

Teacher: Sergio Alexander Díaz Becerra

Lesson Topic: **The Power of 'Mememes' as a Means of Prejudice and Linguistic Discrimination in Social Media**

How do memes and their use, work as a tool for promoting linguistic discrimination and prejudice in social media?

OBJECTIVES

Content Objective:

-To raise awareness of the fact that some memes may work as a means of prejudice and as a linguistic discrimination tool in social media

Possible question:

-¿How do you think memes work as a tool for promoting linguistic discrimination and prejudice in social media?

Materials:

- The slides presentation: [This is the link](#)
- The memes (on the slides)
- Tiktoks videos (also on the slides)
- The meme templates for the activity in class: [Here you can find them](#)

1. Engage (Warm-up Activity: 10min)

- a. Show some memes to engage the students and set the context (*there were some funny memes from the past, and then some memes from nowadays*)
- b. Then, after showing the 'fun memes', the memes that were discriminatory and stereotyped were shown (*Also in the slides*)

Instruction for learner

1. This Warm-up activity is meant to be the transition or connection to Samuel's presentation since he is planning to mention or show some memes at the end of his presentation
2. Ask questions to the students such as:
 - a. Do you guys know these memes?
 - b. What do you understand about the context of the memes?

<p>3. Presentation of the topic of prejudice and linguistic discrimination</p> <p>a. Theory (10 min): After the showing of the memes and the intro of the topic with the objectives, the teacher will explain the content to the whole class and will give the students a brief explanation of prejudice and linguistic discrimination, and violence</p>	<p>Check the slides' presentation</p> <ol style="list-style-type: none"> 1. The source for the theory is Rojas's (2019) "linguistic violence inside the Classroom" 2. Also, while they listen to the theory, I will give them pieces of paper with negative and discriminatory phrases that may have been said by either students or teachers in the classroom
<p>Assessment (10 min):</p> <p>Final Activity:</p> <ol style="list-style-type: none"> a. This will be also explained in Spanish to make it clearer. b. After the warm-up and the theory, the students will create a meme that raises awareness of linguistic prejudice, discrimination, and violence. In other words, create a text for a meme that promotes peace linguistics (based on the templates that will be given during class) c. The students can work in pairs, and they will have ten minutes to choose one meme minimum d. This is the example I will show for them to have a guide: (see it on the slides in the materials) <div data-bbox="420 1129 834 1205" data-label="Text"> <p>La profe dijo que no le dijeras 'cuatro ojos' a David por usar lentes. Él merece respeto como todos los demás en el salón</p> </div> <div data-bbox="435 1205 834 1467" data-label="Image"> </div> <ol style="list-style-type: none"> e. Then the idea is to share the creations with the whole class and reflect upon them f. Finally, the class will finish with the content objective and question (at the beginning of the lesson plan) g. <i>-¿How do you think memes work as a tool for promoting linguistic discrimination and prejudice in social media?</i> 	
<p>Space for the Students:</p> <p>Let the students have space for anything they would like to share</p>	

My reflection:

I think I did an accurate job in terms of the presentation, the engagement with the students, and also the part of the theory. I could have done it larger but since time was concerned, I had to chop some stuff up. Everything went as planned, however, some things suddenly happened and forced me to change things or to pay attention to others, which I think is not a bad thing, everything is part of the process and I embraced every single minute of it.

I feel like the topic was successfully explained, the English level at which I was talking was advanced, so being able to identify it and act upon it was important since I could use the technical words I planned to use. Of course, if the student's English level had been lower, I would have talked with a much easier language. Either way, I still need to be careful with the words and prepare them a little bit more, there were times I lost the words so I had to change them. It is also a matter of being nervous and all that so these types of activities always help me a lot to improve my oral skills.

Later on, I reflected upon what I proposed and I believe it was a pretty fun way to explain the topic. The students also congratulated me after the class and told me that it was great!

So thank you teacher for the opportunity and here are some pictures of the memes the participants created, as well as the good reflection that emerged at the end of the class!



