

Global Awareness for Prep Course

Didactic Objectives:

- To examine students' stereotypes in relation to different cultural groups
- To challenge students perceptions, beliefs about themselves and others
- To be able to recognise my own and others' stereotypical and prejudiced attitudes.
- To promote tolerance and acceptance and a non judgmental attitude towards others
- To encourage students to become more socially aware as citizens with a sense of personal responsibility

Part 1 Stereotypes (app. 45 mins)

Intro (Global awareness Stereotypes presentation):

1. Offer s-s to brainstorm the world's problem. Have them write down their ideas.
2. Ask s-s whether they know what modules are there in our intensive course. Elicit "Environmental awareness", "Media Literacy", "Financial Literacy".
3. S-s group the problems they came up with according to our modules.
4. Tell them that all of these can be studied in our Global Awareness class, but since there are other modules, we are going to focus on human relationships.

Prejudice and stereotypes:

1. Hand out the pictures ("GA sorting pictures" file) ask s-s to group them by any category. Then have them regroup the pics by any other category. Repeat until you've covered the categories of gender, age, nationality, interests/hobbies, class, (dis)ability. Write down the categories on the black (or white;) board
2. Open the presentation "Another presentation". Follow the slides and handouts under names of "The Apprentice", "Prejudice news".

Activity 1 (10mins): Choose your apprentice (Slides 3-13)

Use the slides for this thinking skills activity which aims to reveal some subtle prejudicial thinking and stereotypes within the class. Provide each student with the six cards from worksheet 14 that each contains a first name and line them up in front of them. Alternatively they could just write their names on paper. Explain that s-s are working in the role of an entrepreneur, like Alan Sugar, on The Apprentice. They need to recruit an engineer to go into RE space and set up life on the moon. Each time you reveal a layer of information on the slides, they have to 'fire' someone by removing them from their line (or turning the paper upside down) up until they have one left who is 'hired'. The final slide reveals each person's qualifications. Discuss their choices, highlight any

prejudice and stereotypes and conclude you can't prejudge on such little information.

Activity 2 (Option 1) (10mins): Gender stereotypes (Slides 14-19)

Using imagery from Billy Elliot, explore students' attitudes towards a boy doing ballet. You could play a clip from Billy Elliot to engage them.

<https://www.youtube.com/watch?v=0g1YvKDdlfc>. S-s work

in pairs, introducing themselves as stereotypical 'girls' and 'boys' using statements on the slides. Discuss the stereotypes and the associated problems with these labels. Highlight that we are all individuals.

Activity 2 (Option 2) (10mins): Labelling teenagers (Slide 20-21)

Students work in pairs to create stereotypical views of teenagers or different groups of young people. Select some students to present their images / statements and explore how it feels to be labelled in that way. Discuss issues relating to prejudice against young people, e.g. hoodie wearers being banned from shops, young people gathering in large groups being considered intimidating etc. How is this reflected in the media, and how does it affect adults' attitudes and behaviour?

Activity 3 (10mins): Challenging stereotypes (Slides 22-23)

Now that s-s have an appreciation of how it feels to be stereotyped, they should explore the negative effects of labelling other groups of people. Put the stereotypical phrases on the walls beforehand and now ask s-s to collect them. They should choose a couple of statements that they can relate to and in small groups share their experience.

Activity 4 (10mins): Read all about prejudice (Slides 24-26)

Using worksheet "Prejudice news", s-s read extracts from newspapers that feature prejudicial views towards a particular group. S-s should use pens to highlight the prejudicial views and think about the negative consequences of this attitude. Use the slides to discuss.

Activity 6 (5mins): Gender riddle (Slides 27-31)

As a fun plenary, quickly present the riddle on slide 28 followed by the questions that will reveal prejudicial and stereotypical thinking. Highlight that it is important to be aware of our own prejudicial and stereotypical attitudes and to think about how they will make others feel.

Part 2 Bias (app. 45 mins)

1. Ask s-s to draw a firefighter, a teacher, a receptionist and a ballet dancer. Check whether they drew men or women. Show them the video of the same experiment conducted among kids.
2. Hand out the “vocab_ matching game” worksheet. Ask s-s to match the word to the definition and the example. Make sure s-s get the difference of the words race/ethnicity and stereotype/bias.
3. Do the “Photo description experiment” worksheet. Give each small group their own photo and ask them to notice the features that prove the description of the photo (WITHOUT showing it to other groups). Then ask them to read out the features that they’ve found. THEN they can reveal their photos and see the confirmation bias in action.
4. Explain to s-s that there are different kinds of biases and they stand in the way of us understanding that we are sometimes driven by our stereotypes. Do the worksheet “Types of biases”, where s-s have to match the explanation of the biases to advice of avoiding them.
5. Show the video summarizing what is bias.
6. Offer s-s to check whether they are able to differentiate facts from their opinions by doing the “fact-opinion” worksheet.

Part 3 Representation (app. 45 mins)

1. Ask s-s (altogether) to make a list of all the male writers they can remember. Count them. Then ask them to list all the female writers. Count them and make sure that the list is smaller. Do the same with male/female artists and composers.
2. Ask s-s to list all famous kids (people who became famous as kids). They might remember Anna Frank. Ask them why don’t we know as many famous women and kids as white middle-aged men. Ask how do they feel about the fact they have no one to relate to. Show them the video about famous children, ask to pick their favourite.
3. Ask whether they can relate to the images in the ads or in Disney movies and should different female (and male) bodies be equally represented (who wins in the case of equal representation and who loses). Show the video about beauty standards throughout the history.
4. Offer to watch how kids react to the more realistically shaped Barbie doll. Ask whether girls have an opportunity to play with such Barbies, is it easy enough to

find them. Ask whether kids can choose their own toys or they are mostly treated stereotypically. Since we already know different types of biases, offer s-s to create an experiment that would check whether kids can choose the toys to play with (show the video of BBC experiment)

5. Tell s-s that when a group of people doesn't get the same rights as the majority, it is called oppression (help them notice the root — "press"). Revise different groups of people that are oppressed (hint — check the activity of sorting out pictures by age, class, gender...). Do the "Three I's of oppression" worksheet.
6. Play "Anti-oppression tic tac toe", with s-s making examples of the type of oppression where they put their marks.
7. If time, create a timeline of the important events for the invisible groups of people.

Part 4 Outcomes (app.15 mins)

1. Encourage s-s that it's not all bad and no matter how hard life may be sometimes, it can still be improved. Show them the trailer of Pay It Forward movie. Ask whether they find it realistic or too optimistic. Ask them to try and remember whether they had a situation when someone's behavior towards them felt as a gift (they don't have to name it)
2. Acknowledge that sometimes we don't have enough resources to make such huge acts of kindness, which is OK. Show the video of a man doing small things. Ask students to make a list of small things they can do to make the world a better place.

Extra links

Judging by appearance experiment

<https://www.youtube.com/watch?v=NrbnnEZnMOU&t=12s>

#Like a girl <https://www.youtube.com/watch?v=nWu44AqF0il>

Ageism example (what is "old" and what old people can('t) do)

<https://www.youtube.com/watch?v=IYdNjrUs4NM>

Supporting disabled people

<https://www.youtube.com/watch?v=iiB3YNTcsAA&feature=youtu.be>

Pay gap lovely video https://www.youtube.com/watch?v=snUE2jm_nFA