

Learning path 1 | Seeing and being

This path explores how we see ourselves and other people. We think about what identity means to individuals and emphasise the value of diversity. In the educators' guide you will find tips & in-depth questions that will help you lead a group discussion.

Topics

Assumptions, identity, prejudice, diversity (culture, gender, religion, ethnicity)

Target group

Learning path 1 has been developed for learners aged 13 years and older. The online toolbox contains open questions that learners can explore at their own level. The lessons are divided into:

● simple → ● ● in-depth → ● ● ● complex.

What do I need?

Learner:

Laptop/tablet/smartphone

Headphone

Internet access

Paper

Pen

(free) Student account or

Teacher:

Beamer & sound

Internet access

Structure

This learning path consists of three lessons. Each lesson is structured in steps. With some of the steps, you can use the tips & in-depth questions to expand the lesson. Tips can be found in the educators' guide for each lesson under 'Structure'.

Lesson

Topic	Time	Summary
Assumptions	50-60 min.	Learners explore how they make assumptions.
Identity	30-50 min.	Learners consider how everyone has multiple identities.
Prejudices	30-50 min.	Learners explore the role played by prejudices. They zoom in on what is visible and what is not, and what people choose to reveal about themselves - or not.

Lesson 1.1 | What do I see?

Learners are asked to think about the assumptions they make about what they can see and to consider that the more they see of an image or the more they know about a person, the more they will realise that we often make assumptions based on very little information. Learners also reflect on the fact that when looking at an image, different people see different things and that we may experience the world around us in different ways. Learners are not yet introduced to prejudices, but they are encouraged on a very general level to consider how perceptions lead to assumptions.

Learning goals

- Learners explore what assumptions are.
- Learners explore how they make assumptions.

Level

Structure (50-60 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	Introduction What do I see?	Class discussion	Ask one of your learners to read the introductory text aloud. This way you make sure everyone starts on the same page.
±5 min.	Step 1 What is an assumption?	Individual	Learners describe in their own words what an assumption is. They will return to their answers at the end of this lesson.
±10 min.	Step 2 Mystery picture	Individual	Learners are asked to write down what they see in five consecutive images of what turns out to be the same picture, each image widening out further to show 'the bigger picture'. They may guess or ask about the people they see in the photograph, but you should only confirm or reveal who these people are after everyone has submitted all their answers. Background information on Rosa Parks and Martin Luther King (the people in the photo) is included in the extra information that students can find at the end of this step.
±10 min.	Step 3 The bigger picture	Class discussion	<p>Answers learners entered for each image at step 2 now reappear, numbered 1 to 5. Take the time to discuss the answers in the cloud. Stress that there are no right or wrong answers.</p> <p>The following in-depth questions may help guide the discussion:</p> <ul style="list-style-type: none"> - How come we all see different things? - What did you focus on when you were looking at each image? - Why did your perception change between images? - What made the difference? - Can you think of a situation when your view of a person changed after seeing the 'bigger picture'? - What can we do to make our perceptions of people more precise?

Stories that Move

Toolbox against discrimination

Time	Steps	Format	Tips & in-depth questions
±10 min.	Step 4 At a glance	Individual/ pairs	n/a
±5 min.	Step 5 Reality check	Individual/ pairs	The following questions may help learners work out what they have learned: <ul style="list-style-type: none">- How do we set about describing a person we do not know?- What things can we easily see about other people?- What is harder to see at a first glance?- What does this exercise tell us about the assumptions we make about other people?
±5 min.	Step 6 Looking back	Individual	Learners look back at their first definition of an assumption and put into words what they have learned by answering the same question again.

Lesson 1.2 | Who am I?

Learners will reflect on their own identity and are asked to consider which parts of their identity are chosen, which parts are given, and which parts may change over time. The questions and exercises offer learners the opportunity to look at themselves in relation to others.

Learning goals

- Learners explore different aspects of their own identity.
- Learners are introduced to diversity as a natural part of the world around them.

Level

Structure (30-50 minutes)

Time	Steps	Format	Tips and in-depth questions
±5 min.	Introduction Who am I?	Class discussion	Ask one of your learners to read the introductory text aloud. In this way you make sure everyone starts on the same page.
±5 min.	Step 1 What makes people different from one another?	Individual	Learners are asked to fill in key words in answer to the question. You might want to take time to brainstorm ideas about the different groups that people belong to. Suggestions may vary considerably. You can also ask about roles people have (e.g. parent, teacher, neighbour etc.) and either list these as they are mentioned or group them in general categories (e.g. family, profession, home). Such a brainstorm will help students at the next step.
±15 min.	Step 2 My star	Individual/ group discussion	Learners make a personal star, writing on the seven points the groups they belong to or roles they have that are important to them. Make sure that they do not confuse personal traits (such as being funny, smart, lazy) with roles. They have to fill in at least five points of the star to be able to move on. Next, have them discuss their stars in smaller groups.
±5 min.	Step 3 Looking back	Individual	Learners reflect on the whole lesson about identity.

This lesson links questions of identity and prejudice. It homes in on what is visible and what is not, and what we choose to reveal about ourselves or not. We also explore the role played by prejudices.

Learning goals

- Learners zoom in on what aspect of someone’s identity is visible and what is not.
- Learners consider what people choose to reveal about themselves or not.
- Learners consider the role prejudices can have on people’s lives.

Level

Structure (30-50 minutes)

Time	Steps	Format	Tips & in-depth questions
±5 min.	Introduction What do we see in other people?	Class discussion	Ask one of your learners to read the introductory text aloud to ensure everyone starts on the same page.
±5 min.	Step 1 What might some people think when they see you?	Individual	The questions posed here are not easy to answer and need reflection. You might give a personal example to help your students along. These answers are not shared with the class.
±5 min.	Step 2 What’s under the surface?	Individual	Tell learners that there are suggestions under the ‘i’.
±5 min.	Step 3 Which characteristics are visible and which are not?	Individual/ pairs	Learners work in pairs to compare their answers. Make sure they explain to each other why they arranged particular characteristics differently.
±10 min.	Step 4 Hiding or revealing?	Individual/ group discussion	Learners choose a quote from a series of statements by young people that touch on a prejudice. This is a sensitive topic, as learners may voice prejudices in their answers, unaware that these can be hurtful to others. You should be prepared to point this out and create space to explore why people do or do not consider certain words hurtful. This final step ends with a statement and a group discussion. Ask the learners to explain which position they took. You might also repeat the question using an offline barometer. Getting your learners to stand up and physically take a position is a useful way to explore how they feel about hiding or revealing certain parts of identity. Depending on the time available, you might also discuss the quotes that the learners chose and look into those that have contrasting messages.