

Synopsis

When the children enter the learning center, they are surprised to see Mrs. Ellis welding. This sparks a conversation about stereotypes, and Mrs. Ellis challenges them to learn more about ways to dispel stereotypes. In the first segment, the children meet Alex, who has a learning disability. Alex rode his bike from Olympia, Washington, to Sacramento, California, to help raise awareness about the need for early detection of learning disabilities.

After talking about some of the ways stereotypes emerge, the children learn about a brother and sister from the Mohawk Nation who use dance to help others learn about both traditional and nontraditional aspects of their culture. The final segment illustrates the power of open discussion among young people of different races. As Program 7 comes to a close, the children share positive actions they will take to dispel stereotypes.

Program Goals

Correlations with National Council for the Social Studies (NCSS) curriculum standards appear in italics following each goal.

After viewing Program 7 and engaging in supportive classroom activities, students will

- realize the impact of holding positive or negative stereotypes about groups of people.
Early Grades: 9f
Middle Grades: 4g, 9f
- develop skills to help identify stereotypes that are presented by other people or the media.
Early Grades: 9b
Middle Grades: 9b
- identify strategies for learning about others and dispelling stereotypes.
Early Grades: 9a
Middle Grades: 9a

Vocabulary

Words preceded by an asterisk () were introduced earlier in the series and are included here for review.*

assumption — A belief that something is true without checking the facts.

Caucasian — A member of a race of people from Europe or North America with light or tan skin; a person whose ancestors are from Europe or North America.

clash — A conflict or disagreement.

cognitive disability — Not being able to do something mentally because of an illness, injury, or a condition present at birth.

***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

dyslexia — A specific learning disability characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

***ethnicity** — Manifestations of ethnic heritage.

fancy dance — A dance style characterized by fast, energetic steps; the dancers' regalia is bright and colorful; also called the fancy feather dance.

grass dance — The oldest dance style for boys and men; modern dancers sew layers of long fringe on their regalia, imitating the old style when long grass was used.

grudge — A bad feeling toward something or someone who hurt or insulted you in the past.

hate — To dislike or detest something or someone.

judgment — An opinion of something or someone.

jingle dress dance — A dance style for girls and women, who sew hundreds of tin cones on their regalia; it commemorates an Ojibwe (Chippewa) girl who achieved good health by dancing in a dress covered with shells, as foretold in her father's dream. (*Note: Several slightly different versions of this story exist.*)

learning disability — Any disorder affecting the processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or use mathematical calculations.

merger — A combination of two or more things. (In Program 7, the word refers to a positive meeting of two cultures.)

minority — A group of people of a particular race, ethnicity, or religion living among a larger group of a different race, ethnicity, or religion.

opinion — An idea or belief about something or someone.

prejudice — An opinion or judgment formed unfairly or without knowing all the facts.

***race** — A group of people having the same ancestry, clan, family, or lineage; a biological division of people distinguished by hair color and texture, color of skin and eyes, and physical stature.

racist — A person who thinks a particular race is better than other races, or who treats people unfairly because of their race.

regalia — Special clothing worn by dancers at a powwow.

stereotype — An overly simple idea, opinion, or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.

Before-Viewing Activities

To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.



Focus Questions for Class Discussion

- What is a stereotype?
- From where do stereotypes come?
- How do stereotypes affect people?
- What can be done to change stereotypical thinking?

Focus Question for Students' Culture Journals

- How do I feel when someone forms an opinion about me without first getting to know me as a person?

Teaching note: This question is referenced in the assessment activity on page 12 of the [Teacher Summary](#).

Viewing Activities

Bike Trip Segment

Some experts estimate that 15 percent to 20 percent of the population has some kind of language-related learning disability. People with this type of disability process information differently than others and may struggle in school because they can't read, spell, or express themselves. Students with undetected learning disabilities often are teased by class-

mates or are characterized as being stupid or lazy. Dyslexia is the most common cause of reading, writing, and spelling difficulties.

Alex, a Boy Scout who lives in Bellevue, Washington, decided to help raise awareness for the importance of early detection of learning disabilities. For his Eagle Scout project, he planned an 800-mile bike trip, from Olympia, Washington, to Sacramento, California. Alex compiled information about learning disabilities and sent it to preschools located along his route. He also mailed press packets to news organizations and used the ride to attract attention to the problem of undiagnosed learning disabilities. Alex has dyslexia and knows how difficult school can be for kids with learning disabilities.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students' observations.

- What does Alex have in common with kids who do not have a learning disability? (Responses might include an interest in biking, being active in a scouting organization, having chores to do at home.)
- What is Alex doing to help dispel stereotypes about people with learning disabilities? (Responses could include planning the bike ride to raise awareness, sending information to preschools, contacting the media, speaking out, sharing his own story.)

Mohawk Dancers Segment

The Mohawk reserve of [Kahnawake](#), also known as Caughnawaga, is located on the south shore of the Saint Lawrence River, on the bank of Lake Saint Louis near Montreal, Canada. In Mohawk, “Kahnawake” means at the rapids.” Kahnawake is one of the three communities that make up the Mohawk Nation in Quebec, and it is the single largest population of any native community in the province. Founded during the second half of the 17th century, the village of Kahnawake was moved four times before ending up in its present location.

Bright-Cloud and Singing-Wind are members of the Mohawk Nation who live in Kahnawake. When their father was young, his parents and grandparents didn't want to pass their cultural heritage on to younger generations because they had experienced such harsh discrimination themselves. Dad chose to reverse that trend by encouraging his children to explore and celebrate their identity. Today, Singing-Wind, Bright-Cloud, and their father perform traditional dances in ornate regalia to celebrate their cultural heritage, as well as to help others learn something about the Mohawk culture.

Bright-Cloud also enjoys hiphop and rap music. To help others understand that he is “just a normal kid,” Bright-Cloud performs dance moves that he learned by watching television.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students’ observations.

- What do these two young dancers have in common with non-Indian children? (Responses may include an interest in popular music and dance moves, living in houses, doing things with their family, an interest in their own unique cultural heritage and identity.)
- How are Bright-Cloud and Singing-Wind helping to change stereotypes about American Indians? (Responses might include sharing aspects of their culture through their traditional dancing, incorporating personal ideas into their regalia, demonstrating that they like popular music and dance.)

Diversity Day Segment

An urban high school’s annual Diversity Day event gives all students opportunities to interact with each other, as well as participate in workshops led by speakers and performers representing many cultural groups. Discussions focus on the importance of accurate cultural information, the dangers of misunderstandings and stereotypes, and the value of respect and empathy for one another.

In this segment, six students of different races (Aashu, Jenice, Jahvana, Meg, Nicole, and Sergio) talk openly during Diversity Day about stereotypes, racism, and their feelings of hurt, anger, fear, and shame. They share how negative experiences have affected them and their interactions with other people and groups. In cautioning young people against letting such events influence their relations with others, Judge Carl Ashley, of Milwaukee, Wisconsin, offers guidance about the value of listening to and talking with each other in order to gain respect for all.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students’ observations.

- What do these six students of different races have in common? (Responses may include that they all attend the same school and

live in the same area; they have experienced negative emotions such as hurt, anger, fear, and shame; they know the problems that stereotypes cause.)

- What are these students doing to dispel stereotypes and racism? (Responses could include talking with and listening to each other; gathering accurate information; not holding a grudge against someone; sharing their feelings with one another.)

After-Viewing Activities



Questions for Class Discussion

- From where do stereotypes come?
- What strategies for dispelling stereotypes did students observe in Program 7, “Look Again”? Help students evaluate the effectiveness of each strategy. Have them form small groups and ask them to brainstorm other ideas for making positive changes.

Teaching note: The question above is referenced in the assessment activity on page 13 of the [Teacher Summary](#).

- How will you react the next time you hear someone judge another person unfairly? What will you say? How might you feel after responding to this hypothetical situation?
- Discuss positive ways to help someone who has angry feelings about being judged unfairly by others.

Class Activities

- Ask students to look for stereotypes in various media, including television, movies, children’s books, billboards, and magazine ads. Guide a discussion about the power of the media and the importance of analyzing stereotypes it may contain.
- Have each student create a full-page advertisement “selling” herself or himself. What qualities and characteristics did they choose to include? What important aspects of themselves did they have to leave out? What does this activity tell them about judging a person based on a single advertisement or image?
- Lead your class in a game of “Anybody Who,” which was modeled in Program 7. To view it again, reset your VCR’s time counter at the beginning of the program and fast-forward the tape to 9 minutes, 55 seconds (00:09:55) into the program, the point at which the game segment begins.
- Ask students to pledge one action they will take to help dispel stereotypes.

Students' Culture Journals

Ask students to re-read what they wrote in their Culture Journals to the **Before-Viewing focus question** (page 4). Ask them to update their journals by answering the question again:

- How do I feel when someone forms an opinion about me without first getting to know me as a person?

Technology Link

Have students draw, paint, and/or use graphics software to create posters or banners promoting ways to dispel stereotypes. Themes may include speaking up, volunteering, sharing one's culture with others, getting to know someone of another race, respecting others, talking about one's fears, celebrating our differences, or thinking of people as individuals. Post their completed work on the school's Web site, in a school hallway, or in the classroom.

Student Activity for Assessment

After reviewing what they've learned about stereotypes, each student develops an action plan to raise awareness about a stereotype of his or her choice. Details about the activity are provided in the **Teacher Summary** on pages 12 and 13.

Extension Activities

*These activities correlate to the video segments cited in **Viewing Activities** (pp. 4-7) and allow for follow-up on particular themes.*

Bike Ride Segment

- Invite a learning specialist to discuss learning disabilities with your class.
- Identify potential volunteer activities in your classroom, school, or community in which students can meet and get to know differently abled people as individuals, as well as become aware of what they have in common and how they are different.

Mohwk Dancers Segment

- Identify an example of a cultural difference in your school or community, or guide students through a brainstorming activity about cultural differences they have observed. For example, some cultural groups teach children that it's rude to look adults in the eye. Other cultural groups teach children that it's rude not to look adults in the eye. Have small groups of students develop short plays based on this example and present the plays to the class.

- Ask students to write poems about an aspect of their own cultural identity they would like to share with others. Then, have them develop a scene or a play using the poem as narration.
- Invite students in your class, school, or community who are involved with some type of cultural performance to share with your students. What do they have in common with other students? What do they have in common with Bright-Cloud and Singing-Wind? What differences can students identify?

Diversity Day Segment

- Using this segment as a model, organize an opportunity where students feel comfortable speaking openly about stereotypes, racism, and their feelings. Help them to talk about negative emotions, such as hurt, anger, fear, and shame. Encourage them to share how these feelings affect them and their dealings with other people and groups. Students may take turns as speakers, interviewers, videographers, and video editors to produce a video to share with the class.
- Help students plan and host a Diversity Day event for either their classroom or the school. Invite diverse speakers and cultural performers to work with the entire class or school, as well as with smaller workshop-size groups. Consider sharing the class video described above or the Diversity Day segment of Program 7.

References and Resources

For Teachers

American Indian Reference and Resource Books for Children and Young Adults, by Barbara Kuipers. Libraries Unlimited Inc., 1995, ISBN 1563082586 (paperback). A collection of annotated lists of recommended nonfiction materials that are factually accurate and culturally sensitive.

Anti-Bias Curriculum: Tools for Empowering Young Children, by Louise Derman-Sparks. National Association for the Education of Young Children, 1989, ISBN 093598920X (paperback). This best-selling resource is full of activities and ideas for helping teachers and children respect each other as individuals and confronting, transcending, and eliminating barriers and stereotypes based on race, culture, gender, or ability. To order Anti-Bias Curriculum (item #242), contact the NAEYC Resources Sales Dept., telephone: 800/424-2460, ext. 2001; fax: 202/328-1846; Web site: www.naeyc.org; e-mail: resource_sales@naeyc.org; or write to NAEYC, 1509 16th Street NW, Washington, D.C. 20036-1426.

The Anti-Defamation League's Hate Hurts: How Children Learn and Unlearn Prejudice, by Caryl Stern-LaRosa and Ellen Hofheimer Bettman. Scholastic, 2000, ISBN 0439211212 (paperback). Written for adults responsible for children of any age, this book offers practical tips, sound advice, role-playing for difficult situations, and vignettes about confronting intolerance and encouraging an appreciation of diversity.

Drama and Diversity: A Pluralistic Perspective for Educational Drama, by Sharon Grady. Heinemann, 2000, ISBN 0325002622 (paperback). These practical lesson plans help create an inclusive, respectful environment as students embrace differences such as gender, race, and social class.

Educational Improvisation Activities Classroom Manual, by Peggy Eldred-Eserkaln. RIPLE (Realizing Individuals' Potential for Life-long Effects), 2000. This manual accompanies a 20-minute video that models activities teachers can use to engage students in active learning. It includes eight group activities with interdisciplinary connections, including "Anybody Who," which was seen in Program 7, "Look Again." To order, contact ComedyCity, P.O. Box 354, Green Bay, WI 54305; telephone: 920/339-5234; Web site: <http://educationalimprovisation.com>; e-mail: peggycsz@gbonline.com.

HONOR (Honor Our Neighbors Origins and Rights) is an organization devoted to protecting the rights of Native Americans by monitoring legislation and educating the general public about Native American issues. The following articles about mascots, logos, and stereotypes appeared in the HONOR Digest, HONOR's bimonthly publication. They are available from Rose Soulier at HONOR Regional Office; P.O. Box 694, Bayfield, WI 54814; telephone: 715/779-9595; fax: 715/779-9598; e-mail: honorinc@ncis.net; Web site: www.honoradvocacy.org/.

"A Direct Approach to the Mascots, Logos, and Symbols Issue," vol. 3, no. 2, p. 6

"Mascots Challenged in Wisconsin," vol. 3, no. 8, p. 7

"Hearing Held in Wisconsin on Stereotyping in Public Schools," vol. 3, no. 9, p. 8

"Action Urged on Mascot" Wisconsin public schools, vol. 5, no. 2, p. W2

"Conference on Elimination of Racist Mascots," vol. 9, no. 2, p. 11

"Mascot Struggle Continues," vol. 9, no. 5, p. 11

"Sensitivity At Last: Area schools dropping Indian mascots," vol. 10, no. 3, p. 11

"Mascot/Logo Taskforce Update," vol. 11, no. 1, p. 9

Reducing Prejudice and Stereotyping in Schools, by Walter Stephan. Teachers College Press, 1999, ISBN 0807738107 (paperback).

This 234-page book offers a variety of techniques to design and implement classroom interventions that help students develop positive attitudes and behaviors.

Through Indian Eyes: The Native Experience in Books for Children, by Beverly Slapin and Doris Seale. 4th ed. American Indian Studies Center, University of California, 1998, ISBN 0935626468 (paperback). This classic work, recommended by the Wisconsin Department of Public Instruction, contains essays, poetry, bibliographies, and critical reviews of children's books by and about American Indian peoples.

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools, by Gary R. Howard. Teachers College Press, 1999, ISBN 080773800X (paperback). The author calls upon his 25 years of experience as a multicultural educator, as well as collaboration with students and colleagues from many different cultures, to describe how one can become a culturally competent teacher in a racially diverse school.

For Students

Amazing Grace, by Mary Hoffman. Dial Books for Young Readers, 1991, ISBN 0803710402 (hardcover). Grace perseveres even when her classmates discourage her from portraying Peter Pan in the school play because she is black and a girl.

Black Like Kyra, White Like Me, by Judith Vigna. Albert Whitman and Company, 1996, ISBN 0807507792 (paperback). Christy and her parents confront the cruelty and prejudice that arise when they befriend a black family that moved into their all-white neighborhood.

Rising Voices: Writings of Young Native Americans, by Arlene B. Hirschfelder. Simon and Schuster Ivy Books, 1993, ISBN 0804111677 (paperback). This collection of poems and essays by young American Indians relates what it means to be Indian today and how it feels to confront racism and ignorance.

Teammates, by Peter Golenbock. Harcourt Brace, 1992, ISBN 0152842861 (paperback). This true story about the racial prejudice Jackie Robinson experienced as Major League Baseball's first black player recalls the momentous day in 1947 at Cincinnati when Pee Wee Reese took a stand and declared Jackie his teammate. Named the 1990 Notable Children's Trade Book in the Field of Social Studies.

Under Our Skin: Kids Talk about Race, by Debbie Holsclaw Birdseye. Holiday House, 1997, ISBN 082341325X (library binding). Six students from diverse ethnic backgrounds discuss the ways in which their cultural traditions affect their daily lives, how they feel about race relations in the United States, and their personal experiences facing prejudice.

Look Again assessment activity

Learning Goal

Students will create an action plan to help others gain accurate information about a particular issue or population.

Correlations with NCSS Curriculum Standards

Culture

- *Early Grades:* 9a — explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.
- *Middle Grades:* 9a — describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

Activity Overview

After exploring the reasons why individuals respond in different ways to a particular event and how interactions among individuals influence behavior, students will identify strategies for getting to know others and dispelling stereotypes. First, students recall information from Program 7, “Look Again,” describing ways to break down stereotypes.

Next, students will identify stereotypes they have observed or experienced. Finally, each student will design an action plan intended to raise awareness of that stereotype. If time permits, allow them to carry out their action plans.

Materials Needed

- Students’ Culture Journals
- Student copies of the **Look Again assessment rubric** (page 14)
- **Teaching example** of the **Look Again** activity (page 15)
- Student copies of the **Look Again activity** sheet (pages 16-17)

Teacher Instructions

The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are two components to this assessment, it’s best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

1. Review

Have students review the responses they wrote in their Culture Journals to this Before-Viewing focus question: How have you felt when someone has formed an opinion about you without first getting to know you?

Ask students to recall their responses from the After-Viewing class discussion to this question: What strategies for dispelling stereotypes did students observe in Program 7, “Look Again”? Their responses may include:

- getting to know and spending time with people who are different from you.
- creating projects to help raise awareness about certain stereotypes.
- sharing your cultural heritage with others through the arts, games, or conversation.
- speaking up when you hear someone say hurtful things to or about another person or group.
- finding correct information about someone or something.
- cooperating with others.
- explaining why stereotypes are inappropriate.

2. Identifying Stereotypes

Distribute to students the **Look Again** activity sheet. Ask them to list stereotypes they have observed. If they are comfortable doing so, they can include stereotypes that have affected them or a family member.

As a class, read through the part of the rubric relevant to this activity, making sure students understand the way in which their performance is being measured.

3. Creating an Action Plan

Ask students to complete the **Look Again** activity sheet by creating an action plan to change the stereotype they selected. Also, review with the class the corresponding section of the rubric.

If time allows, ask students to carry out their action plans or share their plans with classmates.

Teaching note: If students address stereotypes that have affected them personally, they may not wish to discuss them with classmates. Provide another option for those students.

Look Again assessment rubric

Name _____

Date _____ ID# _____

How can you dispel stereotypes?

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
Identifying Stereotypes	1 stereotype listed	2 stereotypes listed	3 stereotypes listed	More than 3 stereotypes listed
CREATING AN ACTION PLAN Identify Your Audiences Develop Your Action Plan	Audience not identified 1 action listed; idea not understandable	1 audience identified; vague definition 2 actions listed; ideas not clear	2 specific audiences identified 3 actions listed; ideas are clear	3 or more specific audiences identified 4 actions listed; ideas are well stated

Correlations with NCSS Curriculum Standards — Culture

- Early Grades: 9a — explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.
- Middle Grades: 9a — describe instances in which language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding.

Look Again

Directions: Identify a stereotypical idea you would like to change, and create an action plan to do so.

First, list three or more stereotypes that you have observed or experienced.

1. *Kids think my little brother is stupid because he has a cognitive disability called mental retardation.*
2. *Some white people think all black people use drugs.*
3. *Some kids think all Native Americans live in teepees.*
- 4.
- 5.
- 6.

Circle the number of the stereotype that you want to dispel.

Now, create your action plan.

Who is your “audience”? In other words, whose attitude do you want to change? Identify at least one specific group.

I want to help second-grade kids in Oak Street Elementary School understand that my little brother is not stupid. I want my friends in fifth grade and the kids in our Sunday School class to understand that, too.

Name at least three steps you can take to help make that change.

1. *I will create 3 posters about cognitive disabilities, so kids understand what they really are. I'll put a poster in my classroom and in the second-graders' classroom, and will take one to Sunday School.*
2. *I will help other kids get to know my brother by helping them think first about what they have all have in common. For example, my brother likes to play soccer and hang out with friends.*
3. *My brother is a good artist, and I will create a display of his artwork so people think more about what he can do than what he can't do.*
4. *I will speak up whenever I hear someone calling a person with a disability a mean name.*

Name _____

Date _____ ID# _____

Look Again

Directions: Identify a stereotypical idea you would like to change, and create an action plan to do so.

First, list three or more stereotypes that you have observed or experienced.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Circle the number of the stereotype that you want to dispel.

Now you are ready to create your action plan. Go to the next page.

Who is your "audience"? In other words, whose way of thinking do you want to change? Identify at least one specific group.

Name at least 3 steps you can take to help make that change. If you think of more than 3 steps, write them on another sheet of paper.

1.

2.

3.
