

Lesson Plan

Subject:	English Language	Grade:	S3 intermediate
Topic:	Ethnic Minority Discrimination in Hong Kong	Duration	50 minutes

Students: Lee Sze Man Attiyyah-Zaineab Rahil Khan Sky Clarke Wong Tsz Yan Simranjit Kaur

Supervisor: Dr LAM Bick Har

Prior Knowledge:

1. Some basic concept about kinds of “discrimination” in Hong Kong
2. Basic skills of skimming and scanning a reading text



Learning Objectives:

By the end of this lesson, students should be able to:

1. Identify the cause and effect relationship ethnic minorities face in Hong Kong according to 6 sub-types
 - a. Language barrier
 - b. Employment
 - c. Education
 - d. Accommodation
 - e. Daily life
 - f. Food consumption
2. Make predictions about the effects of ethnic minority discrimination using the future conditional tense (e.g. If..., will...) using 3-4 sentences
3. Write 3-4 sentences suggesting solutions to the problem using modal verbs (e.g. can, should, could, may)

T: Teacher

Ss: Students

Time (appx)	Teaching Steps	Teaching Materials
10 mins	<p>Pre-task: Contextualising</p> <ol style="list-style-type: none"> 1. T asks Ss if they have experienced some unhappy cases or scenarios in Hong Kong. 2. Ss watch a video about ethnic minority discrimination in Hong Kong. T further sets the context. 3. T invites two Ss to share their thoughts about the video to class 4. T instructs Ss to do Kahoot! activity 	<p>The video about ethnic minority discrimination in Hong Kong</p>  <p>Discrimination of Ethnic Minorities in Hong Kong</p> <p>Video link :https://www.youtube.com/watch?v=hUwnEBd6GZw</p> <p>The Kahoot activity</p> 

While-task:

- **Experiential learning and creative expression – drama/role-play**

1. T invites a group of Ss to complete a demonstration in front of the class with the scripts provided which is about one type of ethnic minority discrimination in Hong Kong (i.e. daily life).
2. T asks other groups of Ss how they feel after watching the role play.
3. T asks Ss what kind of discrimination the role play refers to.

Example of article & scripts

Reading article 6 - Food consumption

There are just seven shops in Hong Kong selling halal meat: two in Tsim Sha Tsui, four in Wan Chai, and one in Yuen Long.

'Muslim restaurants are not everywhere and most of them are relatively expensive,' Ms Hayat said. 'Most of us bring our own food to school or to workplaces. It affects our social life, but it is better not to take the risk.'

Pakistani Syed Asim agreed it was hard to find halal food in Hong Kong. 'Therefore, we go to McDonald's for a fish burger most of the time.'

He believed food labels should be clearer. 'My kids like to eat cup noodles, but then we found out there was pork inside the seafood noodles.'

Living in Tseung Kwan O, Mr Asim must travel to Tsim Sha Tsui to buy halal meat twice a month.

Role play - scripts

Muslim man enters shop and goes to the counter

Man: Hi, I was told that you do halal meat here. I am so happy because I have looked everywhere and the place I know is quite far from my house

Shop assistant: No sorry we do not sell halal meat here.

Disappointed expression

Man: Is there anywhere close to here that does? My family have not had halal meat for a long time.... I have two young kids as well

Assistant: I don't know! I have another customer so excuse me!

Follow-up questions after the role play



How do you feel after watching the role play?

- ◆ Are you happy if you are the person being discriminated?
- ◆ How do you feel if the police officers check your ID simply because of your nationality?

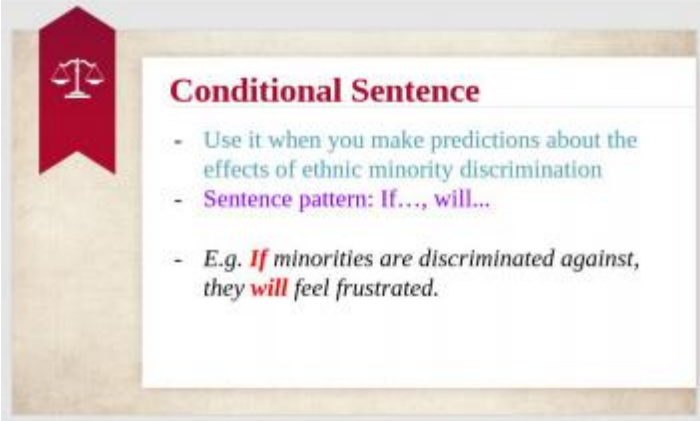
25mins

- **Language learning**

- 4. T revises the structure and usage of Conditional Sentence with Ss
 - Use it when you make predictions about the effects of ethnic minority discrimination
 - Sentence pattern: If..., will...

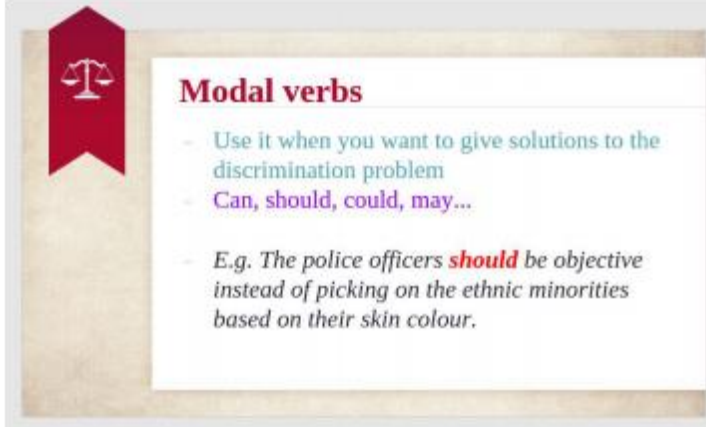
- 5. T revises the usage of Modal verbs with Ss
 - Use it when you want to give solutions to the discrimination problem
 - Can, should, could, may...

Revises the usage of Modal Verb



Conditional Sentence

- Use it when you make predictions about the effects of ethnic minority discrimination
- Sentence pattern: If..., will...
- E.g. *If minorities are discriminated against, they **will** feel frustrated.*



Modal verbs

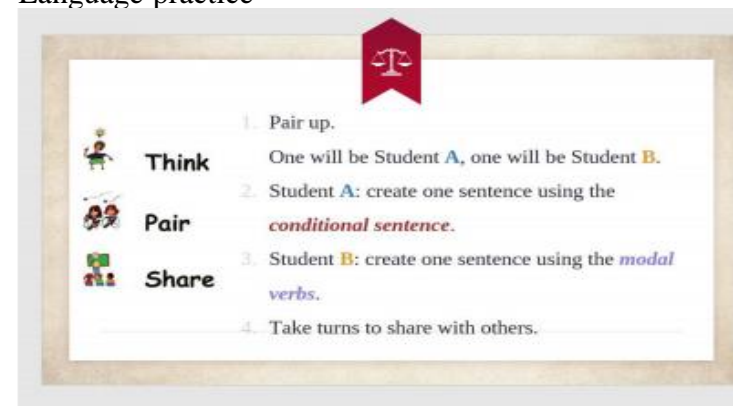
- Use it when you want to give solutions to the discrimination problem
- Can, should, could, may...
- E.g. *The police officers **should** be objective instead of picking on the ethnic minorities based on their skin colour.*

6. T ask Ss to do a language practice
 - One student will be Student A, one will be Student B.
 - Student A need to create one sentence using the conditional sentence
 - Student B need to create one sentence using the modal verbs.
 - Take turns to share with others
 - T asks 3-4 pairs to share their answer and give comments.

- **Case Studies**

7. Ss are divided into 6 groups. T distributes different articles to different groups which are 6 types of ethnic minority discrimination.
8. T instructs Ss that they have 1 minute to skim and scan the text with their groupmates and asks them try to identify the type of discrimination, the problems they face and their effects.

Language practice



The worksheet is titled 'Language practice' and features a red ribbon icon at the top. It contains a numbered list of instructions:

1. Pair up.
2. Student A: create one sentence using the *conditional sentence*.
3. Student B: create one sentence using the *modal verbs*.
4. Take turns to share with others.

On the left side of the worksheet, there are three icons representing different stages: 'Think' (a person thinking), 'Pair' (two people), and 'Share' (three people).

Article of one of the cases (see Appendix I for all the cases)

Article (1)

British teacher and performer David Allen had just got on his motorbike on a busy street in Ho Man Tin last month when he was suddenly stopped by three police officers asking for his identification papers.

It was not the first time he had been stopped by police. But this time, Allen decided to record the exchange because he wanted to show others the prejudice he has faced from police. "Based on my own personal experience, on occasion I have been singled out because of my skin colour. There seems to be a racial bias in policing," he told HKFP.

In the video that would later go viral on social media, Allen asked the officers why they intercepted him and not any other pedestrians, who appeared to be ethnically Chinese.

"We have the power. We can suspect anyone," one of the officers said. Another used his phone to look up the law enabling police to stop and search citizens.

"I agree. That's good," Allen replied. "Why did you stop me?"

He continued to press on, and the officer finally explained that there was some crime committed by a "black guy riding a bike" earlier that morning. "So we saw you on the street riding a bike, and you are [a] black guy, so we suspect you," the officer said.

Allen, who has been living in the city for more than four years, said he has been stopped more in Hong Kong than in the UK. He added that British police were "slightly more polite and patient" than their Hong Kong counterparts in his experience.

15 mins

Post-task: Create character profile

1. T indicates Ss the final task of the lesson (i.e. create a character profile in groups based upon the case study assigned)
2. T walks around the groups to observe and provides help and clarification when necessary.
3. T selects 1-2 groups to present their completed poster to the class.
4. T wraps up the lesson.

The character profile

Character profile

Part A. Refer to your group's case study provided to fill in the information below.

Basic Information

Character name(s):
Ethnicity:
Type of discrimination:

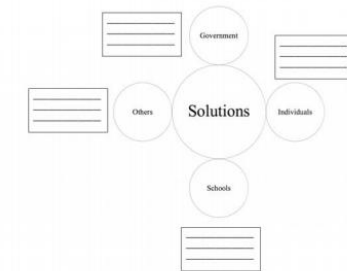
Part B.

Problems
• List out (in bullet points) the problems of the case study

Effects
* Use if conditional sentence structure to list the effects of the problem
E.g. *If students wake up too early, they might be too tired to perform in school*

Solution

* Use modal verbs (e.g. can, should, could, may etc) to list out the possible solutions
E.g. *the government should provide more wheelchair accessible entrances on the MTR*



Reflection

How did your group feel after reading this case?

Appendices (teaching materials) - Appendix 1 - Reading articles

English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (1)

British teacher and performer David Allen had just got on his motorbike on a busy street in Ho Man Tin last month when he was suddenly stopped by three police officers asking for his identification papers.

It was not the first time he had been stopped by police. But this time, Allen decided to record the exchange because he wanted to show others the prejudice he has faced from police. "Based on my own personal experience, on occasion I have been singled out because of my skin colour. There seems to be a racial bias in policing," he told HKFP.

In the video that would later go viral on social media, Allen asked the officers why they intercepted him and not any other pedestrians, who appeared to be ethnically Chinese.

"We have the power. We can suspect anyone," one of the officers said. Another used his phone to look up the law enabling police to stop and search citizens.

"I agree. That's good," Allen replied. "Why did you stop me?"

He continued to press on, and the officer finally explained that there was some crime committed by a "black guy riding a bike" earlier that morning. "So we saw you on the street riding a bike, and you are [a] black guy, so we suspect you," the officer said.

Allen, who has been living in the city for more than four years, said he has been stopped more in Hong Kong than in the UK. He added that British police were "slightly more polite and patient" than their Hong Kong counterparts in his experience.

Do you know the article belongs to which kind of discrimination? _____



English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (2)

The city should avoid discriminatory language when discussing ethnic minorities, as it is often "lagging behind" in cultural awareness, an expert believes

Dr Terence Shum Chun-tat, teaching fellow at the Technological and Higher Education Institute, said: "Hong Kong is a migrant society. We need to have a very strong awareness about the cultural differences, the cultural diversity of ethnic minority groups in Hong Kong."

When talking about African migrants for instance, Shum said they were sometimes labelled as "black" in a derogatory manner, instead of being referred to as those of African origin.

"They are also human beings," he said. "How come because of [a] difference in skin colour, we label them as a group of black guys?"

Cantonese slang includes racial slurs against African migrants such as *hak gwai* or "black ghost," and slurs against Indian or Pakistani people such as *ah chu* or *ah sing*.

More inclusive language would recognise country of origin over skin colour, such as a Somali person, a Congolese individual, a Sri Lankan or a Pakistani, according to Shum.

Do you know the article belongs to which kind of discrimination? _____



English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (3)

To illustrate the difficulties in searching for jobs, it is useful to observe the experiences of Rani who is from Pakistan and has lived in Hong Kong for more than 30 years. She has had several difficulties in Hong Kong finding work. After working in an international bank, she tried to find jobs in kindergartens. However, she met a lot of obstacles.

The first time was when she applied for a job in an English kindergarten in Hong Kong. At first she was accepted. However, when the kindergarten got to know that she only wears her traditional clothing because she is a Muslim, they said that she had to wear a skirt as a kindergarten teacher. However, Rani could not do that because it is not her tradition to wear a skirt. So she did not get the job.

The second time was when she saw an advertisement in the newspaper looking for native English speakers. Rani is a native English speaker so she applied for the job. When she called the employer, nothing seemed wrong, and she was invited for an interview. However, when she arrived, the employer said: "But you are not a native speaker!" "Yes, I am," Rani replied. The employer would not consider her to be a native speaker although she speaks perfect English. The only reason why she did not get the job was that she was a Pakistani.

Do you know the article belongs to which kind of discrimination? _____



English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (4)

Ms Abeer, who is originally from India and has resided with her family in Hong Kong for over a decade, told reporters that when she visited one reputable Chinese-speaking local kindergarten, she was told to send her daughter to an English school. "[S]he didn't even let me enter the venue to have a look at the kindergarten."

At another kindergarten, even though she was given a bilingual form to fill in, she was later told that there were "other criteria" for the school to consider and her child was not given a chance to attend an interview. Her daughter is now attending an English-language school in Mei Foo, but receives extra support in learning Cantonese from Hong Kong Christian Service.

"I believe that... they must have equal right to education," she said. She added that she hopes her children will receive the Hong Kong Diploma of Secondary Education and does not want them to be separated from local Chinese students, even though there are schools that are very welcoming to ethnic minorities in every neighbourhood.

"If they do not get this environment right at kindergarten, [and you] suddenly put them in a local [primary] school, they will be shocked... because now they're communicating completely in English," she said.

Do you know the article belongs to which kind of discrimination? _____



English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (5)

As the phone line went silent, Kaur had a sinking feeling.

She had just revealed to the property agent on the other end that her family was Indian.

After a pause of a few seconds, the agent said: "I'm sorry, the landlord doesn't want to rent to non-Chinese ... as they would make the place smell, and neighbours would complain."

Since February, the 37-year-old office worker, who only wants to be identified as Kaur, has been trying to find a bigger flat at a rental price of up to HK\$10,000 a month for her 64-year-old mother, her younger brother and his wife.

The trio, all permanent residents in the city, now live in a 170 sq ft cubicle on the sixth floor of a dingy To Kwa Wan walk-up building. They pay HK\$5,500 a month and share the kitchen and bathroom with another family.

They are among roughly 27,000 Hongkongers from ethnic minorities – excluding those working as domestic helpers – living in cheap partitioned flats, where hygiene is suspect and fire safety risks are high.

Do you know the article belongs to which kind of discrimination? _____



English Language
Ethnic Minority Discrimination in Hong Kong
Case Studies - Reading Articles

Name: _____ Class: _____ () Date: _____

After playing the Kahoot, you should have a basic understanding of discrimination. Now, you are going to have case studies regarding discrimination types as a group. Read the article provided below.

Article (6)

There are just seven shops in Hong Kong selling halal meat: two in Tsim Sha Tsui, four in Wan Chai, and one in Yuen Long.

'Muslim restaurants are not everywhere and most of them are relatively expensive,' Ms Hayat said. 'Most of us bring our own food to school or to workplaces. It affects our social life, but it is better not to take the risk.'

Pakistani Syed Asim agreed it was hard to find halal food in Hong Kong. 'Therefore, we go to McDonald's for a fish burger most of the time.'

He believed food labels should be clearer. 'My kids like to eat cup noodles, but then we found out there was pork inside the seafood noodles.'

Living in Tsuen Kwan O, Mr Asim must travel to Tsim Sha Tsui to buy halal meat twice a month.

Do you know the article belongs to which kind of discrimination? _____



Appendix 2 - 6 Reading articles and scripts

Reading article 1 - Language barrier

The city should avoid discriminatory language when discussing ethnic minorities, as it is often “lagging behind” in cultural awareness, an expert believes

Dr Terence Shum Chun-tat, teaching fellow at the Technological and Higher Education Institute, said: “Hong Kong is a migrant society. We need to have a very strong awareness about the cultural differences, the cultural diversity of ethnic minority groups in Hong Kong.”

When talking about African migrants for instance, Shum said they were sometimes labelled as “black” in a derogatory manner, instead of being referred to as those of African origin.

Role play - scripts

The majority against the minority

School environment- new student in class

After class altercation- Group approaches new student

Bully 1: Hey, you are the new kid right?

New kid: Yeah I am

Bully 2: Where have you come from?

“They are also human beings,” he said. “How come because of [a] difference in skin colour, we label them as a group of black guys?”

Cantonese slang includes -racial slurs against African -migrants such as *hak gwai* or “black ghost,” and slurs against Indian or Pakistani people such as *ahcha* or *ah sing*.

More inclusive language would recognise country of origin over skin colour, such as a Somali person, a Congolese individual, a Sri Lankan or a Pakistani, according to Shum.

New kid: I have come from Africa.

Bully 3: Hey, Africa, why are you so black?

Group starts laughing

New kid: It’s actually quite impolite to label me this way. Would you please stop?

Bully 4: Why? We are just stating a fact. We are not being rude.

Group laughs again

Reading article 2 - Employment

To illustrate the difficulties in searching for jobs, it is useful to observe the experiences of Rani who is from Pakistan and has lived in Hong Kong for more than 30 years. She has had several difficulties in Hong Kong finding work. After working in an international bank, she tried to find jobs in kindergartens. However, she met many obstacles.

The first time was when she applied for a job in an English kindergarten in Hong Kong. At first she was accepted. However, when the kindergarten got to know that she only wears her traditional clothing because she is a Muslim, they said that she had to wear a skirt as a kindergarten teacher. However, Rani could not do that because it is not her tradition to wear a skirt. So she did not get the job.

Role play - scripts

The group will create a performance based on this article. **Phone interview and Face to face interview**

Interviewer rings Rani

Interviewer: Hi, am I speaking to Rani?

Rani: Yes you are

Interviewer: Hello Rani. I see you applied for a teaching position in our Kindergarten

Rani: Yes I did

Interviewer: That's great. Just looking at your CV and I think you are the best person for the job.

Rani: Oh thank you so much. I can not wait to start the job

Interviewer: Fantastic,! I would like invite you to office to meet you in person!

The second time was when she saw an advertisement in the newspaper looking for native English speakers. Rani is a native English speaker so she applied for the job. When she called the employer, nothing seemed wrong, and she was invited for an interview. However, when she arrived, the employer said: “But you are not a native speaker!” “Yes, I am,” Rani replied. The employer would not consider her to be a native speaker although she speaks perfect English. The only reason why she did not get the job was that she was a Pakistani.

Rani Visit the Interviewer and the colleagues in person

Rani: Hi, am Rani

Interviewer shocked expression

Interviewer: Hi, Take a seat.

A few seconds silence

Interviewer: I just want to ask, do you normally wear a scarf and dress this way?

Proudly expresses

Rani: Yes I am muslim so its is part of my religion.

Interviewer: Well... in our kindergarten our uniform policy is for women to wear skirts.

Rani: Oh.... well I do not wear skirts normally because it is not in my religion. I’m sorry but are the clothes I’m wearing a problem?

Interviewer: Err..... I wouldn’t say that, but some parents may complain

Reading article 3 - Education

Ms Abeer, who is originally from India and has resided with her family in Hong Kong for over a decade, told reporters that when she visited one reputable Chinese-speaking local kindergarten, she was told to send her daughter to an English school. “[S]he didn’t even let me enter the venue to have a look at the kindergarten.”

At another kindergarten, even though she was given a bilingual form to fill in, she was later told that there were “other criteria” for the school to consider and her child was not given a chance to attend an interview. Her daughter is now attending an English-language school in Mei Foo, but receives extra support in learning Cantonese from Hong Kong Christian Service.

“I believe that... they must have equal right to education,” she said. She added that she hopes her children will receive the Hong Kong Diploma of Secondary Education and does not want them to be separated from local Chinese students, even though there are schools that are very welcoming to ethnic minorities in every neighbourhood.

“If they do not get this environment right at kindergarten, [and you] suddenly put them in a local [primary] school, they will be shocked... because now they’re communicating completely in English,” she said.

Role play - scripts

Ms Abeer visits an English kindergarten with her child

Kindergarten teacher: Hello there, ermm.... Before you come in can I ask where you and your daughter are from?

Mrs Lee: We are locals from here.....

Kindergarten teacher: Hmm, you don’t look local..... can you daughter even understand Cantonese?

Ms Abeer is taken aback by the teacher remarks

Another mum and daughter walk past and enter the kindergarten

Ms Abeer: (gesturing to the mum and daughter) Why didn't you stop them?

Kindergarten teacher: Well, I think I heard them speaking Cantonese in the corridor earlier.

Ms Abeer: This is simply outrageous.

Kindergarten teacher: You may apply to other schools that fit your daughter’s criteria. Goodbye.

Reading article 4 - Accommodation

As the phone line went silent, Kaur had a sinking feeling.

She had just revealed to the property agent on the other end that her family was Indian.

After a pause of a few seconds, the agent said: “I’m sorry, the landlord doesn’t want to rent to non-Chinese ... as they would make the place smell, and neighbours would complain.”

Since February, the 37-year-old office worker, who only wants to be identified as Kaur, has been trying to find a bigger flat at a rental price of up to HK\$10,000 a month for her 64-year-old mother, her younger brother and his wife.

The trio, all permanent residents in the city, now live in a 170 sq ft cubicle on the sixth floor of a dingy To Kwa Wan walk-up building. They pay HK\$5,500 a month and share the kitchen and bathroom with another family.

They are among roughly 27,000 Hongkongers from ethnic minorities – excluding those working as domestic helpers – living in cheap partitioned flats, where hygiene is suspect and fire safety risks are high.

Role play - scripts

Role Play: Phone Call

Ms. Kaur: Hello there, is this the property agent?

Agent: Yes it is

Ms. Kaur: I am looking for a rental flat for me and my family.

Agent: Okay. How many people in your family?

Ms. Kaur: There are four. Me, my brother, his wife and his mother. We have a small flat now and we need a bigger one to fit us all in.

Agent: No problem, I can help you. Anything specific you are looking for?

Ms. Kaur: Yes, we want a bigger space than we have now and we are an Indian family so maybe in a Indian community

Silence for 10 seconds

Agent: Unfortunately, the landlord does not rent to non-chinese people because he is worried about noise complaints. You will have to find somewhere else, sorry.

Puts phone down

Sad expression

Ms. Kaur: Why does this always happen..... I have been looking for two years already.

Reading article 5 - Daily life (Example used in the micro-teaching)

British teacher and performer David Allen had just got on his motorbike on a busy street in Ho Man Tin last month when he was suddenly stopped by three police officers asking for his identification papers.

It was not the first time he had been stopped by police. But this time, Allen decided to record the exchange because he wanted to show others the prejudice he has faced from police. “Based on my own personal experience, on occasion I have been singled out because of my skin colour. There seems to be a racial bias in policing,” he told HKFP.

In the video that would later go viral on social media, Allen asked the officers why they intercepted him and not any other pedestrians, who appeared to be ethnically Chinese.

“We have the power. We can suspect anyone,” one of the officers said. Another used his phone to look up the law enabling police to stop and search citizens.

“I agree. That’s good,” Allen replied. “Why did you stop me?”

Role play - scripts (Example used in the micro-teaching)

Non-local girls/boys standing in a group

Two Police Officers approach the group

Officer one: Excuse me everyone, can you all show me your IDs please?

Student A: IDs? What for officer?

Officer two: We just need to check your IDs

Student B: But what is the reason you need check our IDs. We have not done anything wrong

Officer one: We will not ask you again! If you do not cooperate you will be arrested.

He continued to press on, and the officer finally explained that there was some crime committed by a “black guy riding a bike” earlier that morning. “So we saw you on the street riding a bike, and you are [a] black guy, so we suspect you,” the officer said.

Allen, who has been living in the city for more than four years, said he has been stopped more in Hong Kong than in the UK. He added that British police were “slightly more polite and patient” than their Hong Kong counterparts in his experience.

Student C: Can you give us a reason first?

Officer two: Because you look suspicious. Officer, please pat down the suspects

Student D: Because we look suspicious? That is not a valid reason

Officer one: Be quiet!

Reading article 6 - Food consumption

There are just seven shops in Hong Kong selling halal meat: two in Tsim Sha Tsui, four in Wan Chai, and one in Yuen Long.

'Muslim restaurants are not everywhere and most of them are relatively expensive,' Ms Hayat said. 'Most of us bring our own food to school or to workplaces. It affects our social life, but it is better not to take the risk.'

Pakistani Syed Asim agreed it was hard to find halal food in Hong Kong. 'Therefore, we go to McDonald's for a fish burger most of the time.'

He believed food labels should be clearer. 'My kids like to eat cup noodles, but then we found out there was pork inside the seafood noodles.'

Living in Tseung Kwan O, Mr Asim must travel to Tsim Sha Tsui to buy halal meat twice a month.

Role play - scripts

Muslim man enters shop and goes to the counter

Man: Hi, I was told that you do halal meat here. I am so happy because I have looked everywhere and the place I know is quite far from my house

Shop assistant: No sorry we do not sell halal meat here.

Disappointed expression

Man: Is there anywhere close to here that does? My family have not had halal meat for a long time.... I have two young kids as well

Assistant: I don't know! I have another customer so excuse me!

Appendix 3: Character profile

Part A. Refer to your group's case study provided to fill in the information below.

Basic Information

Character name(s):

Ethnicity:

Type of discrimination:

Part B.

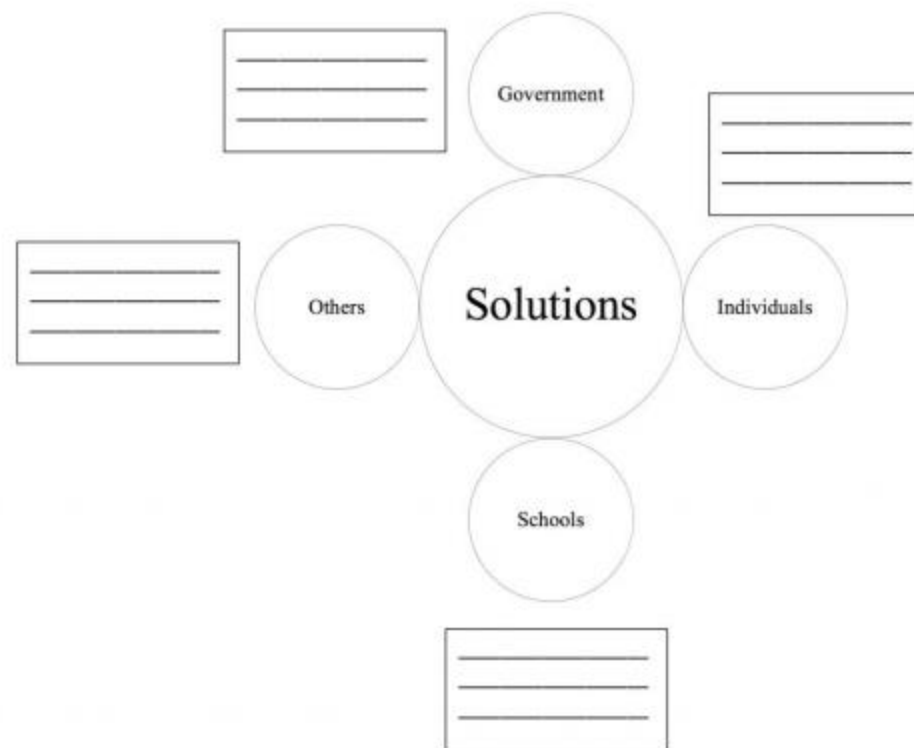
Problems

- List out (in bullet points) the problems of the case study


Solution

* Use modal verbs (e.g **can, should, could, may** etc) to list out the possible solutions

*E.g. the government **should** provide more wheelchair accessible entrances on the MTR*




Appendix 4: Powerpoint



Ethnic Minority Discrimination in Hong Kong

Group A
ATTIYAH-ZAINEB, CLARKE, SKY, KAUR, SIMRANJIT, KHAN, RAHIL ZAMAN, LEE
SZE MAN, WONG, TSZ YAN




Topic:
Ethnic Minority Discrimination in Hong Kong

Subject: English
Grade/level: Secondary 3

Lesson objectives:

- 1) identify the cause and effect relationship ethnic minorities face in Hong Kong
- 2) make predictions about the effects of ethnic minority discrimination using the **future conditional tense** (e.g. If ..., will ...)
- 3) suggest solutions to the problem using **modal verbs** (e.g. can, should, could, may)

- Experiential & critical thinking




Kahoot time!

<https://create.kahoot.it/details/ethnic-minority-discrimination-in-hk/1c563399-8f9f-491b-901d-e477c67886db>




Role Play





How do you feel after watching the role play?

- ❖ Are you happy if you are the person being discriminated?
- ❖ How do you feel if the police officers check your ID simply because of your nationality?

What kind of discrimination do you think this roleplay refers to?

- A. Education
- B. Daily life
- C. Accommodation
- D. Employment
- E. Language barrier
- F. Food consumption


Language teaching



Conditional Sentence

- Use it when you make predictions about the effects of ethnic minority discrimination
- Sentence pattern: *If...*, *will...*
- E.g. *If minorities are discriminated against, they will feel frustrated.*



Modal verbs

- Use it when you want to give solutions to the discrimination problem
- Can, should, could, may...
- E.g. The police officers **should** be objective instead of picking on the ethnic minorities based on their skin colour.

Language practice



Think



Pair



Share

1. Pair up.
One will be Student A, one will be Student B.
2. Student A: create one sentence using the *conditional sentence*.
3. Student B: create one sentence using the *modal verbs*.
4. Take turns to share with others.

“

Case studies