

**Empathy: Lesson 6 (9-12)****Empathy: Be Aware of Others:**

See Other Perspectives  
Value the Feelings of Others  
Appreciate Diversity

**Example Practices****That Address Social-Awareness:**

- Encourage students to reflect on the perspective of others
- Assign appropriate groups
- Help students to think about social strengths
- Provide specific feedback on social skills
- Model positive social awareness through metacognition

**The Goals:**

As an Arkansas graduate, I am:

- Empathetic to others' feelings
- Aware of cultures and differences
- A collaborative team player

**Personal Competency Addressed: In high school, I can:**

- ☐ Evaluate opposing points of view
- ☐ Analyze the factors that have influenced different perspectives on an issue
- ☐ Differentiate between the factual and emotional content of what a person says
- ☐ Compare multiple perspectives on an issue
- ☐ Identify verbal, physical, and situational cues that indicate how others may feel
- ✓ ☒ Analyze the origins and negative effects of stereotypes and prejudice
- ☐ Recognize how perspective and biases impact interactions with others
- ☐ Understand how cultural similarities and differences contribute to the larger social group
- ☐ Advocate for rights of others as well as for myself
- ☐ Work cooperatively with others to implement a strategy to address a need in the community
- ☐ Evaluate how society and cultural norms have an effect on personal interactions
- ☐ Recognize and respond to social cues in a manner that contributes to lifelong success
- ☐ Collaborate with a group to produce positive outcomes

**Learning Objectives:**

I will determine the meaning of stereotypes and prejudice.

I can identify any stereotypes and biases I may have and how it affects my life and others around me.

I can recognize the negative effects of stereotypes and prejudice.

**Materials and Preparation:**

- Projectable image or print out of [Street Calculus](#)
- [Stereotypes and Test Scores](#) (Length - 4:17)

**Key Vocabulary:**

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**Assumption:** a thing that is accepted as true or as certain to happen, without proof

**Bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

**Discrimination:** when a prejudice leads us to treat an individual or group negatively

**Implicit Bias:** occurs when someone consciously rejects stereotypes and supports anti-discrimination efforts but also holds negative associations in his/her mind unconsciously

**Intent:** the motive that causes one to do something; determined to do something

**Prejudice:** occurs when we form an opinion about an individual or a group based on a negative stereotype; the word prejudice comes from the word *pre-judge*

**Single Story:** overly simplistic and sometimes false perceptions we form about individuals, groups, or countries

**Stereotype:** a belief about an individual based on the real or imagined characteristics of a group to which that individual belongs; stereotypes can lead us to judge an individual or group negatively; even stereotypes that seem to portray a group positively reduce individuals to categories and tell an inaccurate “single story”

**Stigma:** a mark of disgrace or negativity associated with a particular circumstance, quality, or person

### **Introduction (5 Mins):**

Define Stereotype

Examples of Stereotypes (gender, age, ethnicity, socioeconomic status, etc)

**Image:** [Street Calculus](#)

Project or pass out Garry Trudeau’s cartoon Street Calculus and discuss students’ first impressions of the image by asking the following questions:

- What’s happening in this image?
- What do you notice about what each person is thinking in his thought bubble?
- How are each of their thoughts similar? How are they different?

Next, analyze the cartoon more deeply by having students discuss the following questions:

- Do you think the situation depicted here is realistic? Do people use “lists” like these to make judgments about each other?
- How aware do you think people are of the lists they make? When someone sees you walking down the street, what lists might they make about you? What lists do you sometimes make about others?
- How might these lists shape choices people make (beyond greeting each other)? What would it take to change the lists people make about each other?

**Main idea:** We all have stereotypes of others (everyone has stereotypes), both positive and negative that guide our interactions with every person we encounter.

### **Explicit Instruction/Teacher Modeling (10 Mins):**

- Where do stereotypes come from?
- A stereotype is an assumption that people in a group that share some characteristics also share other attributes. These are usually acquired in early childhood under the influence of parents, media, and peers. Stereotypes often begin with “all”, ‘they’, and other general terms that lump everyone into the same group. The meanings behind some stereotypes can evolve with time. What stereotypes do the two men in the cartoon have about the groups the other one belongs to?

- When, if ever, can stereotypes be harmless or even helpful? When do stereotypes become harmful?
- What does the cartoon suggest about how stereotypes might impact the way we see ourselves and the way we see others? How might stereotypes impact the choices we make?

We know that stereotypes about gender, race, religion, and nationality, as well as many other social categories exist throughout our society. Whether we agree with them or not, we need to be aware of both positive and negative stereotypes about various groups of people.

### Lesson Activities (8 Mins):

Video: [Stereotypes and Test Scores](#)

The video will help students recognize that it is a natural and common human behavior to group the people and things we encounter in the world into categories, but that sometimes these categories become “single stories” that give us incomplete and simplistic understandings of the identities of others.

### Differentiation:

Read aloud the captions in the picture for those who struggle with reading.

### Assessment (3-5 Mins):

Exit ticket/journal activity

- Are there any stereotypes that you have thought to be true?
- What dilemmas have you seen arise when we view others differently than they view themselves?

### Review and Close (3-5 Mins):

Think, Pair, Share:

What dilemmas have you experienced when others view you differently than you view yourself?

### Enrichment/Extension:

Use this [Quizizz Activity](#) (quiz takes approximately 15 minutes to complete) to have students identify their perceptions about people in the pictures. After they have finished, anonymously share the student responses with the class. The students can then critically assess each perception to identify prejudice, assumption, bias, single stories, stereotype, and such.

### Teacher Self-Care:

Ask for help when needed. No teacher should feel like they have to work through any situation alone. If you feel overwhelmed or confused, reach out to a colleague or supervisor. They can help you come up with ways to make the hardest parts of teaching from home more manageable.

Source: [7 Ways for Teachers to Practice Self-Care from Home](#)

### Sources:

1. “Definitions, Meanings, Synonyms, and Grammar by Oxford Dictionary on Lexico.com.” Lexico Dictionaries | English. Lexico Dictionaries. Accessed July 30, 2020. <https://www.lexico.com/>.
2. “Judging America - Stereotypes - Quiz.” Quizizz. Accessed July 30, 2020. <https://quizizz.com/admin/quiz/5e9fa9bcb4371b001c0a814a/judging-america-stereotypes>.
3. “Street Calculus.” Facing History and Ourselves. Accessed July 30, 2020. <https://www.facinghistory.org/resource-library/image/street-calculus>.
4. “How Stereotypes Affect Your Test Scores.” *YouTube*, YouTube, 4 May 2017,

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<https://www.youtube.com/watch?v=1oVs3Uxv7SM>.

### Teacher Reflection:

#### To Ask with Students:

If we do this again, what can I do differently to help you learn more?

Did this activity help you learn more than others we've done? Why?

#### Classroom Culture:

Are the relationships that I have with my students helping or hindering their ability to learn?

Could the problems I have in my classroom be solved by pre-teaching my expectations or developing rules/procedures to deal with these issues?

Was my demeanor and attitude toward my class today effective for student learning?

What choices have I given my students lately?

Can I explain at least *SOMETHING* about each of my students' personal lives?

#### Curriculum and Instruction - Assessment and Grading Practices:

Do my assessments really reflect learning or merely task completion or memorization skills?

What evidence do I have that my students are learning?

What new strategies have I tried lately with a student who is struggling?

In what ways do I challenge students who are clearly being successful in my classroom?

#### Collaboration - Professional Learning Community:

In what areas can I still improve professionally?

Do my actions as a teacher show my belief that all students can learn at high levels?

Do my actions as a teacher show that I take pride in my work?

Are the relationships I have with my colleagues conducive to creating a collaborative culture focused on learning?

Are the relationships I have with my students' parents conducive to improving learning?

#### Mental Health – Maintain a Healthy Outlook:

What new ideas have I tried in my classroom lately to keep myself energized about teaching?

What have I done lately to relieve stress and focus on my own mental health, to ensure I remain an effective

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teacher?