



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC)

“What are the dangers of stereotyping?”

by

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Editor: Ana Žnidarec Čučković

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Education for the Prevention of Discrimination**Title: What are the dangers of stereotyping?****Expected outcome**

- ➔ To create a safe learning environment.
- ➔ To raise awareness of personal stereotypes and their impact on the teaching process and daily life.

Target group

| Type of training | School level / age | Subject area |
|---------------------------------|----------------------------|------------------|
| Initial and in-service training | Secondary School Teachers* | Cross-curricular |

Brief description of the unit:

In the preparatory activity the participants have to pick up a card and find three more people who have something in common with them and like that they will form small groups of four participants. Then, in the first activity every participant picks up a character. S/he will have to decide what the character's life is like (job, place of work, dreams...), but some clues are given. In this way participants become aware of how stereotypes intervene in our lives and in our expectations about people. After that, participants are given part of a story and they have to guess what has happened. Participants will set in motion their own stereotypes and they will learn about "alternative thinking" as antidote. In the third activity participants are asked to debate about an educational experiment. They will discuss about how having low expectations for students may be a form of covert discrimination.

*Activities 1 and 2 can also be used with secondary school students with some changes in the debriefing sections.

Methods/techniques used

- Discussion
- Group presentation
- Cooperative learning

Time 85 minutes:

| | |
|-------------------------------------|--------------|
| Preparatory activity | ▶ 5 minutes |
| Activity 1: Looking for a job. | ▶ 30 minutes |
| Activity 2: What happened to Susan? | ▶ 20 minutes |
| Activity 3: Educational Experiment. | ▶ 20minutes |

Tips for trainers:

It is very important to carry out the activities following the cooperative learning structures in order to make the learning process inclusive and to provide equal opportunities of participation to all members

Preparatory reading:

- Clemente Franco Justo, "Effects of Teacher Expectations on the Development of Verbal Creativity in Childhood Education" *Revista electronica Actualidades Investigativas en Educación*, Universidad de Costa Rica. vol 8 n.3 2008.
- Manuel Segura Morales. *Ser persona y relacionarse*. Narcea Ediciones, Madrid, 2002.

Resources

| | |
|------------------------------------|--|
| ➤ Markers and blue tag | |
| ➤ Make groups (Appendix 1) | |
| ➤ Photos (Appendix 2) | |
| ➤ A3 (Appendix 4) | |
| ➤ Hand-out (Appendix 5) | |
| ➤ Cards (Appendix 3) | |
| ➤ Experiment hand out (Appendix 6) | |

Preparatory Activity: Making groups



5 minutes

| | Notes |
|--|-------|
| <p>► General aim:</p> <ul style="list-style-type: none"> ➢ To provide equal participation in the learning process. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➢ To make heterogeneous groups. | |
| <p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Exchanging information | |
| <p>► Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 1 and markers (four different colors for each group) | |
| <p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the room so that participants can move around. Later they will sit down and work in groups of four. | |
| <p>► Instructions/procedure:</p> <p>Ask the participants to pick up a card and find three more people who have something in common with them. There are four groups:</p> <ul style="list-style-type: none"> ➢ Countries: Latvia, Ireland, Greece, Portugal ➢ Cities: Bucharest, Brussels, Vienna, Warsaw ➢ Colors: Green, brown, purple, red ➢ Days of the week: Monday, Tuesday, Wednesday, Thursday <p>Once they have found their group, they will sit down to work together. Each participant must pick up a marker and each colour means that the owner has certain responsibility/task (they are told once they have picked up the marker):</p> <ol style="list-style-type: none"> 1. The participant who picks the red marker will be the “scout,” s/he has to go and fetch the materials necessary to carry out their task. 2. The participant who picks the blue marker will be the “writer,” s/he has to make sure everybody writes things down and participates. 3. The participant who picks the green marker will be the “speaker,” s/he must make sure everybody speaks and participates and will read out loud to their group if necessary. 4. The participant who picks the black marker will be the “time manager” and has to make sure the task is done on time and has to post the final product. | |
| <p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Participants may forget what each color means, so it can be helpful to write it on the board as you explain it. | |

Activity 1 Looking for a job



30 minutes

| | Notes |
|---|-------|
| <p>► General aim:</p> <ul style="list-style-type: none"> ➤ To become aware of how stereotypes intervene in our lives and in our expectations about people. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ To raise awareness of the dangers of stereotyping and the need to do something to prevent them. | |
| <p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative learning | |
| <p>► Resources:</p> <ul style="list-style-type: none"> ➤ Participants will need markers, blue tag, scissors, Appendixes 2, 3 and 4. | |
| <p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange the room to work in groups of four. Each group must have four markers of different colors (as many as participants). | |
| <p>► Instructions/procedure:</p> <p>Scouts have to get 2 envelopes: One contains 4 pictures (Appendix 2) and the other one four statements (Appendix 3). He/she will ask his colleagues to choose one blindly from each envelope and will keep for himself/herself the ones that are left.</p> <p>Participants are given <u>instructions</u> now: They can exchange cards and they should discuss how to match pictures and cards. At the end they have to agree and fill in the A3 chart (Appendix 4), where they have to stick the picture and write a possible story for each character mentioning their jobs, where they work, level of education and their dreams. They will have to make up the information that they don't have. At the end, each group will post their A3 at the front of the classroom (time managers' task).</p> <p>Finally, participants are given the chance to walk up to the front and read the other teams A3s.</p> | |
| <p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ The stories must be written in different colors because all the members of the group must have participated. So, you have to make sure "writers", "speakers" and "time managers" do their jobs. | |

► **Debriefing/reflecting:**

Ask the following questions to the big group:

- a. Do you think stereotypes are something unusual or something common?
- b. How do you think stereotypes came into play in the groups' stories? Can you identify examples of stereotypes in them?

Example: We have seen that Krista never works for a mining company (maybe because she is in a wheel-chair.)

If participants cannot identify stereotypes, let them know about one possible story for those characters. Ask them why they think this choice was made:

- Krista works in a mining company as accountant. Her dream is to have a baby.
- Brian works in a bank as a cleaning person. He would like to travel around the world.
- David works in a coffee shop. He is the manager. He would like to find his "perfect match" and get married.
- Carrie works at home. She is a computer engineer and designs programs. She would like to earn enough money to be able to finance an NGO project in Brazil.

The group will debate about the following questions and each member will present their team's opinion to the big group. Scouts will present question c, writers question d, speakers question e and time managers question f.

Allow and encourage spontaneous comments and other participants' interventions. Anybody can answer to question g.

Scouts pick up the envelope with the following debriefing questions:

- c.- What are the disadvantages of looking at reality through the glass of stereotypes?
- d.- How can a teacher's stereotypes affect his/her students? Give examples.
- e.- How may students' stereotypes affect school life?
- f.- What can we do as teachers? How can we teach our students to put to question personal stereotypes and prejudice?
- g.- Can you think of activities you can do in class to dismantle stereotypes? If so, write them down and post them next to your A3 poster.

Activity 2 What happened to Susan?



20 minutes

| | Notes |
|---|-------|
| <p>► General aim:</p> <ul style="list-style-type: none"> ➤ To be aware of fixed patterns and prejudice when we look at reality ➤ To develop a strategy to prevent stereotyping. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ To learn about “alternative thinking” (Manuel Segura). When we look at reality we interpret the information according to certain patterns, but there are other interpretations, other possible ways to look at things. | |
| <p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Cooperative learning ➤ Group discussion | |
| <p>► Resources:</p> <ul style="list-style-type: none"> ➤ Markers, blue tag, four sheets of paper and Appendix 5 | |
| <p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Arrange the room to work in groups. | |
| <p>► Instructions/procedure:</p> <p>Scouts will fetch a handout (Appendix 5) and speakers will read it to their groups.</p> <p>Participants are given one minute to think individually about what has happened and write it down on a piece of paper. Later, they will pass it to the participant on the right, till all of them have read the four stories.</p> <p>They will have to write down the story on Appendix 5 under the number of members that had the same idea. So if 2 members came up with the same idea, they will write it in number 2. If the 4 members thought of different stories, they will write the four stories in number 1. If 3 members had the same story, they will write it in number 3, the other member will write his/hers in number 1.</p> <p>Finally, time managers will post this sheet of paper under the A3 of the previous activity. Participants will enjoy walking up to the front and reading the other teams’ stories. Highlight the number of different stories that were made up.</p> | |

► **Tips to trainers/anticipated difficulties:**

Probably some thinking patterns will be triggered and participants may mention a case of domestic violence or robbery. However, you offer a different story:

Michael is a schoolboy who has two pets: Paul, a cat, and Susan, a fish. One day Paul tried to fish Susan and he broke the goldfish bowl. The noise scared him and he ran away through the back window.

This story is not original. The source is unknown (adapted from scout lore).

Make sure writers and speakers do their jobs.

► **Debriefing/reflecting:**

Participants will discuss about the following issues in their groups. All members will have to take notes. Writers have to make sure participants do so, because later, each participant will move to another group.

Scouts pick up the envelope with the following debriefing questions (participants will take turns to read them aloud):

- 1) When we look at the world there are gaps of information. What do we use to fill in those gaps? Who /what feeds our minds to fill in those gaps?
- 2) What can we learn from this story?
- 3) What are the advantages of learning to think “open” (that there are other ways to look at things)?
- 4) How can we develop this skill (thinking open) in our students? What do we need to develop to think “open”?

Scouts move out to make one group, writers another one, speakers another, and time managers another one. They share their team’s point of view with the others.

*We chose this activity to show what **alternative thinking** is. This kind of thinking involves an attitude ready to accept other possibilities, other worldviews, and that there is not an only answer. On the other hand, if we want to know what really happened, we will need to gather more information instead of looking at the world through the lens of our stereotypes.*

Participants will debate about the following issues in their new teams. All of them have to take notes because they will

present their ideas to their initial teams. Participants from the “countries” team will pick up the questions:

- How would you explain and instil alternative thinking (thinking open) to your students?
- Do you think it is easier to understand by means of an EXPLANATION or by DOING an activity? What are your proposals?

Finally they will go back to their original teams and **share the answers**.

Activity 3 EDUCATIONAL EXPERIMENT



20 minutes

| | Notes |
|---|-------|
| <p>► General aim:</p> <ul style="list-style-type: none"> ➢ To create a safe learning environment. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➢ To raise awareness how teachers’ expectations may condition students’ performance. | |
| <p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group discussion. | |
| <p>► Resources:</p> <ul style="list-style-type: none"> ➢ Handout (appendix 6) and four sheets of paper. | |
| <p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Arrange the room to work in groups | |
| <p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Scouts will get a new handout (Appendix 6) and speakers will read the text out loud to their colleagues. ➢ Participants have to try to find an explanation for the fact. They will work individually for a couple of minutes and then they will share their ideas and discuss them. They will write on Appendix 6 all their ideas in different colors (writer’s task to encourage them). ➢ Finally, time managers will post Appendix 6 below the posters of previous activities. ➢ Allow participants to come to the front of the room and have a look at the other teams’ work. | |

| | |
|---|--|
| <p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Participants may want to know more about the experiment. It is a rough summary of a study Robert Rosenthal and Lenore Jacobson published in 1968, further research has been done but that is not the point. The aim is that they reflect how teachers may have helped those students more than the others, due to their own expectations and stereotypes, and think about what was the message that the rest of the students got. ➤ In the experiment they found out that the chosen students got more feedback, more support and more chances to ask and answer questions, so that is why they got better results in the end. | |
| <p>► Debriefing/reflecting:</p> <p>Participants will discuss the following issues for 5 minutes and later, each member will present their team's opinion on one question to the big group (scouts question A, writers question B, speakers question C and time managers question D). Allow and encourage spontaneous comments:</p> <p>Scouts pick up the envelope with the following debriefing questions:</p> <ul style="list-style-type: none"> - How do you think students react to teachers' expectations? - How do you think students may feel when nothing is expected from them (as far as self-esteem and motivation are concerned)? - How do you think this example relates to covert discrimination? - What are the consequences of having low expectations? <ul style="list-style-type: none"> a. For an individual b. For a group <p>Ask participants (big group discussion):</p> <ul style="list-style-type: none"> - What are the dangers of labelling our students? - Does anybody want to share with us how somebody's expectations or support (your grandfather's, one of your teachers, your mother's...) played an important role on your decision of becoming a teacher? | |

Evaluation and assessment

A) WHERE DO YOU STAND IN THE LINE AFTER DOING THE ACTIVITIES?

Circle the number. 0= No and 5= Yes, absolutely.

I understand that stereotyping, labelling or stigmatizing leads to discrimination.

0.....1.....2.....3.....4.....5

I understand “alternative thinking” is an essential instrument to be open-minded (accept other world views).

0.....1.....2.....3.....4.....5

I understand the methodology used (cooperative learning) provides equal opportunities of participation to all members and the participants learn from each other.

0.....1.....2.....3.....4.....5

I have been stimulated to approach teaching using cooperative learning structures.

0.....1.....2.....3.....4.....5

B) MENTION SOMETHING YOU HAVE LEARNED (maybe because you were not aware of it or you did not know or because you had never given it a thought).

References

- Clemente Franco Justo, “Effects of Teacher Expectations on the Development of Verbal Creativity in Childhood Education” *Revista electronica Actualidades Investigativas en Educación*, Universidad de Costa Rica. vol 8 n.3 2008.
- Manuel Segura Morales. *Ser persona y relacionarse*. Narcea Ediciones, Madrid, 2002.

Appendix 1: CUT THEM OUT AND MIX THEM

| | | | |
|------------------|-----------------|------------------|-----------------|
| LATVIA | IRELAND | GREECE | PORTUGAL |
| BUCHAREST | BRUSSELS | VIENNA | WARSAW |
| GREEN | BROWN | PURPLE | RED |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY |

Appendix 2: CUT THEM OUT



DAVID



CARRIE

KRISTA



BRIAN



Appendix 3: CUT THEM OUT

| | |
|---------------------------|------------------------|
| WORKS IN A MINING COMPANY | WORKS IN A COFFEE SHOP |
| WORKS AT HOME | WORKS IN A BANK |

Appendix 4: List

| | | | | |
|--------------------|---------------------------|------------------------|---------------|-----------------|
| Person | | | | |
| Job | | | | |
| Level of education | | | | |
| Place of work | Works in a mining company | Works in a coffee shop | Works at home | Works in a bank |
| Dreams | | | | |

Appendix 5: What do you think it happened?

Michael went to school at 8:00 am. When he left, Paul and Susan were at home. Five hours later, when he arrived, the house was cold, the back window was open, Paul was gone and Susan lay dead on the floor. There were some pieces of broken glass and some water on the floor.

| | |
|---|---|
| 1 | 2 |
| 3 | 4 |

Appendix 6: How do you interpret the following educational experiment?

A group of scientist gave all the children in the school a test. They told the teachers that the test was designed to detect the capacity for rapid intellectual development, that is, the test detected those children who could be expected to show considerable improvement during the next academic year. In fact, though, the test was just a standard intelligence test.

After the test, the scientists chose twenty per cent of the children at random and then told the teachers that these were the students who could be expected to show rapid improvement.

The result was that the children, who the teachers thought were going to do best, did best.

Abstract from Robert Rosenthal and Lenore Jacobson, *Pygmalion in the Classroom*, 1968.

Why do you think those students did better?

BRAIN STORMING:

Appendix 7: Debriefing questions

Activity1:

- c.- What are the disadvantages of looking at reality through the glass of stereotypes?
- d.- How can a teacher's stereotypes affect his/her students? Give examples.
- e.- How may students' stereotypes affect school life?
- f.- What can we do as teachers? How can we teach our students to put to question personal stereotypes and prejudice?
- g.- Can you think of activities you can do in class to dismantle stereotypes? If so, write them down and post them next to your A3 poster.

Activity 2:

- 1) When we look at the world there are gaps of information. What do we use to fill in those gaps? Who /what feeds our minds to fill in those gaps?
 - 2) What can we learn from this story?
 - 3) What are the advantages of learning to think "open" (that there are other ways to look at things)?
 - 4) How can we develop this skill (thinking open) in our students? What do we need to develop to think open?
- How would you explain and instil alternative thinking (thinking open) to your students?
 - Do you think it is easier to understand by means of an EXPLANATION or by DOING an activity?

Activity 3:

- 1.- How do you think students react to teachers' expectations?
- 2.- How do you think students may feel when nothing is expected from them (as far as self-esteem and motivation go)?
- 3.- How do you think this example relates to covert discrimination?
- 4.- What are the consequences of having low expectations?
 - A - for an individual
 - B - for a group