

LESSON PLAN TEMPLATE:

Name of the class:	Diversity and Research
Suitable context: (e.g., entry-level/ undergraduate/postgraduate)	Undergraduate/postgraduate students, especially those preparing to start their own research
Total time: (e.g., 1 hour, 2 hours, 1 day)	~ 1 hour
Pre-requisites:	Cover Lesson 3 first to provide the framework and introduction: https://msgrose-hodge.github.io/ND/Community%20Psychology%20-%20Diversity.html
Related resources (e.g. slides, assignment materials, lecture recordings, etc)	Lesson materials: https://msgrose-hodge.github.io/ND/Diversity%20and%20Research.html Intro to OS: https://www.youtube.com/watch?v=axiZhCkMiDc Quiz: https://press.rebus.community/introductiontocommunitypsychology/chapter/chapter-8-quiz/
Learning outcomes:	<ul style="list-style-type: none">• Understand that research needs to acknowledge the implications of power dynamics• Reflect on the importance of participatory research and cultural humility in relation to diversity in science• Understand how Open Scholarship promotes diversity in research

Time	Activity	Instructor notes
10 minutes	Recap main concepts from Lesson 3 (Diversity). These include: Privilege, Dimensions of Diversity, Intersectionality, Cultural Humility, Wheel of Privilege.	You can use the following ppt presentation to review these: https://press.rebus.community/introductiontocommunitypsychology/chapter/chapter-8-lecture-slides/
10 mins	Activity 1 Reading – intro	Students read the passage and discuss what participatory research is. Link other concepts they have covered. Draw students' attention to this sentence: Marginalized groups are often compared to a majority group, but these comparisons may not always acknowledge the implications of power dynamics present in such comparisons. And ask them to think of examples. How is this reflected in language?
15 minutes	Activity 2 – Open Science Presentation	Elicit existing knowledge relating to OS. Ask students about its values and discuss how diversity is connected to those. Ask students to watch the presentation and take notes. Ask them to summarise the content.
10 minutes	Quiz: https://press.rebus.community/introductiontocommunitypsychology/chapter/chapter-8-quiz/	Ask students to take the quiz (it covers material from lesson 3 and 4). Discuss any concepts that remain difficult.

15 mins	Extra reading	Ask students to skim through one of the texts at the bottom of the page and note down main points. You can ask them to do a follow-up activity at home: Prepare a resource on Open Science. This could be either: a power point presentation a mindmap a 5-min (recorded) talk a “cheat sheet”
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