

## Lesson Plan

School: LICEUL TEORETIC SEBIS

Teacher: PASCALAU OLTITA

Language: English (ESL context or advanced learners)

Lesson: **“Understanding and Inclusion with The Sneetches”**

Grade: 11th grade (High School)

Duration: 50 minutes

**Theme: Inclusion, acceptance, empathy, intercultural understanding**

Materials: Video “The Sneetches” by Dr. Seuss, projector, board, post-it notes, printed role cards

### **Objectives:**

*By the end of the lesson, students will:*

Reflect on the message of The Sneetches

Understand the effects of discrimination and exclusion

Practice empathy and active listening

Participate in games that promote inclusion and awareness of diverse perspectives

Build vocabulary related to acceptance and diversity

Structure of the lesson

### 1. Warm-Up (5 minutes)


Game: “All My Neighbours” – Identity & Similarities

Arrange chairs in a circle (one less than the number of students).

One student in the middle says: “All my neighbours who... [something true for them]” (e.g.

“...like chocolate”, “...have siblings”, “...are bilingual”).

Those for whom it’s true must quickly switch seats. The one left without a seat becomes the new speaker.

 **Purpose:** Builds a safe space, shows how we have things in common regardless of background.

### 2. Watch & Reflect (10 minutes)

Video: Dr. Seuss – The Sneetches

Play the animated video (6–7 minutes).

Quick reflection questions (ask orally):

“What is the main conflict in the story?”

“What makes the Sneetches change their minds?”

“What does the story teach us about inclusion?”

### 3. Activity: “Yes, you... and I...” (10 minutes)


Pair work - Empathy and Affirmation Game

Students stand in pairs.

One starts: “Yes, you have [trait from the story or observation]... and I have [something different or similar].”

E.g. “Yes, you are a Star-Belly Sneetch... and I am a Plain-Belly Sneetch, but we both like fun!”

Encourage students to go beyond the story to real-life identities: “Yes, you are from [country]... and I am from [another], but we both...”

 **Purpose:** Promotes seeing the "other" with empathy, finding common ground.

### 4. Activity: “Living Library” – Walk in My Shoes (15 minutes)

Group empathy exercise

Prepare "Living Book" role cards (e.g., a student from another culture, someone who feels excluded, someone with a different religion, etc.).

Students pick a card and role-play that person.

Other students “borrow” them and ask respectful questions (“What makes you feel included?”, “What do you wish others knew about you?”)

Rotate roles.

Purpose: Develops deep empathy, active listening, and cross-cultural understanding.

### 5. Wrap-Up Discussion + Reflection Wall (10 minutes)

Whole-class circle discussion

Prompt: “What can we learn from The Sneetches about how we treat others?”

Ask: “Have you ever felt like a ‘Plain-Belly Sneetch’? How can we make sure no one feels that way in our class/school/community?”

Exit ticket on post-it notes:

“One thing I will do to include others is...”

Post them on the “Inclusion Wall” of the classroom.

Purpose: Reinforces commitment to inclusion and personal action.

6. (Optional) Follow-Up Homework

Write a short paragraph or poem: “A world where everyone belongs...”

OR

Create a modern version of The Sneetches set in their own school or city.

*!!! Vocabulary to Pre-Teach (if needed)-matching exercise-words and their definitions*

Inclusion / Exclusion

Belonging

Empathy

Acceptance

Identity

Prejudice / Discrimination

**LIVING BOOK**  
I am a student  
from another  
culture

**LIVING BOOK**  
I feel excluded  
sometimes

**LIVING BOOK**  
I am a student  
with a different  
religion

**LIVING BOOK**  
I am a student  
learning its language  
from others

**LIVING BOOK**  
I am someone  
who dresses  
differently from others

**LIVING BOOK**  
I am someone  
who they refer to  
as 'other'

**LIVING BOOK**  
I come from  
a different  
community

**LIVING BOOK**  
I feel like an  
outsider sometimes

**One thing I will do  
to include others is.**

**INCLUSION  
WALL**

**INCLUSION**

**EMPATHY**

**UNDERSTANDING**

**ACCEPTANCE**

The sneetches video: <https://www.youtube.com/watch?v=PdLPe7XjdKc&t=266s>