

TEACHERS' GUIDE

Approximate time: 30 min (including After you Watch stage)

Trigger warning: Bear in mind that the content of the video may trigger unexpected and / or painful responses in class. Allow students to feel safe enough to mention such feelings if they wish to. However, if a particular learner does not want to engage with the material for any reason, do not oblige them to do so.

Note: Consider if your students will benefit from the subtitles in English being turned on. Chandler speaks very fast.

Chandler: Acting against stereotypes

Before you watch

Focus attention on the word "stereotype" and, in particular, the difference between "stereotype" and "prejudice". Clarify any doubts in the students' own language(s) if necessary and/or possible.

- 1 Be careful eliciting students' answers here as you don't want to turn this warmer task into an exercise in listing negative stereotypes about African American people. However, it is important to see what students may or may not know about this topic before watching the video as their thoughts here may well anticipate what Chandler says.

In addition, you could point out the following information: African Americans are often stereotyped in harmful ways, such as the implication that they are more likely to be involved in crime or are not economically self-sufficient. Such stereotypes are clearly racist, however even stereotypes which project seemingly positive traits such as athleticism can be limiting because they ignore the diversity of other talents and interests with a particular community.

Consider giving extra time at the end of the lesson to discuss the difference between stereotypes and prejudices. You might use the following definition from the Stories that Move glossary:

Prejudice

A preconceived opinion based on attributes such as gender, sexual orientation, ethnic origin or religion. Prejudices are not based on reason or actual experience; they are mostly negative; and they are often used to justify discrimination. In contrast to stereotypes, prejudices are emotionally charged. People often have unconscious prejudices, which are therefore hard to overcome.

While you watch

- 2 Elicit students' own answers here.
- 3 Students work in pairs or small groups to do this task and exercises 4 and 5.
 - a not intelligent
 - b a panel discussion
 - c unexpected
 - d speaks
- 4
 - 1 common, smart, deserve
 - 2 carry, articulate
 - 3 uncomfortable, willing, apply
- 5 Sentences 1 and 4.

Note: Although what Chandler says about stereotypes is not at all positive, her attitude is. She feels strongly that she can change people's minds through her behaviour and this is an inherently positive message. The anecdote about her presence in the panel discussion shows this very clearly. Her strength and determination definitely comes through in this monologue.

After you watch

- 6** Give students plenty of time to choose the option they prefer. Bear in mind the triggering nature of the questions (a in particular).

Once students have had time to discuss the questions in pairs or small groups, allow them time to report back their thoughts and ideas. Question b, in particular, may take a good deal of time. If that is the case, you could always set this option for homework or project work.

For question a, ask students to base their discussion on their lived experience as seen in the example sentence about Pakistanis. If they feel able to share something from their lives, then that will be much more meaningful to them.

Make sure to elicit responses to both questions. If nobody has chosen one of the questions, then give your own answers and see if students agree or disagree with your opinions / ideas.

Video transcript

Optional stage: Consider focusing on key words or phrases that your students might not know that are not featured in the While you Watch tasks.

Chandler:

My name is Chandler, I'm 18 years old, I'm from the United States specifically Columbia, South Carolina.

We had a panel the other day and a colleague and we talked... we answered a question for the panel, and I remember some people came up to us and said: 'Oh you're really really smart'.

...I know that in America there's a common stereotype that African-American people are not as smart. I think that goes back to putting myself in situations that people wouldn't expect. Like... I think sometimes maybe you don't expect from me to be smart so therefore I'm going to prove to you that 'yes I do deserve to be here and this is why'.

So, I think that it's really important how I carry myself, how I articulate, and how I speak because I think that for me is breaking the stereotype.

I feel sometimes yes it may be uncomfortable with people not thinking that I'm the smartest or being surprised by the fact that I'm smart. I'm willing to take that, you know that doesn't really bother me ...to take that hit and say: 'oh yes, I am smart because I'm proving to you... like... that it's a generalization'. It does not apply to everyone just because maybe that's what you've been taught does not mean that that's actually what it is.