

# INTERED

## Violence, racism, stereotypes, poverty and exploitation – Lesson Plan

### Teaching Procedure

#### Lesson Topic

***The central theme of this unit is racism and its interconnected phenomena including violence, stereotypes, poverty, and exploitation examined across history and contemporary society.***

#### Phenomenon

As a real-world focal phenomenon, the lesson highlights the European refugee crisis of the 2010s. Students examine the situation of refugees in Europe (for example, the “Calais Jungle” camp in France) as a contemporary case of xenophobia and racism. In Calais, thousands of migrants from Syria, Eritrea, Afghanistan and other war-torn regions lived in a makeshift camp, facing harsh conditions and negative attitudes from some locals and officials. Street artist Banksy even created a mural of Steve Jobs (the son of a Syrian migrant) at the camp to challenge stereotypes about refugees being a “drain” on society. This phenomenon provides a concrete, current European context that illustrates how racial/ethnic prejudice, fear, and inequality manifest in real life – from the poverty and exploitation many refugees endure, to occasional outbreaks of violence and hate speech directed at them. By investigating this case, alongside historical examples, students grasp the human impact of racism and see the links between past and present.

#### Grade Level

Target Group: Lower Secondary students, ages 13–15.

#### Learning Objectives

- Knowledge Integration: Introduce students to historical and contemporary manifestations of racism, showing how concepts like prejudice, discrimination, and stereotyping connect across time and subjects.
- Critical Thinking: Engage students in analyzing how racism can lead to violence and injustice (e.g. genocide, hate crimes, social exclusion) and how factors like stereotypes or economic exploitation fuel these outcomes.
- Interdisciplinary Inquiry: Demonstrate how multiple disciplines approach the theme for example, how History provides context, Literature provides personal perspectives, Art conveys social commentary, and Civics/Ethics provide moral and societal frameworks.
- Empathy and Reflection: Encourage students to empathize with people who have suffered from racism and to reflect on moral questions of human rights, diversity, and equality. By the end, students should understand why combating racism is important both historically and in their own community.

#### Learning Outcomes

By the end of this micro-unit, students will be able to:

- Define and Identify: Explain racism, prejudice, stereotypes, and discrimination, and recognize examples in both historical and modern contexts.
- Analyze Sources: Interpret historical and contemporary sources to show how racist narratives are constructed and lead to real-world consequences.
- Compare Past and Present: Connect patterns of racism from the Holocaust to current issues, recognizing similarities such as scapegoating and dehumanization.

### Subjects Integrated

- History: History: Provides case studies like Nazi racism or colonial exploitation, helping students see how past injustices inform present issues through historical thinking.
- Literature: Uses memoirs, testimonies, or refugee poetry (e.g. The Diary of Anne Frank, Warsan Shire's Home) to explore emotions and moral questions, fostering empathy.
- Art: Analyzes visual sources such as Nazi propaganda or Banksy's mural, showing how images shape or challenge stereotypes. Optional creative tasks let students express anti-racism messages visually.
- Ethics/Religious Education: Encourages reflection on prejudice, moral responsibility, and compassion through discussion of dilemmas and cultural or ethical perspectives.

### Materials

### Prerequisite Skills

None

### Seating Arrangements

Seated in groups

### Time

60 minutes

### Assessment

**Exit ticket:** Sustainable commitment wall

**Peer review:** What were the most interesting ideas?

## Lesson Steps

### Introduction 10 Minutes

**Initial Brainstorming:** Start by asking students: "What is tourism? Where do people go on holiday?" Write their answers on the board.

**Guided Discussion:** Introduce the idea that tourism isn't always positive. Ask: "What problems might arise when lots of people visit a place?" (e.g., rubbish, noise, damage to nature, increased prices for locals).

**Introducing Sustainable Tourism:** Explain that sustainable tourism is a way of traveling that tries to minimize these problems and maximize the benefits. "It's a way to enjoy travel without spoiling the place for those who live there or for future travelers."

**Key Question:** "How can we travel in a way that's good for the planet, for people, and for the local economy?"

## The Sustainable Traveler Challenge"

**Group Division:** Divide the class into small groups (3-4 students per group).

**Travel Scenario:** Give each group a travel "mission." For example:

Group A: "Plan a 3-day trip to a protected natural area."

Group B: "Plan a one-week beach holiday."

Group C: "Plan a 4-day cultural trip to a historic city."

**Group Task:** Ask each group to think about how to make their trip as sustainable as possible, considering three areas:

- **Environment:** How can they reduce their carbon footprint (transport, energy), manage waste, and protect wildlife and plants?
- **Society/Culture:** How can they interact respectfully with local people, support traditions, and avoid inappropriate behavior?
- **Local Economy:** How can they ensure their money benefits the local community (local shops, local guides, locally-owned accommodation)?

**Presentation:** Each group will briefly present (2-3 minutes) their sustainable travel plan to the class.

**Sharing and Discussion:** After the presentations, open up a general discussion. "What were the most interesting ideas? What are the challenges in traveling sustainably? What small changes can we all make when we travel?"

**Personal Commitment:** Ask each student to think of one thing they will change in how they travel in the future to be more sustainable. They could write it on a sticky note and put it on a "sustainable commitment wall".

These activities aim to reinforce and broaden learning beyond the initial lesson, allowing enthusiastic students to delve deeper and solidify real-world links.

- **Follow-Up Project:** Students could work in groups to "Design a Sustainable Tourist Destination." This project would involve researching an actual location (e.g., a coastal town, a mountain village, a historic city) and proposing specific sustainable initiatives for it. They could create a detailed plan including:
  - Eco-friendly accommodation options.
  - Sustainable transportation solutions for visitors.
  - Waste management strategies.
  - Community engagement programs.
  - Promotion of local culture and products.
  - A marketing campaign highlighting its sustainable features. They could present their projects using posters, digital presentations, or even short video pitches.
- **Real-World Application:** Highlight how sustainable tourism connects to current global issues like climate change, biodiversity loss, and economic inequality. Discuss careers in sustainable tourism, such as:
  - Eco-tour guides
  - Sustainable hotel managers
  - Conservationists working with tourism.
  - Policy makers developing tourism regulations.
  - Entrepreneurs creating sustainable travel products or services. Students could research a specific sustainable tourism initiative happening somewhere in the world (e.g., ecotourism in Costa Rica, responsible wildlife tourism in Africa, community-based tourism in Nepal) and present their findings.
- **Cross-Curricular Links:**
  - **Geography:** Explore how different geographical features impact tourism and how sustainable practices adapt to various environments (e.g., fragile ecosystems, urban settings). Discuss the concept of carrying capacity in specific destinations.
  - **Science:** Investigate the environmental impact of tourism, including carbon footprints, water consumption, and waste generation. Research renewable energy sources that can power tourist facilities.
  - **Social Studies/History:** Examine how tourism has changed over time and its historical impact on local cultures and economies. Discuss cultural sensitivity and ethical considerations when interacting with local communities.
  - **Economics:** Analyze the economic benefits of tourism for local communities versus large international corporations, and how sustainable practices can ensure more equitable distribution of wealth.

Activity 1  
35 Minutes

Closing  
10 Minutes

Teacher Tips

**Enrichment Activities:**

- "Sustainable Traveler Pledge": Students could create a personal "Sustainable Traveler Pledge" outlining specific actions they commit to taking on their next trip or even in their daily lives that relate to sustainable practices.
- Research a "Green" Certification: Have students research different eco-labels or certifications for hotels or tour operators (e.g., Green Key, EarthCheck, LEED for buildings) and explain what these certifications mean.
- Local Exploration: Encourage students to identify examples of sustainable practices in their own community related to leisure or local attractions (e.g., recycling programs at local parks, support for local businesses, public transport options).
- Creative Writing/Art: Students could write a short story or create a piece of art (drawing, collage) depicting a sustainable travel experience from the perspective of a traveler or a local resident.

**Appendix**

Include all material that the students will have to interact with (e.g. worksheets)



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