



## **STEREOTYPES & SCIENCE FICTION**

# StereoSciFi Activities Suitcase v.2



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

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## **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.

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. In the description of the activities are its attachments written in Caps which represent the link to the attachment when you click on it.



# FILM ACTIVITIES

FILM 01 – DIVERGENT



ACTIVITY NO 1

ACTIVITY NO 1	
<b>Title</b>	<b>Divergent Film Questionnaire</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 13-18 Level of English: B1.1/B1.2 to B2
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  Before seeing the film – group activity During the film, and answering questionnaire – individual
<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 English classes – The World of Teens/ 10th grade OR A Multicultural World – 11th grade
<b>Objectives</b>	Enhance communication skills and critical thought. Improve understanding on stereotypes.



<p><b>Material / resources necessary</b></p>	<p><b><u>FOR ALL:</u></b></p> <p>Film “Divergent”</p> <p><b><u>PEN AND PAPER OPTION:</u></b></p> <p>Pen Chronometer DIVERGENT QUESTIONNAIRE (print and give one copy to each student) DIVERGENT – QUESTIONNAIRE ANSWER SHEET (print and give one copy to each student) CERTIFICATE PEN AND PAPER (for the student/s with the highest number of correct answers)</p> <p><b><u>KAHOOT OPTION:</u></b></p> <p>Multimedia projector with computer / laptop Students need smartphone / tablet / computer Kahoot App: <a href="https://play.kahoot.it/#/?quizId=a29cec4c-3401-4c49-b6c5-8131d098327f">https://play.kahoot.it/#/?quizId=a29cec4c-3401-4c49-b6c5-8131d098327f</a> User: StereoSciFi Password: stereoscifi2019* CERTIFICATE KAHOOT (for the student/s with the highest score)</p>
<p><b>Duration</b></p>	<p>2 Sessions/classes (one to watch the film or part of it, one for the activity itself)</p>
<p><b>Description / Implementation</b></p>	<p>Have a group discussion focusing on:</p> <ul style="list-style-type: none"> <li>• Important personality traits of young people</li> <li>• Make a list of the 5 most important traits according to the group’s choice.</li> <li>• Post the lists on the wall</li> </ul> <p>Watch the film in class. Present the film as a possible way to organize a society, and tell the students they must be attentive to the characteristics of the social groups in the film.</p> <p>Have a second group discussion but now:</p> <ul style="list-style-type: none"> <li>• Identify and discuss the factions</li> <li>• Make a list of 5 characteristics shared by faction members</li> <li>• Post the lists on the wall</li> </ul> <p>After watching the film, present students with a contest: there will be questions regarding the film, and that the best will get a certificate!</p> <p>Now, distribute the paper questionnaire face down, prepare the chronometer, and tell students to start answering <b>or</b> 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 a 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!</p> <p>The student with the highest number of correct answers or with the highest Kahoot score gets a certificate. In case of a tie, all the tied students get a certificate!</p>



End the activity stressing the injustice of forcing people to choose one faction, and especially how the factionless and divergent are treated in this alternative world.

**The correct answers for those using the paper version of the questionnaire are as follows (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

This activity allows teachers and educators to work on students' understanding of hierarchies based on social classes as well as stereotypes regarding personality traits. It also allows students to develop their critical thinking skills. This is achieved by having students think about the world and society described in the film, as well as their own, and then by answering the questionnaire they are to face the reality of said world and how people from disadvantaged groups are treated there.

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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
01	
02	
03	
04	
05	
06	
07	
08	
09	
10	

QUESTION N.	ANSWER
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

## DIVERGENT – QUESTIONNAIRE ANSWER SHEET

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

QUESTION N.	ANSWER
01	
02	
03	
04	
05	
06	
07	
08	
09	
10	

QUESTION N.	ANSWER
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

CERTIFICATE KAHOOT

**STEREOTYPES & SCIENCE FICTION**

# Certificate

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

\_\_\_\_\_ (Place, Date)

\_\_\_\_\_ (signature)  
(Teacher's name)

**AidLearn**

**Obarkoaga**

**Castro Formative**

**UNIVERSITY OF LODZ**

**euro-net**

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CERTIFICATE PEN AND PAPER





# 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	
<b>Title</b>	<b>Divergent Questionnaire Discussion</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 13-18 Level of English: B1.1/B1.2 to B2
<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 checked="" type="checkbox"/> part of curriculum    in English classes – The World of Teens/ 10th grade OR A Multicultural World – 11th grade
<b>Objectives</b>	Enhance communication skills and critical thought. Improve understanding on personality traits and stereotypes.
<b>Resources necessary</b>	Film “Divergent” Previously answered questionnaire (DIVERGENT ACTIVITY NO 1) INSTRUCTIONS (one copy to place in the classroom door) GENERAL POSTER (one copy to place in the classroom door) FACTION POSTERS (one copy of each to place in the wall next to the table/s that will correspond to each faction) Lists of characteristics (DIVERGENT ACTIVITY NO 1)
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	<p>Students are told to research and read on each of the film factions as homework, they are also to have an idea of what faction would suit them better before they enter the classroom.</p> <p>In the classroom there will be the posters of the different factions (FACTION POSTERS) on the walls of different locations of the room.</p> <p>Upon entering the room, students are told to sit next to the poster of the faction they have chosen. Students are then asked to assess the number of students per faction and comment on any perceived divergences.</p> <p>With the answered questionnaire sheet/Powerpoint, the teacher will mediate a debate between students in regards to the film’s story and themes. This will make students think on the underlying stereotypes that are present in it.</p> <p>The lists of characteristics created in groups in DIVERGENT ACTIVITY NO 1 are to be shown by the teacher/educator and they should tell students to reflect upon it and whether their lists were based on stereotypes present in their society. They should contrast them with the film.</p> <p>The teacher should mediate the debate and ask questions.</p>



	<p>The activity should end with the students reflecting on how stereotypes affect one’s perception and thought processes. Becoming aware of the dangers of having/living in a society based on extreme stereotyping and of the importance of discussing these issues and the power of changing situations that can lead to discrimination, intolerance, war.</p> <p><b>Suggestion</b> (questions that the teacher may ask should include...)</p> <p><u>Related to the film:</u></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> <p><u>Related to their lists:</u></p> <p>Do we, in our society, use stereotypes to categorize people?</p> <p>How do we relate to people we consider “different”, “weird”, “not conventional”?</p>
<p><b>Closure</b></p>	<p>This activity allows teachers and educators to work on students’ understanding of stereotypes and develop their critical thinking skills. This is achieved by having students think about the world and society described in the film, as well as their own and debate similarities, differences, and whether it is just to use stereotypes to judge others.</p>



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ATTACHMENTS

INSTRUCTIONS

**READ THE INFORMATION REGARDING THE  
FACTIONS CAREFULLY**

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

GENERAL POSTER



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

ACTIVITY NO 3	
<b>Title</b>	<b>Divergent Factions</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 13-18 Level of English: B1.1/B1.2 to B2
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" 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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Enhance critical thought and self-reflection. Improve understanding on stereotypes and how one resorts to them even if conscious about their possible negative consequences.
<b>Resources necessary</b>	Film "Divergent" EXAMPLE OF A NEW FACTION Computer Internet PowerPoint
<b>Duration</b>	Homework + 1 session/class
<b>Description / Implementation</b>	<p>This is a standalone activity, thus if students haven't yet seen the film, please introduce and screen 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.</p> <p>Explain the process. Have students or yourself create a visual of their faction logo and main traits. You can show the EXAMPLE OF A NEW FACTION to students so they have an idea of what is expected of them. You can use <a href="https://pixlr.com/x/">https://pixlr.com/x/</a> for quick and easy image editing.</p> <p>Tell students to think and strive to create their own new faction with their group. This will require research as each group will have to come up with the characteristics and name for their new faction. Then, they are to find a real life person that they feel would accurately represent their new faction. They are to research this individual's life and illustrate why they suit their faction by presenting facts about their life.</p> <p style="text-align: center;"><b>During the session/class:</b></p> <p>The teacher/educator should have received the files with the faction posters before the session/class. They are to print it and put them up so students can see their work rewarded.</p> <p>Upon entering the class, students are told the order of their respective presentations. Each group will do their presentation and afterwards there will be a class-wide discussion of the new factions. The students will be asked to think on their factions and how/why they created it as they did. The</p>



	teacher/educator will then explain how they recurred to stereotypical thinking in order to create their factions and the danger of thinking in such a way.
<b>Closure</b>	This activity has teachers/educators making students think stereotypically and then faced with such a fact and its dangers. The teacher/educator should, therefore, be acutely aware of how they explain to students that they are not to feel ashamed by using stereotypes, how they are used by everyone, just that they should be aware and reflect on the dangers of using them.

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ATTACHMENTS

EXAMPLE OF A NEW FACTION



FILM 02 – WHAT HAPPENED TO MONDAY



ACTIVITY NO 1

ACTIVITY NO 1	
Title	<b>What Happened to Monday Sisters' Roles</b>
Students age range / Level of English according to CEFR	Students age: 12-18 Level of English: B2.1
Type	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
Nature	<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) _____
Objectives	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding appearance and gender.
Material / resources necessary	Film "What happened to Monday" SISTERS' POSTERS (print one copy of each and place in/near different tables) RESPONSE SHEETS (print two copies of each and place in the corresponding table as per the posters) ACTIVITY SUMMARY (print one copy )
Duration	4 sessions/classes



<p><b>Description / Implementation</b></p>	<p>The teacher/educator should shortly discuss the film and then have students watch it during the session/class. After finishing watching the film, have the students discuss what they watched and ask them to remember the characters. The teacher/educator or the students themselves will then split into 7 groups (one group per sister).</p> <p>Each table in the classroom will have the poster of one of the sisters nearby/on it (SISTERS' POSTERS). This activity uses the "spinning paper technique". That is, for 5 minutes each group will write about the role of the sister in the respective response sheet (RESPONSE SHEETS) on the table they are sitting at. Once the time is up, the groups of students will switch tables with one another and do the same process on the sister represented in the new table. This is process will be repeated until all the groups have visited each sisters' table and wrote about them.</p> <p>All the students together with the teacher/educator will then fill the ACTIVITY SUMMARY with all the sisters.</p>
<p><b>Closure</b></p>	<p>This activity has all the students discussing the sisters' respective roles, if they are related to their appearance and if there are gender stereotypes involved.</p>

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ATTACHMENTS





SISTERS' POSTERS

MONDAY

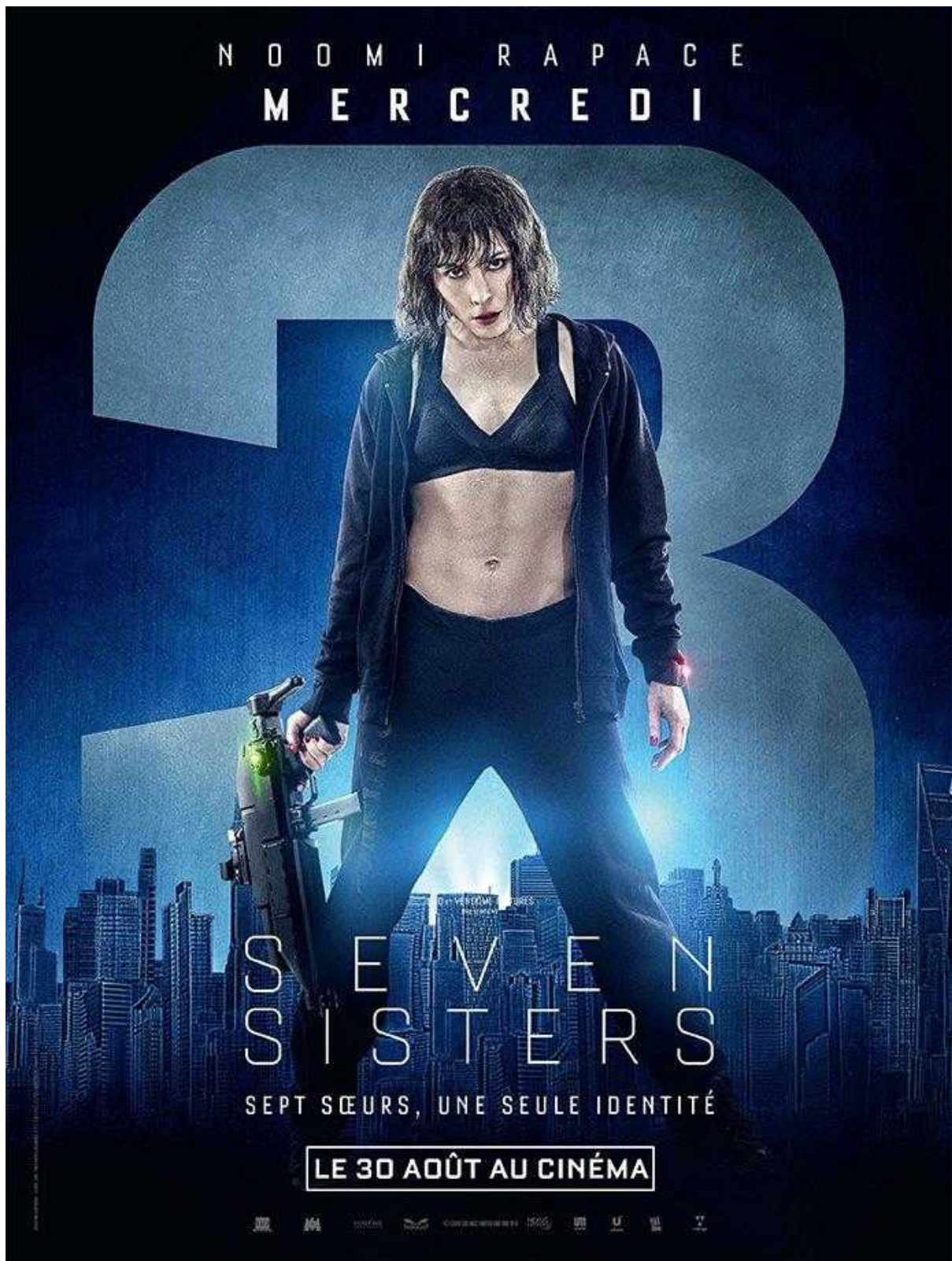


TUESDAY

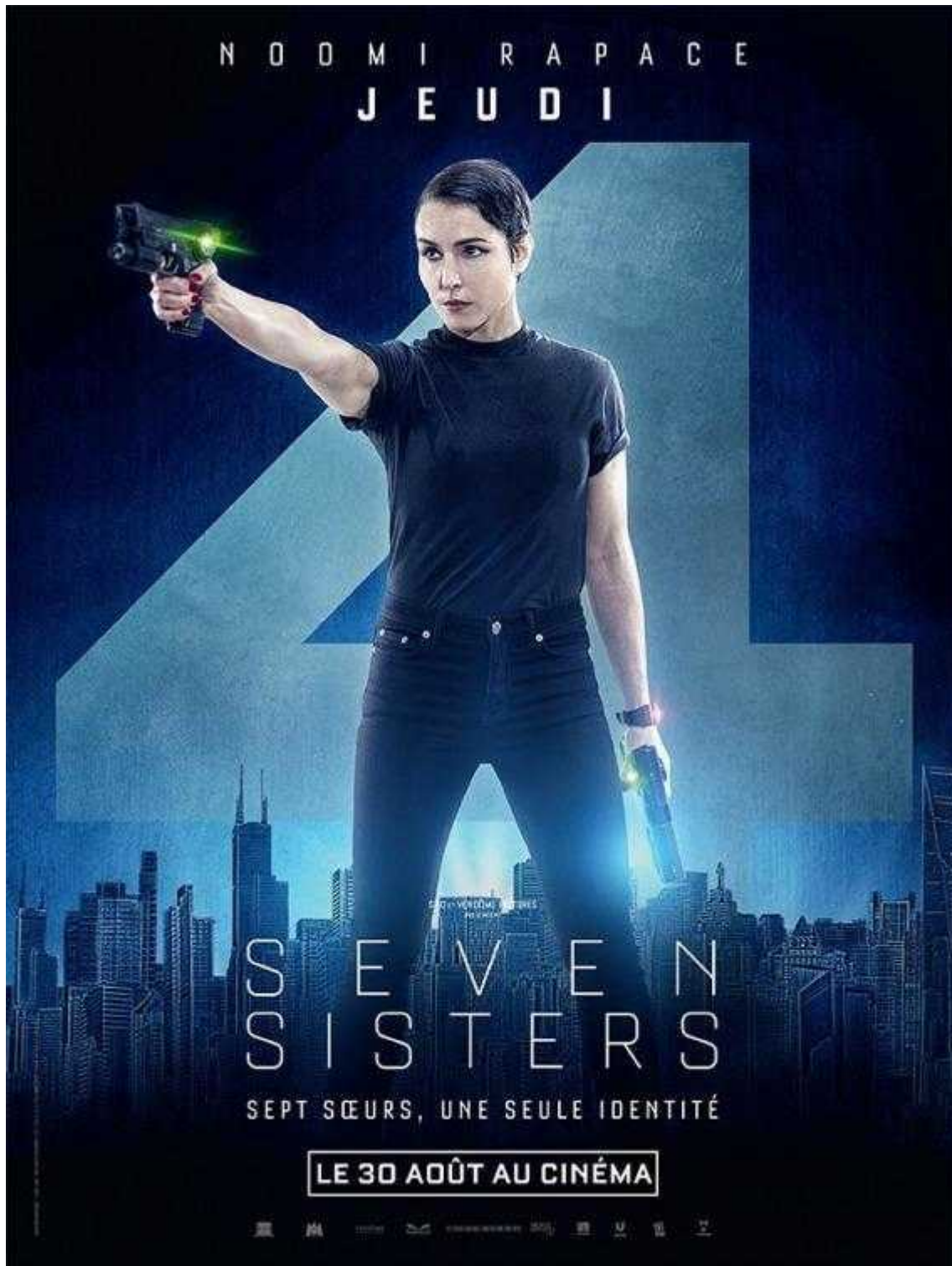




WEDNESDAY

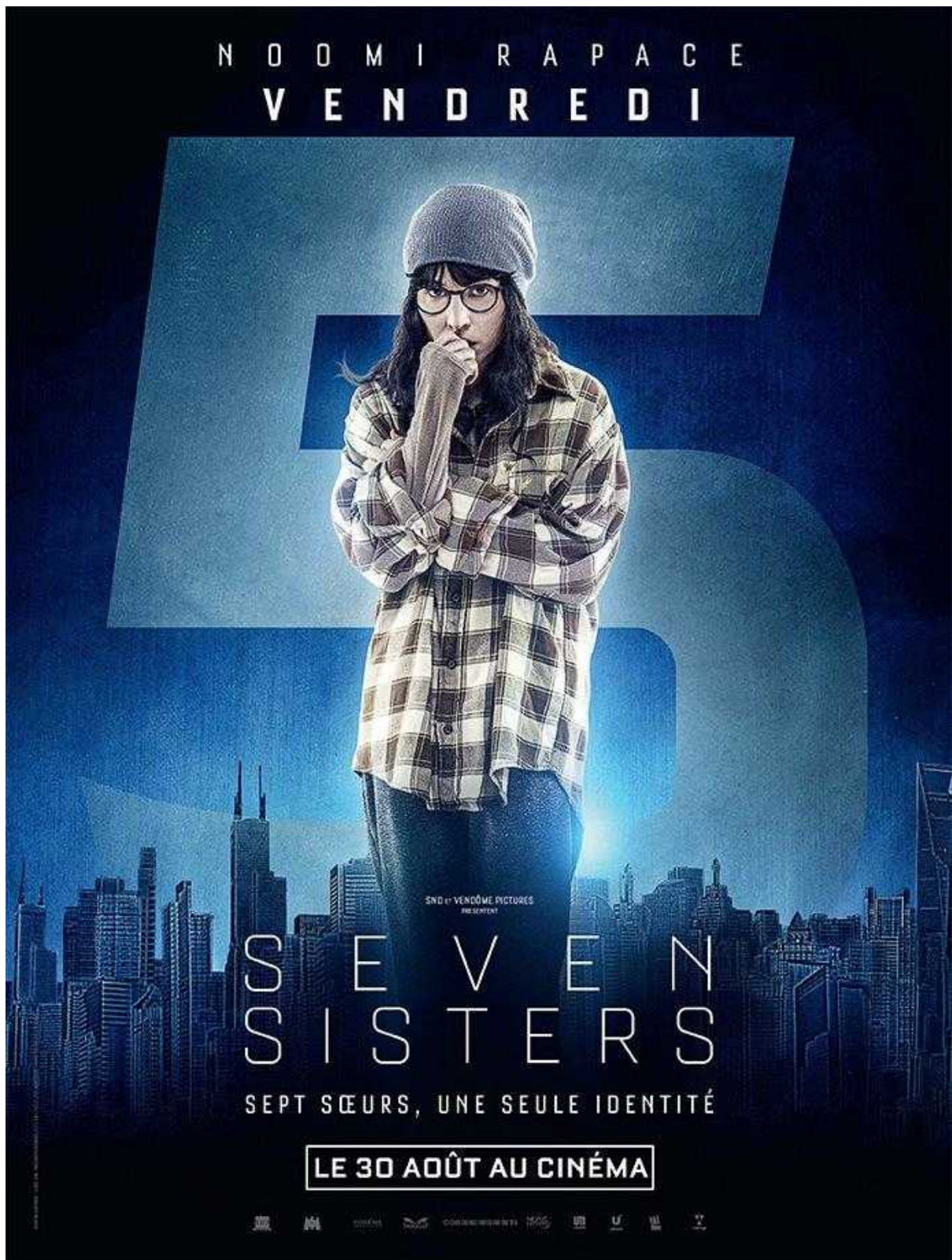


THURSDAY





FRIDAY





SATURDAY





SUNDAY







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RESPONSE SHEETS
























## ACTIVITY SUMMARY

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

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

ACTIVITY NO 2	
<b>Title</b>	<b>What Happened to Monday Lift Dialogue</b>
<b>Students age range / Level of English according to CEFR</b>	Students age: 12-18 Level of English: B2.1
<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>	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills as well as becoming better at recognizing when something (both in media and real life) is using stereotypes. Particularly in regards to appearance and gender.
<b>Material / resources necessary</b>	Film "What happened to Monday" LIFT DIALOGUE <b>Erro! A origem da referência não foi encontrada.</b> (Please print this if you cannot show a clip of the scene, even if you show the scene it is better to have a copy just in case) QUESTIONS ABOUT THE LIFT SCENE (print and give one to each student) REWRITE THE DIALOGUE (print and give one to each student)
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	First, remember the film and specifically the dialogue of the lift scene between Yerri and Karen. If you wish, you can play a clip of that scene to revive students' memories. Alternatively show or give students printed copies of the LIFT DIALOGUE Ask students questions such as "How was the dialogue?", "What do you think of the dialogue?", "Anything you find odd in this dialogue?", etc.  After this, deliver the printed QUESTIONS ABOUT THE LIFT SCENE and ask students to answer the question prompts there as a way to make them think about the scene. Finally, deliver the REWRITE THE DIALOGUE and ask students to imagine another dialogue.  Discuss and comment on the analysis made of the dialogue and have students' roleplay their new dialogues with one another.
<b>Closure</b>	This activity allows teachers and educators to work on 'students' understanding of appearance and gender stereotypes as well as enhance the students' critical thinking skills. This is achieved by having students discussing, rewriting, and roleplaying the lift dialogue scene in which Yerri uses a sexist remark towards Karen because she is a woman and is getting promoted.

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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: HAHHA, 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?

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Do you think he values Karen's work?

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

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REWRITE THE DIALOGUE



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

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



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

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

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

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

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



ACTIVITY NO 3	
<b>Title</b>	<b>What Happened to Monday: Change the Film's Ending</b>
<b>Students age range / Level of English according to CEFR</b>	Students age: 12-18 Level of English: B2.1
<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 type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills and become aware about own gender prejudices.
<b>Material / resources necessary</b>	Film "What happened to Monday" MEMORY AID (we advise to print one copy to put up in the classroom if students want to revive their memory) Smartphones A Computer and a projector PLAN THE ALTERNATE ENDING (print one sheet per group of students)
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	<p>Have students split into groups and ask them to remember the film's ending with their group. Then, ask students if there could be an alternative ending for the film that didn't use stereotypes.</p> <p>Have students try to imagine a different ending and make a new short video (max. 10 minutes long) for the new ending.</p> <ul style="list-style-type: none"> <li>The teacher/educator should show/explain stereotypes regarding gender and/or appearance and/or prejudices against minorities. Then, they should ask the students how they would change the story to avoid said stereotypes.</li> </ul> <p>Tell students to first think about their new ending and then of the dialogue, characters and setting for said ending. Give one copy of PLAN THE ALTERNATE ENDING to each group to help them plan their ending. Afterwards, have students use their smartphones to film their new ending. Be available to help students if they need it.</p> <p>In the second session/class, screen all the videos created by the students and discuss the strategies they used to address/solve the stereotypes present in the original ending.</p>
<b>Closure</b>	This activity has students think on stereotypes and cinema and has them developing critical thought skills whilst learning more about filmmaking. The teacher/educator should therefore highlight how media can be used to discuss real-life issues.



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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'')



PLAN THE ALTERNATE ENDING



**What would you change?**

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**Describe the change.**

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FILM 03 – IN TIME



ACTIVITY NO 1

ACTIVITY NO 1	
<b>Title</b>	<b>In Time: Stereotypes and Time</b>
<b>Students age range/Level of English according to CEFR</b>	Students age 12-15 Level of English: A2.2
<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 English/8 <sup>th</sup> grade
<b>Objectives</b>	Enhance communication skills and critical thought on abstract concepts such as time. Improve understanding on stereotypes. Improve English listening, reading, and writing skills.
<b>Material / resources necessary</b>	Film "In time" Computer and multimedia or tablets, Ted-ed lesson: <a href="https://ed.ted.com/on/hROGuEVg">https://ed.ted.com/on/hROGuEVg</a> Notes
<b>Duration</b>	1 session/class

<p><b>Description / Implementation</b></p>	<p>The teacher/educator should start the session by asking students to think about stereotypes and time. The discussion should be centred in the following questions:</p> <ul style="list-style-type: none"> <li>• “Do you know what the meaning of word "stereotype" is?”</li> <li>• “What stereotypes do you know?”</li> <li>• “How do stereotypes affect people's life?”</li> <li>• “What do you think about time?”</li> <li>• “Are you saving the time or are you wasting it?”</li> <li>• “How do you save time?”</li> </ul> <p>Then the teacher/educator should introduce the film, and, if possible, it should be watched in class.</p> <p>After the students watched the film (in class or own time) the teacher should open the lesson plan ( Ted-ed lesson: <a href="https://ed.ted.com/on/hROGuEVg">https://ed.ted.com/on/hROGuEVg</a>) and follow the instructions provided there.</p> <p>We advise teachers/educators to ask the students, one by one, which stereotypes they identified in the film 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.</p>
<p><b>Closure</b></p>	<p>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.</p>

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	<input checked="" type="checkbox"/> Individually <input type="checkbox"/> Group
Nature	<input 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 English/8 <sup>th</sup> grade
Objectives	Enhance communication skills and critical thought. Improve understanding on stereotypes. Develop writing skills.
Material / resources necessary	Film "In time" Computers or tablets Edpuzzle lesson <a href="https://edpuzzle.com/join/tisucta">https://edpuzzle.com/join/tisucta</a>  <i>Guide "How to enter Edpuzzle lesson":</i> <a href="https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UW/hv/view?usp=sharing">https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UW/hv/view?usp=sharing</a>
Duration	4 sessions/classes
Description / Implementation	<b>WARNING:</b> We strongly advise teachers/educators to check the Guide "How to enter Edpuzzle lesson" ( <a href="https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UW/hv/view?usp=sharing">https://drive.google.com/file/d/0B9Hjt5oUcBS3UU1BeVMYQlppOEkwQ2hzbHRsUkpkWkh5UW/hv/view?usp=sharing</a> ) before conducting this activity.  The teacher/educator should tell students they will be doing an online activity in <b>Edpuzzle</b> that they can pause at any time and then continue said activity but the activity must be completed. This activity includes excerpts from the film <b>In Time</b> as a way to remember what happened. Students are to pay attention to said excerpts and answer the questions regarding them.  Before starting the <b>Edpuzzle lesson</b> ( <a href="https://edpuzzle.com/join/tisucta">https://edpuzzle.com/join/tisucta</a> ) the teacher/educator should conduct a short discussion about parts of the film and cinema in general. What kind of films students are interested in, what they expect the activity to be about, etc.  After this is done, students are to open the <b>Edpuzzle lesson</b> ( <a href="https://edpuzzle.com/join/tisucta">https://edpuzzle.com/join/tisucta</a> ) and watch the first film excerpt and do its activities. Once



	<p>that one is finished, they are to start the second one, and so on, until they complete everything.</p> <p>To finish the session, the teacher/educator should ask students how they feel about the way the film deals with stereotypes 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.</p>
<p><b>Closure</b></p>	<p>This activity has students learn about stereotypes through an EdPuzzle lesson (<a href="https://edpuzzle.com/join/tisucta">https://edpuzzle.com/join/tisucta</a>). The students will also develop their writing skills.</p>



### ACTIVITY NO 3

ACTIVITY NO 3	
<b>Title</b>	<b>In Time and Stereotype Discussion Through Games</b>
<b>Students age range/Level of English according to CEFR</b>	Students age 12-15 Level of English: A2.2
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  The puzzles and Kahoot are done Individually but the discussion is done as a 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 English/8 <sup>th</sup> grade
<b>Objectives</b>	Enhance communication skills and critical thought. Improve understanding on diverse stereotypes. Encourage and develop English skills.
<b>Material/ resources necessary</b>	Film "In time" 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> 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>	1 session/class
<b>Description / Implementation</b>	The teacher/educator should tell students they will play a few games as a way to discuss stereotypes. That when all the students finish a puzzle there is to be a class-wide discussion about the stereotypes said puzzle shows/mentions. Before they start the first puzzle, the teacher/educator should have a small discussion about what stereotypes the students know. The teacher can write each unique stereotype in the board. Then after each puzzle discussion, if the stereotype is not yet on the board, the teacher can add it as the students just learned a new stereotype.  The first two puzzles ( <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> ) are in regards to gender stereotypes so they can be discussed jointly. The third puzzle regards age stereotypes

	<p>(<a href="https://www.jigsawplanet.com/?rc=play&amp;pid=0e380be97dde">https://www.jigsawplanet.com/?rc=play&amp;pid=0e380be97dde</a>), and the last puzzle (<a href="https://www.jigsawplanet.com/?rc=play&amp;pid=195f3f6d8232">https://www.jigsawplanet.com/?rc=play&amp;pid=195f3f6d8232</a>) is about class stereotypes. The teacher should try to remain mostly neutral and only moderate the discussion at this point. At the end of this activity the teacher/educator will debrief and further discuss these subjects. Once the puzzles are done, the teacher/educator should start the <b>Kahoot</b> (<a href="https://play.kahoot.it/#/k/8e81b7fe-79e5-4574-b97b-37293c9966b5">https://play.kahoot.it/#/k/8e81b7fe-79e5-4574-b97b-37293c9966b5</a>) and have the students solve it.</p> <p>The teacher/educator should congratulate the students on their <b>Kahoot</b> scores and do a short 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/educator 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/educator 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.</p>
<p><b>Closure</b></p>	<p>This activity has students develop their knowledge of diverse stereotypes. The students will expand their knowledge about stereotypes and how they cloud one's perception of reality. Furthermore, if they expose stereotypes/agree with them at the start, when the teacher/educator discusses them in-depth at the end, they will be deconstructing their own prejudices.</p>

FILM 04 – VALERIAN AND THE CITY OF THE THOUSAND PLANETS



ACTIVITY NO 1

<b>Title</b>	<b>Valerian and the city of the thousand planets Oxford Debate</b>
<b>Students age range/Level of English according to CEFR</b>	<p>Students age 12-18 Level of English: A2.2</p> <p><i>Note: This activity is also recommended for older students of educational studies, psychology, sociology and public relations faculties</i></p>
<b>Type</b>	___ Individually <u>X</u> Group
<b>Nature</b>	<p><u>X</u> in teacher presence    ___ on their own and presented after <u>X</u> extra activity (homework) ___ part of curriculum in (subject/ grade) _____</p> <p><i>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.</i></p>
<b>Objectives</b>	<p>Enhance and facilitate communication skills and critical and argument construction/rhetoric. Improve understanding on stereotypes.</p>
<b>Resources necessary</b>	<p>Film “Valerian and the city of a thousand planets” Multimedia projector Microphones (if possible) Voting cards in two colours (e.g., using red for against, green for for)</p>

	<p>Boxes for voting cards</p> <p>STEREOTYPE DEFINITION (a few copies to show students)</p> <p>TYPES OF STEREOTYPES (a few copies to show students)</p>
<p><b>Duration</b></p>	<p>2 sessions/classes</p>
<p><b>Description / Implementation</b></p>	<p>The teacher/educator should promote a discussion on the students' first impressions regarding the film.</p> <p>The teacher/educator should write down the names of characters (i.e., make a "map of heroes") on the board and write their general value (positive/negative characteristics). They should also write down interesting quotes from the film, one of them being the key quote: "<u>You are a girl, you cannot fight</u>". This quote in particular shall be the basic thesis for the Oxford debate.</p> <p>After this, the teacher/educator should start preparing for the oxford debate. The teacher should explain the tasks and rules of the debate. As follows:</p> <ul style="list-style-type: none"> <li>• The task of the debate is to discuss the thesis between two groups: <ul style="list-style-type: none"> <li>○ 5 students will be the opponents of the thesis.</li> <li>○ 5 students will be its advocates.</li> </ul> </li> <li>• The debate is chaired by the Marshal who conducts the discussion and watches over the rules.</li> <li>• The Marshal has to help the Secretary who watches over the time and the order of the statements.</li> <li>• The advocates and opponents are randomly assigned in a draw conducted at the start of the class.</li> <li>• The rest of the class will be the audience. They will get 6 cards, 3 of each colour for greater ease of voting.</li> <li>• <b>Main rules:</b> <ul style="list-style-type: none"> <li>○ In the Oxford debate, it is strongly forbidden to insult or mock speakers of the opposing party.</li> <li>○ The struggles of the debating teams are evaluated by a three-member Jury and the Audience, who can also ask questions to the participants of the debate.</li> <li>○ The Marshal, the Secretary and the Jury are elected from and by the students.</li> </ul> </li> <li>• Classroom layout: <ul style="list-style-type: none"> <li>○ During the debate, one table is placed in the middle (there sits the Marshal and 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.</li> </ul> </li> </ul> <p>The students that were assigned the role of the Audience will be told to do a pre-voting on whichever thesis (girls should not fight Vs girls should be able to fight) they agree with. Each student will have one voting card and will place it on the box designated for votes on the main thesis. The teacher/educator should immediately tally these votes and make notes on what was the winner.</p>

	<p>The debate will then start.</p> <p>After a certain amount of, pre-decided (we advise 50 minutes maximum), the teacher/educator will then tell students to start voting.</p> <ul style="list-style-type: none"> <li>• The vote is as follows: <ul style="list-style-type: none"> <li>○ 1 vote for the thesis. This can match the original pre-vote or the student might have had a change of heart. To be placed on the box for votes on the thesis.</li> <li>○ 1 vote for the winner of the debate. This should be placed on the box for that end.</li> </ul> </li> </ul> <p>The two time voting allows the teacher/educator to assess whether the debate was able to change minds on the topic and examine whether the arguments were convincing and influenced the views of the members of the audience.</p> <p>The vote on the winner of the debate is the most important. Both Jury and Audience will vote, and the Jury's power will be about half of the power of the audience and stated out loud. It may or may not diverge from the audience's opinion.</p> <p>To conclude the task, the students should analyze whether stereotypes were used in the arguments. To this end the teacher/educator will give every few students (groups of 4-5 students) one copy of STEREOTYPE DEFINITION and TYPES OF STEREOTYPES. The teacher should then ask students to state which stereotypes they found and in which argument and why did the argument include stereotypes. The teacher should write down the stereotypes mentioned in the board.</p> <p><u>Note:</u> 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 be free from stereotypes</p>
<p><b>Closure</b></p>	<p>This activity has students debating for or against a position they might have the opposite opinion on. This will, therefore, help them develop critical thinking skills, and gain more nuance on their opinions. Furthermore, it will also help students better understand what stereotypes are, how they can manifest themselves in daily life, and how one can avoid using them.</p>

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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](http://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	
<b>Title</b>	<b>Valerian and the city of the thousand planets Social Game</b>
<b>Students age range/Level of English according to CEFR</b>	Students age 12-18 Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: This is meant to be done as a school-wide event. It can also be made within a class if one prefers smaller groups. Students (classes) being the member of the game watched this film before event. In the game teachers are also active.</i>
<b>Objectives</b>	Improve understanding on stereotypes and ability to distinguish an objective opinion from one containing stereotypes.
<b>Resources necessary</b>	Film "Valerian and the city of a thousand planets" Sociometric test (chosen by teachers, example attached), Introduction for sociometry (not obligatory) (ENG): <a href="https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/sociometry">https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/sociometry</a> (IT): <a href="http://tesi.supsi.ch/1644/1/16091_Daniela_Man zato_lavoro_di_diploma_manzato_291161_8_2012610.pdf">http://tesi.supsi.ch/1644/1/16091_Daniela_Man zato_lavoro_di_diploma_manzato_291161_8_2012610.pdf</a> (LT): <a href="https://mokslai.lietuviuzodynas.lt/psichologija/sociometrija">https://mokslai.lietuviuzodynas.lt/psichologija/sociometrija</a> (PL): <a href="http://www.bc.ore.edu.pl/Content/215/Poznanawanie+klasy+szkolnej.pdf">http://www.bc.ore.edu.pl/Content/215/Poznanawanie+klasy+szkolnej.pdf</a> (PT): <a href="https://educere.bruc.com.br/CD2013/pdf/7878_4699.pdf">https://educere.bruc.com.br/CD2013/pdf/7878_4699.pdf</a> (ES): <a href="https://www.academia.edu/38055422/Sociolog%C3%ADa_de_los_grupos_escolares_Sociometr%C3%ADa_y_din%C3%A1mica_de_grupos">https://www.academia.edu/38055422/Sociolog%C3%ADa_de_los_grupos_escolares_Sociometr%C3%ADa_y_din%C3%A1mica_de_grupos</a> EXAMPLE OF A SOCIOMETRIC TEST (MORENO SOCIOMETRIC TEST) THE ROSENBERG SELF-ESTEEM SCALE "ALFA STATION PLAN" (DRAFT) (one copy for the "secretary")
<b>Duration</b>	4 sessions/classes plus homework
<b>Description / Implementation</b>	Teacher/educator should ask students' first impression after watching the film and then conduct a short discussion about the film focused on the planets' diversity.



The students with the teacher/educator will then create a list of planets and their specificities. The teacher/educator will then divide the class into groups and establish the timeline for the activity. The teacher/educator should then explain the rules.

***Main rules and the scheme of the game***

1. The game is divided into two parts (each lasts about 2 weeks)
2. The teachers select "Valerian" and "Laureline". They can support their choice with candidate interviews (skip the love story aspect of the film). In alternative, two teachers can stand as "Valerian" and "Laureline".
3. The teachers select a "secretary" which will play normally but will be responsible to write down the final locations of the classes.
4. The school governor should stand as "The Peace Council" if possible. If not, a group of teachers can be "The Peace Council"

The activity itself will then start. The activity is split into 3 parts.

**The first part** starts with each class being split into smaller groups. These groups should collect information about their class: relationships, outsiders, leaders, strengths, opinions of teachers about the class as a whole; they, supported by the teachers, can use standardized tools e.g., EXAMPLE OF A SOCIOMETRIC TEST (MORENO SOCIOMETRIC TEST) or THE ROSENBERG SELF-ESTEEM SCALE. The groups will then return to their class and present the information they collected about how they are perceived. There should be a short discussion. With the collected information the students shall locate their class in the "ALFA STATION PLAN" (DRAFT) which might have been edited to fit the list previously made by the students, or can be used just as it is.

**The second part** starts with a draw where the whole class will be randomly assigned another class about whom they will have to collect information. They can use any means except standardized tests. Then, they are to discuss and place the other class in one of the areas of the "ALFA STATION PLAN" (DRAFT).

**The final part** is the ending of the game. There is to be a meeting, in the large area, where the "ALFA STATION PLAN" (DRAFT) will be prepared. We advise using coloured chalk and draw on the floor which can then be washed away. The first movement on the board is performed by the youngest class. They are to place themselves in whatever place they feel they belong. The class that collected information will then either agree or disagree with the placement. If there is a disagreement, "Valerian" and "Laureline" will enter the game "with a peaceful mission". They will listen to the arguments and opinions, and can consult others before they make a decision. The class that had the youngest assigned as their research subject will then move, and the same procedure is to be done (i.e., the class that had them assigned will agree or disagree, "Valerian" and "Laureline" enter the game if there is a disagreement, the class who had them assigned will then move, and so on).

In the end, the "secretary" writes down the final location of the classes on a paper copy of the "ALFA STATION PLAN" (DRAFT).



	<p>The Peace Council announces the game results: Everyone is a “winner” as the classes know their strengths, can help one another, and know how to collect objective information. <b>The school is the city of a thousand planets.</b></p>
<p><b>Closure</b></p>	<p>This school-wide activity has students learn about their class’ strong suits and characteristics and those of other classes. This way when students are faced with their perception of their class and how their class is perceived by others, they will realise that there are discrepancies. By critically examining them through this activity, students are able to get objective information about their class, and understand how one can be biased in real life and how one can correct that bias.</p>

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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

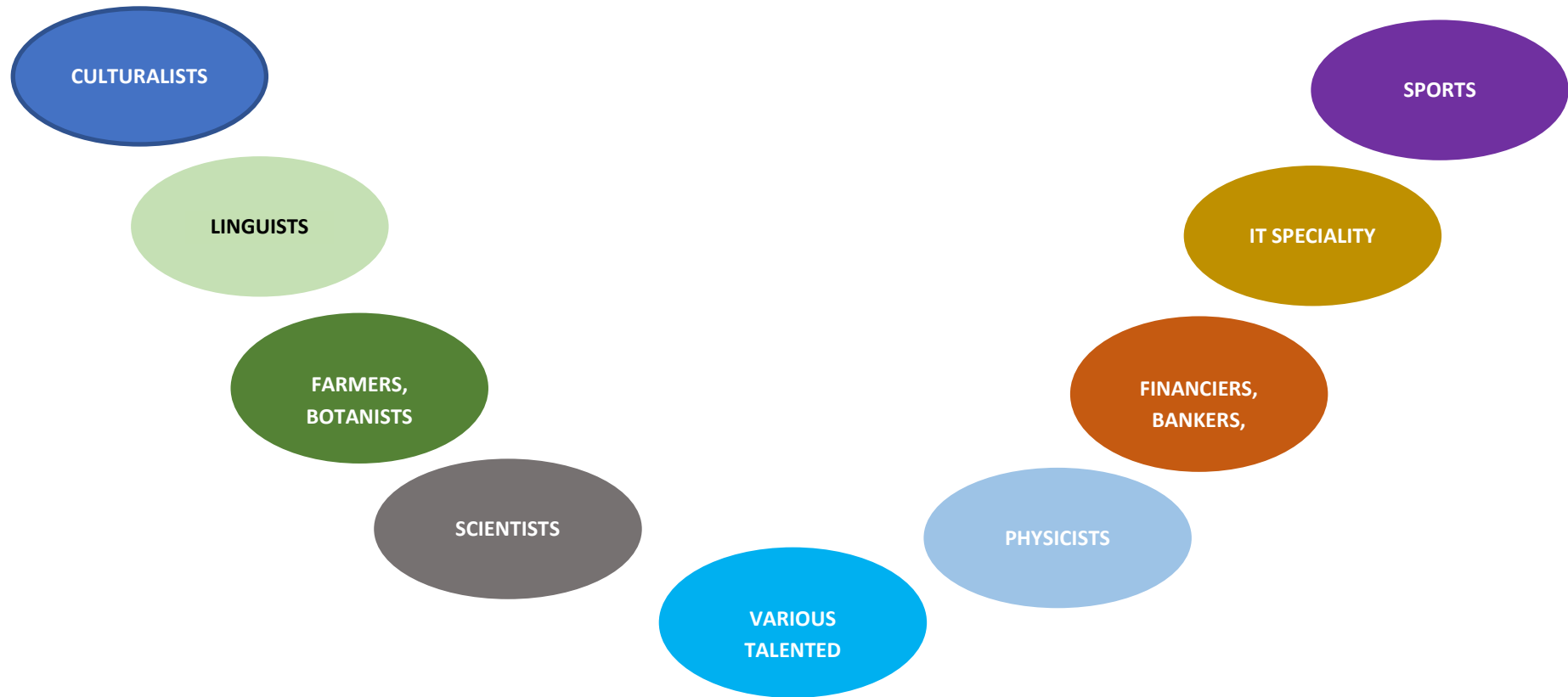
Strongly disagree = 3

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)*



ACTIVITY NO 3	
<b>Title</b>	<b>Valerian and the city of the thousand planets Writing Competition</b>
<b>Students age range/Level of English according to CEFR</b>	Students age 16 and over Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: This is a school-wide activity with teachers from various classes sending the competition information to their students.</i>
<b>Objectives</b>	Improve understanding the differences between one's and others' opinions in relation to stereotypical thinking.
<b>Resources necessary</b>	Film "Valerian and the city of a thousand planets" RULES OF THE COMPETITION (a few copies to place in the classroom door and other places the teacher/educator finds to be adequate to announce the competition) Paper Pen
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	<p>The teachers/educators should e-mail students the RULES OF THE COMPETITION, they should also print and place a copy on their classroom door and any other places they find appropriate.</p> <p>The teachers/educators should explain to the students how to write a text from a certain character's perspective, both in the 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 for the teachers/educators to answer any questions the students might have regarding the activity. The teacher should stress that the students' work must address the question "<u>Love, personal characteristics and others' opinions - is it a friendly triangle?</u>"</p> <p>The teachers/educators should also explain to the students that the winners (at least one per category plus an honourable mention if 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 mentions will be made into an e-book and published in the project's website.</p> <p>The teacher should also tell students the deadline for the submission of the text.</p>



	<p>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.</p> <p>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.</p>
<p><b>Closure</b></p>	<p>This activity has students develop their writing and critical thinking skills as well as empathy as they are to write from the point of view of a character in Valerian.</p>





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## RULES OF THE COMPETITION

### 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 content.
- 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 \_\_\_\_\_



ACTIVITY NO 4

Title	<b>Valerian and the city of the thousand planets Creative Writing</b>
Students age range/Level of English according to CEFR	Students age 10-14 Level of English: A2.2
Type	<input checked="" type="checkbox"/> Individually <input type="checkbox"/> Group
Nature	<input type="checkbox"/> in teacher presence <input checked="" type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: This is a school-wide activity with teachers from various classes sending the competition information to their students.</i>
Objectives	Improve understanding the differences between one's and others' opinions in relation to stereotypical thinking.
Resources necessary	Film "Valerian and the city of a thousand planets" Paper Pen
Duration	2 session/classes
Description / Implementation	<p>The teachers/educators 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. We suggest the teachers/educators to ask students to look for the other characters' opinions on this friendship (e.g., two key leaders of the Alpha Station and the artist Bubble. Questions the teachers/educators should ask are:</p> <ul style="list-style-type: none"> <li>• Who is 'for' / 'against'?</li> <li>• How do we know their opinions?</li> <li>• What do the characters say about this friendship?)</li> </ul> <p>Discussion (What is your opinion about this friendship?), taking into account the students' opinion teachers/educators should draw on the board the map of arguments 'for' and 'against' the friendship between Valerian and Laureline.</p> <p>The teachers/educators should tell students that the winners will get a material prize if possible and the ten best works will be turned into an e-book and made available online in the project's website.</p> <p>The teachers/educators should announce the rules for individual written work</p> <ul style="list-style-type: none"> <li>• Please, imagine that you are Valerian or Laureline, and that you should convince others to support your friendship with the other hero.</li> <li>• Write a "letter" to "another", in which you: <ul style="list-style-type: none"> <li>○ characterise yourself,</li> </ul> </li> </ul>

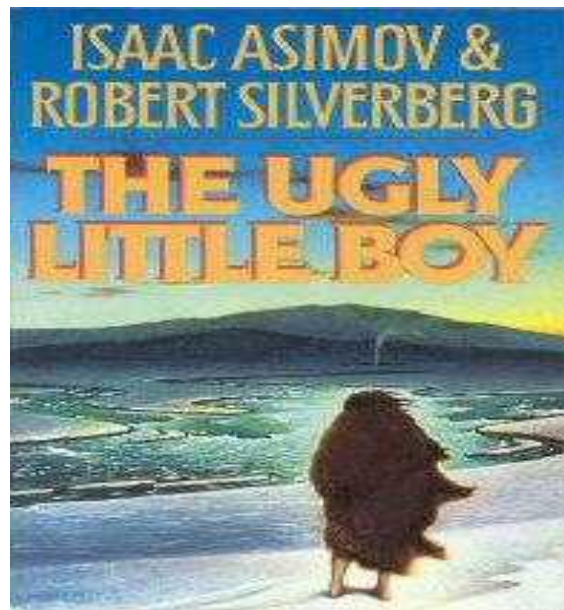


	<ul style="list-style-type: none"> <li>○ characterise your friend,</li> <li>○ explain why this friendship is very important for you.</li> <li>● You will have one session min to write this “letter”</li> <li>● Your work will be assessed during next week according to criteria:             <ul style="list-style-type: none"> <li>○ originality of the presented content;</li> <li>○ literary value according to jury (2 teachers and 2 students from student council, previously decided)</li> </ul> </li> </ul> <p>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 an e-book to be published online in the project’s website.</p>
<p><b>Closure</b></p>	<p>This activity has students develop their writing and critical thinking skills as well as empathy as they are to write a letter as either Valerian or Laureline.</p>



# BOOK ACTIVITIES

BOOK 01 – THE UGLY LITTLE BOY



ACTIVITY NO 1

ACTIVITY NO 1	
<b>Title</b>	<b>The Ugly Little Boy Escape Room</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 13-18 Level of English: B1 or above
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  <i>Note: It can be done both individually and/or in a group. Nevertheless, we advise it to be done in group unless that is impossible.</i>
<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 English grade 10 <sup>th</sup> to 12 <sup>th</sup> ; or History when pre-history is part of curriculum
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes they have about Neanderthals and thus also question other stereotypes they might have about different groups (races, disabilities, etc.). Develop English skills.

<p><b>Material / resources necessary</b></p>	<p>Book “The Ugly Little Boy”            Markers            Pens            Laminating paper            BOOKLET (PRINT ON BOTH SIDES OF THE PAPER) (1 copy per student)            STATION 1 - QUESTIONS (1 copy per group of students)            STATION 3 – HIGHLIGHT TASK 1 (1 copy per group of students)            STATION 3 – HIGHLIGHT TASK 2 (1 copy per group of students)            STATION 4 - CROSSWORDS (1 copy per group of students)            CERTIFICATE (the teacher/educator should either have a few with them in the session/class of the escape room, or posteriorly print them and deliver them)</p> <p><u>Teacher should check THE UGLY LITTLE BOY ESCAPE ROOM EDUCATOR GUIDE before doing the activity.</u></p> <p><i>Note: Students need to read the book before the activity, and have copies of the book to do the activity.</i></p>
<p><b>Duration</b></p>	<p>1 session/class</p>
<p><b>Description / Implementation</b></p>	<p>The teacher/educator should tell students to split into groups of 3 to 5 elements each. The teacher/educator should then say the following: “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.”</p> <p>After this the teacher/educator should deliver 1 copy of the BOOKLET (PRINT ON BOTH SIDES OF THE PAPER) and STATION 1 - QUESTIONS to each of the groups. The following stations will be delivered as soon as the students finish the previous stations correctly. Whenever students solve (or think they have solved a station) they should show the teacher/educator which will tell them if they are right or wrong. If they are wrong the teacher should give them a small clue to where they can find the answer. The teacher should, therefore always keep the THE UGLY LITTLE BOY ESCAPE ROOM EDUCATOR GUIDE at hand so they can easily help students and correct them.</p> <p>The teacher/educator should also tell students that those who successfully complete the escape room will get a CERTIFICATE.</p>
<p><b>Closure</b></p>	<p>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.</p>



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ATTACHMENTS



# THE UGLY LITTLE BOY ESCAPE ROOM EDUCATOR GUIDE

WITH SOLUTIONS

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## PREPARATION:

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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 Mettmann Museum in Germany, and the back page. Print the Station 1 Questions, Station 3 HighlightTask1 and Station 3 HighlightTask2, and Station 4 Crosswords. Following you have the solutions for the stations and some extra instructions.

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):

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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 peacefully coexist and our timeline will disappear entirely. Save the timeline and your own existence by aiding Miss Fellowes' escape.

## STATION 1

---

- How old is She Who Knows?  $\boxed{3}2 \Rightarrow$  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 5<sup>th</sup> week of summer?  $\boxed{1}7 \Rightarrow$  Found in the Prologue – Silver Cloud.
- How old was She Who Knows when it snowed in the 5<sup>th</sup> week of summer?  $\boxed{1}5 \Rightarrow$  Found by subtracting 17 from 32. Once again using 30 will also result in reaching the right code.
- How many people died back then?  $1\boxed{0} \Rightarrow$  Found in the Prologue – Silver Cloud.
- How many dead from the rhinoceros hunt?  $\boxed{6} \Rightarrow$  Found in the Prologue – Silver Cloud.
- How many were killed by the mammoth stampede?  $\boxed{4} \Rightarrow$  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

---

This station consists on a Sudoku using the DNA nucleobases, that is T, A, C, and G. There can only be one of a certain type per line, per column and per the smaller 2x2 squares. The solution is as seen below.

A	G	C	T
C	T	G	A <sup>6</sup>
T	C	A	G <sup>5</sup>
G <sup>1</sup>	A <sup>2</sup>	T <sup>3</sup>	C <sup>4</sup>

The correct DNA sequence is **GATCGA**.

### STATION 3

---

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.



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.

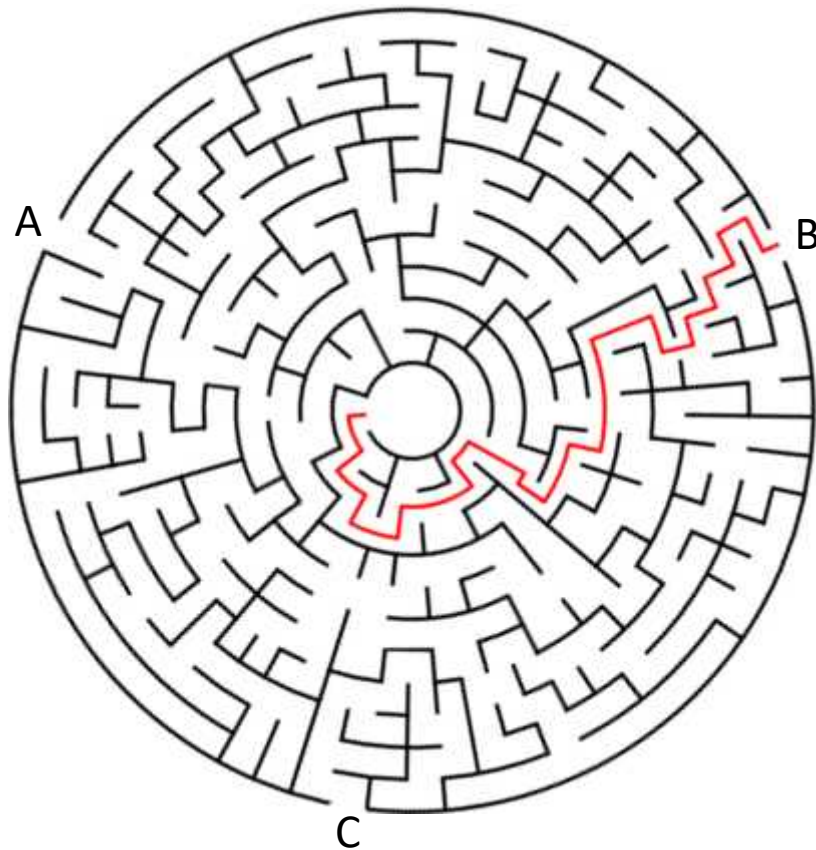
11 – This answer is not in the book, however, paying attention to the first question in the crosswords one can find the answer. It is also in the one of the texts used in the highlighting task of the previous Station.

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.

STATION 5

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The only exit that is open is **B**.

EPILOGUE (OPTIONAL):

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



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BOOKLET (PRINT ON BOTH SIDES OF THE PAPER)





Using the highlighted letters write a synonym for very old:

Did You Know? Plaque found in Neanderthal teeth shows they used yarrow and chamomile as a form of rudimentary medicine

Solve the crosswords to find the keyword



Considering the sentence you found why did Miss Fellowes puncture Stasis:

Did You Know? The scientific community is still debating whether Neanderthals were a distinct species of human or just a different subspecies

Complete the highlighting task find the keyword



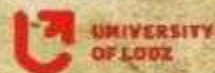
Co-funded by the Erasmus+ Programme of the European Union



Thank you!



euro-net



<https://gracagopalves2.wixsite.com/stereoscifi/en>

<https://www.facebook.com/StereoScifi/>

2017-1-PT01-KA201-035886

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



# Escape Room

## THE UGLY LITTLE BOY

<https://gracagopalves2.wixsite.com/stereoscifi/en>

<https://www.facebook.com/StereoScifi/>





4	3	2	1	
G	A	C		
5				
6				
	C		A	

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

Solve the sudoku to find the correct DNA sequence



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

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

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 Mettmann, Germany, showing they weren't that different from us.





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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



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## STATION 3 – HIGHLIGHT 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").



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## 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.

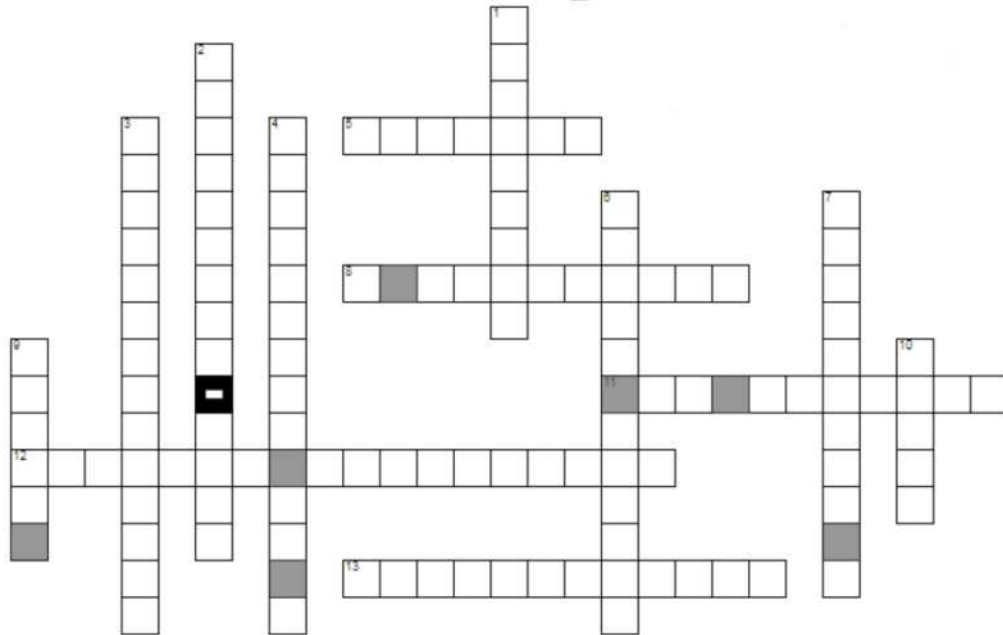
They would not. She would do anything to prevent it. Anything. Interfering with their plan would be a massive dereliction of duty, she knew, and she had never committed any act in her life that could be construed as going against her duty as she understood it, but that didn't matter now. She had a duty 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.



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## 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. Subspecies of archaic humans
12. Sacred place where Neanderthals and Cro-Magnons came face to face
13. Who is in charge of the record-sticks?

CERTIFICATE



## ACTIVITY NO 2

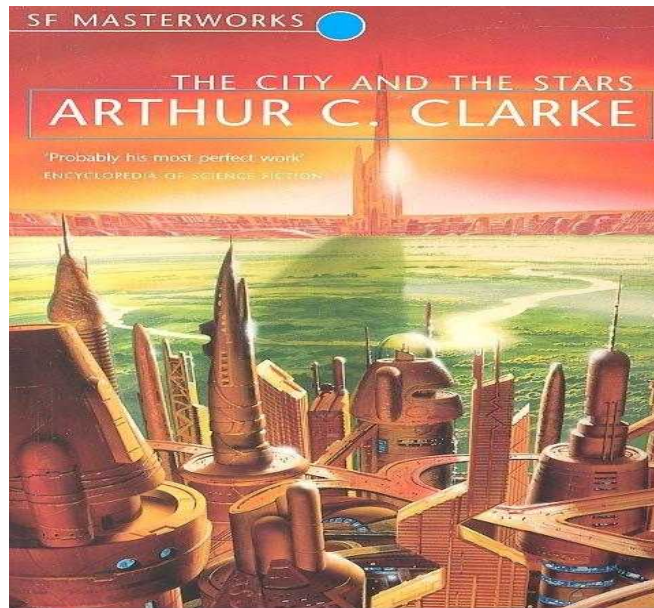
ACTIVITY NO 2	
<b>Title</b>	<b>The Ugly Little Boy Film</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 13-18 Level of English: B2.1
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group
<b>Nature</b>	<input checked="" type="checkbox"/> in teacher presence <input checked="" type="checkbox"/> on their own and presented after <input checked="" type="checkbox"/> extra activity <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding on how “reality” is partly a creation of the observer/participant: stereotypes are created by the observer and not the groups they are assigned to.
<b>Material / resources necessary</b>	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).  <i>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:</i> <a href="https://www.refugeesinproject.eu/fls/doc/course/refugeesin_manual-en.pdf">https://www.refugeesinproject.eu/fls/doc/course/refugeesin_manual-en.pdf</a>
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	The teacher/educator must split the class into small groups (3/4 individuals each) and each group will be responsible for filming one chapter of the book. The students should, on their own and with their group, plan how to film their respective chapter and who will stand as whom. They will then film the chapter on their own or with the help of the educator/teacher. The students must then send the educator/teacher what they filmed and the educator/teacher will make it into a single film.  On a posterior class, they will see the entire film together. The teacher/educator should note that a story in a book can be interpreted differently by different people, and even the main message can be different to each person that reads it. That is part of the magic of 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 their vision in the ‘reality’.
<b>Closure</b>	This activity allows students to understand that their perception of a situation doesn't necessarily correspond to the perception of another regarding that same situation. This allows students to see how one's worldview is coloured by their experiences and likely isn't an objective fact.



ACTIVITY NO 3	
<b>Title</b>	<b>The Ugly Little Boy Debate</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 15-18 Level of English: B2.1
<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 <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment regarding gender and their effect on a person's life, namely on their work activities. Develop debate and critical thinking skills.
<b>Material / resources necessary</b>	Book "The Ugly Little Boy" Students must have access to places/platforms to be able to research 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.
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	<p>The teacher/educator 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.</p> <p>The teacher/educator should 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.</p> <p>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.</p> <p>In the second session/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.</p>

	<p>The teacher should mention if needed, the possibility of socio-economic constraints, natural tendencies towards certain roles, etc.</p> <p>The teacher/educator should end the session by making students realise that stereotypes, in this case gender stereotypes, are more of a belief than a fact. The teacher/educator 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.</p>
<p><b>Closure</b></p>	<p>This activity has students honing their debate skills and learn about gender stereotypes and how they can change throughout time (e.g., how psychology became a woman’s job whilst it started as a man’s job and how the opposite is true for programming) despite appearing immutable. The students will enhance their critical thinking skills as well.</p>

BOOK 02 - THE CITY AND THE STARS



ACTIVITY NO 1

ACTIVITY NO 1	
<b>Title</b>	<b>The City and the Stars: Draw the Main Character</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 12-15 Level of English: B2.1
<b>Type</b>	<input type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  <i>Note: 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.</i>
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding gender.

<b>Material / resources necessary</b>	Book "The city and the stars" Cardboard Coloured pencils
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	<p>The teacher/educator should start by asking students about the main character, Alvin, so that they start thinking about them:</p> <ul style="list-style-type: none"> <li>• "How do you imagine Alvin?"</li> <li>• "What do they look like?"</li> </ul> <p>The teacher/educator can also tell students 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.</p> <p>The teacher/educator should then split the class into group. Each group will have to draw the main character whilst remembering to take into account his description in the book.</p> <p>In the end, each group explains why they drew the main character the way they did.</p> <p>The teacher/educator should note the differences and resemblances among the groups, and note the stereotypes regarding gender and appearance that the groups may have illustrated.</p>
<b>Closure</b>	This activity has students develop their understanding of stereotypes by facing them with their own stereotypical thinking in regards to their image of Alvin considering the newborns' description in the first chapter of the book "The city and the stars".

ACTIVITY NO 2	
<b>Title</b>	<b>The City and the Stars' Perfect Beauty</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 12-18 Level of English: B2.1
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  The first part of the activity is to be done individually and the discussion is to be done as a 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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding gender.
<b>Material / resources necessary</b>	Book "The city and the stars" Pen. PERFECT BEAUTY WORKSHEET (1 copy per student) Adhesive notes
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	<p>The teacher/educator should start by promoting a discussion between the students in regards of what beauty is for them and if they have an ideal of beauty. In Diaspar physical perfection is universal. Every single man and woman is beautiful and alike. The teacher/educator can also show a few pictures of celebrities and ask students whether they find them to be beautiful and why is that.</p> <p>The teacher/educator should then hand out the PERFECT BEAUTY WORKSHEET. 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.</p> <p>The teacher/educator should then hand out adhesive notes to the students. And tell them to choose one or two characteristics for both a woman and for a man and write them on different pieces of adhesive paper. The teacher/educator should then draw a line dividing the board in half and write "WOMEN" in one half and "MEN" in the other half. Afterwards, when the students finished writing down the characteristics they are invited to go to the board and put their notes under the columns for men and women.</p> <p>When all students have placed their notes on the board, the teacher/educator should ask them if they see if some features repeated or not and why do they think it is so.</p>

	<p>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 their appearance. They discuss the prejudices people have regarding the appearance of others.</p> <p>The teacher/educator can and should help with resources regarding the changes in beauty standards throughout the ages. For instance, the teacher/educator 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.</p>
<p><b>Closure</b></p>	<p>This activity has students write down the book and their own thoughts on what is beautiful. They are then faced with the reality that the ideal of beauty is socially constructed and has changed throughout the ages and not some static concept. Furthermore, they are faced that as this concept changed so did what we associate to it (e.g., before larger people were seen as better/desirable/beautiful for it showed they had access to more resources).</p>

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ATTACHMENTS

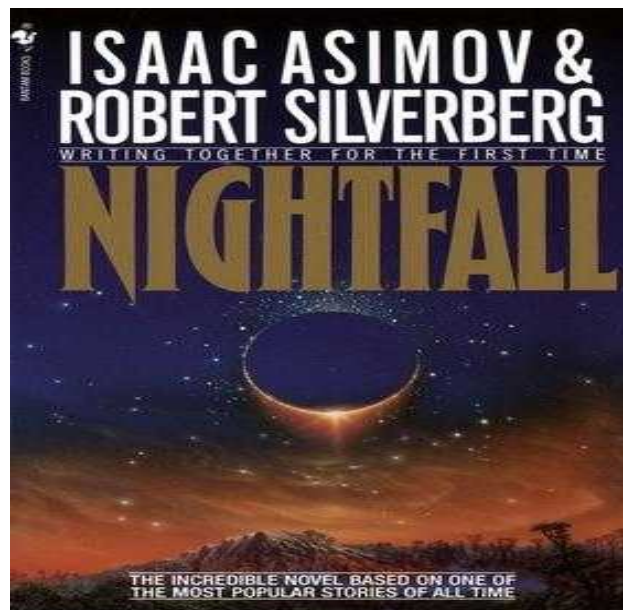




ACTIVITY NO 3	
<b>Title</b>	<b>The City and the Stars: Alystra</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 12-18 Level of English: B2.1
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  <i>Note: Reading and note-taking are to be done individually and then the discussion and sharing said notes are to be done as a group.</i>
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes about appearance and gender. Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding gender and appearance.
<b>Material / resources necessary</b>	Book "The city and the stars" Paper Pen  <i>Note: Whilst we say the whole book as a material necessary this activity is focused on chapter 7.</i>
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	<p>The teacher/educator starts by stating that this activity is about one of the characters in the book. They should then follow by asking 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.</p> <p>The teacher/educator should then start drawing the students' attention to Alystra. Some questions to ask are:</p> <ul style="list-style-type: none"> <li>• "How do you imagine her?"</li> <li>• "Do you think she has an important role in the story?"</li> </ul> <p>Then, the students are to reread chapter 7 whilst paying particular attention to the description of Alystra near the end of the chapter. Students should then take notes regarding her characteristics according to the book's description.</p> <p>The teacher/educator should then tell students to split into groups of 3 or 4 elements. They will have 10 minutes to share their notes and opinions and discuss whether gender stereotypes are involved.</p>

	<p>The teacher/educator should then ask students to once again read chapter 7 individually. The whole class, together with the teacher/educator, discusses the ideas gathered and the stereotypes found.</p>
<p><b>Closure</b></p>	<p>This activity has students examine their own stereotypical thinking and gender and appearance stereotypes because they will default this activity as being about the male character Alvin. They are then told it is actually about Alystra. They will also be faced with the fact that different readers will perceive the character as slightly different appearance-wise and how one's own internalized stereotypes contribute to this.</p>

BOOK 03 – NIGHTFALL



ACTIVITY NO 1

ACTIVITY NO 1	
<b>Title</b>	<b>Nightfall: Stereotypical Images and Behaviours</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 15-17 Level of English: A2.2
<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 (homework) <input checked="" type="checkbox"/> part of curriculum in English grade 10 <sup>th</sup> to 12 <sup>th</sup> ; or Ethics
<b>Objectives</b>	Improve understanding and discernment regarding stereotypes associated to certain nationalities and professions.
<b>Material / resources necessary</b>	Book "Nightfall" POWERPOINT PRESENTATION Youtube video: <a href="http://www.youtube.com/watch?v=tzQuuoKXVq0">http://www.youtube.com/watch?v=tzQuuoKXVq0</a> MAP OF EUROPE WORKSHEET (1 copy for every 2 students) NIGHTFALL WORKSHEET (1 copy for every 2 students)
<b>Duration</b>	1 session/class

**Description /  
Implementation**

The teacher/educator is to open the POWERPOINT PRESENTATION and leave it on the first slide with “The Simpsons” map of Europe. The teacher/educator should tell the students they will do a task about the book “Nightfall”, but first that they should pay attention to the map.

The teacher/educator should then ask 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?”

The teacher/educator opens this link and plays 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 is the author of the video, etc. Watching the video and discussing it should not take longer than 10min. Afterwards, the teacher/educator should show the next few slides with maps of Europe (stereotypes) according to different European countries done by “[Alphadesigner](#)”. The teacher/educator is to handout printed copies of MAP OF EUROPE WORKSHEET and ask students to, in groups of two, fill them in with stereotypes of European countries according to their own country.

Finally, the teacher should handout the NIGHTFALL WORKSHEET 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.

The teacher/educator 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.

**Closure**

This activity allows students to reflect on their country’s stereotypes about other European countries. It also allows students to think critically on those stereotypes and the stereotypes that are often connected to a certain professional activity.

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ATTACHMENTS





- What cultural differences are appropriate for European countries?
- How Europe is seen according to different nations.



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## Video watching

- <http://www.youtube.com/watch?v=tzQuuoKXVq0>
- What cultural differences did you see?
- What is the film author's nationality?









## How is your country portrayed in stereotypes?

- Fill in the map of Europe.

Worksheet



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## 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?

MAP OF EUROPE WORKSHEET



**NIGHTFALL WORKSHEET**

SUBJECT	STEREOTYPICAL BEHAVIOUR
Journalist	
Professor	
Psychologist	
Crowd of people	

**NIGHTFALL WORKSHEET**

SUBJECT	STEREOTYPICAL BEHAVIOUR
Journalist	
Professor	
Psychologist	
Crowd of people	

ACTIVITY NO 2	
<b>Title</b>	<b>Nightfall Analysis According to Multiple Viewpoints</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 15-17 Level of English: A2.2
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  <i>Note: The reading of the part regarding the role they were assigned is done individually and at home. The task itself and the role assignment is done in class as a group.</i>
<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 (homework) _____ part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment in regards to thinking objectively or in a stereotypical manner. Develop critical thinking skills.
<b>Material / resources necessary</b>	Book "Nightfall" Stickers of two different colours A1 Paper (only 1)
<b>Duration</b>	1 session/class
<b>Description / Implementation</b>	<p>In a previous session/class, students should be told to pick one of the following roles: a scientist, a cameraman, a psychologist, a political scientist, sociologist, and a youngster. They should then read the story from the point of view of their role. The teacher/educator should ensure every role is assigned to at least one student.</p> <p>The teacher/educator 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 is for the class where the activity will be done.</p> <p>In the class of the activity, the teacher/educator should ask the following questions to start a short discussion:</p> <ul style="list-style-type: none"> <li>• Do you think everybody understands and perceives the world the same way?</li> <li>• Are we always able to evaluate the environment in an objective and unique way?</li> <li>• How to recognize stereotypical thinking?</li> </ul> <p>Following this, the teacher/educator should ask students to split into groups corresponding to their roles.</p> <p>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</p>

	<p>viewpoint of selected representatives from their assigned role. They should use different colour stickers according to whether something is unexpected or was predictable.</p> <p>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.</p> <p>The teacher/educator 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.</p>
<p><b>Closure</b></p>	<p>This activity allows students to empathise with characters and see the story from their perspective. It also allows students to easily distance themselves from the characters and think critically why the characters thought in a stereotypical manner and how one can change to think in a more objective manner. By having students empathising and then think on whether the character was thinking stereotypically they gain insight into their own stereotypical thinking.</p>



ACTIVITY NO 3	
<b>Title</b>	<b>Nightfall Creative Presentation</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 15-17 Level of English: A2.2
<b>Type</b>	<input checked="" type="checkbox"/> Individually <input checked="" type="checkbox"/> Group  <i>Note: 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.</i>
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Develop critical thinking and rhetoric skills in a creative environment.
<b>Material / resources necessary</b>	Book "Nightfall" PROBLEM SOLVING METHOD (1 copy per student) Computers with access to the internet so the students can research online and prepare their presentation on the form they prefer (e.g., Powerpoint, <a href="#">Prezi</a> ).
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	<p>In a previous session/class, students are told to think about 5 or 6 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?").</p> <p>The teacher/educator will then tell students they are to make a presentation advertising the book's story. To this end there will be a few rules and criteria that the students should follow:</p> <ul style="list-style-type: none"> <li>• The students should follow the PROBLEM SOLVING METHOD (the teacher should give one copy of it to each student)</li> <li>• The criteria for the presentation: <ul style="list-style-type: none"> <li>○ The presentation's title;</li> <li>○ Slogan;</li> <li>○ Short presentation of the author of the book;</li> <li>○ Mention the problems raised in the book and the book's value;</li> <li>○ And during the presentation itself, the rhetoric used by the student.</li> </ul> </li> </ul> <p>Students will then be split into groups of 5:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<p>be objective. In fact, we suggest the teacher/educator themselves to pick the elements for this group as a way to make it as unbiased as possible.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>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/educator for help if they are having issues but they can’t have the teacher/educator do their work for them. The Experts should ask the teacher/educator for feedback on their tool so they can make any tweaks that might be necessary.</p> <p>After this each group, starting with the Experts who will present their evaluation tool, will have 10 minutes to do their presentation. The Experts will rate everyone’s work but their own according to their tool.</p> <p>The Experts will present the evaluations of the groups’ presentations. This will be followed by any comments the teacher/educator may have about the evaluations and the tool used. The teacher/educator 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.</p>
<p><b>Closure</b></p>	<p>This activity allows students to develop their critical thinking and rhetoric skills whilst being creative. It also allows students to go deeper into the book, and the author’s, depiction and perception of reality and how that might apply to real-life.</p>

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ATTACHMENTS

## PROBLEM SOLVING METHOD

### 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	
<b>Title</b>	<b>Nightfall Reading Circle</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 15-17 Level of English: B1.1
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve understanding and discernment in regards to thinking objectively or in a stereotypical manner. Develop critical thinking skills.
<b>Material / resources necessary</b>	Book "Nightfall" ROLE SHEETS (1 copy of each role per group) ROLE BADGES (1 button/sticker of each role per group) PLOTING THE PYRAMID (1 copy per group)  <i>Note: Teachers should check the <a href="#">Oxford Bookworms Club Reading Circles Teacher's Guide</a> before the task. This is completely free and can aid teachers when implementing the activity.</i>
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	<p>Students are told to split into groups of 6. The teacher/educator 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/educator should explain that they will have to read the story from the point of view of their role.</p> <ul style="list-style-type: none"> <li>• Discussion Leader must read the story and prepare a couple of questions to start the discussion and then moderate said discussion;</li> <li>• Summarizer must read the story and write a short summary of it;</li> <li>• Connector must read the story and find similarities with the real world;</li> <li>• 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;</li> <li>• Passage Person must read the story and write down a few passages that they find particularly interesting and the reasons why they picked them;</li> <li>• Culture Collector must read the story and find cultural references and how these are similar or distinct to their own culture.</li> </ul> <p>(For more information please check the Reading Circles PDF in <a href="#">Oxford Bookworms Club Reading Circles Teacher's Guide</a>).</p>

	<p>The teacher/educator should state the <b>ROLE SHEETS</b> have more information and, after students have decided their roles, give the students their respective <b>ROLE SHEETS</b>. These are to be filled as homework and to be brought in the next session/class.</p> <p>The next session/class, students should bring their filled Role Sheets and will be given the <b>ROLE BADGES</b> in the form of stickers or buttons.</p> <p>The teacher/educator should then tell students to start discussing the book's story with their group taking into account their assigned roles. They ask and answer the questions they have already prepared and the Discussion Leaders moderate the activity in each circle. All students should participate and do what is indicated in their respective Role Sheets.</p> <p>After the group discussion, the teacher/educator should give one copy of the <b>PLOTTING THE PYRAMID</b> to each group. They will then ask groups to fill it in in regards to Nightfall (for more information please check the Expansion Activities PDF in <a href="#">Oxford Bookworms Club Reading Circles Teacher's Guide</a>). The students have to point out the Exposition, the Complication, the Climax, and the Resolution. Once that is finished, students are to present their <b>PLOTTING THE PYRAMID</b> to the class.</p> <p>The teacher/educator should point out similarities and differences between the students' <b>PLOTTING THE PYRAMID</b> 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. The <b>PLOTTING THE PYRAMID</b> should be put up in the room.</p>
<p><b>Closure</b></p>	<p>This activity has students develop their literary analysis skills and also thinking in stereotypes by taking a certain role. This is seen in how students with the same role but in different groups reach different conclusions or focus in different parts/subjects of the book.</p>

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ATTACHMENTS

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ROLE SHEETS



DISCUSSION LEADER

READING CIRCLES ROLE SHEETS

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# 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 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**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

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READING CIRCLES ROLE SHEETS

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# 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:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



WORD MASTER

READING CIRCLES ROLE SHEETS

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# Word Master



STORY: \_\_\_\_\_

NAME: \_\_\_\_\_

**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 _____	_____ _____ _____	_____ _____ _____

PASSAGE PERSON

READING CIRCLES ROLE SHEETS

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# 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

*READING CIRCLES ROLE SHEETS*

*In Reading Circles, each student has their own role. The six roles are usually Discussion Leader, Summarizer, Connector, Word Master, Passage Person, Culture Collector. These role sheets will help you prepare for your Reading Circle discussions in the classroom.*

# 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 \_\_\_\_\_

ROLE BADGES

# 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.



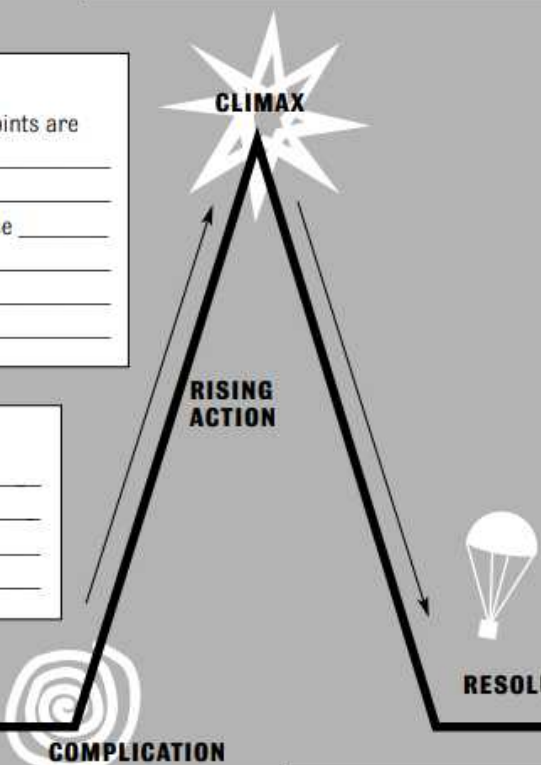
PLOTTING THE PYRAMID

**STORY TITLE**

**3 Rising Action**  
The two most important points are \_\_\_\_\_  
\_\_\_\_\_

They are important because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2 Complication**  
This is when \_\_\_\_\_  
This is the Complication because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**4 Climax**  
This is when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is the Climax because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5 Resolution**  
This is when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is the Resolution because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

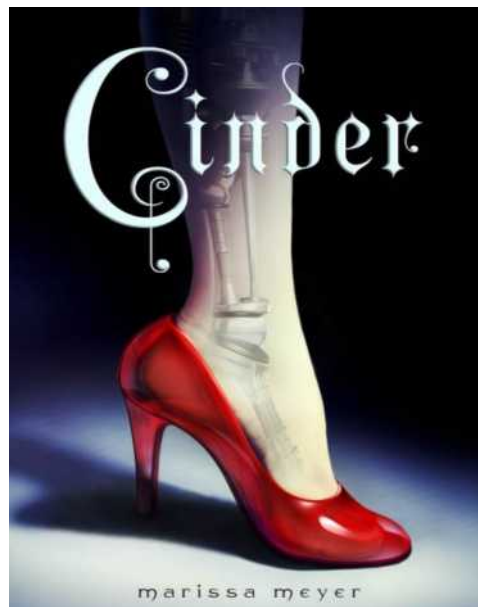
**1 Exposition**  
The important points are \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5 Resolution**  
This is when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This is the Resolution because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



BOOK 04 – CINDER



ACTIVITY NO 1

<b>Title</b>	<b>Cinder: Stereotypes – are they the same in science-fiction and real life?</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 14-18 Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: Reading about their character and drawing them can be done either in the session/class or assigned as homework.</i>
<b>Objectives</b>	Improve the ability to identify and define real life stereotypes.. Develop critical thinking skills.
<b>Material / resources necessary</b>	Book "Cinder" Paper Pen/Pencil

<p><b>Duration</b></p>	<p>1 session/class</p>
<p><b>Description / Implementation</b></p>	<p>The teacher/educator should start by assessing students' impressions after reading the book (Who? What? When? Why? Emotional moments? „Good“ and „bad“ characters?)</p> <p>Students are to create a list of characters and rate their first-impression of them (i.e., positive, negative).</p> <p>The teacher/educator should conduct a focused discussion asking the following questions:</p> <ul style="list-style-type: none"> <li>• “Why can we assess these characters?”</li> <li>• “Are we sure that this is an objective assessment of them?”</li> <li>• “What characteristics of these characters influenced our assessment of them (e.g., sex, age, social position, style of behaviour, etc.)?”</li> </ul> <p>Students are directed to form groups of 3-5 members each. Each group will be assigned a different character from the book. They are to draw their assigned character according to 3-5 passages in the book that describe them (e.g., sex, age, behaviour ... etc). This should be a visual, symbolic figure of the character which shows the main stereotypes/tropes ascribed to them in the book. This can be done in the class/session, or assigned as homework.</p> <p>Following this, the students are told to create a “map” of features and opinions about their respective characters.</p> <p>Groups will then present their insights. As they do so, they should also define and share the circumstances or situations in which stereotypes/tropes are being used in regards to their character.</p> <p>In 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 exist in real life.</p> <p><i>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)</i></p>
<p><b>Closure</b></p>	<p>This activity has students facing stereotypical thinking by having them read book descriptions about a character and then depict them. Often, because information is incomplete, students will fill the void with their own stereotypes and biases. The teacher/educator should explain as much and the teacher/educator should help students understand how stereotypes in fiction are related to stereotypes in real life.</p>

ACTIVITY NO 2	
<b>Title</b>	<b>Cinder: Stereotypes in science-fiction</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 10-14 Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: This activity should be started prior to students reading the book.</i>
<b>Objectives</b>	Improve the ability to identify and define real life stereotypes. Develop critical thinking skills.
<b>Material / resources necessary</b>	Book "Cinder" 4 large envelopes CHARACTER VISIT CARDS 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 CHARACTER SILHOUETTE (4 copies) 4 red markers/pens 4 black markers/pens
<b>Duration</b>	2 sessions/classes
<b>Description / Implementation</b>	The teacher/educator creates the envelopes. There are 4 envelopes, one per character and each should have one of the CHARACTER VISIT CARDS written on it. The envelope with the visit card for Cinder should have a copy of chapter 1 of the book, the book with the visit card for Pearl should have a copy of chapter 2, and so on.  In the session/class, the teacher/educator should ask students who are their favourite literary characters. The teacher/educator should do a focused discussion of the characters addressing these questions: <ul style="list-style-type: none"> <li>• What book are they from?</li> <li>• Why do you like them?</li> <li>• What are some positive/negative characteristics of them?</li> <li>• What do you think are their main characteristics?</li> <li>• Which of the characters' features – inside or outside – are" objective "?</li> </ul>

- What traits/ features of people usually judge them (e.g. gender, age, social status, behavioural style etc.)?

The teacher/educator should then introduce the book “Cinder”.

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 what it says on the outside and try, in few words, to answer the questions:

- “Who might this character be?”
- “What are their characteristics?”
- “How do they behave?”

The teacher/educator will then give each group one silhouette card and tell them to write their assumptions on it with a red pen/marker.

After this, students are to open the envelopes and read the chapters inside. They will be asked to please pick one member of their group to read the chapter aloud.

Then, they are to describe the characters in the envelopes using words, phrases, and sentences from their respective chapters. They should use the black pens/markers to this end. 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 regarding them.

After this, groups are told to read the whole book and complete the silhouette now having complete information. This is homework.

The groups should present their respective character silhouettes and discuss them with one another.

Through the discussion, all groups end up creating their own definition of stereotype. They should also try to identify stereotypes in the book. The teacher/educator should discuss this with them and also offer an explanation of what a stereotype truly 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).*

## Closure

This activity allows students to firstly show their own stereotypical thinking by characterizing the characters according to the visit cards. This is further enhanced by them only reading selected chapters describing their characters. Then, students are faced with the whole narrative and will see how their perception of the character is either confirmed or changed. This is similar to what happens in real life when we are faced with more information about someone that either corroborates or challenges our impression of them.

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ATTACHMENTS

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CHARACTER VISIT CARDS

## LINH CINDER

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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.

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## ADRI

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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.

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## PEONY

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Write this in the Envelope with the Chapter for Peony:

Girl, about 15 years old,

Pearl's younger sister

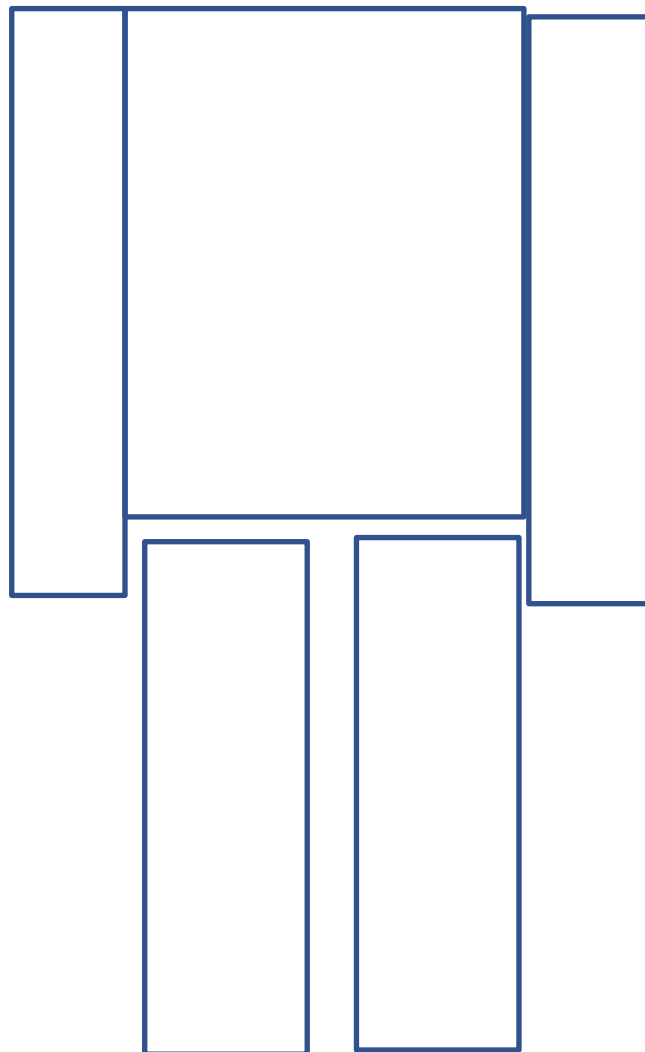
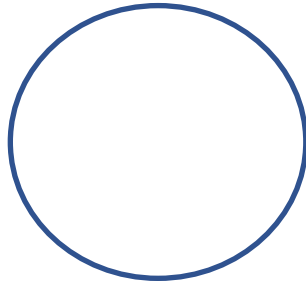
Daughter of Adria, legal guardian of Cinder, and Garan who died.

Lives in New Beijing.



CHARACTER SILHOUETTE

Based on visit card:



ACTIVITY NO 3	
<b>Title</b>	<b>Cinder: Friendship in Science Fiction and Real World</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 14-18 Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____  <i>Note: This activity should be done prior to students reading the book</i>
<b>Objectives</b>	Improve the ability to identify and define real life stereotypes. Develop critical thinking skills and understand how we use stereotypes in our thought processes.
<b>Material / resources necessary</b>	Book "Cinder" LIST OF SENTENCES 1 copy of each of the following parts of the book with the name "Cinder" blurred/blackened out: <ul style="list-style-type: none"> <li>• Chapter 1: From the 1<sup>st</sup> to the 36<sup>th</sup> paragraph (not included);</li> <li>• Chapter 1: From the 36<sup>th</sup> paragraph to the end of the chapter;</li> <li>• Chapter 8: All pages;</li> <li>• Chapter 25: From the 16<sup>th</sup> to the 34<sup>th</sup> paragraph;</li> <li>• Chapter 27: From the 4<sup>th</sup> paragraph to the end of the chapter;</li> <li>• Chapter 37: From the 24<sup>th</sup> paragraph to the end of the chapter.</li> </ul> DECISION TREE SCHEME (1 copy per group) VISUAL SCHEME OF ASSOCIATION IN SOCIAL PERCEPTION (1 copy per group)
<b>Duration</b>	2 session/classes
<b>Description / Implementation</b>	The teacher/educator should say they are going to play a guessing game. The teacher/educator should start writing the sentences in the LIST OF SENTENCES on the board whilst the students try to guess that the answer is "Friend". The teacher/educator should start a focused discussion around the following questions: <ul style="list-style-type: none"> <li>• What makes some people "interesting" to us? (Be aware this is not to be in a romantic sort of way. This is purely platonic as it is about friendship.)</li> <li>• What happens if the person who is "interesting" to us does not possess the features in the LIST OF SENTENCES?</li> <li>• How do we know that this person is or isn't adequate to become a friend?</li> </ul> The teacher/educator should introduce the book "Cinder".

The students are to split into 6 groups of 3 to 5 elements each. The teacher/educator will tell them they will be handed excerpts of a book describing characters that the teacher/educator believes would make good friends. The teacher/educator will give each group one copy of the DECISION TREE SCHEME and tell them that they are to read the excerpts and with the information there, answer the following:

- Assess whether the character's actions/decisions/behaviours were "righteous"
- Imagine that you are residents of New Beijing and function in the reality described in the excerpt. 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.

Unbeknownst to the groups, they are all reading about and assessing the same character: Cinder.

After the groups finish deciding whether Cinder would become their friend, they will present their decision to everyone and explain their reasons. The teacher/educator will then debrief the students that they all were describing the same character and that she is Cinder, the heroine of the story. The teacher/educator should then ask: "You all assessed the same person. Why were your decisions similar or different from one another?"

The teacher/educator will give each group one copy of the VISUAL SCHEME OF ASSOCIATION IN SOCIAL PERCEPTION and explain how they might have used it in their assessment of Cinder despite not being aware they doing so.

Students should try to:

- Identify chains of associations in their decisions regarding Cinder as a friend;
- Explain "How can we avoid biases and pay more attention to arguments/viewpoints that go against our biases/associations?"

The teacher/educator should mention that cognitive biases are common and with work/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 for other characters (written or graphic work).*

## Closure

This activity guides students to think stereotypically by feeding them very little information about a character (Cinder) and having to make a decision about whether they would make a good friend. Then students are faced with who the character was, what is their role in the book, and how they were biased in their assessment because they were lacking the whole picture. They are also faced with how people indulge in stereotypical thought and told how they can avoid it. This will allow them to avoid using that in real life and, thus, having a more objective opinion of others.

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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.

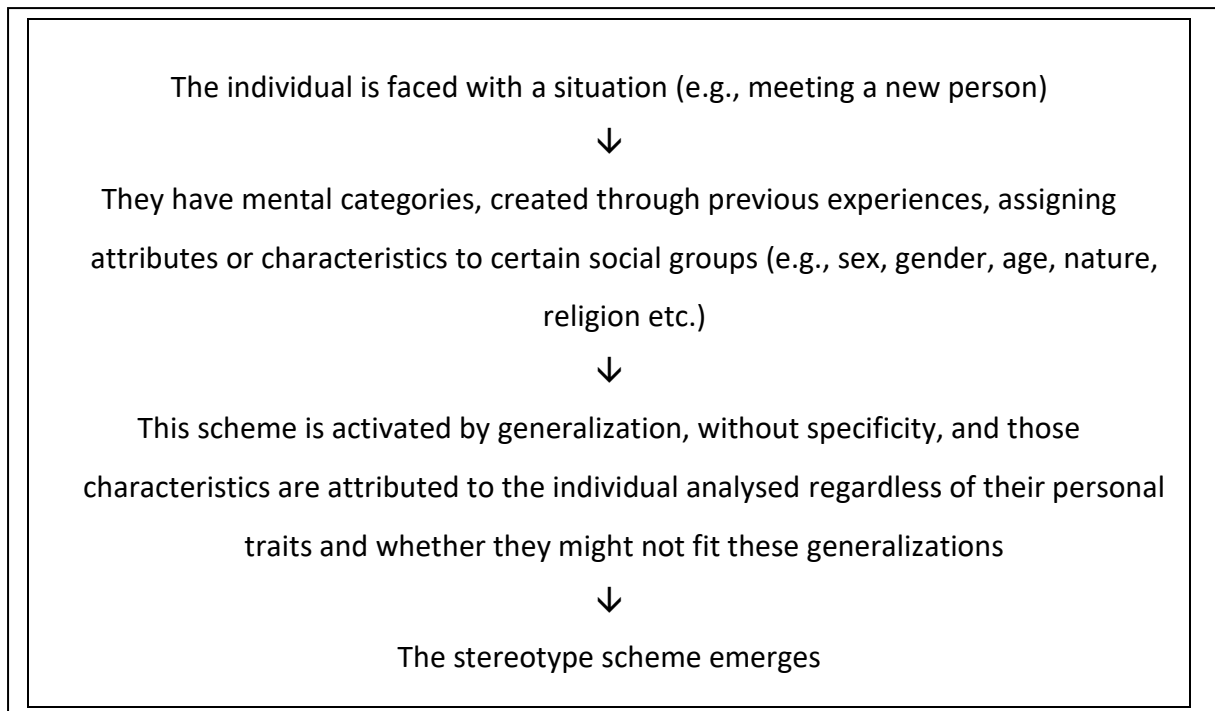
DECISION TREE SCHEME

<u>What is our knowledge and opinion about this person?</u>		
<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:		
Other details:		
<i>Final decision:</i>		

DECISION TREE SCHEME

<u>What is our knowledge and opinion about this person?</u>		
<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:		
Other details:		
<i>Final decision:</i>		

VISUAL SCHEME OF ASSOCIATION IN SOCIAL PERCEPTION



ACTIVITY NO 4	
<b>Title</b>	<b>Cinder: Is it really only Science Fiction?</b>
<b>Students age range / Level of English according to CEFR</b>	Ages 14-18 Level of English: A2.2
<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 (homework) <input type="checkbox"/> part of curriculum in (subject/ grade) _____
<b>Objectives</b>	Improve the ability to identify and define real life stereotypes. Develop critical thinking skills and understand how we create and resort to stereotypes and how to change that.
<b>Material / resources necessary</b>	Book "Cinder"
<b>Duration</b>	4 sessions/classes  <i>Note: This is a multi-stage activity planned for about 3 months, including time for students' homework. 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.</i>
<b>Description / Implementation</b>	The teacher/educator is to tell the class to split into 6 groups or more. Each group will work on one character from the book: <ul style="list-style-type: none"> <li>• Cinder</li> <li>• Prince</li> <li>• Doctor</li> <li>• Queen</li> <li>• Prince's Advisor</li> <li>• Stepmother</li> <li>• (more/others if necessary)</li> </ul> Each group is to develop the characteristics of one character based on all information contained in the book. The characteristics must include: <ul style="list-style-type: none"> <li>• Facts, organized according to the following categories: race, sex, age, occupation, origin, social class, health, religion, social role, subculture membership, appearance;</li> <li>• Behaviour, features, and habits;</li> <li>• Personality traits with an indication about what information/behaviours have been established and what is their source;</li> </ul>



- Opinions about the character, attitudes other book characters have towards this character.

The teacher/educator will then tell them the following statements and ask them to write 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 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 should also be told to pay attention to the fact that their choice of real life equivalent should have the same characteristics they wrote down in their character card. Not the reasons but the traits (e.g., sensitive, honest, etc.)

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 be careful to only pick sources from the last 12 months. It is also important for students to do some fact-checking to see whether their sources of information are reliable. The students are then to create posters 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/educator of their choice of real life equivalents and the teacher/educator 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 be used in the next session/class.

In the next session/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/educator will read the stereotypical statements they have created and students can 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 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.

Afterwards, the students will, in class, present their new posters and discuss the changes they did to their character assessment and why. At this point the teacher/educator 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/educator 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/educator should also comment on the use of stereotypes and what role these played in the person's assessment by the groups'. Then the teacher/educator 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/educator 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. 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 build 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/educator 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.

	<p>After the end of the press conferences, the students are to participate in a free discussion moderated by the teacher/educator. 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).</p>
<p><b>Closure</b></p>	<p>This activity has students understand how we create and resort to stereotypes in our daily life. It also allows students to develop their critical thinking skills, be emphatic and creative. Thus, this activity helps students become less biased and more likely to try to avoid thinking stereotypically in the future.</p>

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