances can be deceiving.

O. Return to the beans and ask if appearances are a true indication of substance (flavor).

P. Discuss how this relates to people, you can't judge people by appearances. Relate this to diversity and the concept that we should judge people based on actions, attitudes and behavior and not on appearance or stereotypes.

Q. Discuss that everyone has social interaction styles that may or may not represent the true character of the person. Ask the class for examples. Discuss how some sports figures are huge and mean on the field but are actually gentle people. Discuss the terms "gentle giant", "mouse that roared", etc.

R. Relate that just as artists use multiple styles and often are hard to characterize, people are multifaceted and hard to judge quickly. Diversity means recognizing that we are all different and shouldn't be judged on appearance.



9th – 12th Grade Lesson Plan on Diversity Geography

Objective: Explore the diversity of people found throughout the world.

Materials Required: Map of the world and 1.5 oz of Diversity Beans per student.

Procedure:

- A. Divide the class up into 6 groups and assign each group a continent (Europe, Asia, Africa, Australia, North America, and South America).
- B. Have the groups study their assigned continent and prepare a short oral report describing the area. The description can include famous people, weather and climate, topography, ecosystems, etc.
- C. Assign each group a color of Diversity Beans to represent the people of their continent.
- D. Have them assign attributes to the people based on their knowledge and perceptions of the continent.
- E. Record on the board or on flip-charts the attributes given to the people, basically have the students stereotype the people in their assigned continents.
- F. Ask the students if they have relatives that live in any of the continents, or if they have lived there previously.
- G. Ask them if they think the descriptions developed by the groups are accurate.
- H. Ask if anyone can define the word stereotype, and define it for the class. Lead the class in a discussion of stereotyping and how easy it is to stereotype based on race, sex, ethnicity, background, appearance, etc.

- I. Ask the students what they expect from their color Diversity Beans.
- J. Associate the flavor with the continent and people.
- K. Lead them in a discussion of exterior appearance creating expectations and stereotyping.
- L. Have them taste a bean associated with their continent. Record how many tasted what they expected.
- M. Repeat the tasting 5 or 6 times and record the results.
- N. Discuss the fact that people (Diversity Beans) from one continent may have all the same appearance but have different flavors. Also, people (Diversity Beans) with the same flavor are distributed throughout the world (have the students who tasted lemon raise their hands and show that "lemon" people are distributed throughout the world).
- O. Ask the students if anyone feels confident that they can pick a "person" from a given continent and match both the color and flavor of the bean. Have them try and record the success rate.
- P. Lead them in a discussion on not letting stereotypes/expectations affect their opinion of people. Explain to them the harm in prejudging people based on appearance, nationality or background.
- Q. Lead a discussion on the fact that where someone is from does not determine what they are like. Discuss behaviors and attitudes versus appearance.



9th – 12th Grade Lesson Plan on Diversity History

Objective: Use physics to discuss colors and filters and relate this concept to diversity.

Materials Required: 1.5 oz of Diversity Beans per student, reference material on the Second World War.

Procedure:

- A. Divide the class into 6 groups and assign each group one of the major powers of WWII (US, England, Russia, Germany, Japan, Italy). Assign each group a color and flavor of Diversity Bean.
- B. Have the groups research their assigned power, including society, government, national strategy, alliances, etc.
- C. Have the students list on the board the characteristics of their power, include the characteristics of the people.
- D. Discuss with the class the nationalistic drive of Germany and Japan and their efforts to purify their races. Discuss the nationalistic tendencies of Italy and Russia and compare them to Germany and Japan. Discuss why England and the US did not have the same level of desire to purify their races.
- E. Discuss with the class the government's role and people's role in each country.
- F. Ask the class what their family backgrounds are. See if anyone has any German, Japanese, Russian, English and/or Italian heritage in their background.
- G. Discuss with the class whether their heritage reflects upon them as a person.
- H. Have the students taste a Diversity Bean of their assigned group. Ask what flavors the students tasted and record the results on the board.

I. Discuss the results with the class, ask if the flavors tasted could be related to heritage.

J. Ask the students what their new expectations are for the beans.

K. Have the students taste another Diversity Bean and record the results. See if anybody's expectations are changed. Repeat until there are no defined expectations.

L. Discuss with the students the relationship between appearance and expectations.

M. Ask the students to define stereotyping. Discuss whether judging the beans on their color is a form of stereotyping.

N. Return to the discussion of the countries involved in WWII. Ask the students how they feel about the characteristics of the people in the countries studied.

O. Discuss with the students if our perceptions of the countries (especially the axis powers) was driven by the actions and attitudes of a few people and their governments or if our perceptions were truly indicative of the people and their culture.

P. Discuss the subsequent actions and attitudes of the countries involved in WWII. Discuss how Russia became a Dictatorship with excessive human rights violations and how Germany, Japan and Italy became productive members of the world society.

Q. Ask the students if they know anyone who has a pedigree heritage (ie 100% Irish or Italian, etc). Discuss how in the world there are few people that are not of mixed heritage.

R. Discuss with the students if heritage determines personality or behavior. Ask the class if all people of German, Italian or Japanese heritage should be judged on their background. Expand the discussion to include people of African and American Indian heritage and other heritage.

S. Have the students select a Diversity Bean of their choice. Ask them why they chose the specific bean. Ask them what their expectation is and why they have an expectation.

T. Have the students taste their beans. Ask whose expectations were met. Ask who was unhappy with their choice and why.

U. Relate this to people. Discuss with the class the fact that people tend to judge others on appearance or background and we develop expectations based on our judgments. Discuss that our judgment is often wrong and based on stereotypes.

V. Discuss with the class how the beans relate to people. Just like the beans, we

shouldn't judge people based on appearance. We need to experience people and judge them based on attitudes, behaviors and actions.



9th – 12th Grade Lesson Plan on Diversity Math

Objective: Use math to explore diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

- A. Introduce the Diversity Beans to the class, explain that there are 6 different colors (black, white, orange, green, yellow, and red) and twelve flavors (cinnamon, orange, root beer, coconut, sour apple, licorice, pineapple, grape, huckleberry, cherry, lemon, and lime).
- B. Divide the class into six groups. Count the beans and have the students determine how many beans should be given to each group to evenly divide the beans.
- C. Divide the beans by making six piles that are approximately equal in size and give each group a pile.
- D. Have each group count their beans and determine the fraction of the original beans that they have.
- E. Have each group calculate the probability of a bean being a certain color or flavor. Discuss the concept of probability and that each color should be $\frac{1}{6}$ th of the total.
- F. Have each group count the number of beans in each color for their pile.
- G. Have them express the number of each color bean as a fraction of the total number of beans their group received and as a fraction of the original total amount of beans (Note: fractions should be reduced where possible). Have the class add the fractions of each color per group together to get the original fraction of each color out of the total amount.

- H. Ask the class to match color to flavor for the beans.
- I. Have the class choose a color/flavor that they want to taste.
- J. Have each student take a bean of the chosen color and taste it.
- K. Record the results of the flavors tasted as fractions of the total amount tasted.
- L. Repeat for the other five colors and record the results as fractions.
- M. Add the flavors by fraction to determine the fraction for each flavor of all the beans tasted.
- N. Make a 6x12 matrix on the board and fill in the spaces with the fraction of total beans tasted for each possibility.
- O. Bring up the concept of statistics and compare statistics to probability.
- P. Explain the difference between a priori calculations and post experiment calculations.
- Q. Ask the class for other examples where probability and statistics would pertain (such as flipping a coin, rolling a dice, or drawing a card from a deck of cards).
- R. Discuss the possible reasons for any discrepancies between expected values and observed outcomes (randomness, chance, small sample size, etc).
- S. Have the students determine what the possible outcomes and expected values for each combination are, and compare the expected values to the actual results obtained.
- T. Lead the class in a discussion of expected values versus experimentally obtained values, reinforce the concepts of probability and statistics.
- U. Ask the class to write a list of how many different ways people can be classified (sex, color, nationality, ethnicity, religious beliefs, age, marital status, tall, short, brown hair, blue eyed, extroverted, shy, talkative, etc).
- V. Ask the class to try to put together a matrix that would cover all the possibilities.
- W. Discuss with the class the fact that the appearance of people does not relate to the behavior and attitudes of the people. Define diversity in terms of the discussion. Relate how a group of people who appear the same on the outside may be very different on the inside, like the beans. Explain that diversity means accepting the fact that people are all different and that we need to get to know people before judging them on appearance.

X. Relate this to probability and statistics, explaining that judging someone based on appearance, background, or stereotypes is like rolling the dice- the probability of success is low. Discuss that in the case of people, the possible outcomes can not even be determined.



9th – 12th Grade Lesson Plan on Diversity Physics

Objective: Use physics to discuss colors and filters and relate this concept to diversity.

Materials Required: Approx. 1.5 oz of Diversity Beans per student. A prism, a light source and plastic filter sheets.

Procedure:

- A. Discuss with the class the properties of light, including wave length, frequency, photons, wave properties (polarization), etc.
- B. Discuss the primary colors and the ability to produce all other colors (except black) from combinations of the primary colors. Have the class try to list the combinations, such as red and yellow make orange, red and blue make purple, blue and yellow make green, etc. Discuss secondary colors.
- C. Bring into the discussion the theory behind a color printer, explaining that all the colors produced come from three base primary colors in the printer.
- D. Discuss the concept of the colors white and black. Explain that black is the absence of color/light (thus a black hole) and that white is all the colors combined.
- E. Use a prism to break a beam of light into the light spectrum. Discuss the light spectrum using wavelength and frequency, explaining the bending property of light through mediums of differing density. Ask the students if they can give any other examples of prisms and the light spectrum. (If they do not come up with rainbows, ask the students about rainbows. Other examples include street lights and oil sheens on the road). Ask the students what the different mediums are that are producing the prism effect (air and water droplets).
- F. Introduce the plastic filter sheets and ask the class to discuss what will happen when the sheets are used. Have the students look at a light source using various colors of

filters.

G. Ask the class what will happen when combinations of filters are used. Use various combinations of filters with a light source to obtain results. Discuss the results with the class.

H. Discuss with the class the fact that filters exist in nature. Ask the class why the sky is blue? Lead a discussion on the filtering effect of the ionosphere. Also discuss why the earth is blue from space.

I. Lead a discussion on how filters change our perception of what we see. A yellow filter will make light appear yellow, but also changes the color of all the other objects. A blue object would appear to be green, etc.

J. Pass out the Diversity Beans and have the class list the colors and match up the flavors.

K. Divide the Diversity Beans into piles by color.

L. Have the class observe the beans through the plastic filter sheets and record the results. Set up a matrix showing the color of beans observed through the various filter sheets.

M. Have the class select and taste various beans. Record the flavors tasted with the colors.

N. Discuss why the beans don't taste as expected. Explain that one possible reason is that personal filters are creating expectations based on color/appearance.

O. Discuss the fact that we all observe the world through our own set of internal filters. Explain that our prejudices act as filters whenever we encounter others. Ask the class how these filters might work.

P. Lead a discussion on how stereotypes and prejudices act as filters in our daily interactions with others. Discuss the fact that diversity means that we recognize our filters and try to compensate for them. Explain that in a perfect world, we would eliminate the filters, but that we live in the real world. Discuss that diversity means we examine the filters within us and try to avoid judging others based on our filtered views. Our filters create a false appearance of others and make us prejudge incorrectly. Diversity means that we look beyond our filters, past appearances and judge others based on actions, attitudes, and behaviors.



9th – 12th Grade Lesson Plan on Diversity Stereotyping

Objective: Teach students about the drawbacks of stereotyping others by race, job, gender, etc.

Materials Required: Approx. 1.5 oz of Diversity Beans per student.

Procedure:

- A. Introduce the subject of stereotyping and ask the students to define stereotyping.
- B. Have the students give some examples of stereotyping and of the type of people that are stereotyped.
- C. Expand on the students definition and explain how everyone can be stereotyped in one way or another; by gender, race, religion, national origin, job, place of origin, etc. Discuss whether the group being stereotyped can accurately stereotype themselves, i.e. can men stereotype themselves, or women stereotype themselves? Discuss the fact that the people being stereotyped would NOT generally be able to stereotype themselves, they do not “see” the attributes and this causes the hurt feelings.
- D. Break the students up into 4-6 even groups.
- E. Give each group room on the blackboard, white board or a flip chart and assign each group a class of people to stereotype. Recommended classes are teachers, coaches, doctors, lawyers, professional sports players, Southerners, Northerners, Blacks, Whites, Hispanics, Asians, teenagers, girls, boys, adults, police officers, etc.
- F. Have the groups of students list all the stereotypical attributes of the class of people they are assigned.
- G. Divide the Diversity Beans up by color, assigning one color to each class of people that was stereotyped, i.e. doctors are orange beans, lawyers are green beans, etc.

H. Place the beans on the tables at each group but do not allow the students to eat the beans.

I. Correlate the color with the flavor and the class stereotyped, i.e. all lawyers are represented by green beans and the taste is lime. Explain that this is the basis for stereotyping, judging people not on what they may be but on perceptions. Lead the class in a discussion of the fact that stereotypes are learned and generally learned in the home.

J. Have the students discuss any stereotypes that they have or see in their home. Explain that everyone has stereotypes and that does not make us bad people.

K. Have the students taste the Diversity Beans one at a time and record their perception before and the reality after.

L. Let each group sample at least 5-6 beans per member.

M. When all the groups are finished, have them report the results.

N. Lead a discussion on what this means. Discuss how the class stereotyped lawyers as green and lime flavored. When a green “lawyer” was tasted though, the flavor could be any of the twelve flavors. If a green bean tastes lemon, is the bean a lawyer because it is green or is it a doctor because it is lemon. Discuss with the class that you can't stereotype people into just one class, people are made up of a lot of attributes and stereotyping based on just one of them is invalid.

O. Have the class define “diversity” and what it means in society.

P. Explain to the class that diversity means that we recognize and accept the fact that we all have differences due to race, gender, ethnic origin, job, etc. Diversity does NOT mean that we have to like everyone or that we need to accept everyone's behaviors. Diversity means that we are all different and we should be aware of the differences and not judge people based on appearances or perceived traits. We should base our opinions of people on behaviors and attitudes, NOT on titles, appearances or stereotypes.

Q. Ask the students to think again about the stereotypes they have and to discuss them with the class.

R. Lead the class in a discussion on what can or should be done about stereotypes. Explain that stereotyping is human behavior and that everyone does it. Diversity means that we recognize up front that we all tend to do this but we should try to judge people by learning about them and getting to know them.