

LESSON PLAN TEMPLATE:

Name of the class:		Diversity as a core value of Open Science
Suitable context: (e.g., entry-level/ undergraduate/postgraduate)	Undergraduate/postgraduate- suitable to discuss one of the core values of Open Science - diversity, and reflect on privilege and intersectionality.	
Total time: (e.g., 1 hour, 2 hours, 1 day)	~ 1 hour	
Pre-requisites:	<p>Some understanding of diversity and inclusivity. The lesson may be difficult as discussing privilege can be challenging and evoke strong feelings. Privilege is normalised and it may be difficult for individuals to recognise it at first. It may be uncomfortable so plan in advance how you can address student responses. It is important to discuss some of this with students in advance and set expectations. Here is a helpful resource that can help lecturers think of possible issues and responses in advance:</p> <p>https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/853/2021/08/An-Instructors-Guide-to-Understanding-Privilege-Draft.pdf</p>	
Related resources (e.g. slides, assignment materials, lecture recordings, etc)	<ol style="list-style-type: none"> 1. The Wheel of Privilege, FORRT Presentation by Bethan Iley: https://youtu.be/mzEdTyA06cU and the tool: https://twitter.com/FORRTproject/status/1547570498879442945/photo/2 2. Jason, Leonard A.; Glantsman, Olya; O'Brien, Jack F.; and Ramian, Kaitlyn N., "Introduction to Community Psychology: Becoming an Agent of Change" (2019). <i>College of Science and Health Full Text Publications</i>. 1. https://via.library.depaul.edu/cshtextbooks/1, Chapter 8: Respect for Diversity 	
Learning outcomes:	<ol style="list-style-type: none"> 1. To understand cultural humility as an approach to diversity 2. To define and discuss dimensions of diversity. 3. To understand privilege and intersectionality, and reflect on own privilege using the wheel of privilege 	
Time	Activity	Instructor notes

<p>5 minutes</p>	<p>Lead in</p> <p>Check understanding of the concept and controversies related to it in the field of Psychology.</p>	<p>See notes above on challenges that you may face as an instructor. Listen to students' responses and gauge how difficult discussions about diversity and privilege may be. Address any issues and emotions as they arise and remind your students that emotions are natural but we choose whether we act on them or not. Model compassion and empathy but introduce explicit rules if necessary to protect all students and facilitate constructive discussion.</p>
<p>5 minutes</p>	<p>Introduction</p> <p>Students Read an introductory paragraph and look at the concepts related to the topic of the lesson - ask students to work in pairs or individually. They can either discuss or note down what their existing understanding is.</p>	<p>Try to engage students from less privileged backgrounds but do not put them on the spot or rely on them to explain the problem in any way. They may be very aware of the issues and tired of explaining their position. At this point, do not elicit answers - let students discuss these informally in small groups. Again, monitor reactions and language used. If necessary, remind your students of the expectations of an academic debate.</p>
<p>20 minutes</p>	<p>Jigsaw reading or poster (mind map)</p> <p>Tell students they will be able to choose the activity they would</p>	<p>Monitor the groups and encourage sharing of information. set time limits and monitor time. If</p>

	<p>like to focus on and refer them to instructions. After they make their decisions, sit those who would like to work on option a. Check if they have understood the task and divided the content of the article between members of the group. Ask them to read and take notes and then summarise the content to the rest of the group.</p> <p>Students who chose activity b and prefer to work individually focus on reading the text and creating a mind map or an infographic. Allow them to choose whether they want to do it individually or in pairs.</p> <p>Text: https://press.rebus.community/introductiontocommunitypsychology/chapter/respect-for-diversity/</p>	<p>necessary, appoint leaders to monitor timing.</p> <p>Walk around and ask additional questions to extend your students and encourage critical thinking.</p> <p>Some questions you may ask:</p> <ol style="list-style-type: none"> 1. How would you explain the differences between cultural humility and cultural competence? Why is cultural humility more beneficial for understanding diversity? 2. How do race and ethnicity differ? How is race socially constructed? 3. What gender norms are present in today's society? Would you say these gender norms are beneficial or not? Why? 4. Why is it important to focus more
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		<p>research on the spectrum of sexual identities?</p> <p>5. Although disability involves a physical/biological reality, it is also a social construction. How is disability a social construction?</p> <p>6. What is intersectionality and how does it impact a person's experiences?</p>
10 minutes	<p>Check understanding</p> <p>Allow students to summarise main concepts or look at the posters and mindmaps to initiate discussion.</p> <p>You can use slides available here to quickly go through the concepts.</p>	<p>Discuss privilege and intersectionality. These may be difficult to understand and discuss so you may need to lead a longer discussion if necessary. Monitor reactions and refer to planned strategies (see above).</p>
15 minutes	<p>The Academic Wheel of Privilege</p> <p>Students Watch a video where the Academic Wheel is Introduced.</p> <p>Then discuss the dimensions and encourage students to use the tool to reflect on their own privilege. They may or may not</p>	<p>Ask students what they think about this and why it is important to "check our privilege". Ask them to look at the dimensions of the wheel and compare them to the dimensions you have discussed so far. Check if they understand all dimensions.</p> <p>Neurodiversity is not a</p>

	<p>want to share the results. The aim is to reflect and see that people's experiences are different. Do not make students share their results.</p>	<p>term that everyone may be familiar with so it may be good to define this and focus on it a little. See the following definition and explanation by FORRT: https://twitter.com/FORRTproject/status/1547570498879442945/photo/1</p>
<p>Final: ~ 3 minutes</p>	<p>Sum up and reflect on the lesson. Reiterate once again that this tool is to allow us understand that our experiences are different and to raise awareness of challenges people may be facing (which may not be visible to us). Draw back to Open Science and its values.</p>	