



## **STEREOTYPES & SCIENCE FICTION**

# StereoSciFi Activities Suitcase v.1



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication only reflects the views the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## **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

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**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



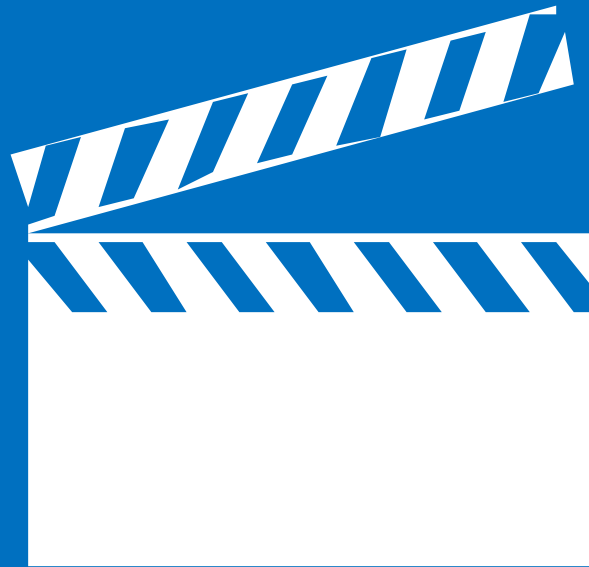
friendly triangle?', a school competition using creative writing, based on the film.

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.



# FILMS

# ACTIVITIES



FILM 01 – DIVERGENT



Activity No 1	
Title	DIVERGENT MOVIE QUESTIONNAIRE
Type	Individually
Nature	In teacher presence; extra activity
Objectives	Assess the student’s understanding of the movie’s story and the themes it approaches
Resources necessary	Questionnaire sheet, pen OR Kahoot App
Duration	10 minutes
Description / Implementation	<p>After a viewing of the film, preferably in class, the students will be given 10 minutes to answer a printed questionnaire / Kahoot contest regarding the movie.</p> <p>The questionnaire will be comprised of 14 questions: (correct answers marked with *)</p> <p><b>01. "Divergent" takes place in a dystopian post-apocalyptic version of what city?</b></p> <p>Los Angeles New York City Newark <u>Chicago *</u></p> <p><b>02. In "Divergent", society is divided into how many factions?</b></p> <p>Four Six <u>Five *</u> Seven</p>



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

Race

Religion

Age

Virtues \*

**04. What do each of these factions do?: Erudite, Amity, Abnegation, Dauntless, and Candor.**

Erudite is the peaceful; Amity, the brave; Abnegation, the honest; Dauntless, the peaceful; Candor, the intelligent

Erudite is the intelligent; Amity, the peaceful; Abnegation, the selfless; Dauntless, the brave; Candor, the honest \*

Erudite is the brave; Amity, the selfless; Abnegation the intelligent; Dauntless the honest; and Candor the peaceful.

Definitely none of these

**05. What is the name of the group or groups of people that live in poverty?**

Destitute

Outcast

Indigent

Factionless \*

**06. To which faction does Beatrice's family belong?**

Abnegation \*

Dauntless

Erudite

Candor

**07. Citizens undergo a serum-based aptitude test at what age?**

14 Years Old

16 Years Old \*

15 Years Old

18 Years Old

**08. In the story, what is Beatrice's result when she takes the test that will show which faction she is made for?**

Divergent \*

Amity

Erudite

Abnegation

**09. What faction does Beatrice choose?**

Dauntless \*

Erudite

Abnegation

Candor





**10. What are the names of Beatrice's friends?**

Bill and Bea

Christina and Will \*

Kristine and Bill

Will and Andrea

**11. When you arrive at your new faction - if you have chosen a new faction - you can choose a new name for yourself. What new name did Beatrice choose?**

Trix

Tris \*

Trish

Missy

**12. Beatrice falls in love.**

True \*

False

**13. Beatrice has a brother. Later on in the story, she has to see her brother again. What faction did her brother choose?**

Abnegation

Amity

Erudite \*

Candor

**14. How does "Divergent" end?**

Beatrice's parents die and she ends up dying with her boyfriend beside her

Beatrice's parents die and she must fight to stop the growing evils in her country \*

Beatrice and her brother end up becoming Abnegation and their family lives together forever

Beatrice and her brother are killed

**Closure**

After the students fill in their questionnaires, the teacher will collect them and analyse the answers, preparing the second activity.



<b>Activity No 2</b>	
<b>Title</b>	DIVERGENT MOVIE QUESTIONNAIRE DISCUSSION
<b>Type</b>	Individually
<b>Nature</b>	In teacher presence; extra activity
<b>Objectives</b>	Assess the student's understanding of the movie's story and the themes it approaches, stimulate debate
<b>Resources necessary</b>	Answered and corrected Questionnaire sheet
<b>Duration</b>	40 minutes
<b>Description / Implementation</b>	<p>With the answered questionnaire sheet the teacher will promote a debate between the students regarding the movies story and themes, inducing the students to think on the underlying stereotypes present.</p> <p>Questions that the teacher may ask should include:</p> <p>Does the way the city is organized by faction make sense to you?</p> <p>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?</p> <p>In your day-to-day life, can you break down everyone's job into one of the five factions?</p>
<b>Closure</b>	Make a reference to the importance of having these issues



<b>Activity No 3</b>	
<b>Title</b>	DIVERGENT MOVIE FACTIONS
<b>Type</b>	Group
<b>Nature</b>	Homework
<b>Objectives</b>	To get the students do 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
<b>Resources necessary</b>	Computer, Internet, PowerPoint
<b>Duration</b>	1 week project
<b>Description / Implementation</b>	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.
<b>Closure</b>	After each of the presentations, or after all of them, the class will be asked to think on the faction that was created and how and why it was created like it was presented, this exercise will make the students realize the usage of stereotypes in our everyday thinking



FILM 02 – WHAT HAPPENED TO MONDAY



Activity No 1	
Title	ROLES
Type	___ Individually <input checked="" type="checkbox"/> Group
Nature	<input checked="" type="checkbox"/> in teacher presence    ___ on their own and presented after <input checked="" type="checkbox"/> extra activity ___ part of curriculum in (subject/ grade) _____
Objectives	Work on gender and looks stereotypes. Make aware about our gender prejudices.
Material / resources necessary	The film Pictures of each of the sisters A piece of paper.
Duration	50 minutes
Description / Implementation	We will use the 'spinning paper technique'. Each group will have the picture of one of the sisters. For 5 minutes they will write about the role of that sister. Afterwards, they will go to another group with another picture and so on until all the groups write about the 7 sisters. (see attachentes)
Closure	All the students in the class talk about the roles, if they have to do with the looks and if there are gender stereotypes involved.



Activity No 2	
<b>Title</b>	DIALOGUE IN THE LIFT
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence <input type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Work on gender and looks stereotypes. Make aware about our gender prejudices.
<b>Material / resources necessary</b>	The film, viewing of the part that takes place in the lift. Transcription of the dialogue. Paper with the questions about the elevator scene.
<b>Duration</b>	50 minutes
<b>Description / Implementation</b>	We will view the part of the film where there is a dialogue between Yerri and Karen (Monday) in the lift. Afterwards, each one will read the transcription of the dialogue and answer the comprehension questions. Then, they will try to think out another dialogue taking into account that the characters are two men. (see attachments)
<b>Closure</b>	With the whole group, comment on the analysis made of the dialogue and play aloud the new dialogue.



<b>Activity No 3</b>	
<b>Title</b>	CHANGE THE END OF THE FILM
<b>Type</b>	____ Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence    ____ on their own and presented after <input checked="" type="checkbox"/> extra activity ____ part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Work on gender and looks stereotypes. Make aware about our gender prejudices.
<b>Material / resources necessary</b>	The film Mobile phones Computer, projector A piece of paper.
<b>Duration</b>	100 minutes (2 sessions)
<b>Description / Implementation</b>	Try to imagine a different end for the film and make a short video -10 minutes long -where the new ending is shown. In this ending gender, looks stereotypes and/or prejudices against minorities have to appear. How would you change the story? Think first on the new ending, then think a dialogue for the scene, the characters and the scenery. (1 <sup>st</sup> session) (see attachments)
<b>Closure</b>	Project all the videos created and comment with the group how the stereotypes have been solved. (2 <sup>nd</sup> session)



FILM 03 – IN TIME



Activity No 1

<b>Title</b>	Stereotypes and time in film “In Time”
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> In teacher presence <input type="checkbox"/> On their own and presented after <input type="checkbox"/> Extra activity <input checked="" type="checkbox"/> Part of curriculum in <b>English/8<sup>th</sup> grade</b>
<b>Objectives</b>	Understand a part of a film Talking about stereotypes and time Encouraging students to join in a discussion Developing students’ English listening, reading and writing skills
<b>Material / resources necessary</b>	<b>Computer and multimedia or tablets, Ted-ed lesson</b> <a href="https://ed.ted.com/on/hROGuEVg">https://ed.ted.com/on/hROGuEVg</a> Notes
<b>Duration</b>	45 min



<p><b>Description / Implementation</b></p>	<p>The activities in this lesson plan (<b>see above “Ted-ed lesson”</b>) will engage learners in learning English from the film through discussion and practice. Students will discuss about stereotypes and time in people’s life. They will give their opinions about stereotypes of age and social life, and saving or wasting of their time. Students will watch and answer the questions of the part of the film. After watching, they will discuss some questions related to their lives. Finally, they will write 10 tips how to save their time. These activities let students think about stereotypes and time in their lives.</p>
<p><b>Closure</b></p>	<p>By watching the film and answering the questions, students should be encouraged to think critically and to perceive and identify the stereotypes, which are suggested in the film. In the lesson, there are developed different skills such English listening, reading and writing skills as well as communication, collaboration, information selection and critical thinking skills.</p>





Activity No 2	
Title	Detailed Review of film “In Time”
Type	<input checked="" type="checkbox"/> Individually <input type="checkbox"/> Group
Nature	<input checked="" type="checkbox"/> In teacher presence <input checked="" type="checkbox"/> On their own and presented after <input type="checkbox"/> Extra activity <input checked="" type="checkbox"/> Part of curriculum in <b>English/8<sup>th</sup> grade</b>
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	Computers or tablets, Edpuzzle lesson <a href="https://edpuzzle.com/join/tisucta">https://edpuzzle.com/join/tisucta</a> , teacher’s notes. <i>Guide „How to enter to Edpuzzle lesson“:</i> <a href="https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UWhv/view?usp=sharing">https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UWhv/view?usp=sharing</a>
Duration	Four lessons - 180 min (45 min/ 45 min/45 min/45 min)
Description / Implementation	The activities in this lesson plan will engage learners in learning English from the film through discussion and practice. Firstly, students will do <b>pre-watching discussion</b> about parts of the film. They will <b>talk about kinds of films they like</b> or prefer watching? <b>What do they expect to see in next part?</b> Then, students will <b>watch and answer the questions of the part of the film</b> . After watching, they will <b>discuss about what they have seen</b> . These activities let students understand some scenes from a film, describe what they have seen and improve their listening and speaking skills.
Closure	Students will improve their listening and speaking skills as well as critical thinking and problem solving and digital competences.



Activity No 3	
<b>Title</b>	Discussion about the film “In Time” and stereotypes through games
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> In teacher presence <input type="checkbox"/> On their own and presented after <input type="checkbox"/> Extra activity <input checked="" type="checkbox"/> Part of curriculum in <b>English/8<sup>th</sup> grade</b>
<b>Objectives</b>	Developing knowledge about stereotypes Promoting communicative competence Increasing learning motivation Encouraging creative and spontaneous use of English
<b>Material/ resources necessary</b>	Computers or tablets for tasks: <a href="https://www.jigsawplanet.com/?rc=play&amp;pid=21ce9f475323">https://www.jigsawplanet.com/?rc=play&amp;pid=21ce9f475323</a> <a href="https://www.jigsawplanet.com/?rc=play&amp;pid=36492a392f61">https://www.jigsawplanet.com/?rc=play&amp;pid=36492a392f61</a> <a href="https://www.jigsawplanet.com/?rc=play&amp;pid=0e380be97dde">https://www.jigsawplanet.com/?rc=play&amp;pid=0e380be97dde</a> <a href="https://www.jigsawplanet.com/?rc=play&amp;pid=195f3f6d8232">https://www.jigsawplanet.com/?rc=play&amp;pid=195f3f6d8232</a> Teacher’s notes; Multimedia and mobile phones for Kahoot game; <a href="https://play.kahoot.it/#/k/8e81b7fe-79e5-4574-b97b-37293c9966b5">https://play.kahoot.it/#/k/8e81b7fe-79e5-4574-b97b-37293c9966b5</a>
<b>Duration</b>	45 mins
<b>Description / Implementation</b>	The activities in this lesson plan will engage learners in learning and speaking English through games. Firstly, students will do puzzles to find out the object of <b>discussion about stereotypes</b> . They will talk about some <b>kinds of stereotypes</b> . Then, students will play Kahoot game for <b>evaluation of previous lessons</b> . After playing, they will discuss what they have learnt and improved. These activities let students understand some kinds of stereotypes and students will improve their listening, speaking skills and motivation of learning language through games.
<b>Closure</b>	Students will learn more about stereotypes also improve their listening and speaking skills as well as critical thinking and problem solving and digital competences through games.



FILM 04 – VALERIAN AND THE CITY OF THE THOUSAND PLANETS



VALERIAN AND THE CITY OF A THOUSAND PLANETS: Activity No 1

<b>Title</b>	<i>„Laureline, you are the girl, you cannot fight”</i>
<b>Type</b>	Individually; Group work
<b>Nature</b>	In teacher presence; extra activity <i>Note: Students being the „parties” during debate watched this film before event. We should invite to this event other school teams who watched or did not watch the film</i>
<b>Objectives</b>	Creating student’s ability for formulating arguments free from stereotypical thinking
<b>Resources necessary</b>	Film (CD), multimedia projector
<b>Duration</b>	90 minutes 45 minutes
<b>Description / Implementation</b>	<p>INTRODUCTION (10 min): Creating the map of „heroes”, their general value (positive, negative) and interesting quotes from the film</p> <p>Students’ first impression, short discussion referring to the film, creating the map on the board</p> <p>The key quote: „You are the girl, you can not fight” (basic thesis for the Oxford debate)</p> <p>PREPARING TO OXFORD DEBATE (20 min):</p> <p>1. TEACHER PRESENTATION: STUDENTS TASKS AND RULES OF DEBATE (5 MIN)</p> <p>The task of the debate is to discuss the thesis between two groups: 1/ opponents of the thesis and 2/ advocates.</p> <p>The debate is chaired by the 3/ Marshal who conducts the discussion and watches over the rules.</p> <p>He has to help the 4/ Secretary watches over the time and the order of the statements.</p> <p>They learn about which side they want to talk about right before the debate begins (the draw).</p> <p><b>Main rules:</b> In the Oxford debate, it is strongly forbidden to insult or mock Speakers of the opposing party and all other non-cultural behavior.</p>



	<p>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</p> <ol style="list-style-type: none"> <li>ELECTION OF BODIES (3, 4, 5), the draw of „parties” (1 and 2) (5 min)</li> <li>„PARTIES” CONSULTATION, WATCHING SCENES FROM THE FILM (FOR AUDIENCE), CLASSROOM LAYOUT (10 MIN)</li> </ol> <p>Classroom layout:</p> <p>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.</p> <p>OXFORD DEBATE (60 min):</p> <p>Vote:</p> <p>3 votes: 2 for the thesis - in support of the main thesis discussed, and one vote for the winner of the debate.</p> <p>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.</p> <p>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.</p> <p>The third - the most important - voting, in which the Jury and the Audience will indicate the winner of the debate.</p> <p>The audience vote for the thesis by raising hands, and for the winning team by casting a voice in the appropriate color (YELLOW - FOR, BLUE - AGAINST) to the basket distributed by the Secretary. The jury assesses the groups based on the Scoring Card.</p> <p>SUMMARY (45 min):</p> <ol style="list-style-type: none"> <li>Impressions of the students after the debate (10 min)</li> <li>Creating the map of the most important (FOR &amp; AGAINST) memorized arguments from the debate (group work), short inter-group analysis (15 min)</li> <li>Looking for stereotypes included in analysed arguments (group work) (10 min)</li> </ol> <p>Teacher presents before this task definition and typology of stereotypes (on the table, without some special explanation)- <i>attachment 1 in this table</i></p> <ol style="list-style-type: none"> <li>Conclusion - how many stereotypes were include in arguments? (5 min)</li> </ol> <p>EXTRA WORK FOR VOLUNTEERS:</p> <p>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</p>
<p><b>Closure</b></p>	<p>Students try to explain “<i>Why „the argument” includes stereotypes?</i>”</p>
<p><b>Attachment 1</b></p>	<p>DEFINITION OF STEREOTYPES (optional):</p> <p>“A widely held but fixed and oversimplified image or idea of a particular type of person or thing”</p> <p>Source: Oxford Dictionary, <a href="https://en.oxforddictionaries.com/definition/stereotype">https://en.oxforddictionaries.com/definition/stereotype</a></p> <p>“It is a fixed, over generalized belief about a particular group or class of people.”</p> <p>Source, Cardwell (1996), follow by McLeod, S. A. (2015). Stereotypes. Retrieved from <a href="http://www.simplypsychology.org/katz-braly.html">www.simplypsychology.org/katz-braly.html</a></p> <p>“Beliefs or expectations about characteristics associated with a group of people, often based on ethnicity, religion, race, age, sex, etc.”</p>



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	



<b>VALERIAN AND THE CITY OF A THOUSAND PLANETS: Activity No 2</b>	
<b>Title</b>	<i>„School- my City of a Thousands Planets”- Social Game</i>
<b>Type</b>	Group work
<b>Nature</b>	In and out of school; extra activity <i>Note: Students (classes) being the member of the game watched this film before event. In the game teachers are also active</i>
<b>Objectives</b>	Creating student’s understanding the ,conflict’ between an opinion containing stereotypes and an objective opinion; Added value: Integration of school society
<b>Resources necessary</b>	Sociometric test, “Alfa Station Plan”
<b>Duration</b>	1 month
<b>Description / Implementation</b>	<p>MAIN RULES AND THE SCHEME OF THE GAME</p> <ol style="list-style-type: none"> <li>1. The game is divided into two parts (each lasts about 2 weeks)</li> <li>2. First part, all classes involved: <ul style="list-style-type: none"> <li>• collect information about themselves: relationship, 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 (<i>typical used in your country</i>)</li> <li>• on the basis of collected information they ,locate’ themselves on one of the planets, whose inhabitants they met in the film</li> <li>• of the teachers who teach them, 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).</li> </ul> </li> <li>3. Second part, in the draw they 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</li> <li>4. The final of the game is a meeting in a large space 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. ....</li> <li>5. During the game, it’s "secretary" applies the final location of classes to the paper board of the Alpha station</li> </ol>
<b>Closure</b>	The Peace Council (school governor) announces the results of the game: Everyone is "winners" - the classes know their strengths, can help other classes, they know how to collect objective information, ..... <b>the school is the city of a thousand planets</b>



**VALERIAN AND THE CITY OF A THOUSAND PLANETS: Activity No 3**

<b>Title</b>	<i>„Love, personal features and others’ opinion- is it a friendly triangle?”- school competition</i>
<b>Type</b>	Individually
<b>Nature</b>	Out of school; extra activity
<b>Objectives</b>	Creating students’ ability to understanding the conflict between own aims of theirs personal life and others’ opinion connected with stereotypical thinking
<b>Resources necessary</b>	Film „Valerian and the city of ....”
<b>Duration</b>	1-2 months as the time from announcement of the competition to submitting works
<b>Description / Implementation</b>	<p><b>RULES OF THE COMPETITION</b></p> <p><b>I. OBJECTIVES OF THE COMPETITION</b></p> <ol style="list-style-type: none"> <li>1. Improving knowledge about social relations</li> <li>2. Getting to know one's own interpretation skills of the art of the film</li> <li>3. Improving native speech through the creative process</li> </ol> <p><b>II. PARTICIPATION IN THE COMPETITION</b></p> <ol style="list-style-type: none"> <li>1. Students from the age of 18 may participate in the competition.</li> <li>2. Participation in the competition provides students with submitting the competition work in the time and form specified in these regulations.</li> <li>3. Each participant of the competition may submit 1 literary work in each of the categories described in the regulations, nowhere else unpublished and not awarded in other competitions.</li> </ol> <p><b>III. TOPICS OF COMPETITION WORKS</b></p> <ol style="list-style-type: none"> <li>1. The competition work must be related to the theme of the competition and at the same time based on the content of the film "Valerian and the city of a thousand planets".</li> <li>2. The author's task is to answer the question contained in the topic, using: a / analysis of film characters: Valerian (his features), Laureline (her features and the theme of love between them), two key leaders of the Alpha Station and the artist Bubble (their features and opinions on the main characters) b / locate one of these characters and, from its perspective, lead a creative narrative c / find an analogy to the other characters in "today's" life c / answer the question in the topic by creating a statement in the "scenario" or "storytelling" genre.</li> </ol> <p><b>IV. CRITERIA FOR THE EVALUATION OF COMPETITION WORKS</b></p> <p>Compatibility with the theme of the competition; 2. Originality of the presented content; 3. Literary values</p> <p><b>V. EVALUATION OF COMPETITION WORKS</b></p> <p>Two-stage work evaluation:</p> <ol style="list-style-type: none"> <li>1 / Students' works will be evaluated by a 5 persons' jury (scale of max. 60 points), whose are announced below.....</li> <li>2 / Works rated at least 30 points will be presented anonymously on the website (<a href="http://www.love&amp;stereotypes.org.eu">www.love &amp; stereotypes.org.eu</a>) for each published on the page storytelling / scenario the whole school community can vote by awarding points on a scale from 1 to 10. Author of the storytelling/ scenario, which will receive the most points will be the winner of Internet users.</li> </ol> <p><b>VI. SCHEDULE OF THE COMPETITION</b> .....developed by organizers in details</p>



## Closure

### AWARDS

1. Competition participants (in each of the two categories) who receive the first, second and third prize will receive material prizes (if possible)
2. The top 10 works in each category (in the opinion of the jury and Internet users) will be published in the form of an e-book and disseminated ..... *Somewhere*



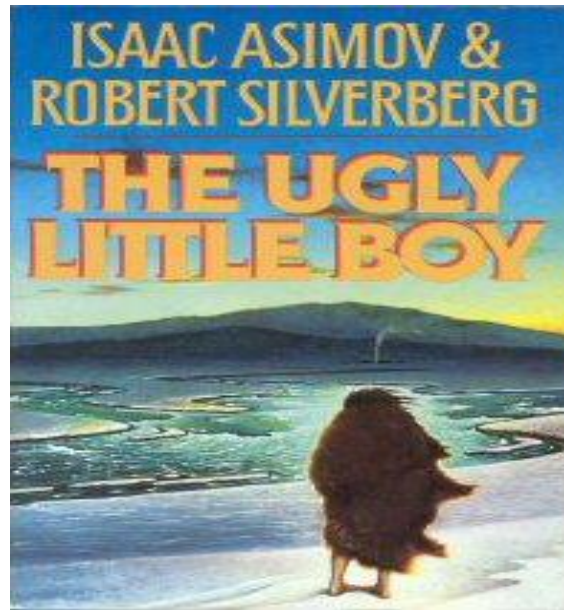


# BOOKS

# ACTIVITIES



BOOK 01 – THE UGLY LITTLE BOY



Activity No 1	
<b>Title</b>	Escape Room
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence <input type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity <input checked="" type="checkbox"/> part of curriculum in (subject/ grade) <input type="checkbox"/> Language class (English, Spanish)_
<b>Objectives</b>	Incentive to reading books, on own language or foreign language.
<b>Material / resources necessary</b>	Students need to read the book before the activity, and have copies of the book to do the activity. Teacher provides the papers of the Escape Room, and paper sheets and pens to students write the answer and give to teacher.
<b>Duration</b>	5 min to give the instructions, and 60 min to perform the Escape Room.
<b>Description / Implementation</b>	<p>The students must have access to the book some time before (some weeks, one month, or other) to read the book.</p> <p>For the activity, the class must be divided into small groups – it can be done also individually.</p> <p>The teacher explains how the Escape Room works: “You have 60 min to solve the entire case and be able to escape the room. The case is based on the book. Each part of the book present you with a question; each group must decide what the right answer is, write it and hand it to teacher. If the answer is correct, the teacher provides the next chapter; if not, the group must discuss again and present new answer. The aim is that each group finishes all the parts / chapters in less than 1 hour.</p> <p>It is possible to provide some prize to the first to finish; or to all that finish before one hour.</p>



	(see attachments)
<b>Closure</b>	The teacher comments that this way all the class realizes the entire story portrayed in the book.



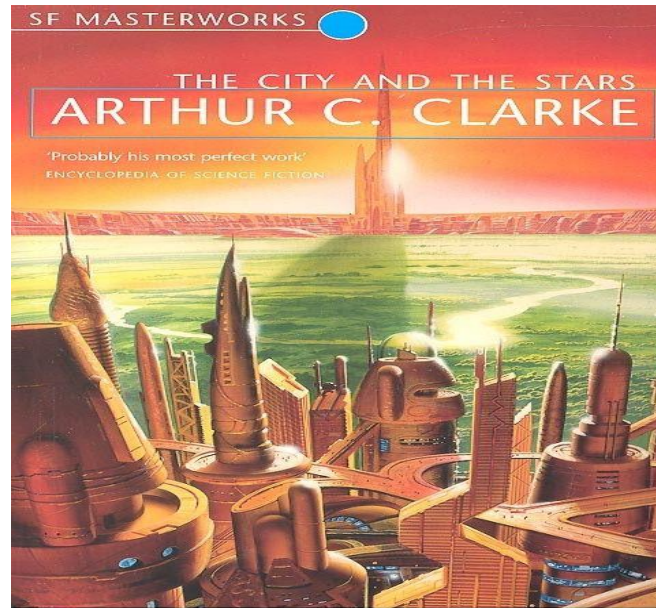
<b>Activity No 2</b>	
<b>Title</b>	Making a movie
<b>Type</b>	___ Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence <input checked="" type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity ___ part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Experiencing the story presented in the book, and realise that the story is also created by the reader
<b>Material / resources necessary</b>	Copies of the book. Mobiles to make the video. Software to edit the videos and make it a film. (cooperation with teachers of ICT, media)
<b>Duration</b>	At least one month
<b>Description / Implementation</b>	<p>The class can be divided into small group, and each group will work with one chapter.</p> <p>Each group will study the chapter and choose the best way to portray that part of the story into a movie scene. Each group can make the scene exactly as it is presented in the book, or introduce some changes such as: in chapter 1, when presenting the interviews to select the nurse to take care of Timmie, one candidate can be a man, instead of having 3 women.</p> <p>After all scenes / chapters be filmed, all must be edited and connected, so we end up with a film of the book.</p>
<b>Closure</b>	<p>The class must see the entire movie 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.</p> <p>That is part of the magic in a book – it is the vision of writes it, but also the way we read it that makes the story.</p>



<b>Activity No 3</b>	
<b>Title</b>	Debate
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence <input checked="" type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity _____ part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Make it more clear the influence of gender stereotypes in the life of a person, namely on the job. Learn how to prepare for a debate.
<b>Material / resources necessary</b>	Research material to students, such as library and computers with internet
<b>Duration</b>	One week to one month
<b>Description / Implementation</b>	<p>The class should be divided into two parts: one will defend that there are jobs for women, and jobs for men; the other will defend that any job can be done by men and women, and equally well.</p> <p>In the book we notice that the scientists working in Stasis Technologies are men, but the nurse to take care of Timmie is a woman. Also, in the Neanderthal tribe, the men were the ones that hunted, and women were the ones staying in camp and take care of children and preparing the food.</p> <p>Each half of the class must prepare for the debate; they can do it in small groups, or individually. Each group must research arguments and examples to defend their position; then must prepare a presentation to others on that arguments.</p> <p>In class, all groups / students present the arguments they prepared, and continue to discuss the thematic: is there jobs for men and women, or everybody can do anything? Why?</p>
<b>Closure</b>	Make students realise that the gender stereotypes, as with other stereotypes, although might have some basis to exist due to some characteristics of the majority of members of the group, it is not true when we consider each individual. Therefore, we cannot make assumptions or act to one person according to a stereotype, we must try to know better the individual and act accordingly.



BOOK 02 - THE CITY AND THE STARS



Activity No 1

<b>Title</b>	Draw to the main character
<b>Type</b>	___ Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence    ___ on their own and presented after <input checked="" type="checkbox"/> extra activity ___ part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Work on gender and looks stereotypes. Make aware about our gender prejudices.
<b>Material / resources necessary</b>	The book Cardboard Coloured pencils
<b>Duration</b>	50 minutes
<b>Description / Implementation</b>	In groups, the students have to draw the main character, taking into account the description in the book. At the end, each group explains why they draw the main character that way.
<b>Closure</b>	Note the differences and resemblances among the groups, and note the gender and looks stereotypes appeared.



Activity No 2	
<b>Title</b>	THE PERFECT BEAUTY
<b>Type</b>	<input type="checkbox"/> X Individually <input type="checkbox"/> X Group
<b>Nature</b>	<input type="checkbox"/> X in teacher presence <input type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Work on stereotypes about looks. Make aware about our prejudices on physical appearance.
<b>Material / resources necessary</b>	A piece of paper. Adhesive note pads and a pen.
<b>Duration</b>	50 minutes
<b>Description / Implementation</b>	Individually, students note down what characteristics and features a man and a woman with a 'perfect appearance' have to fulfill. (10 minutes) They choose one or two characteristics for a woman and for a man and write them on different pieces of adhesive paper. Afterwards, one by one, they say aloud what they have written to share it with the whole class and post it on the board, where there is a column for women and another for men. (15 min). When all students have posted their notes, they see if there are features that are repeated or not and why this can be. (10 minutes) (see attachments)
<b>Closure</b>	The whole group discusses about what is beauty and if there is any stereotype 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. (15 minutes)

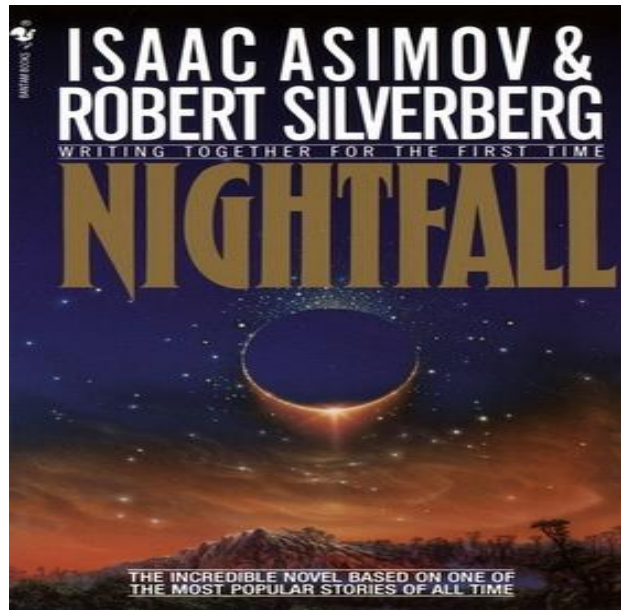


<b>Activity No 3</b>	
<b>Title</b>	ALYSTRA
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input type="checkbox"/> Group
<b>Nature</b>	<input type="checkbox"/> in teacher presence <input checked="" type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Work on gender stereotypes. Make aware about our gender prejudices.
<b>Material / resources necessary</b>	Extract from book (Chapter 7) A piece of paper and pen.
<b>Duration</b>	55 minutes
<b>Description / Implementation</b>	Individually, students reread chapter 7 paying attention to the description made of Alystra at the end of it. Note down her characteristics taking into account the description made. After 30 minutes, students gather in groups of 3-4 for 10 minutes and share their notes and opinions and discuss whether there are gender stereotypes involved.
<b>Closure</b>	The whole group discusses the ideas gathered and the stereotypes found. (15 minutes)





BOOK 03 – NIGHTFALL



Activity No 1

<b>Title</b>	<b>STEREOTYPICAL IMAGES AND BEHAVIOURS</b>
<b>Type</b>	___ Individually    ___ Group <u>X</u> Pair work
<b>Nature</b>	<u>X</u> In teacher presence    ___ On their own and presented after    ___ Extra activity <u>X</u> Part of curriculum    in <b>ESL and Ethics - 10<sup>th</sup> grade or 2<sup>nd</sup> year</b> in Gymnasium (En-Lt)
<b>Objectives</b>	While watching a video, students will be able to identify the stereotypes of several European countries. Working in pairs, students will produce their own map of Europe. Working in pairs, students will be able to identify the stereotypical behaviour models prevailing in the novel “Nightfall”.
<b>Material/resources necessary</b>	The book, the video ( <a href="http://www.youtube.com/watch?v=tzQuuoKXVq0">http://www.youtube.com/watch?v=tzQuuoKXVq0</a> ), Alpha designer maps, The worksheets (see attachments)
<b>Duration</b>	45 minutes
<b>Description / Implementation</b>	<b>Introduction (5 min.):</b> To encourage students a teacher shows the map of Europe, in which different nations are portrayed as the characters of the animated film “The Simpsons”. Students are asked to comment briefly on <b>why</b> , in their opinion, <b>one or another character symbolizes that particular nation</b> . After hearing the students’ answers, the following questions are formulated: <b>1. What cultural differences are relevant to the European countries?</b> <b>2. How do different countries identify Europe?</b> <b>Video watching (<a href="http://www.youtube.com/watch?v=tzQuuoKXVq0">http://www.youtube.com/watch?v=tzQuuoKXVq0</a>) and commenting on it (10 min.):</b> Students are asked to reveal <b>what cultural differences they have noticed in the video, what nationality the author of the video is</b> , etc.



	<p><b><u>The activity “Europe according to...” (5 min.):</u></b> The teacher shows the students maps on the site “Alpha designer” which contain information on how different countries portray Europe (in the English language). Students translate the descriptions into Lithuanian language.</p> <p><b><u>The activity “How do Lithuanians portray Europe?” (10 min.):</u></b> Student pairs are provided with maps of Europe, which have to be filled in.</p> <p><b><u>The activity “The stereotypes in the Nightfall” (10 min.):</u></b> Students are asked to identify the stereotypical behaviour patterns in the novel “Nightfall”.</p>
<p><b>Closure</b></p>	<p><b><u>Reflexion (5 min.):</u></b> Students are given the following questions:</p> <p>What do you find interesting about the stereotypical images of Europeans?</p> <p>What are the dangers we encounter when evaluating others stereotypically?</p> <p>What is bad/good about behaving stereotypically in the face of fear?</p> <p><b><u>Homework:</u></b> Students choose one of the six pointed roles (<i>Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector</i>), get the descriptions of the roles and read the story from the point of view of a selected role as well as prepare e.g. the questions (Discussion leader) etc.</p>



Activity No 2a	
<b>Title</b>	<b>Analysis of the book “Nightfall” from different viewpoints</b>
<b>Type</b>	<u>+</u> Individually <u>+</u> Group
<b>Nature</b>	<u>   </u> In teacher presence <u>+</u> On their own and presented after  <u>+</u> Extra activity <u>+</u> Part of curriculum in Lithuanian language and literature, <b>9-10<sup>th</sup> grade or 1-2<sup>nd</sup> year in Gymnasium</b>
<b>Objectives</b>	After having read the story and having selected different roles, students will discuss and will be able to name the phenomena of a stereotypical and an authentic thinking.
<b>Material/resources necessary</b>	The book “Nightfall” by Isaac Asimov Stickers of two different colours A1 white sheet (1)
<b>Duration</b>	45 min.
<b>Description / Implementation</b>	<p><u>Extra activity / assigned homework</u></p> <ul style="list-style-type: none"> <li>• Beforehand students choose one of the six pointed roles (<i>a scientist, a cameraman, a psychologist, a political scientist, sociologist, just a youngster</i>) and read the story from the point of view of a selected representative of a social status or a profession.</li> </ul> <p><b><u>Class activity</u></b></p> <ul style="list-style-type: none"> <li>• Introduction: (6 min.) <ul style="list-style-type: none"> <li>– <u>Teacher’s questions:</u> Does everybody understand and perceive the world in the same way? Are we always able to evaluate the environment in an authentic and unique way? How to recognize a stereotypical thinking?</li> <li>– <u>Announcement of the task</u> (<i>Students are divided into groups according to their selected roles</i>)</li> </ul> </li> <li>• <b><u>Lesson performance:</u></b></li> </ul>



	<ul style="list-style-type: none"> <li>– The groups discuss “<i>What was unexpected and predictable in the story?</i>” They write down their insights on the different stickers from the viewpoint of the selected representatives of a social status or a profession. (15 min.)</li> <li>– The groups present their insights. Stickers are placed on a large sheet with the columns divided into “Unexpected, interesting” / “Predictable”. (12 min.)</li> <li>– Discussion, general conclusions (in the column we will presumably find out what a stereotypical thinking is. The representatives of different status and professions will find out different and interesting issues, even though these stereotypes will be similar or closely related). (10 min.)</li> <li>– Homework assignment: students make 5-6 problem-solving questions, which are raised in the story. (2 min.)</li> </ul>
<b>Closure</b>	<p>The lesson should encourage students to be profound and develop critical thinking evaluating both literature and the surrounding world. At the same time, they will learn tolerance because the phenomenon can be evaluated and perceived in a different way from different points of view.</p>

<b>Activity No 2b</b>	
<b>Title</b>	<b>Creative presentation of the book “Nightfall” by raising the problem-solving questions</b>
<b>Type</b>	<u>  </u> + Individually <u>  </u> + Group
<b>Nature</b>	<u>  </u> In teacher presence <u>  </u> + On their own and presented after <u>  </u> Extra activity <u>  </u> + Part of curriculum in Lithuanian language and literature <b>9-10<sup>th</sup> grade or 1-2<sup>nd</sup> year in Gymnasium</b>
<b>Objectives</b>	By the indicated criteria and using the methodology of problem-solving strategy, students will create and make the presentations – advertisements of the story.



<p><b>Material/resources necessary</b></p>	<p>Poster of the survey “Unexpected, Interesting” / “Predictable” made in the previous lesson, access to the Internet, A4 sheets.</p>
<p><b>Duration</b></p>	<p>45 min.</p>
<p><b>Description / Implementation</b></p>	<p><u>Extra activity / assigned homework</u></p> <ul style="list-style-type: none"> <li>• Students make 5-6 problem-solving questions, which are raised in the story.</li> </ul> <p><u>Class activity</u></p> <ul style="list-style-type: none"> <li>• The task is announced: (7 min.)             <ol style="list-style-type: none"> <li>1) To make a book presentation-advertisement (2-3 min) by using the methodology of problem-solving strategy.</li> <li>2) The criteria of the presentation: the title of the presentation – <i>slogan, the presentation of the author, display of the problems and value of the book, rhetorical skills.</i></li> <li>3) Resources used: 1. Questions of the homework assignment; 2. Poster made in the previous lesson; 3. Access to the Internet.</li> </ol> </li> <li>• <u>Students are divided into groups of five - they share their responsibilities</u> (each student is responsible for one criterion and one student is a group leader). One group consists of the experts (they create an assessment table, the indicators of the criteria and evaluate the groups’ presentations). (3 min.)</li> <li>• <u>Students work and consult with the teacher.</u> (15 min.)</li> <li>• <u>Groups’ presentations.</u> Evaluation based on the criteria. (15 min.)</li> <li>• <u>Self-evaluation</u> (5 min.): <i>Follow up with the sentences:</i>  <i>Raising a problem-solving question makes me...</i>  <i>The crucial issue of this book is ...</i>  <i>According to I. Asimov, real threat for humankind is ...</i>  <i>This book encouraged me to think about ...</i> </li> </ul>
<p><b>Closure</b></p>	<p>By raising the questions, students should be encouraged to think critically and to perceive and identify the issues, which are suggested by the author. In the lesson, there are developed different skills such as communication, collaboration, information selection and adaptation and critical thinking skills.</p>



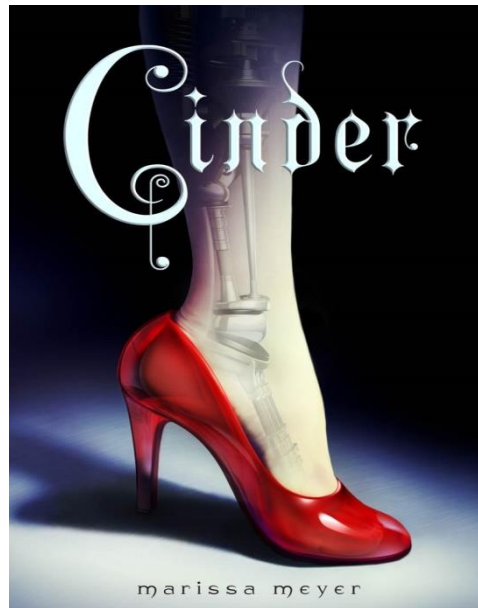
Activity No 3	
<b>Title</b>	<b>Reading Circle of the novel “Nightfall”</b>
<b>Type</b>	___ Individually <u>x</u> Group
<b>Nature</b>	<u>x</u> In teacher presence <u>x</u> On their own and presented after ___ Extra activity <u>x</u> <b>Part of curriculum in ESL 2<sup>nd</sup> year in Gymnasium</b>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. While and after reading the book, students will be able to think about the meanings of words, to connect with the characters’ thoughts and feelings, to ask questions with many possible answers and to share their ideas with the rest of the group.</li> <li>2. Having their own roles, students will be able to do particular tasks based on the story.</li> </ol>
<b>Material/ resources necessary</b>	<p>The book</p> <p>The worksheets</p> <p>Role badges (<i>Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector</i>)</p>
<b>Duration</b>	45 minutes
<b>Description / Implementation</b>	<p><u>Extra activity / assigned homework</u></p> <ul style="list-style-type: none"> <li>• Beforehand students choose one of the six pointed roles (<i>Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector</i>) and read the story from the point of view of a selected role and prepare the questions (<i>Discussion leader</i>), look for the connections between the story and the world (<i>Connector</i>) etc.</li> </ul> <p><b><u>Introduction (5 min.):</u></b> Students sit in 4 circles of 6 students, introduce each other’s roles and stick the badges.</p> <p><b><u>Discussion part (15 min.):</u></b> According to their own roles such as <i>Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector</i>, students start discussing the story. They ask and answer the questions they have already prepared (<i>as a homework assignment</i>) and Discussion Leader moderates the activity in each circle.</p> <p><b><u>Plot pyramid activity (10 min.):</u></b> Students make a poster, which is called Plot Pyramid. They have to point out the exposition, the complication, the rising action, the climax and the resolution of the story.</p>



	<p><b><u>Presentation (10 min.):</u></b> Each group presents the poster overviewing the essence of the story.</p>
<p><b>Closure</b></p>	<p><b><u>Reflexion (5 min.):</u></b> Students write a short message to a friend about the morale of the story.</p> <p>By raising the questions or preparing connections students should be encouraged to think critically and to perceive and identify the issues, which are suggested by the author. In the lesson, there are developed different skills such as communication, collaboration, information selection and adaptation and critical thinking skills.</p>
<p><i>Additional information about implementation of the methods “Reading Circle” and “Plot Pyramid” you will find in Teachers Guide.</i></p>	



BOOK 04 – CINDER



CINDER: Activity No 1	
<b>Title</b>	<i>Stereotypes – are they the same in science-fiction and in real life?</i>
<b>Type</b>	Group work
<b>Nature</b>	In teacher presence; extra activity
<b>Objectives</b>	Creating student's ability for defining and identifying stereotypes appearing in real, daily life
<b>Resources necessary</b>	„Cinder” (2-6 books); <i>Notice: Student is required to read through the whole book before presented activity.</i>
<b>Duration</b>	90 minutes
<b>Description / Implementation</b>	<p><b>INTRODUCTION</b> (15 min): Free student's impressions of reading the book (Who? What? When? Why? Emotional moments? „Good” and „bad” characters? ) □ list of characters and their first rating (positive, negative)</p> <p><b>MOTIVATION TO STUDENTS' ACTIVITY</b> (15 min):</p> <p>1/ FOCUSED DISCUSSION: teacher's questions „Why we can asses ..?” , „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.)?”</p> <p>2/ WORK WITH TEXT of book (15 min)- instruction for STUDENTS: form a group of 3-5 members, draw a character (each group will describe a different character), find in the book 3-5 parts of the text in which the character is described by sex, age, behavior ... etc.</p> <p><b>GROUPS' ACTIVITY</b> (40 min) □ „map” of features and opinion assessing characters</p> <p>3/ CREATION OF SYMBOLIC FIGURE (5 min) They need to create a visual, symbolic figure of the character which shows main stereotypes described in the book's content.</p> <p>4/ PRESENTATION (20 min)</p>





	<p>Groups present their insights. Groups also have to define and share circumstances of situations in which stereotypes become visible.</p>
<p><b>Closure</b></p>	<p><b>SUMMARY</b> (20 min)</p> <p>1/ MEANING OF „STEREOTYPE”</p> <p>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 „Are the same which they can observe in real life?”</p> <p>2/ Extra activity for volunteers: choose one of the situation in which stereotypes appeared in the book and create the same story excluding stereotypical thinking (creative writing)</p>



<b>CINDER: Activity No 2</b>	
<b>Title</b>	<b><i>Friendship in science-fiction and in real world</i></b>
<b>Type</b>	Individually, group work
<b>Nature</b>	In teacher presence; extra activity
<b>Objectives</b>	Explanation of the mechanism of creating stereotypes; Creating students' ability to identify stereotypical thinking in personal and others' opinions
<b>Resources necessary</b>	Copies of fragments of the book containing events involving Cinder
<b>Duration</b>	90 minutes
<b>Description / Implementation</b>	<p><b>INTRODUCTION (5 min):</b> Quiz „Please guess, who I have in my mind” Teacher show written on the table/ Flipchart popular sentences, describing „FRIEND” <input type="checkbox"/> <i>list of sentences - attachment 1</i></p> <p><b>MOTIVATION TO STUDENTS' ACTIVITY (15 min):</b> 1/ SHORT FOCUSED DISCUSSION about the conditions for making friends: <input type="checkbox"/> <i>list of teacher' questions – attachment 2</i></p> <p><b>GROUPS' ACTIVITY (40 min)</b> 1/ division of the parts of book text (each group is going to describe the same ‚hero’ - Cinder- but through the different description; the name „Cinder” is is covered / blurred in the text 2/ WORK WITH TEXT of book (15 min) <input type="checkbox"/> <i>instructions for students- attachment 3</i> <input type="checkbox"/> <i>decision tree scheme- attachment 4,</i></p> <p>2/ GROUP DECISION PRESENTATION (20 min) 3/ SHORT DISCUSSION ( 5 min): Teacher presents students with the name of the text ‚heroine’ (CINDER). Question for discussion „<i>You assessed the same person. Why your decisions are different/ the same?</i>”</p> <p><b>TEACHER' PRESENTATION OF THE ASSOCIATION SCHEME (10 min)</b> The teacher takes over the leading role. Based on the assessments and reflections presented by the students, she/ he shows and explains the students the scheme of association (social perception of people) <input type="checkbox"/> <i>scheme of association in social perception- attachment 5</i></p>
<b>Closure</b>	<p><b>SUMMARY (20 min)</b> 1/ GROUP WORK- students are trying</p> <ul style="list-style-type: none"> <li>• to identify chains of associations in their decisions about the Cinder as a friend</li> <li>• to explain „<i>How can we realise the opposition to such association?</i>”</li> </ul> <p>2/ EXTRA ACTIVITY FOR VOLUNTEERS: read the book „Cinder”, try to identify and describe chains of associations connected with other characters (written or graphic work)</p>
<b>Attachment 1</b>	<p>This is the person I trust.</p> <p>This is the person who always listen carefully what I say.</p> <p>This is the person who never lied to me.</p> <p>This is the person who always is ready to give me a good advice.</p> <p>This is the person who I like very much.</p> <p>This is the person for whom I am willing to change my opinions.</p>



	<p>This is the person with whom I like spend a time.</p> <p>This is the person who always wish me success.</p> <p>This is the person for whom I am able to do almost everything.</p> <p>This is the person who is always ready to help me with my trouble.</p> <p>This is the person who is honest and makes me want to be honest, too.</p> <p>This is the person who is loyal.</p> <p>This is the person who forgives me no matter what I do, and someone who tries to help me even when we don't know how.</p> <p>This is the person who is a partner, not a leader or a follower.</p>																																	
<p><b>Attachment 2</b></p>	<p>What makes some people seem attractive to us?</p> <p>What is happen if the person who is for us 'attractive' has not features describing 'friend'?</p> <p>How do we know that this person is or is not a candidate for our friend?</p>																																	
<p><b>Attachment 3</b></p>	<p><b>INSTRUCTION FOR STUDENTS ACTIVITY:</b></p> <p>Teacher introduction: <i>"I would like to present person, who is, in my opinion, the candidate for your friend, now...."</i></p> <p>Form groups of 3-5; read the text and do two tasks:</p> <ul style="list-style-type: none"> <li>• assess the "correctness" of a heroine's decision / behaviour in a given situation</li> <li>• 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 made earlier, you have to decide what chances does the heroine have to become your friend.</li> <li>• argue your decision (supporting by the prepared „decision tree” scheme).</li> </ul>																																	
<p><b>Attachment 4</b></p>	<p>Decision tree scheme: list of arguments assessing traits of a candidate for a student's friend</p> <table border="1" data-bbox="501 1151 1444 1664"> <thead> <tr> <th colspan="3"><i>What is our knowledge and opinion about this person?</i></th> </tr> <tr> <th><i>What we know about the candidate?</i></th> <th><i>Attractive for us</i></th> <th><i>Not attractive for us</i></th> </tr> </thead> <tbody> <tr><td>Sex</td><td></td><td></td></tr> <tr><td>Age</td><td></td><td></td></tr> <tr><td>Nature</td><td></td><td></td></tr> <tr><td>Religion</td><td></td><td></td></tr> <tr><td>Family</td><td></td><td></td></tr> <tr><td>Friends</td><td></td><td></td></tr> <tr><td>Behaviour</td><td></td><td></td></tr> <tr><td>Facts from book</td><td></td><td></td></tr> <tr><td>Others details</td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center;"><i>Final decision:</i></p>	<i>What is our knowledge and opinion about this person?</i>			<i>What we know about the candidate?</i>	<i>Attractive for us</i>	<i>Not attractive for us</i>	Sex			Age			Nature			Religion			Family			Friends			Behaviour			Facts from book			Others details		
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Facts from book																																		
Others details																																		
<p><b>Attachment 5</b></p>	<p style="text-align: center;">The individual is faced with situation (eg. meeting new person)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">He/she uses the categories through previously stories defining attributes or characteristics of social group (eg. sex, gender, age, nature, religion etc.)</p> <p style="text-align: center;">↓</p>																																	



The scheme is activated by generalization, without specificity, and those characteristics are attributed to the individual analysed



The stereotype scheme emerges



<b>CINDER: Activity No 3</b>	
<b>Title</b>	<i><b>Is it really only science-fiction?</b></i>
<b>Type</b>	Group work
<b>Nature</b>	In teacher presence, out of school, extra activity <i>Notice: Student is required to read through the whole book before presented activity.</i>
<b>Objectives</b>	Students know the mechanism of creating stereotypes. They are able to identify stereotypical thinking in personal and others' opinions
<b>Resources necessary</b>	Book "Cinder"
<b>Duration</b>	3 months, 4 meetings (45-90 minutes)
<b>Description / Implementation</b>	<p><b>SHORT DESCRIPTION</b></p> <p><i>A multi-stage project planned for about 3 months, including time for students' own work outside the classroom. THE MAIN IDEA OF THIS PROJECT IS TO FIND „ALTER EGO" OF ANALYZED HEROS IN THE REAL PUBLIC LIFE and TO ASSES THEM ACCORDING THE FACTS NOT BY POPULAR OPINIONS</i></p> <p><i>The class is divided into 6 groups (or more). Each of the groups works on the example of one character from the book: 1/ Cinder, 2/ Prince, 3/ Doctor, 4/ Queen, 5/ Prince' Advisor, 6/ Stepmother ...or more</i></p> <p><b>STAGES of this mini project</b></p> <p>1/ 1st MEETING (45 MIN)- introduction, ® characteristics of book' heroes list of a similar, real „heroes"- <i>attachment 1</i></p> <p>2/ GROUP WORK OUTSIDE THE SCHOOL (2-3 weeks) ® Posters with characteristics of a public persons - version 1- <i>attachment 2</i></p> <p>3/ 2nd MEETING IN THE CLASSROOM (90 min) ® Presentation and analysis of Posters with public person characteristics - version 1- <i>attachment 3</i></p> <p>4/ GROUP WORK OUTSIDE THE SCHOOL (2-3 weeks) ® Posters with public persons characteristics - version 2- <i>attachment 4</i></p> <p>5/3rd MEETING IN CLASROOM (90 min) ® Presentation and analysis of Posters with public persons the second characteristic- <i>attachment 5</i></p> <p>6/ PREAPARATION FOR PRESS CONFERENCE, STUDENTS' WORK OUTSIDE THE CLASROOM (2 -3 weeks) - <i>attachment 6</i></p> <p>7/ PRESS CONFERENCE, 4TH MEETING IN THE CLASROOM, SUMMARY (90 min) - <i>attachment 7</i></p>
<b>Closure</b>	After the end of all conferences, the students take the voice in a free discussion moderated by the teacher. Its aim is to give students time to reflect on what they have learned while working on the project (we take into account not only skills and knowledge but also reflection on changing beliefs or attitudes).
<b>Attachment 1</b>	<p>STAGE 1:</p> <p>INTRODUCTION (45 min)</p> <p><input type="checkbox"/> characteristics of heroes from the book (30 min)</p> <p>Each group develops the characteristics of one character based on all information contained in the book. The characteristics must include:</p>



- facts, organized according to the following criteria: race, sex, age, occupation, origin, social class, health, religion, social role, membership in a subculture, appearance,
- description of behaviours, features and habits,
- personality traits along with an indication of what information / behaviours have been established and what their source may be,
- opinions about the character, the attitude to this character of other 'heros' in the book.

Group are supported by a *character card* in which the required components of the characteristics and criteria for the evaluation of features are built from the list of statements based on the technique of incomplete sentences, e.g.

*She/he is sensitive/ not sensitive because ...*

*She/ he is smart / not smart because ...*

*She/he is honest/ dishonest because ...*

*She/he is ... because ....*

On the basis of the character's card, students create a poster with a symbolic 'hero' and present her/his characteristics.

#### CREATION OF IST OF „ALTER EGO” OF HEROS (15 min)

On the basis of the character's card, return to work in groups and brainstorming, which aims to find a similar figure among people currently functioning in the public space (politicians, celebrities, artists, socialists, etc.).

*Criteria for selecting:* well-known person (on a global or national scale) whose behaviour / actions affect the situation of other people (eg US President, Pope, world-class scientist, artists etc.).

The choice is briefly argued by the group, with emphasis on the features that bind it to the model from the book. The teacher instructs students to do their own work outside the classroom, described in the second stage, for which they have two weeks.

## Attachment 2

STAGE 2: GROUP WORK OUTSIDE THE SCHOOL (2-3 weeks) □ Posters with public persons characteristics

The task of students is to create an analogous characteristic for selected people from public life.

Students receive a person's card from the teacher, in which the criteria and elements remain the same as during book 'heros' characteristics.

In order to create the characteristics, students refer to public information published in the media, books, studies, etc.

It is important that the person's behaviors / actions to be the basis of characteristics and information published on this subject should not be older than 12 months.

*NOTE: It is very important to focus students' attention to the sources they use to obtain information (and to record it in the person's card, as this will serve to further work with students at later stages) and the essence of verification of information functioning in the public sphere.*

*After gathering the facts, the students also describe the features on the basis of the above-mentioned events and activities. They re-associate the attributes assigned with their source with the technique of incomplete sentences.*

*At the end, the students must also assess the person as good / positive or bad / negative. They transfer the effects of their work to the poster, created analogously to the one on which they presented the features of the characters from the book.*

**Task for the teacher before the next meeting in the classroom:** Having knowledge about people selected by specific groups, the teacher prepares for the meeting the cards in which there are



	<p>overly generalized statements (stereotypical opinions) that can be assigned to specific persons.</p> <p>Examples:</p> <p><i>She is caring because she is a woman.</i></p> <p><i>He is honest because he is a lawyer.</i></p> <p><i>He is good because he is a Catholic.</i></p> <p><i>He is very well educated because he comes from a "good family".</i></p> <p><i>He is dishonest because he grew up in pathological environment.</i></p> <p><i>He is backward because he lived in the countryside, etc., etc.</i></p> <p>These cards teacher will use for work during next class meeting.</p>
<p><b>Attachment 3</b></p>	<p>STAGE 3: MEETING IN THE CLASSROOM (90 min) □ Posters with public person characteristic</p> <p>1/ POSTERS PRESENTATION (30 min)</p> <p>2/ COMPARATIVE ANALYSIS (30 min) „hero” vs public person</p> <p>Students recall the previously described character from the book (using the posters made previously) and make a comparative analysis of both ‚silhouettes’. 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 colors on the posters).</p> <p>3/ PUBLIC PERSON’ GLOBAL ASSESMENT using stereotypical opinions (30 min)</p> <p>After the presentation, the teacher reads the card of generalized claims to the students and asks them to indicate which of them are adequate in the case of their person.</p> <p>Groups note the answers and they are attached to the project portfolio.</p> <p>After completing all presentations, students receive another homework, described in the fourth stage, for the implementation of which they have two – three weeks.</p>
<p><b>Attachment 4</b></p>	<p>STAGE 4: GROUP WORK OUTSIDE THE SCHOOL (2-3 weeks) □ Posters with wider characteristics of public persons</p> <p>The students' task is to re-characterize selected people, but this time in an extended context and time range.</p> <p>The period of events / activities analysed is extended to the spectrum of the whole life, divided into the following periods according to the age achieved:</p> <p>childhood and early youth (0-16 years),</p> <p>early adulthood (17-20 years),</p> <p>adulthood (21-to-current age).</p> <p>The students perform the analysis on separate cards of the person divided into subsequent periods of time, including only the facts and features previously not described.</p> <p>Students again (for each period separately) evaluate the person by describing it as good / bad.</p>
<p><b>Attachment 5</b></p>	<p>STAGE 5: MEETING IN CLASROOM (90 min) □ Posters with the second, wider characteristics of a public person</p> <p>1/ POSTERS PRESENTATION (30 min)- effects of the re-characteristics of selected people</p> <p>2/ COMPARATIVE ANALYSIS (30 min)- the first vs the second assessment of public person</p> <p>The teacher asks students to make a short comparative analysis of the assessments prepared on the basis of all the cards and to construct a general assessment that will take into account events / activities and features included in subsequent age stages. At this point, it is time for the teacher to show the generalized sentences again and assess the group's response.</p> <p>and....</p> <p>3/ PUBLIC PERSON’ THE SECOND ASSESMENT using stereotypical opinions (30 min)</p>



	<p>The ,total score' should be contrasted with the first assessment made - this is the time for a short discussion</p> <p><i>SHORT DISCUSSION, TIPS FOR A TEACHER:</i></p> <p><i>Point out to the students whether the image of the person and their primary assessment is the same as the total assessment, created on the basis of information embedded in a broader context.</i></p> <p><i>If they identify any differences, what are they resulting from?</i></p> <p><i>Which events from the initial age period influence shaping of the traits observed currently?</i></p> <p><i>Bearing in mind their general assessment of a person (good / bad), what role did the features, that were the criteria for stereotyping, played (included in the first part of the person's card used to establish the facts)?</i></p> <p><i>How can we help ourself to create the most objective assessment?</i></p> <p>Students receive another homework, described in the sixth stage. They have two weeks to prepare presentation.</p>
<p><b>Attachment 6</b></p>	<p>STAGE 6: PREPARATION FOR PRESS CONFERENCE, STUDENTS' WORK OUTSIDE THE CLASROOM (2 -3 weeks)</p> <p>During the project, the students collected information from various sources and on this basis created the characteristics of people commonly known in public space.</p> <p>Their task was, among others selection of sources from which they obtained information, their verification and creation of assessments and opinions on their basis. The assessments were created on the basis of various information resources.</p> <p>Based on related conclusions, appearing indirectly as conclusions in the implementation of other tasks, they must organize a press conference for each of the described persons.</p> <p>PREPARING GROUPS FOR PRESS CONFERENCES: RULES</p> <p>Heros: One of the group members must play the role of a public figure described by them. As part of the preparations, the group uses the entire information resource about its hero, gathered in previous stages of the project. Their goal is to construct the biography of this person in sufficient detail to be able to freely answer questions during the conference. By creating a biography, a group can not manipulate facts about the person's life. However, students have the opportunity to design unexplained circumstances of various events or sources of characteristics and behaviors, or to supplement the biography with additional elements / events / circumstances.</p> <p>Journalists: The goal of journalists is to obtain information that will allow them to write an article about a biographical character about a selected public figure. Knowing the profiles of characters presented by other groups during meetings in the classroom, students prepare questions that they would like to ask a selected public figure.</p>
<p><b>Attachment 7</b></p>	<p>STAGE 7: PRESS CONFERENCE, MEETING IN THE CLASROOM, SUMMARY (90 min)</p> <p>General rules regarding the conduct of press conferences (60 min, 10 min per one group):</p> <ul style="list-style-type: none"> <li>- each group organizes its press conference,</li> <li>- each group chooses one person who will act as a moderator,</li> <li>- each group chooses one person who will play the role of a public figure</li> <li>- questions during a press conference are asked only by students from other groups</li> <li>- during the conference, there is a veto system - every person in the room receives a red card; if a question is asked to strengthen stereotypes or assessments, each of the conference participants has the right to veto this question, and the answer will be given (the rules are revealed only before the first conference begins).</li> </ul> <p>SUMMARY OF THE PROJECT (30 min)</p>





After the end of all conferences, the students take the voice in a free discussion moderated by the teacher.



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ATTACHMENTS



Films Activities

FILM 02 – WHAT HAPPENED TO MONDAY



ACTIVITY NO 1
























## *ACTIVITY SUMMAR*

<b>CHARACTERS</b>	<b>ROLE THEY PLAY</b>	<b>LOOKS STEREOTYPES REGARDING THE ROLE PLAYED</b>	<b>GENDER STEREOTYPES REGARDING THE ROLE PLAYED</b>
<b>MONDAY</b> 			
<b>TUESDAY</b> 			
<b>WEDNESDAY</b> 			
<b>THURSDAY</b> 			

CHARACTERS	ROLE THEY PLAY	LOOKS STEREOTYPES REGARDING THE ROLE PLAYED	LOOKS STEREOTYPES REGARDING THE ROLE PLAYED
<b>FRIDAY</b> 			
<b>SATURDAY</b> 			
<b>SUNDAY</b> 			

## ACTIVITY NO 2

### *DIALOGUE IN THE LIFT*

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(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.

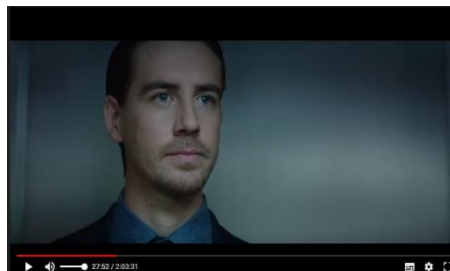
KAREN: Just because I found you repulsive...



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 ON TO YOU.



### **Analyse this scene:**

What attitude has Yerri got towards 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, as there were two men.**



YERRI: \_\_\_\_\_  
 KAREN: \_\_\_\_\_  
 YERRI: \_\_\_\_\_

\_\_\_\_\_

KAREN: \_\_\_\_\_  
 YERRI: \_\_\_\_\_



KAREN: \_\_\_\_\_  
 YERRI: \_\_\_\_\_



### ACTIVITY NO 3

**Remember the end of the film and comment with the group, thinking on what would 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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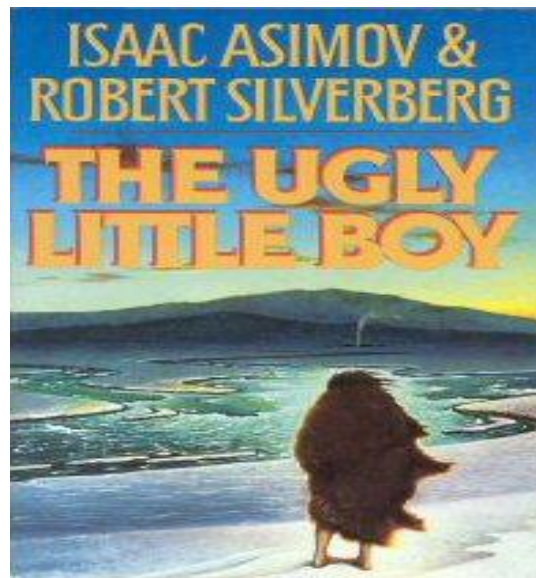






# BOOKS

## BOOK 01 – THE UGLY LITTLE BOY



### ESCAPE ROOM

#### PREFACE

There are at least two tribes: the People, and the Other Ones.

We are in the presence of the leader of the People, Silver Cloud – an old man, and a woman approaches him, She Who Knows. She is worried about the snow that fell during the night, considering it is the fifth week of summer, and Silver Cloud didn't warn the tribe. He considers it is normal to have snow all over the year, so no need to warn them. She Who Knows continues very worried, because it was long time ago that had snowed on the fifth week of summer, and in that summer 10 men died violently, so maybe this year too will be bad luck, or the Goddess is not happy with them.

Silver Cloud doesn't give her much credit, and both get down the hill back to the tribe, where everything seems quite normal. But then 2 of the best hunters run back, and report they saw footprints of Other Ones, which represents danger to them. Maybe the snow is really bad sign?

To continue in this game, you need to say how many years ago was the last time it snowed on the fifth week of summer.

[17 years ago](#)

## CHAPTER 1 – LOVING

Now we are in the present, at Stasis Section One. This is a laboratory, but looks like a house, with 3 rooms.

We meet Miss Edith Fellowes, who is the nurse taking care of Timmie, the ugly boy, for the last 3 years. Timmie is around 7 years old.

Miss Fellowes has a plan to take Timmie out of Stasis, since they want to kill him and she wants to save him.

Gerald Hoskins is the chief executive of Stasis, and he was the one responsible for hiring Miss Fellowes. She was the third of the candidates, but he interviewed them all and chose Miss Fellowes. The first candidate was highly recommended, but a jewelry she wore made him, at first glance, not so confident that she would be the right choice.

What jewelry was she wearing at the interview?

*She was wearing a necklace of golden tip pearls.*

## INTERCHAPTER ONE. SHE WHO KNOWS

We are back in the past, with the tribe People. The Goddess priestesses are gathering, with the Mothers; the hunters are together, waiting for a decision, and the elders are together trying to decide what to do. She Who Knows leaves the women and go to the hunters, where she is not welcome, but finally they ask her opinion since she is the only person in the tribe that had met an Other One face to face. When she describes her encounter, we start to suspicious that the Other Ones are the humans of today, the ones who are traveling to the past and get Timmie.

After a while the elders come with a decision – the tribe of People must travel again to the Place of Three Rivers, east side, where they had built a shrine to the Goddess last year, and ask again for her guidance. They must go back.

Where and in what circumstances She Who Knows met an Other One?

She met an Other One years ago, when she was 19 years old, and she was away from her tribe at midday, taking a bath on a pond, naked, and she got out she faced the Other One

## CHAPTER TWO. ARRIVING

Miss Fellowes arranges everything to go to live to Stasis, and to provide proper care of the infant coming from the past.

The day of getting the child arrives – everybody is expecting, even a scientific reporter is present. They bring a child from 40 000 years ago, a little boy, that seems to be 3 years old. He is really filthy so the first action is to giving a bath, and also antibiotics to the wound he has. He is a Neanderthal boy.

Where is the wound the boy has?

The boy has a long scratch on his thigh / leg.

## INTERCHAPTER TWO. GODDESS WOMAN

People are coming back to the Place of Three Rivers and the bad weather continues, even snowing sometimes. Surely the Goddess is angry at them. The day of Summer Festival passed without celebration.

Goddess Woman and Keeps the Past argue about the decision to get back, but there is no alternative since the Other Ones are around all of them, and are more numerous, and with more weapons. The People need the Goddess guidance.

The 3 Goddess Women prepare the morning rite, even when Silver Cloud asks to leave the camp earlier because they need to walk further than the days before. After the ritual, She Who Knows talks to the Goddess Woman, to be sure that the intention when arriving to the Place of Three Rivers is to sacrifice a child to the Goddess. The Goddess Woman feels shocked, and assures that the Goddess doesn't want that, they will not sacrifice a child – only animals. The Goddess Woman confronts Silver Cloud, after, and he denies – he wouldn't do such a crazy thing. The idea is put aside and they continue the walk.

After some weeks, they are arriving to the Place of Three Rivers. When they were looking for a place to camp, already seeing their destination not so far, something very strange happened. Goddess Woman was in front with Tree of Wolves and Blazing Eye, when a very bright, colored light appeared, moving. And suddenly disappeared. Everybody was frightened and asking what was it, and Goddess Woman decided to say it was the Goddess passing by. Everybody stared a little to see if goddess get back. But then She Who Knows cries that the boy Skyfire Face disappeared as the light disappeared. Everybody starts looking for the boy, but after an hour Silver Cloud orders to give up and continue to a place where they can camp. The Goddess-light took Skyfire Face, 4 years old.

She Who Knows had 2 children with her. Who were the children?

[A boy Skyfire Face, and a girl Sweet Flower.](#)

### CHAPTER THREE. DISCOVERING

Miss Fellowes is quite surprised that the child is Neanderthal and discuss with Hoskins about it, and that he should have told her that before starting the job. Hoskins ask her if she wants to resign, and in that moment she looks at the boy, and he makes sounds asking for more milk – Miss Fellowes understands he is talking, so not so savage, the boy is human! But also a beast. She decided to stay on the job, for a while.

Miss Fellowes will be living and sleeping, alone with the boy, in the Stasis One. The unit is monitored 24h a day, 7 days a week, but she will have her privacy. The boy must never leave, whatever the reason, the Stasis One – is a matter of energy / technology. There is an intercom system for any communication with outside.

When she got alone with the boy, she made him drink milk from the saucer but standing and holding the saucer. When finish, he drops the saucer and it brakes on the floor. But Miss Fellowes replace it, and he smiles. Miss Fellowes force herself to think of him as a little boy, and not as a beast. She tries to make him sit on the bed, or use the bathroom, but the boy just stare and makes noises. Finally he roles under the bed to sleep. She can hardly sleep during the night, until she hears him cry; she realizes he is really a lonely child. She goes to his room, and is able to put him on her lap, while singing and rocking him, until he stops crying and fell asleep. She puts him in bed, and she laid down next to him on the bed.

Next morning she wakes up with the boy staring at her. She makes her toilet, and then prepares him breakfast. She tries that he uses a spoon, but no success. Using a cup was easier. And using the washroom was surprisingly easier to teach him to use.

What Miss Fellowes prepared for breakfast for the boy?

[She prepared him Oatmeal for breakfast.](#)









## Pamokos uždaviniai: Goals of the lesson:

Žiūrėdami filmuką atrasite ir įvardinsite stereotipinius požiūrius į keletą Europos valstybių.

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

Dirbdami poromis sukursite savo Europos žemėlapij.

You will create your own map of Europe in pairs.

Dirbdami porose užrašysite stereotipinio elgesio pavyzdžius remiantis Asimovo romanu „Užslinks naktis“.

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

*Stereotipas – apibendrintas, pastovus įsitikinimas ar požiūris. Gali būti elgesio, nuomonių ar mąstymo stereotipai.*

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





# 1 užduotis. Filmuko peržiūra

## Video watching

- <http://www.youtube.com/watch?v=tzQuuoKXVq0>
- Kokius tautų kultūrinius skirtumus pamatėte?
- **What cultural differences have you found out?**
- Kaip manote, kokios tautos žmogus sukūrė filmuką?
- **What nationality is the author of the film?**

# 2 užduotis. “Europa pasak...”

## “Europe according to...”

- Grupese iš pateikto žemėlapio “Europa pasak...” išrinkite 5-7 kitų valstybių apibūdinimus, juos išverskite ir pasiruoškite pristatyti žemėlapij.
- **Working in groups, from the given map choose 5-7 descriptions of the countries and translate them and prepare to present your map.**

Leidžiama naudotis telefonais verčiant tekstą.

**It is allowed to use your mobile phones for translation.**



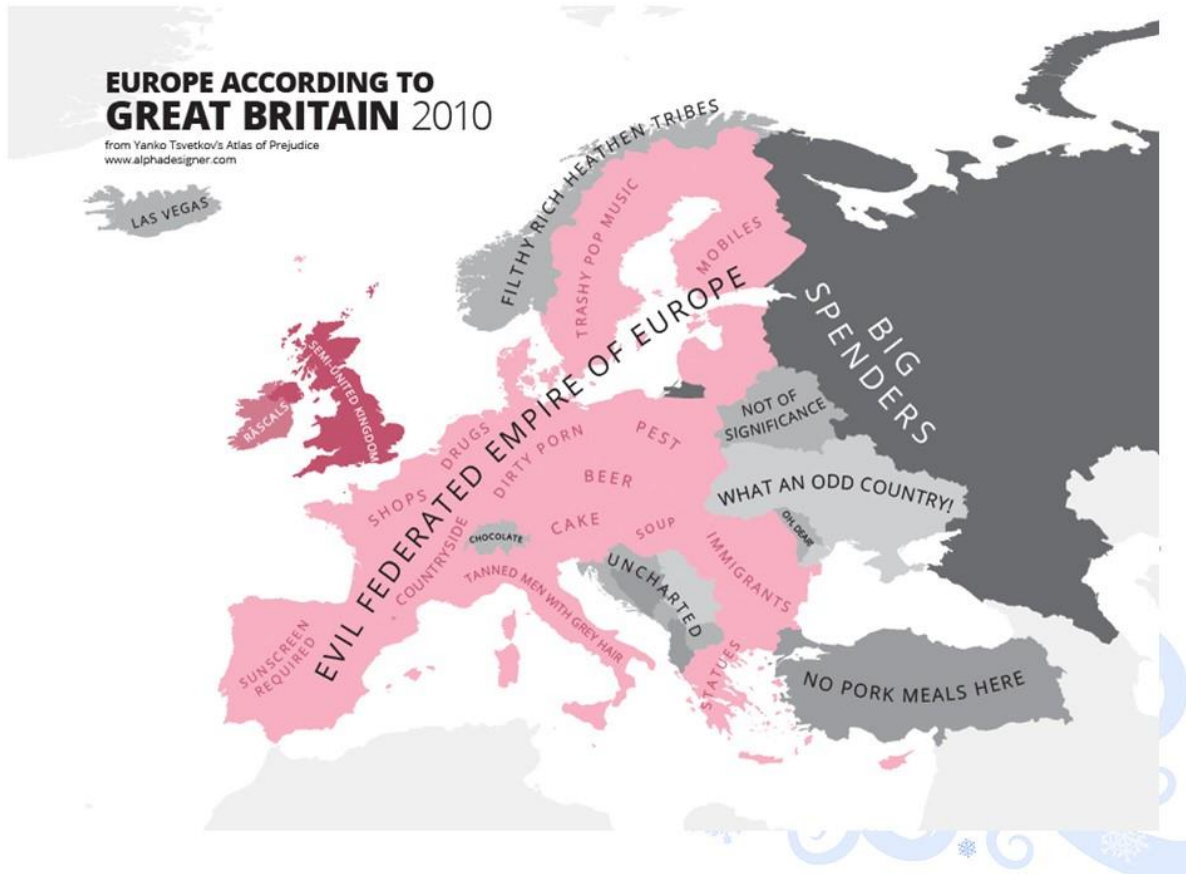
### EUROPE ACCORDING TO ITALY 2009

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





## 3 užduotis. Kaip lietuviai mato Europą? How do the Lithuanians portray?

- Užpildykite Europos žemėlapi.
- Fill in the map of Europe.

### Worksheet





## Kaip lietuviai mato Europą?



### 4 užduotis. Kokie stereotipinio elgesio pavyzdžiai stebimi Asimovo romane „Užslinks naktis“ (Nightfall)?

What patterns of stereotypical behavior can you identify in the novel “Nightfall”?

Porose užpildykite lentelę. Pristatykite anglų kalba (work in pairs, presentation in En)

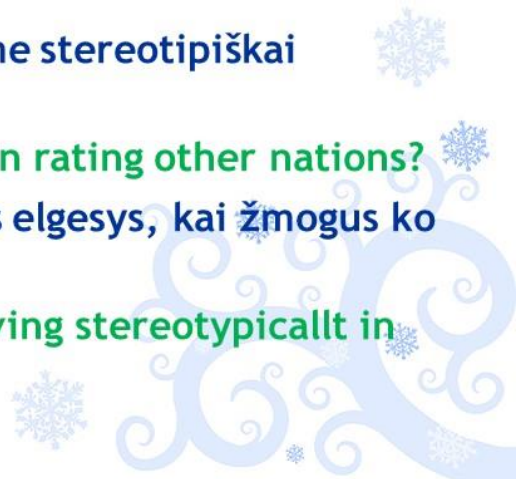
VEIKĖJAS (ACTOR)	STEREOTIPINIS EGESYS (Stereotypical behavior)
Žurnalistas (Journalist)	
Profesorius (Professor)	
Psichologas (Psychologist)	
Minia (Crowd of people)	



# Apibendrinimas

## Summing-up

- Ką įdomaus sužinojau apie europiečių įvaizdžius?
- **What interesting did you find out about European stereotypes?**
- Su kokiais pavojais susiduriame stereotipiškai vertindami kitas tautas?
- **What danger do we confront in rating other nations?**
- Kuo blogas/geras stereotipinis elgesys, kai žmogus ko nors bijo?
- **What is bad/good about behaving stereotypically in face of fear?**







# STEREOTYPES & SCIENCE FICTION



Co-funded by the  
Erasmus+ Programme  
of the European Union

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