Please no variations of Blue Eyes/Brown Eyes.

**Lesson** – Veil of Normal

Students will unknowingly take part in a class wide experiment where a segment of them will get certain privileges, while the rest of the class would get none.

**Grades –** 8-12

**Class –** Social Studies

**Objectives**

Students will be involved in a classroom experiment that will introduce them to privilege and under-privilege in an attempt to gain perspective.

Students will relay instances where they felt they were being treated unfairly, or that they felt their classmates were being treated unfairly.

Students will attempt to transfer these feeling and thought into everyday interaction with their environment in a class discussion.

**Snappy Launch**

I will do absolutely nothing. The kids will have no knowledge that this study is being conducted until Thursday at the end of class. ;]

**Procedure (Seeing as how this is a high school level class, I will attempt to get other teachers involved in the study as well. I will only have the use of my class time and I think it will go a lot further if it were carried out in other venues other than just my own.)**

The teacher will keep a notebook documenting any reaction to the privilege being shown to the “in-group” to be used during discussion time on Thursday.

On a given week students will be identified by the teacher at random (wearing an article of yellow clothing) as part of the in group.

The students that are part of the in group will be given certain privileges above and beyond the rest of the students.

                Go to Lunch early

                Make the rest of the class stand up during the first 5 minutes of class

                Early release of class to the in crowd

                Extra time to get assignments done

                High fives and “at a boys/girls” – more encouragement

                Asking them how they are doing everyday – giving the impression that they are a favorite

                (please add any others you can think of, nothing blatant, military like, or would otherwise take away from the educational experience. )

The “out group” will not receive any special treatment at all.

On Thursday, at the very start of class, students will watch;

[http://www.youtube.com/watch?v=e-BY9UEewHw](https://www.youtube.com/watch?v=e-BY9UEewHw)

After viewing the video the class will be informed that they were part of an experiment and what it entailed.

Students will be engaged in discussion as to the instances where they felt they were being discriminated against. Teacher will ask questions based on his observation documented in the notebook.

Students will discuss and draw parallels to everyday life.

Students will then watch;

[http://www.youtube.com/watch?v=e-BY9UEewHw](https://www.youtube.com/watch?v=e-BY9UEewHw)

Students will be sent home with the assignment of writing two paragraphs. The first outlining the experience from their point of veiw. The second will outline possible ways to combat the issue of privilege.

Students will then be split up Friday into equal groups where they will share their paragraphs and then work together on banners that will be displayed in the gymnasium.

**Assessment**

10/10 participation

10/10 discussion

5/5 paragraph

5/5 group work

10/10 banner

**Lesson Plan:** The Lesson of the Arm Bands

**Grades:** Middle School

**Objective:**

Students will be able to recognize the subtleties of privilege when it happens to them personally or someone around them.

**Procedure:**

Half the class will be given arm bands to wear during the school day and with the arm bands will come special instructions from the teacher regarding their privileges in the classroom and the school.  The teacher will provide the special privileges to the students who do not have arm bands and those that do will be restricted and less fortunate.  Students will be asked to be especially observant of the group they are in as well as the group that they’re not in. The students assigned homework will be to write about what they felt, what they heard and what they saw.  These papers will be discussed in small groups and the group will identify the common themes that are shared. These themes will be shared with the whole class and then students will return to their small groups to discuss strategies that can be implemented to heighten awareness of the unequal status so all people can be treated fairly.   

**Assessment:**

30% paper

30% classroom participation in the bands

30% small group discussion

10% strategies from group

Also, a one day experiment will not create deep understanding or empathy enough to encourage social action.