StereoSciFi Activities Suitcase v.2

THE PROJECT

The StereoSciFi – Stereotypes and Hard Science Fiction is an Erasmus+ project co-financed by the European Commission. It runs from December 2017 to November 2019. The main aim is to help students understand stereotypes and prevent discrimination. This is done based on (hard and soft) science fiction books and films.

The results are three, and the one you are reading is one of the pack:

- StereoSciFi Catalogue, presenting 12 books and 12 films of science fiction which can be used to work social stereotypes
- StereoSciFi Activities Suitcase, containing minimum 3 activities per book / film, from a selection of 4 books and 4 films included in the StereoSciFi Catalogue. The activities are to be performed by the students, and are of different types and request different actions from students
- StereoSciFi Teachers Guide, including guidance and tips in using the StereoSciFi Catalogue and Activities Suitcase, and suggestions to work with students the stereotypes and discrimination

AUTHORS

Introduction – AidLearn

Activities creation – AidLearn, University of Lodz, Telsiu Švietimo Centras, Otxarkoaga Professional School,

Layout and design - AidLearn

This Activities Suitcase is Free to Download!

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INTRODUCTION

The link between Hard Science Fiction and Stereotypes, namely social stereotypes, is the main focus of the StereoSciFi project. Discrimination and even violence based on stereotypes is a current topic present in our daily life, and in the news. It is also a big concern in Europe, which values the social inclusion and equal treatment of all. Using something that is considered recreational, as science fiction books and films, can be an excellent way to introduce and discuss the stereotypes and discrimination thematic to youngsters in an innovative and appealing way.

We expect great impact in the school environment, both in teachers and students. Discrimination and stereotypes is a thematic that can be addressed in schools in many different subjects, and in extra-curricular activities. It can also be useful to stop and prevent segregation and bullying. Having an Activities Suitcase based on books and films included in the StereoSciFi Catalogue, with wide variety of activities to be performed by students can be very appealing to youngsters, and could prove to be an extremely valuable tool. Therefore, we expect that the Activities Suitcase will be used successfully in schools: it is useful, informative, includes materials, and very easy to access since it is available in many languages and free to download from the StereoSciFi website. Even though the Activities Suitcase was created to be used in schools, it can easily be transferred to be used with adults, especially some activities targeted to older students. Science fiction is greatly appealing to youngsters, but there are also adults who are attracted to this genre, as we can see by the amount of people attending big science fiction blockbusters.

This Activities Suitcase includes 4 movies and 4 books, both referring to stereotypes and discrimination selected from the StereoSciFi Catalogue. The selection was done by partnership, considering the stereotypes addressed in each resource, and also some practical aspects as the languages in which each book and film are available, or how many pages are the book. For creating the activities, each partner was in charge of one book and one film, and the idea was to have per each one a group of 3 activities as varied as possible.

One of the films selected is "Divergent". The activities created include a questionnaire in Kahoot, a discussion based on the previous questionnaire, and finally, participants were asked to create a faction. These activities were elaborated by AidLearn, with consultation to Agrupamento de Escolas Emídio Navarro.

Another movie used as basis to activities is "What Happened to Monday"; the activities include: the roles of the different sisters, questions regarding the dialogue on the lift, and participants were asked to change the end of the movie. These activities were created by Otxarkoaga Professional School in Spain.

In Lithuania the Telsiu Švietimo Centras, based on the movie "In Time", created the following activities: stereotypes and time through watching parts of film, answer questions and discussion; detailed review of the film, by watching and discussion; and discussion about stereotypes through playing several games / online resources.

The 4th selected film, "Valerian and the City of the Thousand Planets", was the basis to University of Lodz create the activities: 'Laureline, you are the girl, you cannot fight' where students discuss stereotypes through an Oxford Debate; 'School – my city of a thousand planets', using social games; and 'Love, personal features and others' opinion- is it a friendly triangle?', a school competition using creative writing, based on the film.

One of the selected books, "The Ugly Little Boy", was the inspiration for AidLearn to create activities: escape room, making a movie and finally a debate. Otxarkoaga created the activities based on the book "The City and the Stars": drawing the characters; what is 'perfect beauty' by collecting characteristics and discussion of results; 'Alystra', how she is described and discussions about gender stereotypes based on that description.

For Telsiu Švietimo Centras, the book used for the elaboration of the activities was "Nightfall", and includes the following activities: Stereotypical Images and Behaviors, by watching a video on stereotypes of different European countries and which of these stereotypes are present in the book; analysis of the book "Nightfall" from 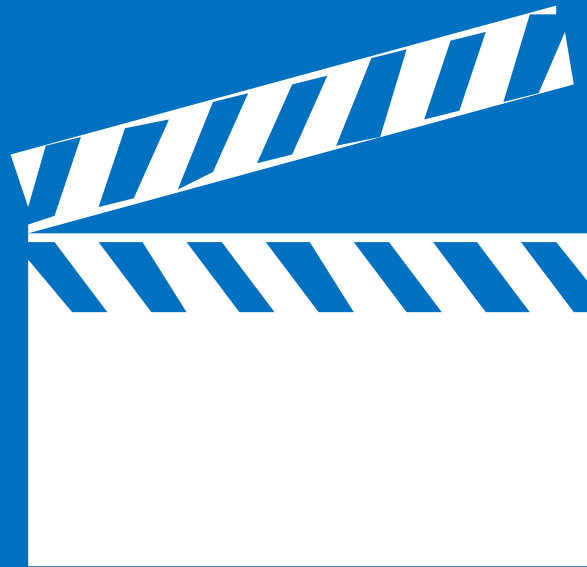different viewpoints of the different main characters of the book; and 'Reading Circle', by group discussion to answer a worksheet.

The last activities are based on the book "Cinder", created by University of Lodz:: Stereotypes - they are the same in science fiction and in real life?, by creating the visual of the different characters of the book; 'Friendship in science fiction and in real world', through description of friend and of Cinder; and finally 'Is it really only science fiction?', by matching Cinder characters with real life persons.

Version 2 of this Activity Suitcase is an update and improvement following the piloting and having received feedback from those involved in it. This way it was enhanced to better meet the needs of teachers and/or youth and thus achieve its objectives. This piloting was the testing of 2 or 3 activities per book and/or film in each of the partner countries. It was auspicious and with it, we were able to create an outstanding Activities Suitcase that will certainly help those wishing to educate youth about prejudice and discrimination in a rather unique manner by using SciFi.

Without further ado, you will now see the proposed activities.

FILM

ACTIVITIES

ACTIVITY NO 1	
Title	**Divergent Film Questionnaire**
Students age range / Level of English according to CEFR	Ages 13-18 Level of English: B1.1/B1.2 to B2
Type	__X__ Individually __X__ Group Before seeing the film – group activity During the film, and answering questionnaire – individual
Nature	__X__ in teacher presence ____ on their own and presented after __X__ extra activity __X__ part of curriculum in English classes – The World of Teens/ 10th grade OR A Multicultural World – 11th grade
Objectives	Assess the student's understanding of the plot and its underlying themes. Focus the students' attention on the kind of society portrayed by the film.

	Enhance their communication skills by observing, comparing, giving criticism, pointing pros and cons, stating reasons.
Material / resources necessary	Film "Divergent" Prize Certificate for the winner (attached, for paper questionnaire and Kahoot)) **AND** Questionnaire sheet (attached) Answer sheet (attached) Pen Chronometer **OR** Kahoot App https://play.kahoot.it/#/?quizId=a29cec4c-3401-4c49-b6c5-8131d098327f User: StereoSciFi Password: stereoscifi2019* Multimedia projector with computer / laptop Students need smartphone / tablet / computer
Duration	30 min to film activity introduction; 2h20min to watch the film; 10 min to answer the questionnaire
Description / Implementation	**INTRODUCTION (**5min**):** Introduce the film, before viewing it in class, with a group activity focused on the characteristics of teenagers and young people, already presented in English classes. **MOTIVATION**: Group activity (25min): • Discussing important young people's personality traits • Making a list of the 5 most important traits according to the group's choice. • Posting the lists on the wall Or • Identifying teenage tribes • Making a list of 5 characteristics shared by each tribe members • Posting the lists on the wall Watch the film (2h20min): Present the film as a possible way to organize a society, and that the students must be attentive to characteristics of social groups that will be displayed. After a viewing of the film, present students with a contest: there will be questions regarding the film, and the first to finish answering and with more correct answers will win a prize! **ACTIVITY**: (10 min) All students must be ready. Distribute the questionnaire in paper, face down, prepare chronometer. Send signal to students start answer, and set time. Collect questionnaires by the order they finish. Check the first questionnaire handed – if every answer is correct (see below the correct answers), it is the winner; otherwise, check the answer of next one, and repeat

procedure. Hand the prize to winner.

OR

Use the Kahoot questionnaire. Access the questionnaire (use the account data presented in Material/resources section of this activity) and project it to screen so all students can see. Ask all students to go to kahoot.it (using smartphone, tablet, or computer), insert the code of questionnaire / game and choose/write a name to participate. After all students are online in the questionnaire, start!

In Kahoot, after each question we can see the best students results, and at the end there is the winner announcement. Hand the prize to the winner.

CORRECT ANSWERS

The questionnaire will be comprised of 20 questions:

(correct answers marked with *)

01. In "Divergent", society is divided into how many factions?

Four

Six

Five *

Seven

02. "Divergent" takes place in a world divided by factions based on what?

Race

Religion

Gender

Virtues *

03. What is the name of the group or groups of people that don't belong to a faction?

Destitute

Outcast

Indigent

Factionless *

04. In the story, what is Beatrice's result when she takes the aptitude test?

Divergent *

Dauntless

Erudite

Abnegation

05. What makes one a divergent?

Embodying a faction's characteristics perfectly

Having characteristics of more than one faction*

Being born into the factionless

Not having characteristics matching any faction

06. How does one become factionless?

Complete the factionless initiation

Born into it

Being unable to complete their chosen faction's initiation*

Doing activities that are frowned upon

07. How are the factionless seen?

The factionless are seen as having a fate worse than death*

The factionless are seen like any other faction

The factionless are seen as better than Abnegation

The factionless are seen as deities

08. How do the factionless live?

They live comfortably in nice houses

They have enough to live adequately

They have enough to live well but not comfortably

They live in squalor with little access to resources*

09. What is the main characteristic of people in Erudite?

Peaceful

Intelligent*

Brave

Honest

10. What is the main characteristic of people in Amity?

Peaceful*

Brave

Selfless

Intelligent

11. What is the main characteristic of people in Dauntless?

Selfless

Honest

Peaceful

Brave*

12. What is the main characteristic of people in Candor?

Intelligent

Peaceful

Honest*

Brave

13. What is the main characteristic of people in Abnegation?

Honest

Selfless*

Intelligent

Peaceful

14. Who does jobs such as working in factories, garbage collection, etc.?

Dauntless

Abnegation

Factionless*

Amity

15. Which faction was nearly annihilated?

Dauntless

Abnegation*

Candor

Amity

16. Which faction was put under mind control?

Dauntless*

Candor

Abnegation

Erudite

17. Which faction elaborated the plan for the destruction of another?

Amity

Candor

Abnegation

Erudite*

18. How did they manage to control others to do their dirty work?

Threatened their families

Used a serum*

Hypnosis

All of the above

19. Why did this not affect Tris and Four?

They weren't subjected to it

They found a cure

	Because they are divergent*
	There was a loophole they were able to exploit
	20. To whom does Tris compare her and Four's situation during the ending?
	Factionless*
	Abnegation
	Candor
	Erudite
Closure	**SUMMARY** (5 min)
	Make a summary of the right answers. Stress the injustice of having people to choose one faction, and especially how they treat the factionless and divergent.

ATTACHMENTS

DIVERGENT QUESTIONNAIRE

01. In "Divergent", society is divided into how many factions?

   a) Four

   b) Six

   c) Five

   d) Seven

02. "Divergent" takes place in a world divided by factions based on what?

   a) Race

   b) Religion

   c) Gender

   d) Virtues

03. What is the name of the group or groups of people that don't belong to a faction?

   a) Destitute

   b) Outcast

   c) Indigent

   d) Factionless

04. In the story, what is Beatrice's result when she takes the aptitude test?

   a) Divergent

   b) Dauntless

   c) Erudite

   d) Abnegation

05. What makes one a divergent?

   a) Embodying a faction's characteristics perfectly

   b) Having characteristics of more than one faction

   c) Being born into the factionless

   d) Not having characteristics matching any faction

06. How does one become factionless?

   a) Complete the factionless initiation

   b) Born into it

   c) Being unable to complete their chosen faction's initiation

   d) Doing activities that are frowned upon

07. How are the factionless seen?

   a) The factionless are seen as having a fate worse than death

   b) The factionless are seen like any other faction

   c) The factionless are seen as better than Abnegation

   d) The factionless are seen as deities

08. How do the factionless live?

   a) They live comfortably in nice houses

   b) They have enough to live adequately

   c) They have enough to live well but not comfortably

   d) They live in squalor with little access to resources

09. What is the main characteristic of people in Erudite?

   a) Peaceful

   b) Intelligent

   c) Brave

   d) Honest

10. What is the main characteristic of people in Amity?

    a) Peaceful

    b) Brave

    c) Selfless

    d) Intelligent

11. What is the main characteristic of people in Dauntless?

    a) Selfless

    b) Honest

    c) Peaceful

    d) Brave

12. What is the main characteristic of people in Candor?

    a) Intelligent

    b) Peaceful

    c) Honest

    d) Brave

13. What is the main characteristic of people in Abnegation?

    a) Honest

    b) Selfless

    c) Intelligent

    d) Peaceful

14. Who does jobs such as working in factories, garbage collection, etc.?

    a) Dauntless

    b) Abnegation

    c) Factionless

    d) Amity

15. Which faction was nearly annihilated?

a) Dauntless

b) Abnegation

c) Candor

d) Amity

16. Which faction was put under mind control?

a) Dauntless

b) Candor

c) Abnegation

d) Erudite

17. Which faction elaborated the plan for the destruction of another?

a) Amity

b) Candor

c) Abnegation

d) Erudite

18. How did they manage to control others to do their dirty work?

a) Threatened their families

b) Used a serum

c) Hypnosis

d) All of the above

19. Why did this not affect Tris and Four?

a) They weren't subjected to it

b) They found a cure

c) Because they are divergent

d) There was a loophole they were able to exploit

20. To whom does Tris compare her and Four's situation during the ending?

a) Factionless

b) Abnegation

c) Candor

d) Erudite

DIVERGENT – QUESTIONNAIRE ANSWER SHEET

Present only one answer per question – A, B, C or D

QUESTION N.	ANSWER		QUESTION N.	ANSWER
01			11	
02			12	
03			13	
04			14	
05			15	
06			16	
07			17	
08			18	
09			19	
10			20	

DIVERGENT – QUESTIONNAIRE ANSWER SHEET

Present only one answer per question – A, B, C or D

QUESTION N.	ANSWER		QUESTION N.	ANSWER
01			11	
02			12	
03			13	
04			14	
05			15	
06			16	
07			17	
08			18	
09			19	
10			20	

Certificate

_____(name) achieved the highest score, _____(score), in the Divergent Questionnaire on _____(date).

_____(Place, Date)

_____(signature)
_____(Teacher's name)

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Certificate

_____ **(name)** achieved the most correct answers, _____ **(correct answers) out of 20, in the Divergent Questionnaire on** _____ **(date).**

_____ **(Place, Date)**

_____ **(signature)**

_____ **(Teacher's name)**

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ACTIVITY NO 2	
Title	**Divergent Questionnaire Discussion**
Students age range / Level of English according to CEFR	Ages 13-18 Level of English: B1.1/B1.2 to B2
Type	___X___ Individually _____ Group
Nature	___X___ in teacher presence _____ on their own and presented after ___X___ extra activity ___X___ part of curriculum in English classes – The World of Teens/ 10th grade OR A Multicultural World – 11th grade
Objectives	Assess the student's understanding of the movie's story and the themes it approaches Stimulate debate
Resources necessary	Film "Divergent" Previously answered questionnaire (Divergent Activity No 1) Posters on the different factions (attached) Instructions before entering class (attached)
Duration	100min
Description / Implementation	**INTRODUCTION** (5 min): Before entering the classroom, the students have to read the information on the characteristics of the different film factions to choose the faction they feel they would fit in. In the classroom there are posters on the walls, in different locations in the room, displaying the different factions. **MOTIVATION (**15 min**)**: Students are told to sit near the faction they have chosen. Ask volunteers from each faction to explain the reasons for their choice. Ask students to compare and comment the number of students associated to each faction **ACTIVITY** (65min) With the answered questionnaire sheet/ PowerPoint the teacher will promote a debate between the students regarding the film story and themes, inducing the students to think on the underlying stereotypes present in the film. The groups' lists of activity 1 should also be shown and the students should reflect if their lists were based on stereotypes present in their society. They should contrast them with the film.

	Suggestion (questions that the teacher may ask should include…)
	Related to the film:
	Does the way the city is organized by faction make sense to you?
	Does it make sense that, for example, the Dauntless are the guards of the city? Does that mean that you don't have to be smart or friendly to be an effective guard, only brave?
	In your day-to-day life, can you break down everyone's job into one of the five factions?
	Related to their lists:
	Do we, in our society, use stereotypes to categorize people?
	How do we relate to people we consider "different", "weird", "not conventional"?
Closure	**SUMMARY** (15 min)
	Drawing conclusions:
	Making a reference to the importance of stereotypes and how they control our mindset
	Making students aware of the danger of having/ living in a society based on extreme stereotyping
	Making students aware of the importance of discussing these issues and the power of changing situations that can lead to discrimination, intolerance, war.

ATTACHMENTS

READ CAREFULLY THE INFORMATION REGARDING THE FACTIONS

WHEN ENTERING THE CLASSROOM, SIT IN THE AREA OF THE FACTION YOU CHOSE

FACTION POSTERS

ABNEGATION

(The Selfless)

The Selfless is:

altruistic, simple, humble

discreet, modest, thoughtful

and is dedicated to social causes (helping others)

Belong to this faction - leaders, rulers, politicians, civil servants

AMITY

(The Peaceful)

The Peaceful is:

kind, affable, cheerful

harmonious, peaceful, kind

and is dedicated to the production of food

Belong to this faction - farmers, shepherds

CANDOR

(The Honest)

Candor is:

honest, sincere

fair, impartial, integrated

and dedicates himself to justice

Belong to this faction – judges

DAUNTLESS

(The Brave)

The Brave is:

corageous, fearless, daring

determined, brave, brawny

and is dedicated to the protection,

Belong to this faction - the security forces (military, police)

ERUDITE

(The Intelligent)

The Erudite is:

intelligent, literate, logical

knowledgeable, studious, wise

and dedicates itself to culture, science and technology

Belong to this faction - scientists, engineers, teachers

ACTIVITY NO 3

Title	**Divergent Factions**
Students age range / Level of English according to CEFR	Ages 13-18 Level of English: B1.1/B1.2 to B2
Type	_____ Individually __X__ Group
Nature	_____ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	To get the students to further analyse and process the meaning of a faction segregated society, and get them to unwittingly resort to stereotypes, confronting them with this fact in the end.
Resources necessary	Film "Divergent" Computer Internet PowerPoint
Duration	1 week project work (homework) + 100 minutes to share each group's work (in class)
Description / Implementation	**INTRODUCTION (5 min)**: This is a standalone activity, thus if students haven't yet seen the film, please introduce and show it. Then, tell students they will have to do a group task in which they will have to create a new faction. Either pre-prepare groups of students yourself or have students split themselves in groups of 3 or 4 elements. **MOTIVATION (10 min)**: Explaining the process. Have students or yourself create a visual with their faction logo and the main traits (example in the attachments). You can use https://pixlr.com/x/ for quick and easy image editing. These visuals can be put on the classroom wall for a while. **ACTIVITY (up to 1 week)** Homework - Students should split in groups and strive to create their own factions. This will require research and a group presentation. Each group will have to come up with characteristics and create a name with a complex meaning for one new Faction. They will try to find a possible representative from real life that would fit their faction and research the person's life as an illustration of how that person demonstrates the traits of the faction. **In class:** **INTRODUCTION (5 min)**: Explaining the order to be followed by the groups to present their work

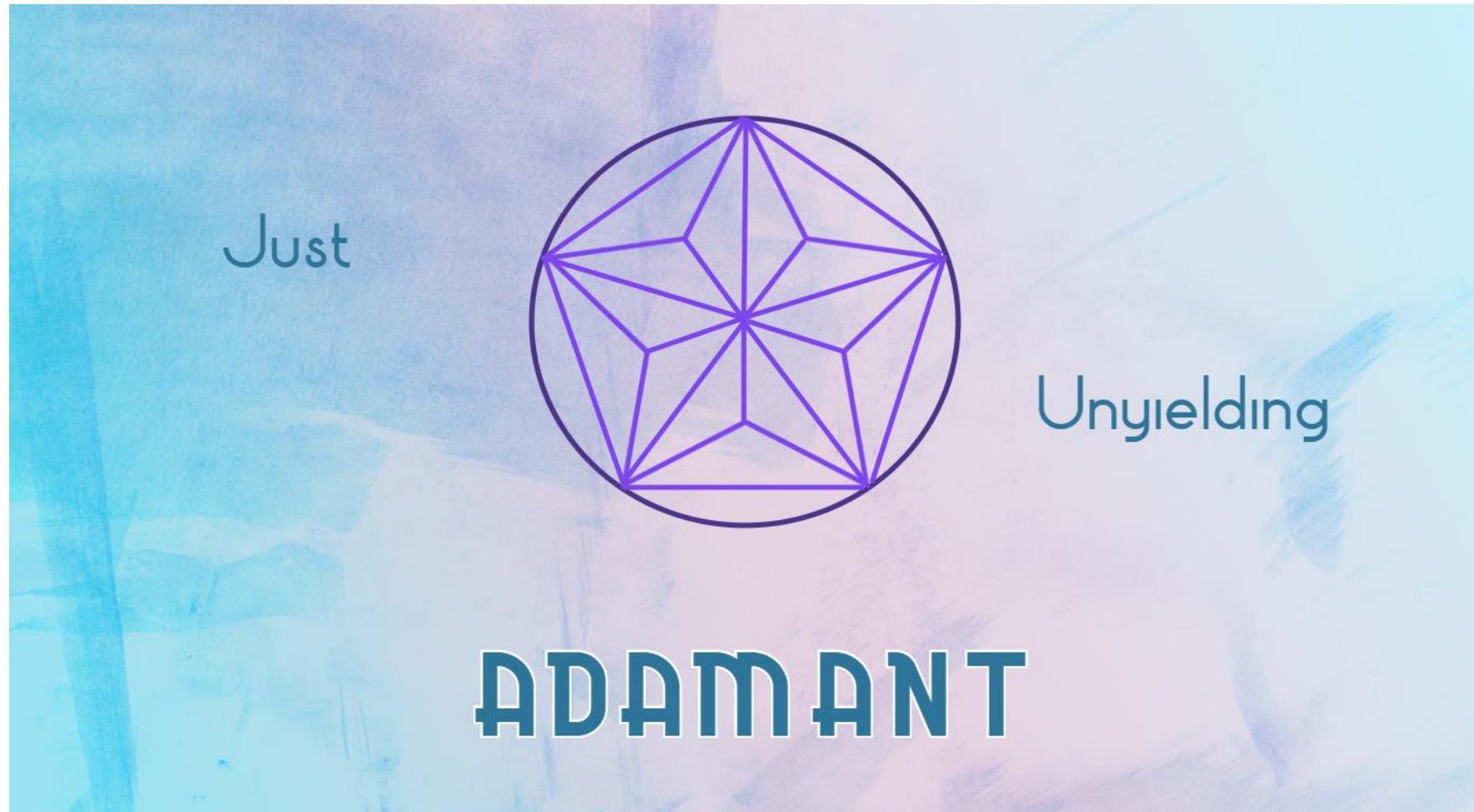|	**ACTIVITY**
	(75 min) : Oral presentation of the groups' works followed by discussion.
Closure	**SUMMARY** (20 min)
	After all of the presentations, the class will be asked to think on the faction that was created and how and why it was created like it was presented. The teacher will use this exercise to make the students realize the usage of stereotypes in our everyday thinking.

ATTACHMENTS

FILM 02 – WHAT HAPPENED TO MONDAY

ACTIVITY NO 1	
Title	**What Happened to Monday Sisters' Roles**
Students age range / Level of English according to CEFR	Students age: 12-18 Level of English: B2.1
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity _____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes about gender and looks Raise awareness about our gender prejudices.
Material / resources necessary	Film "What happened to Monday" Posters of each of the sisters (attached) Response sheets for each of the sisters (attached) Activity summary (attached)
Duration	Four sessions of 45 minutes to: - The first 5 minutes to talk about the film we are going to watch. - 120 minutes to watch the film

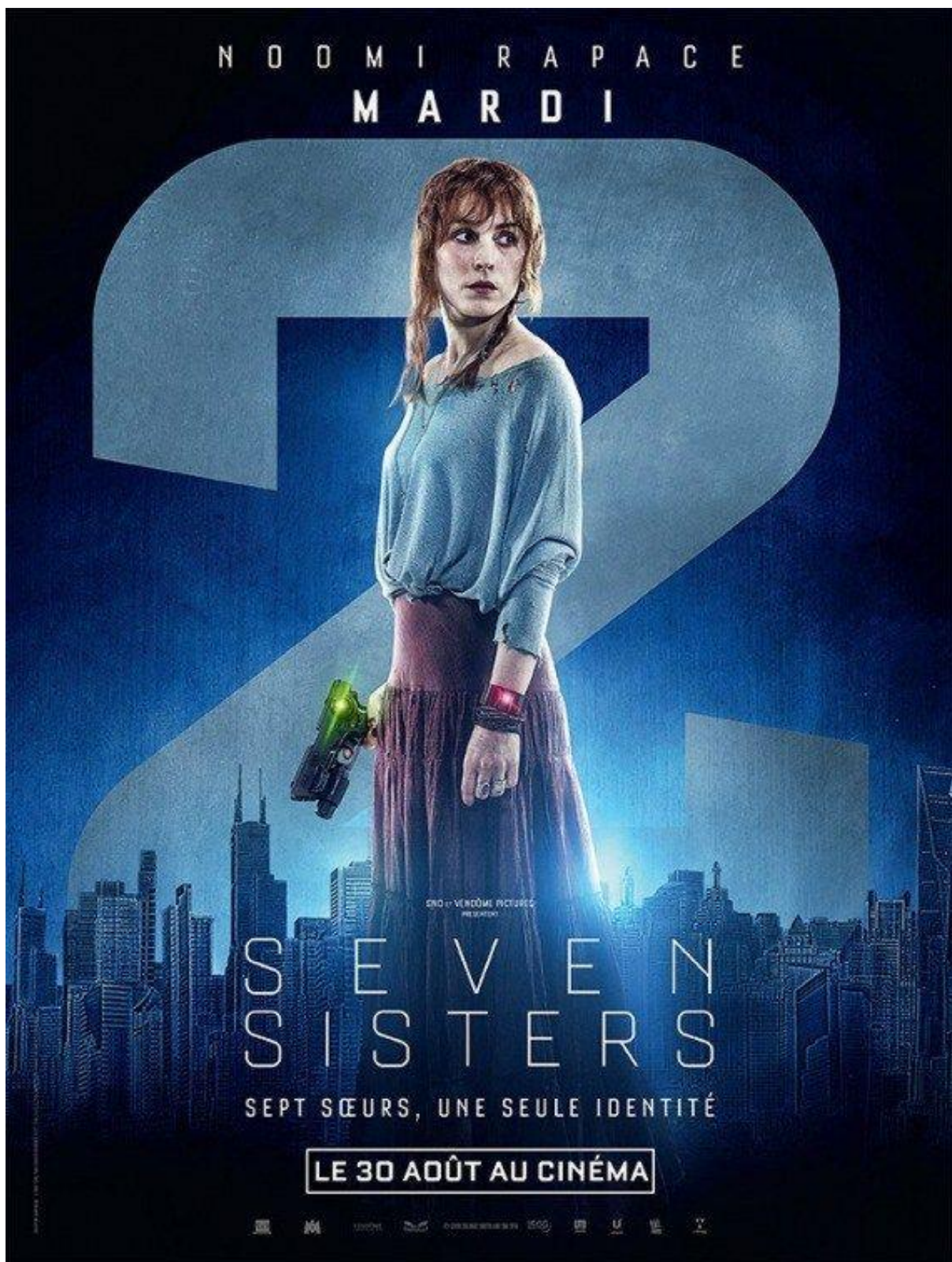|	
	- After the film, 5 minutes to remind the characters and explain the next activity 50 minutes to work on the activity
Description / Implementation	**INTRODUCTION** (5 min): In the previous 5 minutes before seeing the film, would be good to talk about the film we are going to watch. **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): After watching the film, talk about their opinion about the film Remember the characters **ACTIVITY** (50 min) We will use the 'spinning paper technique' Each table will have the poster of one of the sisters. For 5 minutes each group will write about the role of the sister in the response sheet available in that table. Afterwards, they will go to another table with another poster and write about that one and so on until all the groups write about the 7 sisters. All together with the aid of the teacher they will fill the activity summary with all the characters
Closure	**SUMMARY** (10 min) All the students in the class should talk about the roles, if they have to do with the looks and if there are gender stereotypes involved.

ATTACHMENTS

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WHAT IS TUESDAY´S ROLE?

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WHAT IS WEDNESDAY´S ROLE?

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WHAT IS THURSDAY´S ROLE?

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WHAT IS FRIDAY´S ROLE?

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WHAT IS SATURDAY´S ROLE?

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ACTIVITY SUMMARY

CHARACTERS	ROLE THEY PLAY	LOOKS STEREOTYPES REGARDING THE ROLE PLAYED	GENDER STEREOTYPES REGARDING THE ROLE PLAYED
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			

CHARACTERS	ROLE THEY PLAY	LOOKS STEREOTYPES REGARDING THE ROLE PLAYED	GENDER STEREOTYPES REGARDING THE ROLE PLAYED
FRIDAY			
SATURDAY			
SUNDAY			

ACTIVITY NO 2	
Title	**What Happened to Monday Lift Dialogue**
Students age range / Level of English according to CEFR	Students age: 12-18 Level of English: B2.1
Type	__X__ Individually ____ Group
Nature	__X__ in teacher presence ____ on their own and presented after __X__ extra activity ____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes regarding gender and looks. Raise awareness about our gender prejudices.
Material / resources necessary	Film "What happened to Monday" Transcription of the dialogue (attached). Questions about the elevator scene (attached). Page to rewrite the dialogue (attached)
Duration	1 session of 50 minutes
Description / Implementation	**INTRODUCTION** (10 min): Remember the film and specifically the dialogue of the lift scene between Yerri and Karen **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): What type of dialogue was it? **ACTIVITY** (25 min) Answer the questions about the dialogue Imagine another dialogue
Closure	**SUMMARY** (10 min) With the whole group, comment on the analysis made of the dialogue and roleplay the new dialogue.

ATTACHMENTS

LIFT DIALOGUE

(From minute 27 32 seconds to 29 minutes 07 seconds)

YERRI: Karen….

KAREN: Yerry……

YERRI: So… Today is the main day, eh. We´ll see who gets the

promotion. All these years I´ve been trying to figure out your angle. I always thought with somebody like that you´d fuck out your way to the top. But it turns out you´re a frigid bitch.

KAREN: Just because I found you repulsive…

YERRI: HAHAHA, you´re not interested in anyone. You work in here night after night like a fucking robot. You think that I was a fool, don´t you?

KAREN: I have no idea of what you´re talking about.

YERRI: Yes, you do. Karen….. I´M ONTO YOU.

QUESTIONS ABOUT THE LIFT SCENE

What is the attitude of Yerri regarding Karen?

_____

_____

_____

Do you think he values Karen´s work?

_____

_____

_____

Do you think the conversation between Yerri and Karen would be the same if Karen was a man?

_____

_____

_____

REWRITE THE DIALOGUE

YERRI: _____

_____

KAREN: _____

_____

YERRI: _____

_____

KAREN: _____

_____

YERRI: _____

KAREN: _____

YERRI: _____

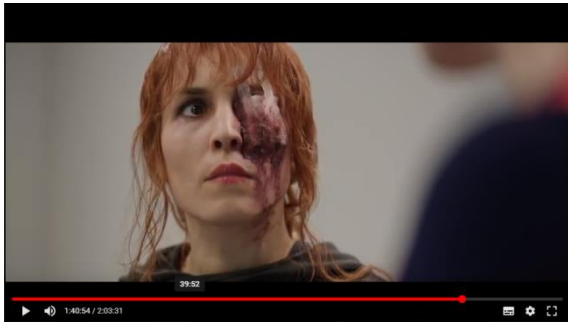| ACTIVITY NO 3	
Title	**What Happened to Monday: Change the Film's Ending**
Students age range / Level of English according to CEFR	Students age: 12-18 Level of English: B2.1
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity _____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes regarding gender and looks. Raise awareness about our gender prejudices.
Material / resources necessary	Film "What happened to Monday" Mobile phones A Computer and a projector Memory aid (attached) Plan the alternative ending (attached)
Duration	100 minutes (2 sessions)
Description / Implementation	**INTRODUCTION** (10 min): In group, remember the film's finale. **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): Could there be an alternative ending for the film where stereotypes do not appear? **ACTIVITY** (65 min) Try to imagine a different film ending and make a short video -10 minutes long -for the new ending. ● You must show stereotypes regarding gender and/or looks and/or prejudices against minorities. How would you change the story? First, think about the new ending, and then think of the dialogue for the scene, the characters and the setting. (1st session)
Closure	**SUMMARY** (15 min) Project all the videos created by the students and discuss how the stereotypes have been solved. (2nd session)

ATTACHMENTS

MEMORY AID

Remember the film's ending and discuss what you find to be important to change.

(If needed, watch again the film from 1'38'' to 2'03'')

What would you change?

_____

_____

_____

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_____

Describe the change.

_____

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Think on the dialogue of the scene and the setting of what you will record.

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Record and screen the scenes.

Comment and discuss each of the new endings.

ACTIVITY NO 1	
Title	**In Time: Stereotypes and Time**
Students age range/Level of English according to CEFR	Students age 12-15 Level of English: A2.2
Type	_____ Individually _X__ Group
Nature	_X__ in teacher presence _____ on their own and presented after _____ extra activity _X__ part of curriculum in English/8th grade
Objectives	Understand a part of a film Talking about stereotypes and time Developing students' English listening, reading and writing skills
Material / resources necessary	Film "In time" Computer and multimedia or tablets, Ted-ed lesson: https://ed.ted.com/on/hROGuEVg Notes
Duration	50 minutes

Description / Implementation	**INTRODUCTION** (5 min): Before watching the video, can you think about stereotypes and time? **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): The teacher should start a discussion centred on the following questions: • "Do you know what the meaning of word "stereotype" is?" • "What stereotypes do you know?" • "How do stereotypes affect people's life?" • "What do think about time?" • "Are you saving the time or are you wasting it?" • "How do you save time?" **ACTIVITY** (30 min) Open the lesson plan **(see the above "Ted-ed lesson")** and follow the instructions there.
Closure	**SUMMARY** (5 min) By watching the film and answering the questions, students engage in learning and practicing English and are be encouraged to think critically and to perceive and identify the stereotypes discussed throughout the film. One by one ask the students which stereotypes they identified and write them on the blackboard/whiteboard and put one line next to it. If a stereotype is already on the board put a second line next to it so you can keep count of what stereotypes were identified and how many students identified a certain stereotype.

ACTIVITY NO 2	
Title	**In Time Detailed Review**
Students age range/Level of English according to CEFR	Students age 12-15 Level of English: A2.2
Type	__X__ Individually _____ Group
Nature	__X__ in teacher presence __X__ on their own and presented after _____ extra activity __X_ Part of curriculum in English/8th grade
Objectives	Understand parts of a film Encourage students to join in pre-watching and after-watching discussions Developing students' writing skill Answering the questions about something they have seen
Material / resources necessary	Film "In time" Computers or tablets Edpuzzle lesson https://edpuzzle.com/join/tisucta *Guide "How to enter to Edpuzzle lesson":* https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMyQlppOEkwQ2hzbHRsUkpkWkh5UWhv/view?usp=sharing
Duration	Four lessons - 180 minutes (45 minutes each lesson)
Description / Implementation	**INTRODUCTION** (5 min): You will now do an online activity in **Edpuzzle**. You can pause at any time and then continue said activity but it must be completed. This activity includes excerpts of the film **In Time** as a way to help you remember what happened. Please pay attention to them and then answer the questions regarding them. **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): Before starting the **Edpuzzle lesson** I would like us to have a **pre-watching discussion** about parts of the film. What are your favourite types of film? What do you expect this activity to be about? **ACTIVITY** (160 min) Open the **Edpuzzle lesson** and watch the first film excerpt and do its activities. Once that is done do the second one and so on. The first two film excerpt activities take at least 30m each.

	The third takes at least 40m and the last one takes at least 36m.
Closure	**SUMMARY** (5 min) Teacher should ask students how they feel about the way the film deals with stereotype and if they think this activity helped them better understand the film's subject. The teacher should talk about how stereotypes are cognitive shortcuts we tend to use but that they can, nevertheless, be avoided.

ACTIVITY NO 3

Title	**In Time and Stereotype Discussion Through Games**
Students age range/Level of English according to CEFR	Students age 12-15 Level of English: A2.2
Type	_X_ Individually _X_ Group The puzzles and Kahoot are done Individually but the discussion is done as a group.
Nature	_X_ in teacher presence ____ on their own and presented after ____ extra activity _X_ Part of curriculum in English/8th grade
Objectives	Developing knowledge about stereotypes Promoting communication competences Increasing learning motivation Encouraging creative and spontaneous use of English
Material/ resources necessary	Film "In time" Computers or tablets for tasks: https://www.jigsawplanet.com/?rc=play&pid=21ce9f475323 https://www.jigsawplanet.com/?rc=play&pid=36492a392f61 https://www.jigsawplanet.com/?rc=play&pid=0e380be97dde https://www.jigsawplanet.com/?rc=play&pid=195f3f6d8232 Multimedia and mobile phones for Kahoot game: https://play.kahoot.it/#/k/8e81b7fe-79e5-4574-b97b-37293c9966b5
Duration	45 minutes
Description / Implementation	**INTRODUCTION** (1 min): In this activity we will play a few games as a way to discuss stereotypes. Whenever we finish each puzzle we will discuss the stereotypes that it shows/mentions. **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): Before we start I would like to ask you what stereotypes do you know? **ACTIVITY** (39 min) Open the first 2 puzzle links and do them. When both are finished the teacher should make a small discussion regarding gender stereotypes which are the topic of said puzzles. This will be followed by the third puzzle which regards age stereotypes, and finally the forth puzzle

	regarding class stereotypes. The teacher should listen to the students and remain mostly neutral at this point and just be a moderator of any discussion. At the end of this activity the teacher will debrief and further discuss these subjects. Once the puzzles are done, the teacher should start the kahoot and have their students solve it.
Closure	**SUMMARY** (5 min) Teacher should congratulate students on their Kahoot scores. Furthermore, the teacher should do a small debriefing/discussion. For instance, one of the gender stereotypes puzzle had a boy and a girl playing tennis. It would be productive for the teacher to mention how in a poll, one in eight men believed they could beat Serena Williams (arguably the best female professional tennis player). In regards to age, the teacher can also mention how depending on the culture some places see older people as wise and others as a nuisance. And finally, in regards to class, the teacher should mention how the belief in meritocracy fuels the idea that anyone can get rich and those that don't is because they don't work hard enough, when in fact a lot of the most labour intensive jobs are precarious.

FILM 04 – VALERIAN AND THE CITY OF THE THOUSAND PLANETS

ACTIVITY NO 1	
Title	**Valerian and the city of the thousand planets Oxford Debate**
Students age range/Level of English according to CEFR	Students age 12-18 Level of English: A2.2 *Note: This activity is also recommended for older students of educational studies, psychology, sociology and public relations faculties*
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____ *Note: Students that are the "parties" during debate must have watched this film before event. Other school teams who watched or did not watch the film can be invited to the event.*
Objectives	Enhancing or facilitating students' ability for formulating arguments free from stereotypical thinking
Resources necessary	Film "Valerian and the city of a thousand planets" Multimedia projector Microphones (if possible) Poster with definition of 'stereotypes' and poster with typology of stereotypes (attached)

	Jury visit cards
	Voting cards in two colours
	Box for voting cards
Duration	135 minutes
Description / Implementation	**INTRODUCTION** (10 min)

INTRODUCTION (10 min)

What are your first impressions regarding the film? Discuss.

MOTIVATION TO STUDENTS' ACTIVITY (10 min)

Creating the map of "heroes" on the board with their general value (positive, negative)

Writing on the board interesting quotes from the film

The key quote: "You are the girl, you can not fight" (basic thesis for the Oxford debate)

ACTIVITY (70 min)

PREPARING FOR OXFORD DEBATE (20 min):

- TEACHER PRESENTATION: STUDENTS TASKS AND RULES OF DEBATE (5 MIN)

The task of the debate is to discuss the thesis between two groups: 1/ opponents of the thesis and 2/ advocates.

The debate is chaired by the 3/ Marshal who conducts the discussion and watches over the rules.

He has to help the 4/ Secretary watches over the time and the order of the statements.

They learn about which side they want to talk about right before the debate begins (the draw).

Main rules: In the Oxford debate, it is strongly forbidden to insult or mock Speakers of the opposing party.

The struggles of the debating teams are evaluated by the 5/ three-member Jury and the 6/ Audience, who can also ask questions to the participants of the debate. Bodies No 3, 4, 5 are elected from and by the students

- ELECTION OF BODIES (3, 4, 5), the draw of „parties" (1 and 2) (5 min)
- „PARTIES" CONSULTATION, WATCHING SCENES FROM THE FILM (FOR AUDIENCE), CLASSROOM LAYOUT (10 MIN)

Classroom layout:

During the debate, one table is placed in the middle (there sits the Marshal together with the secretary), on the right-hand side of the Marshal the "FOR" Group is sitting, and on the left a group of Opposition ("AGAINST"). A separate table will be prepared for the jury.

OXFORD DEBATE (50 min):

Vote:

3 votes: 2 for the thesis - in support of the main thesis discussed, and one vote for the winner of the debate.

The first vote on the thesis will take place before the debate - we want to know what opinion on the main thesis the audience have.

Second vote- after the debate. The audience will again answer what he thinks about the topic of the debate - in this way, we will examine whether the arguments of the parties in question

	have been convincing and have influenced the views of the members of the audience.
	The third - the most important - voting, in which the Jury and the Audience will indicate the winner of the debate.
	The audience vote for the thesis by raising hands, and for the winning team by casting a voice in the appropriate color (eg. YELLOW - FOR, BLUE - AGAINST) to the basket distributed by the Secretary. The jury assesses the groups based on the Scoring Card.
Closure	**SUMMARY** (45 min):
	Students' impressions after the debate (10 min)
	Creating the map of the most important (FOR & AGAINST) memorized arguments from the debate (group work), short inter-group analysis (15 min)
	Teacher places the definition and typology of stereotypes on the table and without any special explanation (annexed)
	Looking for stereotypes included in analysed arguments (group work) (10 min)
	Conclusion - how many stereotypes were include in arguments? (5 min)
	Students try to explain *"Why did the argument include stereotypes?"*
	Note: Possible extra work for volunteers: Look at our map of "heroes" and quotes from the film "Valerian and…". Choose one and try to be advocate (if this hero has negative opinion) or oppositionist (if the opinion is positive). Please prepare the written work as a list of arguments, which will are free from stereotypes

ATTACHMENTS

STEREOTYPE DEFINITION

"A widely held but fixed and oversimplified image or idea of a particular type of person or thing"

Source: Oxford Dictionary, https://en.oxforddictionaries.com/definition/stereotype

"It is a fixed, over generalized belief about a particular group or class of people."

Source, Cardwell (1996), follow by McLeod, S. A. (2015). Stereotypes. Retrieved from www.simplypsychology.org/katz-braly.html

"Beliefs or expectations about characteristics associated with a group of people, often based on ethnicity, religion, race, age, sex, etc."

Janet Swim (2007), https://edge.psu.edu/workshops/mc/stereotypes/index.html

TYPES OF STEREOTYPES

Social stereotypes	Cultural stereotypes
racial	social role
sex/ gender	subcultures
age	look
profession	behaviour
origin	habits
social class	technology in culture
health/ disorders/ disabilities	others
religion	

ACTIVITY NO 2	
Title	**Valerian and the city of the thousand planets Social Game**
Students age range/Level of English according to CEFR	Students age 12-18 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____ *Note: Students (classes) being the member of the game watched this film before event. In the game teachers are also active*
Objectives	Improving student's understanding of the difference between an opinion containing stereotypes and an objective opinion; Added value: Integration of school society
Resources necessary	Film "Valerian and the city of a thousand planets" Sociometric test (chosen by teachers, example attached), Introduction for sociometry (not obligatory) (ENG): https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/sociometry (IT): http://tesi.supsi.ch/1644/1/16091_Daniela_Manzato_lavoro_di_diploma_manzato_291161_8 2012610.pdf (LT): https://mokslai.lietuviuzodynas.lt/psichologija/sociometrija (PL): http://www.bc.ore.edu.pl/Content/215/Poznawanie+klasy+szkolnej.pdf (PT): https://educere.bruc.com.br/CD2013/pdf/7878_4699.pdf (ES): https://www.academia.edu/38055422/Sociolog%C3%ADa_de_los_grupos_escolares_Sociometr%C3%ADa_y_din%C3%A1mica_de_grupos Self- esteem test (example attached), "Alfa Station Plan" (draft attached)
Duration	1 month – 4 sessions and work at home
Description / Implementation	**1ST CLASS SESSION** (60 min.) **INTRODUCTION** (10 min) Teacher should ask students' first impression after watching the film and then conduct a short

discussion about the film focused on the planets' diversity

MOTIVATION TO STUDENTS" ACTIVITY (50 min)

Creating the list of planets and their specificities

Explaining the game rules (below)

Divide the class into groups and assign tasks

Develop a time schedule for the task

Main rules and the scheme of the game

1.   The game is divided into two parts (each lasts about 2 weeks)

2.   Of the teachers who teach students, they choose "Valerian" and "Laureline", they can support themselves with interviews with candidates (skip the search for a love theme between the characters of the film).

ACTIVITY

First part, all classes involved (2 weeks):

In small groups, collecting information about the classes: relationships, outsiders, leaders, strengths, opinions of teachers about the class as a whole; they, supporting by the teachers, can use standardized tools eg. Sociometric tests, test of self- assessment *(typically used in your country, see attachments)*

2ND CLASS SESSION (45 min.)

Presentation of collected information, short discussion

On the basis of collected information students ,locate themselves (as a class) on one of the planets, whose inhabitants they met in the film

Preparation of the next part of the game (see point 5 and 6)

Second part (2 weeks)

In the draw students choose another class, about which information will be collected by any methods (excluding standardized). They "place" this class in one of the areas of the Alpha Station

3rd CLASS SESSION (45 min.)

Presentation of collected information, short discussion

On the basis of collected information students place classes on one of the planets, whose inhabitants they met in the film

Preparation of the final session

FINAL SESSION (60 min)

The ending of the game is a meeting, in a large area, on which the Alfa station plan (game board) will be prepared. The first movement on the board is performed by the "youngest" of the participating classes (level, letter) - it occupies the area of the inhabitants of the chosen planet. This choice is assessed by the class that collected information about the former. If there is a conflict, Valerian and Laureline (spokespersons of the class) enter the game "with a peaceful mission" (listen to the arguments of the parties, listen to the opinions of other classes). They make a decision, they can consult other advocates. The same class performs the same movement. ....

	During the game, it's "secretary" notes the final location of classes on the paper board of the Alpha station
Closure	**SUMMARY** The Peace Council (school governor) announces the results of the game: Everyone is a "winner" - the classes know their strengths, can help other classes, they know how to collect objective information, **......... the school is the city of a thousand planets**

ATTACHMENTS

EXAMPLE OF A SOCIOMETRIC TEST (MORENO SOCIOMETRIC TEST)

When answering the questions, be sure to indicate (putting "1" in the box of the selected person) three members of your school class (group), ignoring yourself.

Name and Surname initial of students	Positive selection				Negative selection			
	1. Who would you like to travel around the world with?	2. Who would you entrust your secrets to?	3. Who do you prefer to take on a difficult task with?	The sum of positive choices	A. Who would you not go on a trip with?	B. Who would you not ask for help in a discrete case?	C. Who would you not like to work with to accomplish a difficult task?	The sum of negative choices
1. Mark A.								
2. Elisa B.								
3….								
Etc.								

After all students complete the questionnaire, the teacher should create a pie chart showing the most (green colour) and least (blue colour) popular students in the class.

Note: You can use other questions eg.:

P: Who would you ask for help in a difficult math problem?

P: Who would you ask for help writing an important essay?

P: Who would best represent your class in an IT competition?

N: Who would not you like to participate in the biological competition with? Etc.

THE ROSENBERG SELF-ESTEEM SCALE

Based on questions that you answer with "strongly agree", "agree", "disagree" or "strongly disagree". Then you attribute the items a score (as explained below) and their sum gives you an overall indication of the level of self-esteem.

For each statement below, tick the box to indicate whether you strongly agree, agree, disagree or strongly disagree.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am a person of worth, at least on an equal plan with others.				
2. I feel that I have a number of good qualities.				
3. All in all, I am inclined to feel that I am a failure.				
4. I am able to do things as well as most other people				
5. I feel I do not have much to be proud of.				
6. I take a positive attitude toward myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself				
9. I certainly feel useless at times.				
10. At times, I think I am no good at all.				

To calculate the scores, for items 1, 2, 4, 6 and 7, give points based on:
Strongly agree = 3
Agree = 2
Disagree = 1
Strongly disagree = 0

To calculate the score for items 3, 5, 8, 9, and 10, give the following points:
Strongly agree = 0
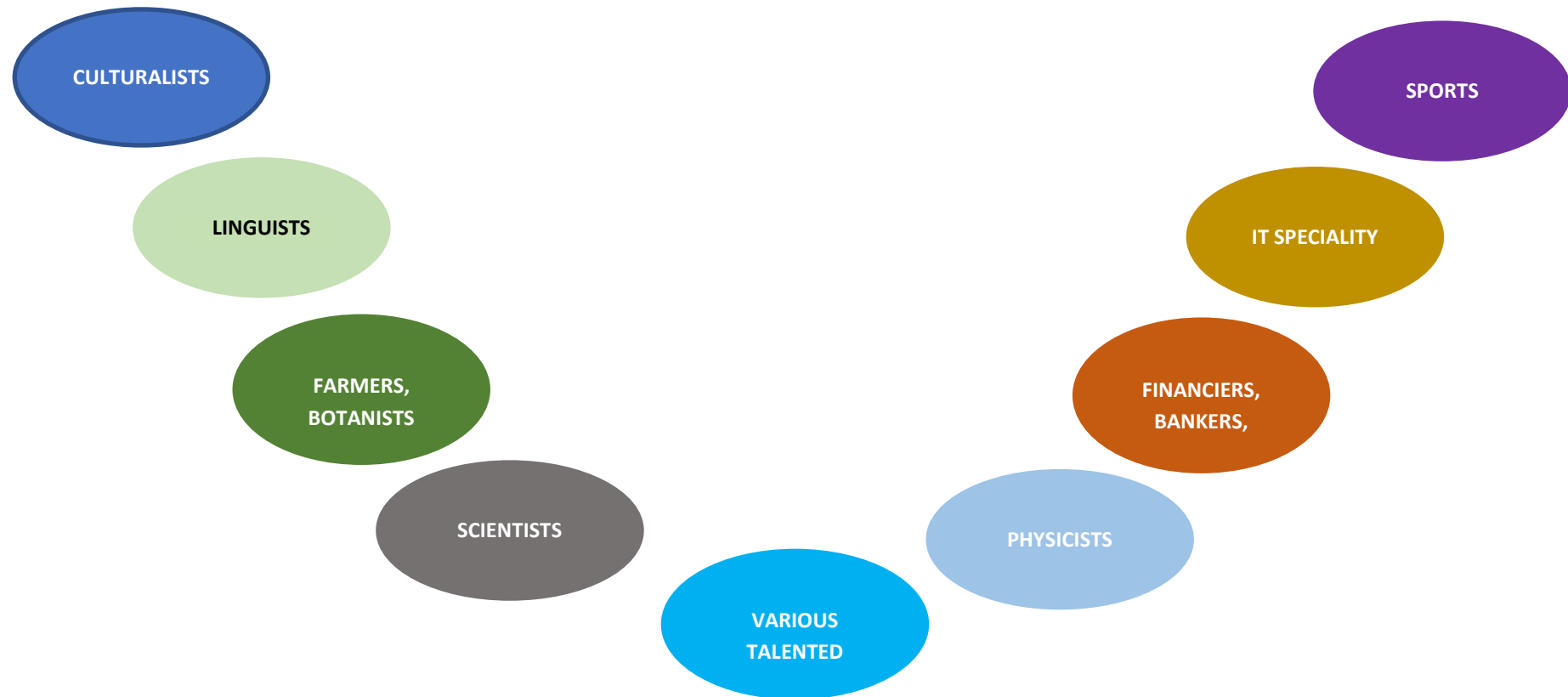Agree = 1
Disagree = 2
Strongly disagree = 3
Now, total up your score for all 10 questions.

Scores between 15 and 25 are considered within the normal self-esteem range whereas score below 15 suggest low self-esteem.

"ALFA STATION PLAN" (draft)

(school team can change it)

- CULTURALISTS
- LINGUISTS
- FARMERS, BOTANISTS
- SCIENTISTS
- VARIOUS TALENTED
- PHYSICISTS
- FINANCIERS, BANKERS,
- IT SPECIALITY
- SPORTS

ACTIVITY NO 3

Title	**Valerian and the city of the thousand planets Writing Competition**
Students age range/Level of English according to CEFR	Students age 16 and over Level of English: A2.2
Type	__X__ Individually _____ Group
Nature	_____ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	Enhancing students' ability to understand the difference between their own aims and others' opinion connected with stereotypical thinking.
Resources necessary	Film "Valerian and the city of a thousand planets" Rules of the Competition (annexed) Paper Pen
Duration	1-2 months from the announcement of the competition to the submission deadline plus up to a month until winners are announced
Description / Implementation	**INTRODUCTION** (15 min) The teacher should send students an e-mail with the Rules of the Competition and teachers should put up a copy in the classroom's door and other appropriate places throughout the school. The teacher should explain to the students how to write a text from a character's perspective, both in first person (corresponding to the "storytelling" category of the contest) and third person (corresponding to the "scenario" category of the contest). This would also be the adequate time to answer any questions students may have regarding the activity. The teacher should stress that students' work must answer the question: "Love, personal characteristics and others' opinions – Is it a friendly triangle?" **MOTIVATION TO STUDENTS' ACTIVITY** (5 min) The teacher should explain to the students that the winners (at least one per category plus an honourable mention if the conditions are met) will get a material prize if possible. Additionally, the top 3 most voted in each category and, if conditions are met, the honourable mention will be made into an ebook and published in the project's website.

	ACTIVITY (up to 3 months) The students will have a deadline to write a text for either the "storytelling" or "scenario" categories, or both. Once the deadline is met (usually between one to two months from the start of the competition) no more submissions are accepted. After this, the previously selected jury, which should include national and/or English language teachers or experts, will have up to two weeks to score the submitted works. Then those with a score of over 25 will be posted anonymously online and the whole school community can vote on their favourites for up to two weeks.
Closure	**SUMMARY** Once voting is concluded, at least 2 winners (one per category) will be announced and will, if possible, receive a material prize. If a material prize is not possible, we advise picking 3 winners per category and making their work into a booklet to be published online in the project's website. In case the person who got the highest jury score doesn't win in either of the categories, then they should receive an honourable mention.

ATTACHMENTS

I. OBJECTIVES OF THE COMPETITION

    a. Answer the question "Love, personal characteristics and others' opinions – Is it a friendly triangle?"

    b. Improving knowledge about social relations.

    c. Getting to know one's own interpretation skills of the art of the film.

    d. Improving language skills through the creative process.

II. PARTICIPATION IN THE COMPETITION

    a. Students from the age of 16 may participate in the competition.

    b. Students must submit their work before the deadline.

    c. Each participant of the competition may submit 1 literary work per character described in the topic of the competition.

    d. Work must be original, unpublished, and not having been previously awarded in other competitions.

III. TOPIC OF THE COMPETITION

    a. The competition work must be based on the content of the film "Valerian and the city of a thousand planets" whilst answering the question in the objectives.

    b. The author's task is to answer the question contained in the topic, using:

        i. analysis of film characters: Valerian and Laureline (their characteristics and love story), two key leaders of the Alpha Station and the artist Bubble (their characteristics and opinions on the main characters and their relationship);

        ii. locate one of these characters and, from their perspective, lead a creative narrative. Take note that for the "scenario" you must write in the third person about said character's perspective, whilst for "storytelling" you must write in the first person perspective as said character;

        iii. find an analogy to the other characters in "today's" life;

        iv. answer the question in the topic by creating a statement in the "scenario" or "storytelling" genre.

IV. EVALUATION CRITERIA

    a. Compatibility with the theme of the competition.

    b. Originality of the presented contente.

    c. Literary value.

V. EVALUATION

a. Two-stage work evaluation:

    i. Students' works will be evaluated by a 5 persons' jury on a scale of 1 to 10 (works can have a maximum score of. 50 points):

        1. _____

        2. _____

        3. _____

        4. _____

        5. _____

    ii. Works with a score of 25 or above will be posted anonymously online under their respective category (i.e., "scenario" and "storytelling") so the whole school community can vote on their favourites.

b. Winners will be the two people whose work got the highest amount of votes in the "storytelling" and "scenario" categories, plus an honourable mention of the person who had the highest jury score if they did not win in their respective category.

VI. COMPETITION SCHEDULE

a. Works are to be submitted before _____

b. The jury will vote before _____

c. Internet voting will be before _____

d. Winner announced before _____

Title	**Valerian and the city of the thousand planets Creative Writing**
Students age range/Level of English according to CEFR	Students age 10-14 Level of English: A2.2
Type	__X__ Individually _____ Group
Nature	_____ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	Enhancing students' ability to understand the difference between their own aims and others' opinion connected with stereotypical thinking.
Resources necessary	Film "Valerian and the city of a thousand planets" Paper Pen
Duration	90 minutes

Description / Implementation	**INTRODUCTION** (10 min)
	Teacher should ask students' first impressions after watching the film and conduct a short discussion regarding the film focused on the friendship between the film's 'heroes' – Valerian and Laureline
	
	MOTIVATION TO STUDENTS' ACTIVITY (20 min)
	Looking for the film characters' opinion about this friendship (e.g., two key leaders of the Alpha Station and the artist Bubble - Who is 'for'/ 'against'? How do we know their opinions? What do the characters say about this friendship?)
	Discussion (What is your opinion about this friendship?), according to students' opinion-creating on the board the map of arguments 'for' and 'against' friendship between Valerian and Laureline.
	The winners will get a material prize if possible and the ten best works will be turned into an ebook and made available online in the project's website.
	
	ACTIVITY (60 min)
	Teacher should announce the rules for individual written work
	• Please, imagine that you are Valerian or Laureline, and that you should convince others to support your friendship with the other hero.
	• Write a "letter" to "another", in which you:
	   ○ characterise yourself,
	   ○ characterise your friend,

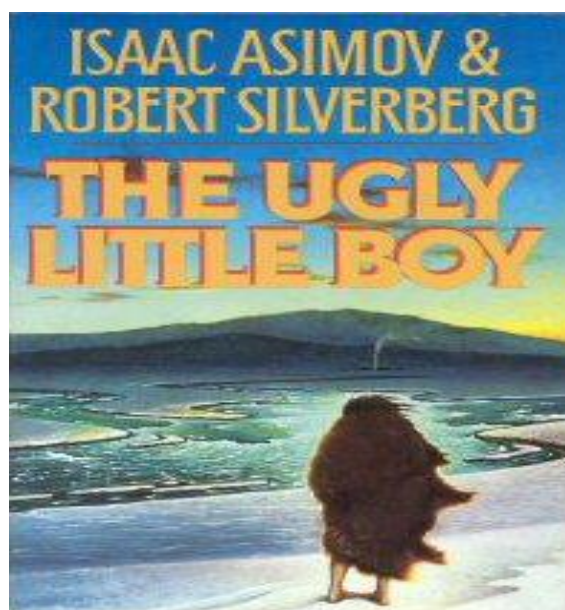|	
	○ explain why this friendship is very important for you.
	• You will have 60 min to write this "letter"
	• Your work will be assessed during next week according to criteria:
	○ originality of the presented content;
	○ literary value according to jury (2 teachers and 2 students from student council, previously decided)
Closure	**SUMMARY** Once voting is concluded, 3 winners will be announced and will, if possible, receive a material prize. If a material prize is not possible, we advise picking the 10 best "letters" and making their work into a booklet to be published online in the project's website.

BOOK

ACTIVITIES

ACTIVITY NO 1	
Title	**The Ugly Little Boy Escape Room**
Students age range / Level of English according to CEFR	Ages 13-18 Level of English: B1 or above
Type	___X___ Individually ___X___ Group It can be done both individually and/or in a group. Nevertheless, we advise it to be done in group unless that is impossible.
Nature	__X___ in teacher presence _____ on their own and presented after __X___extra activity __X___ part of curriculum in English grade 10th to 12th; or History when pre-history is part of curriculum
Objectives	Should allow learners to be able to question stereotypes they have about Neanderthals and thus also question other stereotypes they might have about different groups (races, disabilities, etc.). Incentive to reading books on foreign language.

Material / resources necessary	Book "The Ugly Little Boy" Certificate for those that successfully complete the activity (annexed) The printed activities (attached) Booklets (attached) Markers Pens Laminating paper. _Teacher should check The Ugly Little Boy Escape Room Educator Guide before doing the activity._ *Note: Students need to read the book before the activity, and have copies of the book to do the activity.*
Duration	5 min to give the instructions, and 45 min to perform the Escape Room.
Description / Implementation	**INTRODUCTION** (5 min): "You have 45 min to help Miss Fellowes escape with Timmie to the past, or your timeline will disappear. Whenever you find the code/keyword for each section, come show it to me before starting the next one. If correct you will be able to proceed, otherwise you will have to try again. The aim is that each group finishes all the stations in less than 45 min." **MOTIVATION**: After students read the book, have them to do the Escape Room; those that successfully complete it will get a certificate! (or a prize of your choice) **ACTIVITY** (45 min) The students will be given the copies of the activities and booklet as well as laminating paper, markers, and pens. They should discuss and solve the escape rooms in groups of 3 or 4, but it can also be done individually. Each time they find a code/keyword they should show the teacher so they can tell them whether it is correct or if they have to try again.
Closure	**SUMMARY** (5 min) The Escape Room task and the little facts of info in the booklet should make the students think about how Neanderthals were not so different from Cro-Magnons and that stereotypes towards others that we perceive as different don't really have much of a ground to stand on when under scrutiny.

ATTACHMENTS

THE UGLY LITTLE BOY ESCAPE ROOM EDUCATOR GUIDE

WITH SOLUTIONS

PREPARATION:

Print the booklets which will be a front and back A4 page. Cut the borders as per the dashed red line. Then fold using the black lines. Cut through most of the dashed black line but leave a little uncut in the middle. Fold by following the dashed black line, then fold again as per the simple black line. You should get booklets with the cover, the station one question task code answer page, the DNA Sudoku, the highlighting task keyword answer page, the crosswords answer page, the maze, a page with an image from the Mettman Museum in Germany, and the back page. Print the Station 1 Questions, Station 3 HighlightTask1 and Station 3 HighlightTask2, and Station 4 Crosswords.

Don't forget that this is an escape room! If students are showing difficulty solving a certain task the teacher should aid them just like in a real escape room in which they help the players if they can't seem to solve a certain task.

INTRO (OPTIONAL):

The timeline is in danger! Some anomaly has resulted in Miss Fellowes' escape with Timmie back to Neanderthal times being compromised. If she is unable to puncture Stasis and return to the past, Neanderthals and Cro-Magnons will never learn to peaceful coexist and our timeline will disappear entirely. Save the timeline and your own existence by aiding Miss Fellowes' escape.

- How old is She Who Knows? $\boxed{3}$2 ⪢ Found on Interchapter 1 – She Who Knows by subtracting 8 years from 40 (the age of Keeps The Past). Nevertheless, the Prologue – Silver Cloud states She Who Knows is over 30 and this will also result in finding the code. Despite it not being exact answer.
- How long ago did it snow on the 5th week of summer? $\boxed{1}$7⪢ Found in the Prologue – Silver Cloud.
- How old was She Who Knows when it snowed in the 5th week of summer? $\boxed{1}$5⪢ Found by subtracting 17 from 32. Once again using 30 will also result in reaching the right code.
- How many people died back then? 1$\boxed{0}$ ⪢ Found in the Prologue – Silver Cloud.
- How many dead from the rhinoceros hunt? $\boxed{6}$ ⪢ Found in the Prologue – Silver Cloud.
- How many were killed by the mammoth stampede? $\boxed{4}$ ⪢ Found in the Prologue – Silver Cloud.

Thus, the learners get 3, 1, 5, 1, 0, 6, 4. Placing the number in ascending order results in **0113456**. This is the code so they can proceed to Station 2.

STATION 2

The correct DNA sequence is **GATCGA**.

The sentence they should highlight on the laminating film is as follows:

The Neanderthal characters are filled with a sense of foreboding. The two story lines merge when Edith Fellowes makes the irrevocable decision to go back to the past with Timmie. Her appearance coincides with the crisis point in the confrontation between Neanderthal and
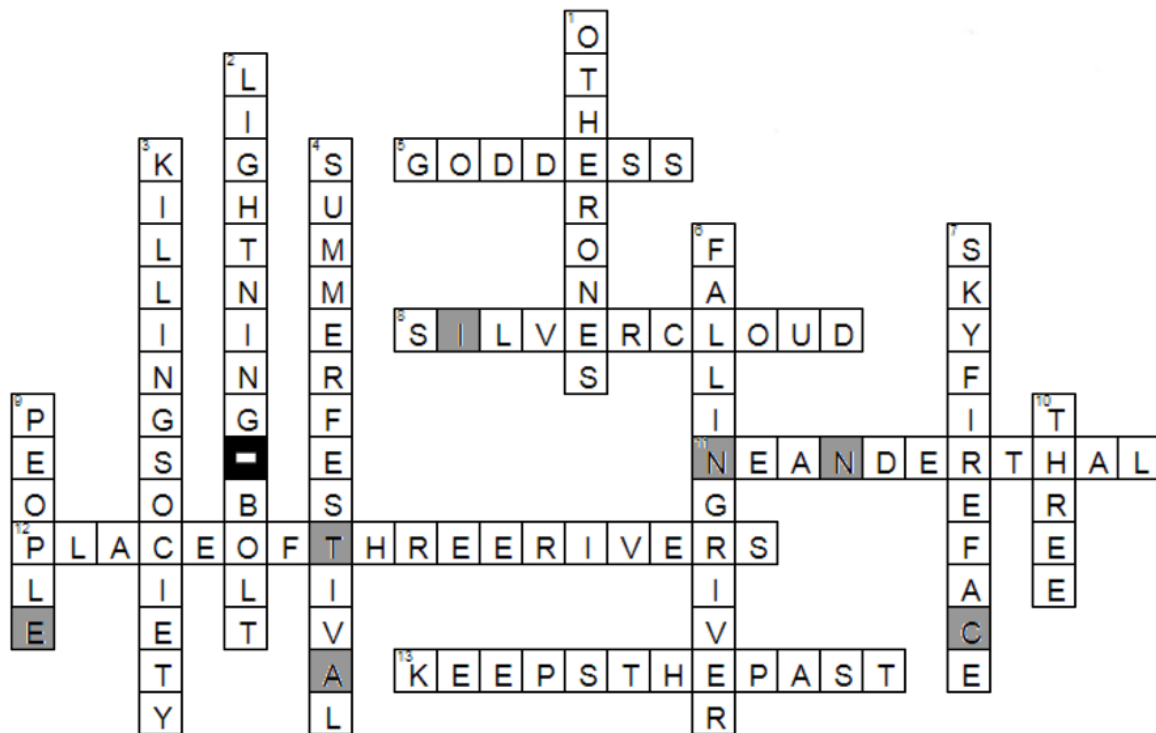
Then by placing the laminating film over the second text they should get:

streak of lightning, stood out startlingly on his broad, strong-boned cheek. He was a very ugly little boy and Edith Fellowes loved him more dearly than anything in the world. She was standing with her own face behind his line of vision, so she allowed

The keyword is **love**.

The grey letters are the ones to be used, that is E, T, A, I, N, N, C. When they are ordered as a synonym for "very old" they result in **ancient**.

As this is possibly the hardest station in the Escape Room, here are where the answers can be found and some tips so the teacher can help the students in need:

1 – This answer can be found throughout the book since the Prologue: Silver Cloud. But it is made clearer when we have confirmation Timmie is a Neanderthal in Chapter 2: Arrival. Additionally, a teacher can explain that Cro-Magnons were already homo sapiens and close to us, that they are the oldest homo sapiens found in Europe, and that we are homo sapiens as well. The teacher can then point students to the Epilogue: Skyfire Face because they clearly state Miss Fellowes is considered an Other One by the Neanderthals.

2 – This answer can be found throughout the book as well. The teacher can direct them to pay close attention to Interchapter 2: Goddess Woman particularly the part concerning Skyfire Face's disappearance.

3 – This answer can be found in Interchapter 4: The War Society as She Who Knows reflects on how the men of the tribe get the best jobs, at least in her opinion.

4 – This answer can be found in Interchapter 6: Stalemate. She Who Knows faces Silver Cloud and states she had warned him about cancelling the Summer Festival.

5 – This answer can be found throughout the book. The teacher can mention that it is what Miss Fellowes is confused for in the Epilogue: Skyfire face.

6 – This answer can be found in Prologue: Silver Cloud as he reminisces about how She Who Knows used to be when young.

7 – This answer can be found throughout the book but it can be particularly seen in the Epilogue: Skyfire Face when upon seeing Miss Fellowes with Timmie the Neanderthals state it is Skyfire Face with the Goddess.

8 – This answer can be found in the Prologue: Silver Cloud as he argues with She Who Knows.

9 – This answer can be found throughout the book but the teacher can point out in Prologue: Silver Cloud how he describes what he sees to counterargument She Who Knows' belief that the Goddess is angry.

10 – This answer can be found in Interchapter 2: Goddess Woman. There it is mentioned that there were 3 which had individual names once but now are all Goddess Woman.

11 – This answer is not in the book, however, paying attention to the first question in the crosswords one can find the answer. It is also in the one of the texts used in the highlighting task of the previous Station.

12 – This answer can be found throughout the book but the teacher can point students to Interchapter 1: She Who Knows when the Neanderthals start their pilgrimage to The Place of Three Rivers and, in alternative, can point them out to Interchapter 3: The Place of Three Rivers in which the Neanderthals arrive there only to find themselves surrounded by Cro-Magnons.

13 – This answer can be found in the Prologue: Silver Cloud when She Who Knows mentions she had asked to see the record sticks that very morning.
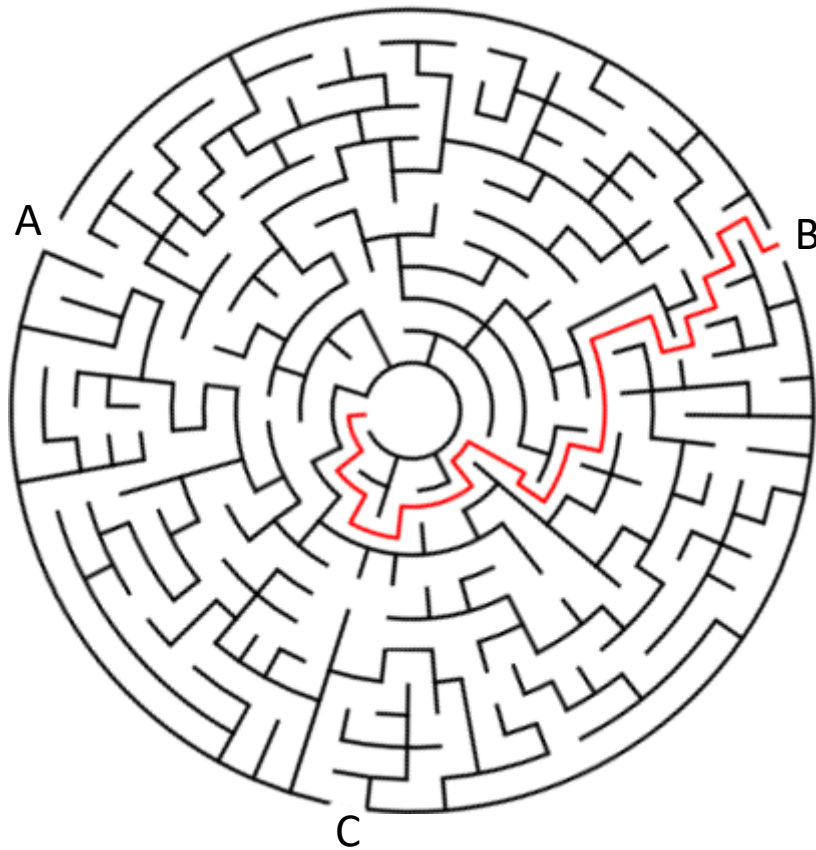
The only exit that is open is **B**.

EPILOGUE (OPTIONAL):

Congratulations! You have successfully aided Miss Fellowes puncture Stasis and go to the past with Timmie thus ensuring your timeline was saved! Well done!

Solve the sudoku to find the correct DNA sequence

Did You Know? The fundamental units of DNA are nucleobases: Adenine (A), Guanine (G), Cytosine (C) and Thymine (T).

Help Miss Fellowes puncture Stasis and stay with Timmie in the past

Did You Know?: Neanderthals had larger brains than modern humans. Due to their eye size they required a larger visual cortex

Solve the questions and find the code

Did You Know?: Modern humans of European and/or Asian descent inherited somewhere between 1.8 and 2.6 percent of their genes from Neanderthals.

Place the selected numbers in ascending order to find the code

Hope you enjoyed this pen and paper Escape Room!

To finish, here is a photo from the Neanderthal Museum in Mettman, Germany, showing they weren't that different from us.

Certificate

THIS IS TO CERTIFY THAT

_____(name) has successfully completed The Ugly Little Boy Escape room on _____(date).

_____(Place, Date)

_____(signature)
_____(Teacher's name)

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STATION 1 - QUESTIONS

Answer the questions to find the code
Use the spaces and rectangles to write the answers

How old is She Who Knows?

☐ _

How long ago did it snow on the 5th week of summer?

☐ _

How old was She Who Knows when it snowed in the 5th week of summer?

☐ _

How many people died back then?

_ ☐

How many dead from the rhinoceros hunt?

☐

How many were killed by the mammoth stampede?

☐

The rectangles reveal the numbers you need

STATION 3 – HIGHLIGH TASK 1

Using the laminating film and a marker highlight when the timeline merges

The 1991 novel Child of Time expands on the short story by introducing Timmie's original Neanderthal tribe as well as a children's advocacy group that seeks to liberate Timmie. The Neanderthals are shown sympathetically as a highly articulate people whose tribal society and culture is complex and sophisticated, a far cry from the "primitive brutes" which the future scientists consider them to have been, having only the fragmentary information derived from a little Neanderthal child. This Neanderthal society—shown mainly from the point of view of an assertive tribal woman determined to prove herself the equal of the male hunters/warriors—is suddenly faced with the appearance of a completely different, competing kind of human being: the Cro-Magnons. While the Cro-Magnons try to negotiate with the Neanderthals, they cannot communicate and understand each other due to their differing languages. The Neanderthal characters are filled with a sense of foreboding.

The two story lines merge when Edith Fellowes makes the irrevocable decision to go back to the past with Timmie. Her appearance coincides with the crisis point in the confrontation between Neanderthal and Cro-Magnon: both groups regard her as a goddess to be worshiped. As she is clearly akin to the Cro-Magnon but has adopted a Neanderthal child, her appearance deflects the two groups from a would-be inevitable conflict.

The ending suggests that in the modified past Neanderthals and Cro-Magnon would cooperate and come closer to each other in the common worship of the "Goddess" – with Timmie growing up to be her acolyte and a "demigod" himself. It also suggests that the Neanderthals may not become extinct but could coexist with the Cro-Magnon, possibly interbreeding with them, which would change the whole of subsequent human history (or, according to a different theory of the implications of time travel, could have no effect at all due to the "convergent series").

STATION 3 – HIGHLIGHT TASK 2

Place the laminating film on top of this excerpt to find the right sentence

As she had done so many times before over the past three years, she studied him covertly out of the corner of her eye, looking at his poor little imprisoned face outlined in profile against the window. His forehead retreated in a flat slope and his thick coarse hair lay down upon it in tufts that she had never been able to straighten. The back of his skull bulged weirdly, giving his head an over-heavy appearance and seemingly making it sag and bend forward, forcing his whole body into a stoop. Already, stark bulging bony ridges were beginning to force the skin outward above his eyes. His wide mouth thrust forward more prominently than did his wide and flattened nose and he had no chin to speak of – only a jawbone that curved smoothly down and back. He was small for his years, almost dwarfish despite his already powerful build, and his stumpy legs were bowed. An angry red birthmark, looking for all the world like a jagged streak of lightning, stood out startlingly on his broad, strong-boned cheek. He was a very ugly little boy and Edith Fellowes loved him more dearly than anything in the world.
She was standing with her own face behind his line of vision, so she allowed her lips the luxury of a tremor.
They wanted to kill him. That was what it amounted to. He was only a child, an unusually helpless one at that, and they were planning to send him to his death.
They would not. She would do anything to prevent it. Anything. Interfering with their plan would be a massive dereliction of duty, she knew, and she had never committed any act in her life that could be construed as going against her duty as she understood it, but that didn't matter now. She had a duty to them, yes, no question of that, but she had a duty to Timmie also, not to mention a duty to herself. And she had no doubt at all about which the highest of those three duties was, and which came second, and which was third.
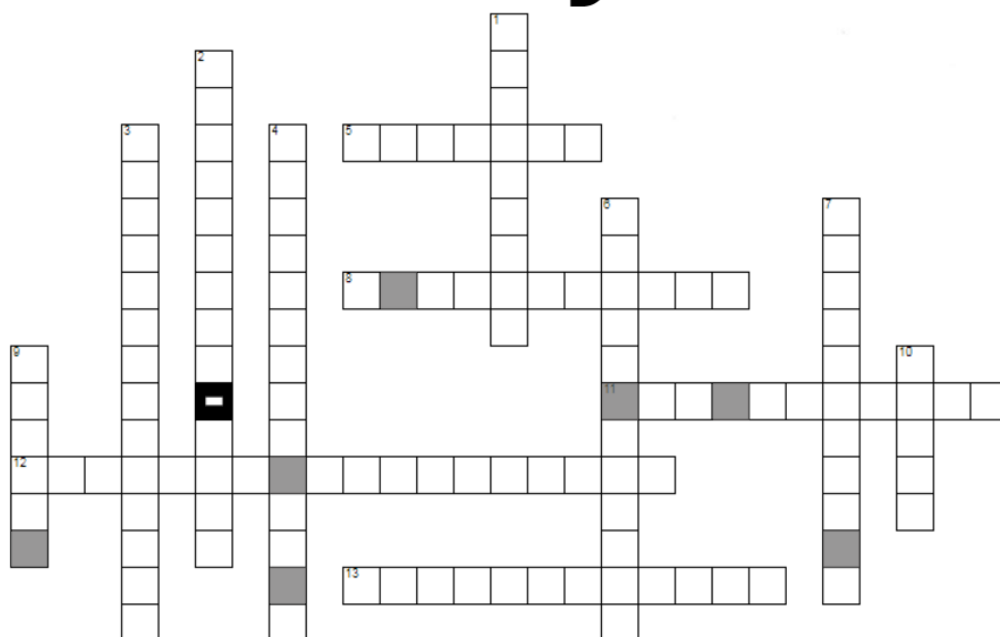
STATION 4 - CROSSWORDS

Solve the crosswords to find the keyword

1. What Neanderthals called Cro–Magnons
2. Shape of Timmie's birthmark
3. Those responsible for death and the dead
4. Festivity canceled by the Chieftain
5. The deity venerated by the Neanderthals
6. The old name of She Who Knows
7. Timmie's original name
8. The Neanderthal Chieftain
9. What Neanderthals called themselves
10. How many Goddess Women are there?
11. Subpecies of archaic humans
12. Sacred place where Neanderthals and Cro–Magnons came face to face
13. Who is in charge of the record–sticks?

	ACTIVITY NO 2
Title	**The Ugly Little Boy Film**
Students age range / Level of English according to CEFR	Ages 13-18 Level of English: B2.1
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence __X__ on their own and presented after __X__ extra activity _____ part of curriculum in (subject/ grade) _____
Objectives	Experiencing the story presented in the book, and realise that the story is also created by the reader. The 'reality' is part a creation of the observer / participant; stereotypes are in the observer not in the groups.
Material / resources necessary	Book "The Ugly Little Boy" Mobile phones to make the video Software to edit the videos and make it a film (cooperation with teachers of ICT, media). _Note: It is highly advised that if the teacher isn't well acquainted with filming and cinematography for them to check the RefugeesIN manual, particularly chapter 5 which is all about filmmaking. It can be downloaded here:_ https://www.refugeesinproject.eu/fls/doc/course/refugeesin_manual-en.pdf
Duration	At least one month for filming, and one session to present the results.
Description / Implementation	**INTRODUCTION** (10 min): The teacher will split the class into small groups (3/4 individuals each) and each group will be responsible for filming one chapter of the book. **MOTIVATION**: Students will see themselves bringing the book to life in an interesting and involving activity whilst they will also learn the basics about acting and filming. **ACTIVITY** (up to 1 month) Students will plan how to film their chapter and who is whom. Students will then film the chapter Students will deliver what they did to the teacher who will edit and make it into a single film.

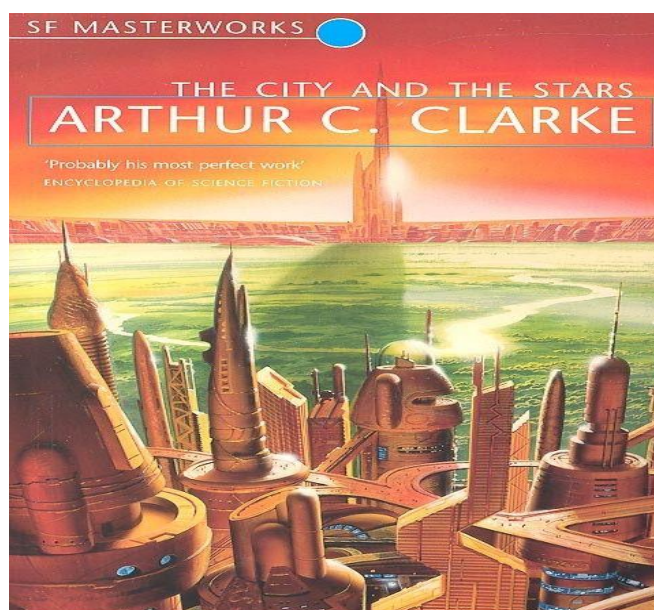| Closure	**SUMMARY** (30 min)
	The class must see the entire film together. Teacher should note that a story that is presented by a book can be interpreted differently by different people, and even the main message can be different to each person that reads the book. That is part of the magic in a book – it is the vision of who writes it, but also the way we read it that makes the story. Compare this with how we see what happens in society: the observer of a situation, the one that tells what happened, is including his/her vision in the 'reality'.

ACTIVITY NO 3	
Title	**The Ugly Little Boy Debate**
Students age range / Level of English according to CEFR	Ages 15-18 Level of English: B2.1
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence __X__ on their own and presented after __X__ extra activity _____ part of curriculum in (subject/ grade) _____
Objectives	Demonstrate the influence of gender stereotypes in a person's life, namely on their work activities. Learn how to prepare for a debate.
Material / resources necessary	Book "The Ugly Little Boy"~ Students must have access to places/platforms to research on the topic (gender stereotypes), such as the library and/or computers with internet Candies or appropriate prize for the students with the best arguments and/or that show the greatest mastery of the subject.
Duration	One week for preparation, the debate will take place in one session
Description / Implementation	**INTRODUCTION** (10 min): The teacher will split the class into 2 groups. One will defend that there are no gendered jobs whilst the other will defend that there are. The book does have everything gendered, for instance in Stasis Technologies whilst all the scientists were men, they only interviewed women as potential carers for Timmie. This can serve as a starting point to discuss whether there are legitimate reasons for jobs to be gendered or not. **MOTIVATION**: Let the students know that the ones that do the best job in the debate will win a small gift/candies! It can be one student from each team or more. The teacher will decide who did best and who deserves it. What matters is that students show both mastery of debate and the subject at hand. **ACTIVITY** (up to 1 week for preparation, 40 min debate) Students will research the topic and prepare their arguments. They should research male and female majority jobs and develop their arguments why they are such. Those defending non-gendered jobs should be aided and educated on social pressures that might make people choose a certain job.

	In class the students will debate their points. The teacher will mediate the debate. Start with a brief summary of the book story, focusing on the jobs and gender portrayed. The teacher should mention if needed, the possibility of socio-economic constraints, natural tendencies towards certain roles, etc.
Closure	**SUMMARY** (10 min) Make students realise that stereotypes, in this case gender stereotypes, are more of a belief than a fact. The teacher can further explain and drive this point home by mentioning recent discoveries such as female skeletons of Viking warriors, or even the fact that programming started as a woman's job and psychology as a man's job and nowadays programming is male majority whilst psychology is female majority. This can also end in a discussion how women's work tends to be devalued and how pay has risen on programming and fallen on psychology as the gender composition changed. Students should end the debate thinking about the stereotypes they might have about groups and to be able to deconstruct them and deal with people from these groups as individuals and not a stereotype.

ACTIVITY NO 1	
Title	**The City and the Stars: Draw the Main Character**
Students age range / Level of English according to CEFR	Ages 12-15 Level of English: B2.1
Type	____ Individually __X__ Group The reading of the newborns' description can be done both individually and/or in group. The drawing part of the activity is done in group.
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes regarding gender and looks. Raise awareness about our gender prejudices.
Material / resources necessary	Book "The city and the stars" Cardboard Coloured pencils

Duration	50 minutes
Description / Implementation	**INTRODUCTION** (5 min): The teacher starts introducing the activity by asking the students about the main character, Alvin, so that they start thinking about him: "How do you imagine Alvin?" "What does he look like?" **MOTIVATION TO STUDENTS' ACTIVITY** (15 min): To motivate students and refresh their minds, the teacher ask them to reread chapter 1, focusing on the parts where the narrator describes the newborns particularly in regards to their physical appearance. This can be done individually or as a group by reading aloud in class. **ACTIVITY** (20 min): In groups, the students have to draw the main character whilst remembering to take into account his description in the book. In the end, each group explains why they drew the main character the way they did.
Closure	**SUMMARY** (10 min) Note the differences and resemblances among the groups, and note the stereotypes regarding gender and looks that the groups may have illustrated.

ACTIVITY NO 2

Title	**The City and the Stars' Perfect Beauty**
Students age range / Level of English according to CEFR	Ages 12-18 Level of English: B2.1
Type	__X__ Individually __X__ Group The first part of the activity is to be done individually and the discussion is to be done as a group.
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes regarding gender and looks. Raise awareness about our gender prejudices.
Material / resources necessary	Book "The city and the stars" Perfect Beauty worksheet (attached) Adhesive notes Pen.
Duration	50 minutes
Description / Implementation	**INTRODUCTION** (5 min): The teacher starts introducing the activity by asking the students what beauty is for them and if they have an ideal of beauty. **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): To motivate students, the teacher can previously select pictures of celebrities and have students say whether they find them beautiful/handsome and why. **ACTIVITY** (30 min): The teacher hands out the worksheets (attached). Individually, students write down what characteristics and features must a man and a woman have as to fulfill all the requirements to be "perfect" appearance-wise. Students then choose one or two characteristics for both a woman and for a man and write them on different pieces of adhesive paper. Afterwards, students are invited to go to the board and put their notes under the columns for men and women. When all students have placed their notes on the board, the teacher should ask them if they see if some features repeated or not and why do they think it is so.

Closure	**SUMMARY** (10 min)
	The whole group discusses what is beauty and if there are stereotypes involved, whether beauty is cultural and changes with time and if they see differences between what people expect from men and women regarding they looks. They discuss about the prejudices people have regarding the looks and appearance of the others.
	The teacher can and should help with resources regarding the changes in beauty standards throughout the ages. For instance, the teacher can mention/show an image of the Venus of Willendorf, the Birth of Venus, and Kate Moss at the height of her career. These show three very different concepts of beauty and body shapes.

ATTACHMENTS

PERFECT BEAUTY WORKSHEET

In Diaspar physical perfection is universal. Every single man and woman is beautiful and alike. What is 'perfection' for you? Regarding the looks and appearance, what characteristics would a perfect woman and a perfect man have? Is physical appearance important for you?

_____

_____

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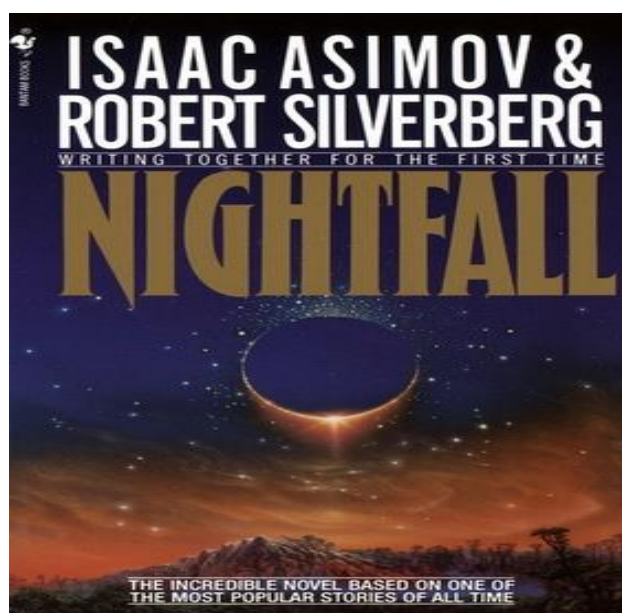
_____

_____

ACTIVITY NO 3

Title	**The City and the Stars: Alystra**
Students age range / Level of English according to CEFR	Ages 12-18 Level of English: B2.1
Type	__X__ Individually __X__ Group Reading and taking notes are to be done individually and then the discussion and sharing of notes is to be done as a group.
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	Work on stereotypes regarding gender and looks. Raise awareness about our gender prejudices.
Material / resources necessary	Book "The city and the stars" Paper Pen *Note: Whilst we say the whole book as a material necessary this activity is focused on chapter 7.*
Duration	55 minutes
Description / Implementation	**INTRODUCTION** (5 min): The teacher states that the activity is about one of the characters in the book and asks students to guess who. Most of them should guess Alvin, the male character. The teacher should then state that it isn't Alvin and that they will actually be working on a female character. **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): The teacher starts drawing the students attention to Alystra. "How do you imagine her?" "Do you think she has an important role in the story?" **ACTIVITY** (35 min) Individually, students reread chapter 7 whilst paying particular attention to the description of Alystra that is done towards its end. Students should then take notes regarding her characteristics and taking into account the description made in the book. Students will then gather in groups of 3 or 4 and for 10 minutes and share their notes and

	opinions and discuss whether there are gender stereotypes involved.
Closure	**SUMMARY** (10 min) The whole class, together with the teacher, discusses the ideas gathered and the stereotypes found.

ACTIVITY NO 1	
Title	**Nightfall: Stereotypical Images and Behaviours**
Students age range / Level of English according to CEFR	Ages 15-17 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) __X__ part of curriculum in English grade 10th to 12th; or Ethics
Objectives	Identify the stereotypes of several European countries; Identify the stereotypical behaviour models prevailing in the novel "Nightfall".
Material / resources necessary	Book "Nightfall" Youtube video: http://www.youtube.com/watch?v=tzQuuoKXVq0 Powerpoint presentation (attached) Map of Europe Worksheet (attached) Nightfall Worksheet (attached)
Duration	45 minutes

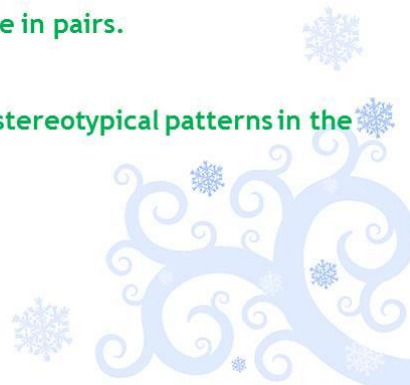| Description / Implementation	**INTRODUCTION** (1 min.): Teacher opens the powerpoint and leaves it in the first slide with "The Simpsons" map of Europe. Teacher tells students they will do a task in regards to the book "Nightfall" but first that they should pay attention to the map. **MOTIVATION TO STUDENTS' ACTIVITY** (4 min): Teacher asks the students to comment briefly on why, in their opinion, a certain "The Simpsons" character symbolizes a particular nation and answer the following questions: • "What cultural differences are relevant to the European countries?" • "How do different countries identify Europe?" **ACTIVITY** (30 min) The teacher opens this link and play the video: http://www.youtube.com/watch?v=tzQuuoKXVq0. Then they should ask students what cultural differences they have noticed in the video, what nationality the author of the video is, etc. Watching the video and discussing it should not take longer than 10min. Then the teacher will show the next few slides with maps of Europe (stereotypes) according to different European countries done by "Alphadesigner". The teacher will then handout printed copies of the Map of Europe Worksheet (attached) and ask students, in groups of two, to fill them in with stereotypes of European countries according to their own country. This activity should take no longer than 10min as well. Finally, the teacher should handout the Nightfall Worksheet (attached) and students are asked to identify stereotypical behaviour patterns in the novel "Nightfall". Once they are done, the teacher should ask them to reflect and compare the stereotypes in the novel to the real world stereotypes they previously discussed.
Closure	**SUMMARY** (10 min) The teacher should collect both worksheets and, if possible, pin them up in the classroom. The teacher can do a small discussion on the most common stereotypes the students pointed out in their maps in regards to one or other country. Students are asked "What do you find interesting about stereotypical images of Europeans", "What are the dangers of stereotypes?", and "What is bad/good about behaving stereotypically?" There should be a reflection on how the book, despite fictitious, accurately represents an aspect of reality even if in a more figurative manner.

ATTACHMENTS

Stereotyped images and behaviours

Goals of the lesson:

You will watch the short movie and see some stereotyped attitudes toward European countries.

You will create your own map of Europe in pairs.

Working in pairs, you will identify the stereotypical patterns in the novel "Nightfall".

Stereotype *is* *an* *over-generalized* *belief* *or* *attitude* *towards* *a* *particular* *category* *of* *people* *(stereotypes* *of* *behavior,* *opinion* *or* *thinking).*

- **What cultural differences are appropriate for European countries?**

- **How Europe is seen according to different nations.**

Video watching

- **http://www.youtube.com/watch?v=tzQuuoKXVq0**

- **What cultural differences did you see?**

- **What is the film author's nationality?**

"Europe according to…"

- Working in groups, from the given map choose 5-7 descriptions of the countries and prepare a presentation of your map.

- You can use your phone to translate any terms in another language or that you do not know.

EUROPE ACCORDING TO
ITALY 2009
from Yanko Tsvetkov's Atlas of Prejudice
www.alphadesigner.com

EUROPE ACCORDING TO
GREAT BRITAIN 2010
from Yanko Tsvetkov's Atlas of Prejudice
www.alphadesigner.com

EUROPE ACCORDING TO
SPAIN 2011
from Yanko Tsvetkov's Atlas of Prejudice
www.alphadesigner.com

How is your country portrayed in stereotypes?

- **Fill in the map of Europe.**
    Worksheet

Map of Europe Worksheet

What patterns of stereotypical behaviour can you identify in the novel "Nightfall"?

Work in pairs!

SUBJECT	STEREOTYPICAL BEHAVIOUR
Journalist	
Professor	
Psychologist	
Crowd of people	

Summing-up

- **What do you find interesting about stereotypical images of Europeans?**

- **What are the dangers of stereotypes?**

- **What is bad/good about behaving stereotypically?**

NIGHTFALL WORKSHEET

SUBJECT	STEREOTYPICAL BEHAVIOUR	131
Journalist		
Professor		
Psychologist		
Crowd of people		

NIGHTFALL WORKSHEET

SUBJECT	STEREOTYPICAL BEHAVIOUR
Journalist	
Professor	
Psychologist	
Crowd of people	

ACTIVITY NO 2

Title	**Nightfall Analysis According to Multiple Viewpoints**
Students age range / Level of English according to CEFR	Ages 15-17 Level of English: A2.2
Type	__X__ Individually __X__ Group The reading of the part regarding the role assigned to them is done individually and at home. The task itself and the role assignment is done in class as a group.
Nature	_____ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	After reading the book and selecting different roles, students will discuss and become better at distinguishing thinking objectively from thinking stereotypically.
Material / resources necessary	Book "Nightfall" Stickers of two different colours A1 Paper (only 1)
Duration	50 minutes
Description / Implementation	**INTRODUCTION** (5 min.): During a previous lesson, students should be told to pick one of the following roles: a scientist, a cameraman, a psychologist, a political scientist, sociologist, and just a youngster. They should then read the story from the point of view of a selected representative of a social status or a profession. The teacher should ensure every role is assigned to at least one student. The teacher should also prepare the A1 paper by drawing a line splitting it in half and writing "Unexpected" in one half and "Predictable" in the other. This paper should be then taken to the activity's class. **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): The teacher should ask the following questions to start a discussion: • Do you think everybody understands and perceives the world the same way? • Are we always able to evaluate the environment in an objective and unique way? • How to recognize stereotypical thinking? Following this, the teacher should ask students to split into groups corresponding to their roles.

	ACTIVITY (27 min) In groups, the students are told to discuss what they found to be unexpected and what they found to be predictable in the story. They are told to jot down their insights according to the viewpoint of selected representatives from their assigned role. They should use different colour stickers according to whether something is unexpected or was predictable. This task should take no longer than 15minutes. The groups are then told to present their insights. To this end, they will be directed to stick their notes on the A1 under the respective column. That is, the "Unexpected" and the "Predictable" columns. This task should take no longer than 12 minutes.
Closure	**SUMMARY** (10 min) The teacher should point out similarities between what the groups found to be "Unexpected" and "Predictable" as well as differences. Differences should be pointed out as representatives of different status and professions will find out different and interesting issues, even though they will be similar or closely related to what others see. The teacher should also then discuss about whether they felt the characters from their roles thought in a stereotypical manner and why that is.

ACTIVITY NO 3	
Title	**Nightfall Creative Presentation**
Students age range / Level of English according to CEFR	Ages 15-17 Level of English: A2.2
Type	__X__ Individually __X__ Group Thinking about problem solving questions that are raised in the book is done individually and at home. The task itself is done in class as a group.
Nature	_____ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in (subject/ grade) _____
Objectives	By following the indicated criteria in the task description and using the methodology of problem-solving strategy, students will create and present story advertisements or an evaluation tool.
Material / resources necessary	Book "Nightfall" A1 Paper with the stickers from Activity No 2 Problem Solving Method (attached) Computers with access to the internet so the students can research online and prepare their presentation on the form they prefer (e.g., Powerpoint, Prezi).
Duration	90 minutes

Description / Implementation	**INTRODUCTION** (2 min.):
	
	During a previous lesson, students are told to think about 5 or 6 problem solving questions that are raised in the book (e.g., "What is fear?" "What can a person do out of fear?" "How can a person overcome fear?" "Is science all-powerful?" "Does faith have limits?").
	
	MOTIVATION TO STUDENTS' ACTIVITY (5 min):
	
	The teacher announces the task: that students are to make a presentation to advertise the story of the book. To this end there will be a few rules and criteria that the students should follow:
	
	• The students should follow the Problem Solving Method (attached)
	• The criteria for the presentation:
	    ○ The presentation's title;
	    ○ Slogan;
	    ○ Short presentation of the author of the book;
	    ○ Mention the problems raised in the book and the book's value;
	    ○ And during the presentation itself, the rhetoric used by the student.

	ACTIVITY (75 min)
	Students will then be split into groups of 5:
	• One group of students will be the Experts. Instead of doing a presentation like the others, their objective is the development of an evaluation tool to be used on the presentations, for instance, a table with the criteria and a scale of 1-5 would be a valid option. They will also have to evaluate their colleagues on these criteria and should be objective. In fact, we suggest the teacher themselves to pick the elements for this group as a way to make it as unbiased as possible.
	• The other groups will be doing the presentations. They should pick one of their members to be the main person responsible for one criteria and achieving said criteria, however all students are to participate in all tasks even though only one student will then do the group's presentation.
	Students will have up to 40min to create their presentations/evaluation tool and to do so they should have access to computers with internet access. Students can ask the teacher for help if they are having issues but they can't have the teacher do their work for them.
	After this each group, starting with the Experts who will present their evaluation tool, will have 10 minutes or so to do their presentation with the Experts rating their work according to their tool.
Closure	**SUMMARY** (10 min)
	The Experts will present the evaluations of the groups' presentations. This will be followed by any comments the teacher may have about the evaluations and the tool used. The teacher should then ask students how they felt regarding the questions, what they felt to be the critical issue of the book, what they think Isaac Asimov perceived as the biggest threat to humanity, and what the book encouraged them to think about.

ATTACHMENTS

What is problem-solving?

Students are presented with problems which require them to find either a scientific or technological solution. It is a student-centered strategy which requires students to become active participants in the learning process. Problem solving is a teaching strategy that employs the scientific method in searching for information.

Five basic steps of the scientific method:

1) Sensing and defining the problem;
2) Formulating hypothesis;
3) Testing the likely hypothesis;
4) Analysis, interpretation, and evaluation of evidence;
5) Formulating conclusions.

For more information: https://the-happy-manager.com/tips/problem-solving-questions/

	ACTIVITY NO 4
Title	**Nightfall Creative Presentation**
Students age range / Level of English according to CEFR	Ages 15-17 Level of English: B1.1
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) ___ _ part of curriculum in (subject/ grade) _____
Objectives	Think about word meanings, connect with characters' thoughts and feelings, ask questions possessing multiple answers, and share thoughts and ideas with one another.
Material / resources necessary	Book "Nightfall" Role Sheets (attached) Role Badges (attached) Plotting the Pyramid (attached) Note: Teachers should check the Oxford Bookworms Club Reading Circles Teacher's Guide before the task. This is completely free and helps guiding teachers implementing the activity.
Duration	55 minutes
Description / Implementation	**INTRODUCTION** (10 min.): In a previous class, the teacher should ask students to split into groups of 6. The teacher will then them that one person per group must represent one role (Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector). At this point, the teacher should explain that they will have to read the story from the point of view of their role. • Discussion Leader must read the story and prepare a couple of questions to start the discussion and then moderate said discussion; • Summarizer must read the story and write a short summary of it; • Connector must read the story and find similarities with the real world; • Word Master must read the story and find five particularly difficult words, write them down as well as their meaning, as well as their reasons to pick those words; • Passage Person must read the story and write down a few passages that they find particularly interesting and why they picked them, • Culture Collector must read the story and find cultural references and how these are similar or distinct from their own culture.

(For more information please check the Reading Circles PDF in Oxford Bookworms Club Reading Circles Teacher's Guide).

The teacher should state the Role Sheets (attached) have more information and then, after students have decided their respective roles, give the students the Role Sheets that match their role.

During the class where the activity is conducted, the students should bring their filled Role Sheets and will be given the Role Badges (attached) in the form of stickers or badges.

MOTIVATION TO STUDENTS' ACTIVITY (2 min):

The teacher should stress that all roles are important.

In the case the teacher decided to print the Role Icons as stickers, the students can keep said stickers.

The students' Plotting the Pyramids can be put up in the classroom.

ACTIVITY (35 min)

Students start discussing the book's story according to their assigned roles. They ask and answer the questions they have already prepared (as a homework assignment) and Discussion Leader moderates the activity in each circle. All students should participate and do what is indicated in their respective Role Sheets. This discussion should take around 15 minutes.

After this discussion, the teacher should give one copy of the Plotting the Pyramid (attached) to each group. The teacher will then ask groups to fill it in in regards to Nightfall (for more information please check the Expansion Activities PDF in Oxford Bookworms Club Reading Circles Teacher's Guide). They have to point out the Exposition, the Complication, the Climax, and the Resolution. They will have roughly 10 minutes to create these posters.

Finally, students will be told to present their Plot Pyramids to one another.

| Closure | **SUMMARY** (8 min) |
| | The teacher should point out similarities and differences between the students' posters and how they interpreted the book. There should be a short discussion moderated by the teacher in regards to the book's story and message |

ATTACHMENTS

Discussion Leader

STORY:_____

NAME:_____

The Discussion Leader's job is to …

. read the story twice, and prepare at least five general questions about it.
. ask one or two questions to start the Reading Circle discussion.
. make sure that everyone has a chance to speak and joins in the discussion.
. call on each member to present their prepared role information.
. guide the discussion and keep it going.

Usually the best discussion questions come from your own thoughts, feelings, and questions as you read. (What surprised you, made you smile, made you feel sad?) Write down your questions as soon as you have finished reading. It is best to use your own questions, but you can also use some of the ideas at the bottom of this page.

MY QUESTIONS:

1 _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____
___ _____

Other general ideas:

• Questions about the characters (*like / not like them, true to life / not true to life …*?)
• Questions about the theme (*friendship, romance, parents/children, ghosts …*?)
• Questions about the ending (*surprising, expected, liked it / did not like it …*?)
• Questions about what will happen next. (These can also be used for a longer story.)

Summarizer

STORY:_____

NAME:_____

The Summarizer's job is to ...

- read the story and make notes about the characters, events, and ideas.
- find the key points that everyone must know to understand and remember the story.
- retell the story in a short summary (one or two minutes) in your own words.
- talk about your summary to the group, using your writing to help you.

Your reading circle will find your summary very useful, because it will help to remind them of the plot and the characters in the story. You may need to read the story more than once to make a good summary, and you may need to repeat it to the group a second time.

MY KEY POINTS:

Main events:_____

_____

_____

_____

_____

Characters: _____

_____

_____

_____

_____

MY SUMMARY:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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PHOTOCOPIABLE

Connector

STORY: _____

NAME: _____

The Connector's job is to ...

- read the story twice, and look for connections between the story and the world outside.
- make notes about at least two possible connections to your own experiences, or to the experiences of friends and family, or to real-life events.
- tell the group about the connections and ask for their comments or questions.
- ask the group if they can think of any connections themselves.

These questions will help you think about connections while you are reading.

Events: Has anything similar ever happened to you, or to someone you know? Does anything in the story remind you of events in the real world? For example, events you have read about in newspapers, or heard about on television news programmes.

Characters: Do any of them remind you of people you know? How? Why? Have you ever had the same thoughts or feelings as these characters have? Do you know anybody who thinks, feels, behaves like that?

MY CONNECTIONS:

1 _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Word Master

STORY:_____

NAME:_____

W

The Word Master's job is to …

- read the story, and look for words or short phrases that are new or difficult to understand, or that are important in the story.
- choose five words (only five) that you think are important for this story.
- explain the meanings of these five words in simple English to the group.
- tell the group why these words are important for understanding this story.

Your five words do not have to be new or unknown words. Look for words in the story that really stand out in some way. These may be words that are:

- repeated often   • used in an unusual way   • important to the meaning of the story

MY WORDS	MEANING OF THE WORD	REASON FOR CHOOSING THE WORD
PAGE _____ LINE _____		
PAGE _____ LINE _____		
PAGE _____ LINE _____		
PAGE _____ LINE _____		
PAGE _____ LINE _____		

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Passage Person

STORY:_____

NAME:_____

The Passage Person's job is to …

. read the story, and find important, interesting, or difficult passages.
. make notes about at least three passages that are important for the plot, or that explain the
   characters, or that have very interesting or powerful language.
. read each passage to the group, or ask another group member to read it.
. ask the group one or two questions about each passage.

A passage is usually one paragraph, but sometimes it can be just one or two sentences, or
perhaps a piece of dialogue. You might choose a passage to discuss because it is:
• important   • informative   • surprising   • funny   • confusing   • well-written

MY PASSAGES:

PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE   QUESTIONS ABOUT THE PASSAGE
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE   QUESTIONS ABOUT THE PASSAGE
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

PAGE _____ LINES _____

REASONS FOR CHOOSING THE PASSAGE   QUESTIONS ABOUT THE PASSAGE
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Culture Collector

STORY:_____

NAME:_____

The Culture Collector's job is to ...

. read the story, and look for both differences and similarities between your own culture and the culture found in the story.

· make notes about two or three passages that show these cultural points.

· read each passage to the group, or ask another group member to read it.

· ask the group some questions about these, and any other cultural points in the story.

Here are some questions to help you think about cultural differences.

Theme: What is the theme of this story (for example, getting married, meeting a ghost, murder, unhappy children)? Is this an important theme in your own culture? Do people think about this theme in the same way, or differently?

People: Do characters in this story say or do things that people never say or do in your culture? Do they say or do some things that everybody in the world says or does?

MY CULTURAL COLLECTION (differences and similarities):

1 **PAGE** _____ **LINES** _____ : _____

_____

_____

_____

_____

_____

_____

_____

2 **PAGE** _____ **LINES** _____ : _____

_____

_____

_____

_____

_____

_____

_____

MY CULTURAL QUESTIONS:

1 _____

2 _____

3 _____

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Role Badges

These role icons can be photocopied and then cut out to make badges or stickers for the members the Reading Circle to wear.

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STORY TITLE _____

_____

4 Climax

This is when _____

_____

_____

This is the Climax because _____

_____

_____

3 Rising Action

The two most important points are

_____

_____

They are important because _____

_____

_____

_____

_____

CLIMAX

RISING
ACTION

2 Complication

This is when _____

This is the Complication because _____

_____

_____

RESOLUTION

EXPOSITION

COMPLICATION

1 Exposition

The important points are _____

_____

_____

_____

_____

_____

5 Resolution

This is when _____

_____

This is the Resolution because

_____

_____

_____

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BOOKWORMS CLUB READING CIRCLES TEACHER'S HANDBOOK
© Oxford University Press www.oup.com/elt
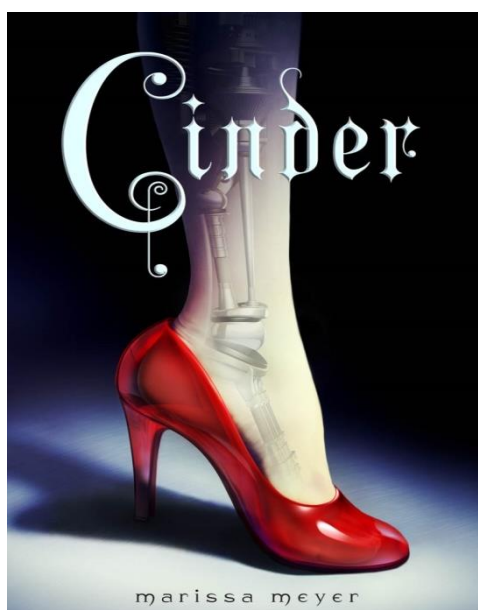
ACTIVITY NO 1	
Title	**Cinder: Stereotypes – are they the same in science-fiction and real life?**
Students age range / Level of English according to CEFR	Ages 14-18 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) _____ part of curriculum in English grade 10th to 12th; or Ethics
Objectives	Enhancing students' ability to identify and define real life stereotypes.
Material / resources necessary	Book "Cinder" Paper Pen/Pencil
Duration	90 minutes
Description /	**INTRODUCTION** (10 min.): Assess student's impressions after reading the book (Who? What? When? Why? Emotional

Implementation	moments? „Good" and „bad" characters?)
	Have students create a list of characters and their first-impression rating (positive, negative)
	MOTIVATION TO STUDENTS' ACTIVITY (10 min):
	Teacher should conduct a focused discussion asking the following questions:
	• "Why we can assess ..?"
	• "Are we sure that this is an objective ..?"
	• "Have these characters some features according which we create the assessment (e.g. sex, age, social position, style of behaviour, etc.)?"
	ACTIVITY (55 min)
	Students are told to form a group of 3-5 members, draw a character (each group will describe a different character), and find, in the book, 3-5 passages of in which the character is described by sex, age, behaviour ... etc.
	The students are told to create a "map" of features and opinions about their characters
	Groups are told to create a visual, symbolic figure of the character which shows the main stereotypes described in the book's content.
	Groups will then present their insights. Then, they will also have to define and share circumstances of situations in which stereotypes become visible.
Closure	**SUMMARY** (15 min)
	At the end, all groups through discussion, are creating their own definition of stereotypes. All students are trying to identify stereotypes presented in book and to explain whether these stereotypes are the same which they can observe in real life.
	Note: Suggestion for an extra activity for volunteers: choose one of the situations in which stereotypes appeared in the book and create the same story excluding stereotypical thinking (creative writing)

ACTIVITY NO 2	
Title	**Cinder: Stereotypes in science-fiction**
Students age range / Level of English according to CEFR	Ages 10-14 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) ___ _ part of curriculum in English grade 10th to 12th; or Ethics Note: This activity should be done prior to students reading the book
Objectives	Enhancing students' ability to identify and define stereotypes in science-fiction literature
Material / resources necessary	Book "Cinder" Copy of Book chapter 1 corresponding to Cinder Copy of Book chapter 2 corresponding to Pearl Copy of Book chapter 4 corresponding to Peony Copy of Book chapter 29 corresponding to Adri 4 large envelopes with character visit cards (attached) 4 cards with character silhouettes (attached) 4 red markers
Duration	130 minutes
Description / Implementation	**INTRODUCTION** (10 min.): Teacher should create the envelopes. One per character and with the characters' Visit cards (attached) written on them. These envelopes should include printed copies of the chapters corresponding to each character (e.g., Cinder envelope should have Cinder's visit card written on it, and have a copy of chapter 1 inside). Assess students' opinions about their favourite book characters "Who?" "What book?" "Positive / negative character?" "What are their main features?" **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): Teacher should make a focused discussion around the following questions: • Which of the characters' features – inside or outside – are" objective "? • What traits/ features of people usually judge them (e.g. gender, age, social status, behavioural style etc.)? The teacher should introduce the book "Cinder" and this activity

	ACTIVITY (50 min)
	
	Students are told to create four groups with an equal number of elements. That they will be working in these groups.
	
	Each group will then receive one envelope (random) and told to read it and try, in a few key words answer the questions:
	
	    • "Who might this character be?"
	    • "What features can they have?"
	    • "How can they behave?"
	
	The teacher will then give each group one silhouette card and tell them to write their assumptions in red on it.
	
	After this, students will be told to open the envelopes and read the Chapters of the book. They will be asked to please pick one member of their group to read the chapter aloud.
	
	Then, they will be told to describe the characters in the envelopes using words, phrases, and sentences from their respective chapters. They should do as follows:
	
	    • Enter the character's features inside the figure (quote the words, phrases, sentences from the chapter), which seem objective/factual to you.
	    • Outside of the figure quote key words, phrases or sentences from the chapter that are statements and opinions of other characters about the character.
	
	After this, groups are told to read the whole book and complete the silhouette now having the whole information and by repeating the steps above.
	
	Then, groups should present their respective character silhouettes.

Closure	**SUMMARY** (15 min) Through the discussion, all groups ended up creating their own definition of stereotypes and all students are trying to identify stereotypes in the book. The teacher should discuss this with them and also better explain what a stereotype is. Note: Suggestion for an extra activity for volunteers: choose one of the situations in which stereotypes appeared in the book and create the same story excluding stereotypical thinking (creative writing)

ATTACHMENTS

LINH CINDER

Write this in the Envelope with the Chapter for Cinder:

Female -36% cyborg,

Age around 18-19, orphan,

Has a "stepmother" (legal guardian) named Adri

Has two steps teenage sisters – Peony and Pearl.

Lives in New Beijing.

ADRI

Write this in the Envelope with the Chapter for Adri:

Woman, about 40 years old,

Widow of Garan, the man who adopted Linh Cinder,

Has two daughters Peony and Pearl,

Legal guardian of Cinder.

Lives in New Beijing.

PEARL

Write this in the Envelope with the Chapter for PEARL:

Girl, 17 years old.

Peony's older sister.

Daughter of Adria, the legal guardian of Cinder, and Garan, who died.

Lives in New Beijing.

PEONY

Write this in the Envelope with the Chapter for Peony:
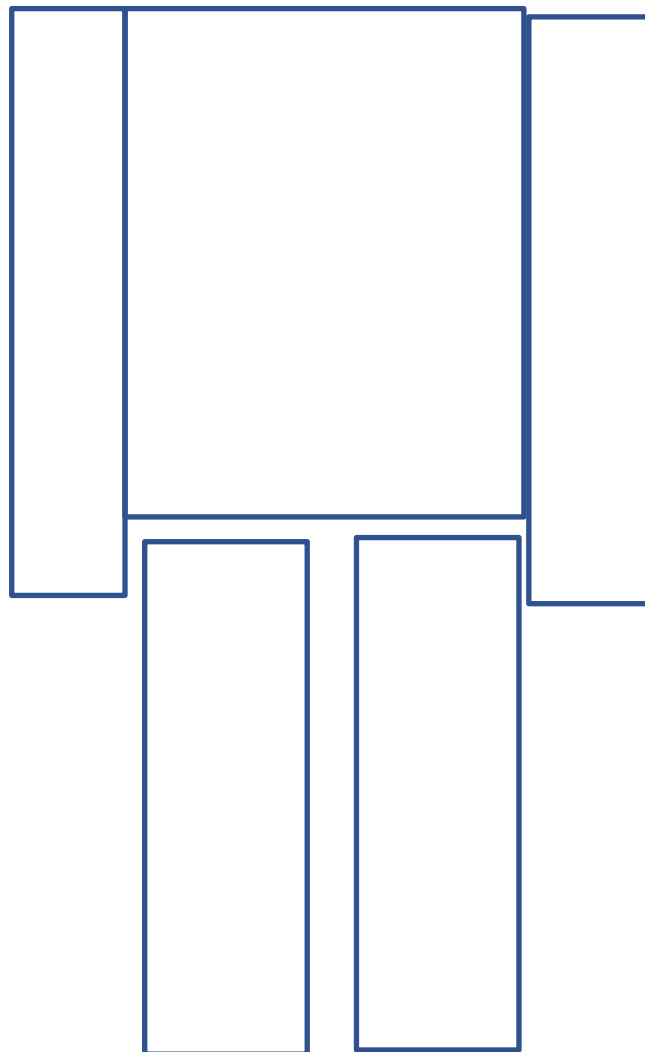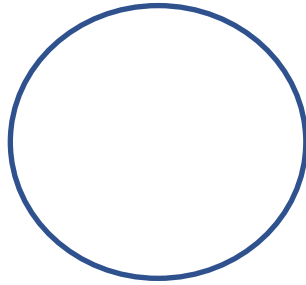
Girl, about 15 years old,

Pearl's younger sister

Daughter of Adria, legal guardian of Cinder, and Garan who died.

Lives in New Beijing.

CHARACTER SILHOUETTE

Based on visit card:

ACTIVITY NO 3	
Title	**Cinder: Friendship in Science Fiction and Real World**
Students age range / Level of English according to CEFR	Ages 14-18 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence _____ on their own and presented after __X__ extra activity (homework) ___ _ part of curriculum in English grade 10th to 12th; or Ethics Note: This activity should be done prior to students reading the book
Objectives	Explanation of the mechanism of creating stereotypes; Creating students' ability to identify stereotypical thinking in personal and others' opinions
Material / resources necessary	Book "Cinder" List of sentences (attached) 1 copy of each of the following parts of the book with the name "Cinder" blurred/blackened out: - Chapter 1: From the 1st to the 36th paragraph (not included); - Chapter 1: From the 36th paragraph to the end of the chapter; - Chapter 8: All pages; - Chapter 25: From the 16th to the 34th paragraph; - Chapter 27: From the 4th paragraph to the end of the chapter; - Chapter 37: From the 24th paragraph to the end of the chapter Decision tree scheme (attached) Visual scheme of association in social perception (attached)
Duration	90 minutes
Description / Implementation	**INTRODUCTION** (5 min.): Quiz "Please guess, who I have in my mind" Teacher will show/write on the board the List of sentences (attached). These sentences describe "Friend". Teacher will help the students guess that the answer is "Friend". **MOTIVATION TO STUDENTS' ACTIVITY** (10 min): Teacher should make a focused discussion around the following questions: - What makes some people seem attractive to us? - What is happen if the person who is for us 'attractive' has not features describing 'friend'?

- How do we know that this person is or is not a candidate for our friend?

The teacher should introduce the book "Cinder" and this activity

ACTIVITY (50 min)

Split the students into 6 groups of 3 to 5 elements each. The teacher will tell them that the students will be handled excerpts of a book regarding characters that the teacher believes would be good friends for the students. The teacher will tell them that they are to read the texts they will be handled and with the information there, answer the following:

- Assess whether the character's actions/decisions/behaviours were "correct"
- Imagine that you are residents of New Beijing and function in the reality described in the fragment of the book you read. Then, based on the analysis and assessment of behaviour you just made, what do you think are the chances that the character would become your friend?
- Defend your decision using the Decision Tree scheme (attached).

Each group receives one of the copies. They will all, unknowingly, be describing the same character: Cinder.

After the groups finish their arguments about whether Cinder would become their friend, they will present their decision to everyone. The teacher will then debrief the students that they all were describing the same character and that she was the heroine of the story and named Cinder. The teacher should ask them the following question: "You all assessed the same person. Why were your decisions similar or different from one another?"

The teacher will show students the Scheme of Association in Social Perception (attached) and will explain to the students how they, unknowingly, might have used it in their assessment of Cinder.

| **Closure** | **SUMMARY** (20 min) |

Students should try to:

- Identify chains of associations in their decisions regarding Cinder as a friend;
- Explain "How can we avoid biases and pay better attention to opposing arguments to our associations?"

The teacher should then mention that cognitive biases are common and with work and focus people can avoid making biased judgements by paying more attention to opposing arguments/viewpoints.

Note: Suggestion for an extra activity for volunteers: read the book „Cinder", try to identify and describe chains of associations connected with other characters (written or graphic work)

ATTACHMENTS

LIST OF SENTENCES

I trust this person.

This person always listens carefully to what I say.

This person never lied to me.

This person is always ready to give me good advice.

This person is someone I like very much.

I am willing to change my opinions for this person.

I like to spend time with this person.

This person always wishes me to be successful.

I am willing to do almost everything for this person.

This person is always willing to help me in times of need.

This person is honest and makes me want to be honest as well.

This person is loyal.

This person forgives me no matter what I do and always tries to help me even when they don't know how.

This person is a partner to me, not a leader or a follower.

DECISION TREE SCHEME

What is our knowledge and opinion about this person?		
What we know about the candidate?	*Attractive for us*	*Not attractive for us*
Sex:		
Age:		
Nature:		
Religion:		
Family:		
Friends:		
Behaviour:		
Facts from book:		
Other details:		
Final decision:		

DECISION TREE SCHEME

What is our knowledge and opinion about this person?		
What we know about the candidate?	*Attractive for us*	*Not attractive for us*
Sex:		
Age:		
Nature:		
Religion:		
Family:		
Friends:		
Behaviour:		
Facts from book:		
Other details:		
Final decision:		

The individual is faced with a situation (e.g., meeting a new person)

↓

They have mental categories, created through previous experiences, assigning attributes or characteristics to certain social groups (e.g., sex, gender, age, nature, religion etc.)

↓

This scheme is activated by generalization, without specificity, and those characteristics are attributed to the individual analysed regardless of their personal traits and whether they might not fit these generalizations

↓

The stereotype scheme emerges

ACTIVITY NO 4

Title	**Cinder: Is it really only Science Fiction?**
Students age range / Level of English according to CEFR	Ages 14-18 Level of English: A2.2
Type	_____ Individually __X__ Group
Nature	__X__ in teacher presence __X__ on their own and presented after __X__ extra activity (homework) ___ __ part of curriculum in English grade 10th to 12th; or Ethics
Objectives	Students understand the mechanics of creating stereotypes. They are able to identify stereotypical thinking in their personal as well as others' opinions
Material / resources necessary	Book "Cinder"
Duration	3 months, 4 meetings (45-90 minutes)
Description / Implementation	**INTRODUCTION** (5 min.): A multi-stage activity planned for about 3 months, including time for students' own work outside the classroom. The main idea is to find an "Alter Ego" of the heroes in real life and assess them according to facts, not by personal or popular opinions. **MOTIVATION TO STUDENTS' ACTIVITY** (5 min): The class is divided into 6 groups (or more). Each of the groups works on one character from the book: - Cinder - Prince - Doctor - Queen - Prince's Advisor - Stepmother (more/others if necessary) The posters created by the students can be put up in the classroom. **ACTIVITY** (3 months): Each group develops the characteristics of one character based on all information contained in the book. The characteristics must include:

- Facts, organized according to the following categories: race, sex, age, occupation, origin, social class, health, religion, social role, subculture membership, appearance;
- Behaviour, features, and habits descriptions
- Personality traits with an indication about what information/behaviours have been established and what is their source;
- Opinions about the character, attitudes other book characters have towards this character.

They will then be shown the following statements and asked to do something similar in regards to their character:

- They are sensitive/ not sensitive because ...
- They are smart / not smart because ...
- They are honest/ dishonest because ...
- They are ... because ....

After creating a character card based on this technique of incomplete sentences, the students are to create a poster with a symbolic "hero" and present their characteristics.

Then, students are to create a list of possible real life equivalents/"alter egos" to the characters. These real life equivalents should be searched for in people that work/are in the public sphere (e.g., celebrities, politicians, etc.). This alter should be picked whilst taking into account the following criteria:

- Being well-known (on a national or international scale);
- Their behaviour/actions/work must affect the situation of other people;

The groups will have some time to decide on their choice and then will have 2 weeks until they have to present their work. They are told to pay attention to the fact that their choice of real life equivalent should show the same characteristics they put in their character card.

The students are to refer to public information (media, academic articles, books, etc.) to find information. This information will serve to corroborate their choice and they should pick sources no older than 12 months. It is also important for students to do some fact-checking to see whether their sources of information are reliable. The students will then create new character cards with the same traits but now corroborated by different information (e.g., if they had before "She is kind because despite everything that happened she treated everyone with kindness" they can then have "He was kind because he risked his life saving a person from a house fire". As you can see the trait is the same, only the reasoning was changed).

At this point the students should inform the teacher of their choices of real life equivalents and the teacher will prepare cards with stereotypical opinions such as:

- She is caring because she is a woman.
- He is honest because he is a lawyer.
- He is good because he is Christian.
- He is well mannered because he comes from a "good family".
- He is dishonest because he grew up in a pathological environment.
- She is backwards because she grew up in the countryside.
- Etc.

These cards will then be used in the next activity class.

In the next class, students will do a short presentation of their posters, after which there will be a short discussion comparing the heroes and the groups pick of real life counterparts. The aim of this task is to highlight the features/facts that connect both profiles and identify differences (these elements should be marked in different colours on the posters).

After the presentations, the teacher reads the stereotypical statements they have created and has students assign them or not to their choice of real life alter. Groups should take note of their respective answers. The students are then given two more weeks to now do a long-term analysis of their choice including:

- Infancy (0 to 4 years of age), Childhood (5 to 12 years of age), and Adolescence (13 to 17 years of age)
- Emerging Adulthood (18 to 29 years of age)
- Adulthood (Over 30 years of age)

The students should do the analysis of the person in a new poster and now divide said poster into the different periods of time. They should only include the facts and features that weren't previously described on the first character poster. The students will then re-evaluate the person as good/bad.

The students will then, in class, present their new posters and discuss the changes they did to their character assessment and why. At this point the teacher should show the stereotypical sentences once more and assess the groups' responses.

The total score of the character now, should be contrasted with their previous score. The teacher should point out to the students whether there are differences and how having a broader context about a person can change their opinion about said person. The teacher should also comment on the use of stereotypes and what role these played in the person's assessment by the groups'. Then the teacher will ask students how is one able to create an objective assessment of a person and give them homework one last time.

This time the teacher must ask students to pick one of their group members to get in character as their hero, and the rest will act as journalists in a press conference interviewing the other groups' heroes.

- The information gathered about their "hero" will be helpful to prepare for possible questions and whilst students are not allowed to lie or change facts, they can imagine why the hero acted in one way or another, and also imagine new situations and the hero's reaction to them.
- As for preparing the journalists, they should have paid attention to other groups' presentations and with that information built possible questions and dilemmas to ask the other groups' heroes.

In the next class, the students are told each of the heroes will have 10 minutes in which the journalists will ask questions.

The teacher should establish the following rules:

- Each group is responsible for their hero's press conference;
- Each group picks a person to act as a moderator in their press conference;
- Journalists from one group can't ask their own hero questions;
- There is a veto system: Each person in the room will have a red card they can use to

	deny one question used to strengthen stereotypes. Any participant can veto any question, even if it doesn't involve one's group or hero. The press conferences will then start.
Closure	**SUMMARY** (30 min) After the end of the press conferences, the students are to participate in a free discussion moderated by the teacher. Its aim is to give students time to reflect on what they have learned whilst working on the project (not only are skills and knowledge taken into account but also showing the ability to reflect on changing one's beliefs or attitudes).

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