



STEREOTYPES & SCIENCE FICTION

StereoSciFi Teacher's Guide



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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 January 2020. 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 Teacher's Guide is Free to Download!

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INTRODUCTION

Dear Teacher!

We are pleased to introduce this Teacher's Guide developed for you and other teachers interested in incorporating the StereoSciFi Outcomes (Catalogue and Activities Suitcase) based on Science fiction films and books into your school's curriculum or in using them as extra activities within school, such as workshops, or even outside of school, during vacation or club activities. The StereoSciFi Pack is easy to use!

The Teacher's Guide describes the aims and the approach of the project Outcomes, and serves as guidance on how to incorporate them into your teaching. It helps you plan the lesson and includes details on the learning objectives for each activity, resources necessary and short descriptions of the activities. The Teacher's Guide is designed to

be used together with the Catalogue and Activities Suitcase (lesson plans and handouts). We hope you find it useful as a tool in your work. The StereoSciFi activities have the potential for adaptation and allow for both teacher and student flexibility in terms of implementation. We hope you enjoy using the StereoSciFi Activities in your school.

By introducing the StereoSciFi activities to your students, you will engage them in discussing stereotypes and stereotypical behaviours, as well as using their newly gained knowledge and insight in preventing the discrimination, segregation, and hostile behaviours. Different does not mean "worse"!

Your StereoSciFi team

OUTPUTS (CATALOGUE, ACTIVITIES SUITCASE, AND TEACHER'S GUIDE)

STEREOSCIFI FILMS & BOOKS CATALOGUE

AIDLEARN & OTXARKOAGA researched and defined a list of 100 films to consider for the catalogue. UNIVERSITY OF LODZ & TELŠIŲ ŠVIETIMO CENTRAS researched and defined a list of books for the catalogue. The selected films and books were then placed into a discrimination grid-table that indicated the level of Science Fiction they presented as well as what type of stereotypes could be found in them. After careful deliberation and evaluation of these aspects of all selected films and books, the number was reduced to 25 films and 25 books. These 25 films and 25 books were then presented to the whole partnership in a grid-table so that each partner could score the films and books, on the “Level of real science roots”, the “Recommended age of viewers”, the “Level of attractiveness for young viewers”, and the “Stereotype content”. After each partner scored the 25 movies and 25 books, all the scores were compared and the 12 movies and 12 books with higher global scores were selected for the catalogue.

The StereoSciFi Films & Books Catalogue includes 12 feature length films and 12 books, on hard science fiction - uses either established or carefully extrapolated science as its backbone, on social sciences, portraying social stereotypes and different social ways that a society can be organized. Each film and book is presented with identification, story, stereotypes portrayed, link to some other information considered pertinent by the partnership and to the official trailer for the films.

STEREOSCIFI ACTIVITIES SUITCASE

According to the common agreement of partnership, it was decided to develop at least 12 activities for 4 films (3 activities per film) and 12 activities for 4 books (3 activities per book) for the STEREOSCIFI ACTIVITIES S.

The StereoSciFi Activities suitcase includes activities proposed for 4 films and for 4 books from StereoSciFi Films&Books Catalogue. The films and books were selected considering portraying different stereotypes, more appealing to youngsters, availability in partner languages. The Activities suitcase consists of 12 activities proposed for 4 films (3 activities per film) and 12 activities for 4 books (3 activities per book). Each activity is presented with title, type, nature, objectives, necessary resources, duration, description of implementation method, etc. When necessary, after each activity are in attachment the resources necessary to implement the activity with the students. The activities were created with the aim of being the most varied possible: could be performed individually, in group; with a group or class, or with the entire school; in English or in natural language; could be done in few minutes or done for a period of several months, etc.

STEREOSCIFI TEACHER'S GUIDE

The StereoSciFi Teacher's Guide is this very document. It is a document of guidelines for teachers to use when using the STEREOSCIFI FILMS & BOOKS C and STEREOSCIFI ACTIVITIES S. It also introduces the StereoSciFi rationale and approach for both the target audience in schools (teachers) and civil society (staff and organization) fields. It also illustrates how to use the assets in the Pack (STEREOSCIFI FILMS & BOOKS C and STEREOSCIFI ACTIVITIES S) flexibly.

This guide starts with a Glossary that StereoSciFi partnership agreed on in order to better work, and to users of StereoSciFi products better understand the texts we use on them. Following, we present a summary of existing stereotype theories, and what are the learning objectives for students, which is the rationale for the StereoSciFi products created. One important section of this Guide are the Visit Cards of the activities included in StereoSciFi Activities Suitcase, so you have a view of the possibilities to work with youngsters / students. Finally, there is a chapter on recommendations on using the StereoSciFi products.

We expect that the STEREOSCIFI FILMS & BOOKS C and STEREOSCIFI ACTIVITIES S will be used successfully in schools: both tools are useful, informative and very easy to access since they are available in many languages and free to download from the StereoSciFi website. Therefore we expect a big impact in the school environment. 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. Even though the catalogue and the activities suitcase were created to be used in schools, they can easily be transferred to adult education.

GLOSSARY

The StereoSciFi Project takes up difficult, multi-layered and ambiguously terminological problems of stereotypes present in literary works ("books") and movie arts ('films') about Science Fiction (Sci-Fi) and Hard Sci-Fi. In order to guarantee the coherence of the final project materials, these concepts should be defined.

According to definitions listed in scientific literature, the partners agreed on a **glossary of research subject terms** which are used in the StereoSciFi project.

Table 1. Glossary of crucial terms used in the StereoSciFi project

TERM	DEFINITION
BOOK	A literary epic composition – e.g. novels, stories, short stories – that is published in printed and/or electronic form
FILM	A story recorded by a camera and shown in a cinema and/or television
SCIENCE- FICTION	Books and/or films about an imagined future portraying scientific and/or technological advances and major social and/or environmental changes. Frequently portrays space, time travel, and/or life on other planets.
HARD SCIENCE-FICTION	Branch of literature with a main focus on science and/or technology in the story. The main features of Hard science-fiction (Hard Sci-Fi/HSF) are the following: <ul style="list-style-type: none"> • HSF is oriented around the various branches of science: natural, social, and humanities; • It may include detailed alien physiology, complex nanotechnology, detailed explanations of exotic compounds or reactions, or expositions on quantum physics or force and motion as it relates to space travel; • The themes of the HSF story are frequently rooted in science, and the solutions are, likewise, rooted in real science.
STEREOTYPE	Over generalized beliefs or expectations regarding the characteristics of a group of people. Often based on ethnicity, religion, race, age, gender, disability, etc.
SOCIAL ORGANIZATION	The result of human social interaction: network of social relationships in which individuals and groups participate.

STEREOTYPE THEORIES

The StereoSciFi project tackles the topic of stereotypes based on literature and film. In both these art forms, language becomes a tool for both expressing stereotypical thinking and combating it.

The term stereotype was first introduced by Walter Lippmann (1922). He anticipated several important positions in contemporary research on stereotypes: their predominant cognitive nature (Hamilton, 1981), their utility as cognitive economy and energy-saving instruments (Macrae et al., 1994), and the antagonism between stereotyping and individuating processes (Fiske & Neuberg, 1990). Lippmann (1922) compared stereotypes with stable images in our head that shorten our perceptions.

The first studies in this field presented stereotypes as misleading, extreme, and destructive in the context of intergroup relations. This position was due to the focus, by researchers, on antagonistic groups sharing a conflictual, exploitative, and/or violent past (Brigham, 1971). As a result, it was believed that intergroup harmony could only be improved through the elimination of stereotypes (Taylor, 1981).

Over the years, several important features of stereotypes have been highlighted. These features construct a convergent image of the nature, role, and impact stereotypes have on social functioning and intergroup relations. Stereotypes are:

- A set of shared convictions/beliefs about members of a particular group (Leyens et al., 1994; Smith & Bond, 1994)
- Perceptions of a genuine correspondence between group membership and certain traits (Doise et al., 1999)
- Constructs describing both personality traits and behaviour patterns (Leyens et al., 1994; Drozda-Senkowska, 1999)
- A natural function of the human and cultural mind (Nachbar & Lause, 1992).

Auto-stereotype of own group, shared by its members. Auto-stereotypes are the basis of group identity, they give individuals a guarantee of self-esteem and a proper position. The auto-stereotype is also a **product of symbolic culture** (Lippmann, 1922), it includes the **behaviour of people who are the hallmarks of the self-identifying group**.

Social stereotypes are created on the **basis of sociological and demographic criteria** (Wojciszke, 1986), separated due to the easily noticeable feature defining the social identity of members of a group (Wojciszke, 1986, Weigl, 2002). **Cultural stereotypes** are both descriptive and prescriptive in nature: they are perceivers' shared beliefs about the characteristics of the target group and at the same time they also function as social expectations.

To summarize, stereotypes are defined by their social, shared, generalised, contextual, dual and schematic nature. That is, stereotypes are shared beliefs between group/category members about the in (our group) or out-group (other groups) members (both personality and behaviour – dual

nature) usually formed during the process of social interaction (contextual). They are schematic (often simple, essentialist) and generalised (attributed to all members whilst ignoring individual differences).

Discrimination, undoubtedly a social problem, is conditioned by stereotypes. It also affects naming of phenomena and is perpetuated (or eliminated) by language. This is seen on the example of grammatical gender in which feminist movements (especially the second wave) noticed sexist evaluations (a contentious topic to date). Philip M. Smith in *Language, the Sexes and Society* (1984) writes about semantic degradation, which affects mainly women. According to the author, they usually carry stereotypical (evaluative) meanings, which are unfavourable for the "weaker sex". Additionally, a linguist - prof. Małgorzata Marcjanik (2008) shows that female job titles are associated with less prestige than those expressed in male forms. Indeed: the words "firewoman", "camerawoman", "policewoman", and "congresswoman" still sound a bit "exotic" in some aspects. Initially, women in the higher echelons of their professions used the male forms of their professional titles to increase their prestige. However, men (not yet accustomed to the presence of women at the "senior levels" of their careers) did not know what to call their female colleagues and bosses. Over time, men used gendered terms to devalue women's positions and achieve male professional dominance (Carter, 1993).

Language's relationship with discrimination is not reducible to gendered grammatical forms. We also deal with phraseological perpetuation of stereotypes and prejudices. We say: "don't be an Indian giver", "be a man", "don't be a Jew", "boys will be boys", "girl talk", "lazy beaner", "gypped". Such expressions may seem harmless, however they have a huge impact on shaping social awareness, as well as people's personality and psyche. The slogan "boys don't cry" or "girls can't fight" are examples of a script (a term from psychology) conditioning adverse behaviour of children and youth. Therefore, we should pay attention to sentences that can be wrongly received or simply harm someone, remembering the linguistic "political correctness", which began to be proclaimed several decades ago and which is not only a sign of good manners, but also an important legal postulate.

In 1990, the Council of Europe issued recommendations of the Committee of the Council of Ministers on the elimination of sexism. Since then, importance has been attached to linguistic anti-discrimination, and not just in the case of gender inequality. The official and medical names have also changed. Today, we should no longer talk about "disabled people", but about "people with disabilities" because we do not want to see people only through the prism of their ailments. For the same reasons, we will no longer find "crippled", "crazy" or "schizophrenic" in medical language.

In addition to the appropriate names, we also need to pay attention to what topics we discuss in the company of people with disabilities, the sick, women, and/or minorities. Too much effort and excessive appreciation of a person can also be badly received, because sometimes she or he emphasizes certain "deficiencies" of our interlocutor. The same applies to the elderly (not "old") people.

Next to the language, we should look at the graphic symbols. Graphic symbols also make up the set design, costumes or situations contained in the films. We recommend readers of this Guide to pay close attention.

In short, we can conclude that **stereotypes are a cognitive structure consisting of three elements: knowledge, beliefs and expectations of an observer regarding a social group. An additional element that brings them together is affect, which is key to understand how stereotypes function** (Mackie et al., 1999).

Stereotypes contain all possible classifications of people due to belonging to different sets/collections.

Examples: nationality (Roma stereotype - thief), sexual orientation (gay stereotype - being effeminate), sex (man stereotype – strong), professions (scientist stereotype – smarter than non-scientists), social roles (mother stereotypes - always focused on the child).

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OBJECTIVES OF STEREOSCIFI PROJECT

The main aim of the project is to prevent the discrimination and segregation, as well as hostile behavior that could result in, based on Hard (and Soft) Sciences Fiction books and films; it is not to prevent the creation or use of stereotypes.

Consequently, the main objectives of StereoSciFi activities are to work on stereotypes and prejudices, so students can understand these phenomenon, and don't proceed to discrimination but rather to accept the others. We created different activities in order to have different specific objectives, such as:

- ✓ Create student's ability for defining and identifying stereotypes appearing in real, daily life;
- ✓ Explain the mechanism of creating stereotypes;
- ✓ Create students' ability to identify stereotypical thinking in personal and others' opinions, etc.

Additionally, working with StereoSciFi activities students will be able to identify stereotypical behaviour models and stereotypical thinking in personal and others' opinions. Furthermore, the students will be incentive to read books and watch films on their own, or in a foreign language.

Whilst and after reading the book or watching the film, students will be able to think about the meanings of words, to connect them with the characters' thoughts and feelings, to ask questions with many possible answers, and to share their ideas with the rest of the group. They also will be engaged in various creative activities during the lessons.

In addition, if the activities are to be performed in English, students will develop their English listening, reading, writing and spontaneous speaking skills.

VISIT CARDS

In this section you have a visit card for each of the activities included in the StereoSciFi Activities Suitcase. For each film and book there are at least 3 activities (some have 4activities). The activities were tested and improved according to feedback of teachers and students involved in the application, during the project implementation, so you know that works.

The organization of this section is done by film and book. We present the film or book with an image, and then the visit cards for the activities for that element.

Each visit card presents you with summary description of the activity, it is quicker to understand the aims and main features of the activity, facilitating your work on deciding what activities to apply. Of course you need to have the StereoSciFi Activities Suitcase in order apply the activity. You can use the English version of the activities if you want also take the opportunity for students practice their English skills (the recommended level of English is indicated in each activity), or implement it on your own language (some materials may need to be translated).

DIVERGENT VISIT CARDS



ACTIVITY NO 1

Title of the learning activity	Divergent Film Questionnaire	
Objectives and connections to curriculums	<p>Enhance communication skills and critical thought. Improve understanding on stereotypes.</p> <p>In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.</p>	
Target group/age/level of language	Students age: 13-18 /Level of English: B1.1/B1.2 to B2	
Necessary materials and resources	<p>Film “Divergent”</p> <p><u>Pen & Paper Version:</u></p> <p>Pen</p> <p>Chronometer</p> <p>Divergent Questionnaire</p> <p>Divergent – Questionnaire Answer Sheet</p> <p>Certificate Pen & Paper</p> <p><u>Kahoot Version:</u></p> <p>Cellphones</p> <p>Multimedia Projector</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (one to watch the film and the other for the activity)</p>

	Kahoot Certificate Kahoot	
Short description of the way in which the learning activity will take place	INTRODUCTION: Focused discussion on the characteristics attributed to young people. Have students discuss the way young people organize themselves in “tribes”. MOTIVATION TO STUDENTS’ ACTIVITY: The students with the best scores will get a certificate. ACTIVITY Have students either solve the questionnaire in the paper version or through Kahoot.	
SUMMARY	Students will be able to identify stereotypes both in fiction and in real life and should be able to assess whether the fictitious stereotypes have a real-life basis.	

ACTIVITY NO 2

Title of the learning activity	Divergent Questionnaire Discussion	
Objectives and connections to curriculums	<p>Enhance communication skills and critical thought. Improve understanding on personality traits and stereotypes.</p> <p>In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.</p>	
Target group/age/level of language	Students age: 13-18 /Level of English: B1.1/B1.2 to B2	
Necessary materials and resources	<p>Film “Divergent”</p> <p>Previously Answered Questionnaire</p> <p>Instructions</p> <p>General Poster</p> <p>Faction Posters</p> <p>Lists of Characteristics</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 1 session/class</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Students have to read the information on the characteristics of the different film factions and choose the faction they feel they would fit in the best.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>Students will sit according to their faction. Volunteers from each faction will explain the reasoning behind their choice.</p>	

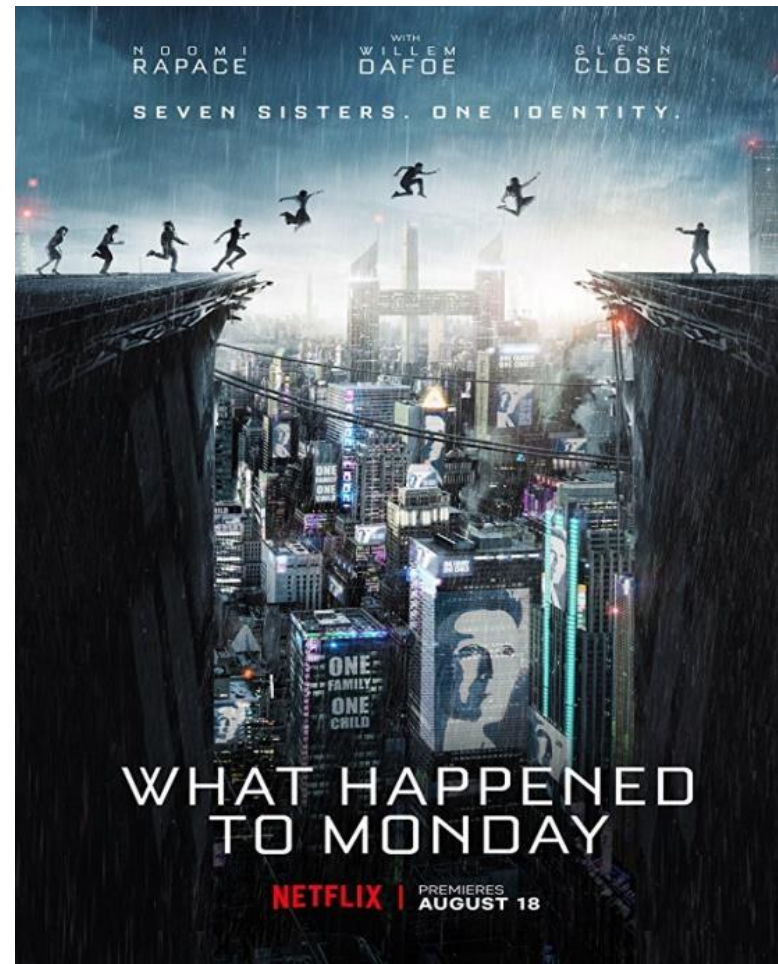
	<p>ACTIVITY</p> <p>Discussion, based on previous questionnaire, regarding the film's story and themes, and whether the students' fiction decisions were due to stereotypes.</p>	
<p>SUMMARY</p>	<p>Students will be able to identify stereotypes both in fiction and in real life and should be able to assess whether the fictitious stereotypes have a real-life basis.</p>	

ACTIVITY NO 3

Title of the learning activity	Divergent Factions	
Objectives and connections to curriculums	<p>Enhance critical thought and self-reflection. Improve understanding on stereotypes and how one resorts to them even if conscious about their possible negative consequences.</p> <p>In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.</p>	
Target group/age/level of language	Students age: 13-18 /Level of English: B1.1/B1.2 to B2	
Necessary materials and resources	<p>Film “Divergent”</p> <p>Example Of A New Faction</p> <p>Computer</p> <p>Internet</p> <p>PowerPoint</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 1 session/class, group work before the session</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Students will do a group task (homework) in which they will create a new faction.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>The faction posters created by the students can be put up in the classroom.</p> <p>ACTIVITY</p>	

	<p>Homework - Students should split in groups and strive to create their own factions.</p> <p>Session - Students will present and discuss the factions created.</p>	
SUMMARY	<p>After all of the presentations, the class will be asked to think on the faction that was created and how and why it was created like it was presented. The teacher will use this exercise to make the students realize the usage of stereotypes in our everyday thinking.</p>	

WHAT HAPPENED TO MONDAY VISIT CARDS



ACTIVITY NO 1

Title of the learning activity				What Happened to Monday Sisters’ Roles	
Objectives and connections to curriculums				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.	
				Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education (Basque Government HEZIBERRI 2020).	
Target group/age/level of language				Students age: 12-18 /Level of English: B2.1	
Necessary materials and resources				Film “What happened to Monday”	
				Sisters’ Posters	
				Response Sheets	
				Activity Summary	
Short description of the way in which the learning activity will take place				INTRODUCTION:	
				Before watching the film, it is good to talk about the film we are going to watch.	
				MOTIVATION TO STUDENTS’ ACTIVITY:	
				After watching the film, have students discuss their opinions about it	
				Remember the characters	

	<p>ACTIVITY</p> <p>We will use the ‘spinning paper technique’</p> <p>Each group will have the picture of one of the sisters. For 5 minutes they will write about the role of that sister. Afterwards, they will go to another group with another picture and so on until all the groups write about the 7 sisters.</p> <p>All together fill the template with all the characters.</p>	
<p>SUMMARY</p>	<p>All the students in the class talk about the roles played and attributed to the sisters and if they have to do with their looks and gender and are stereotypical.</p>	

ACTIVITY NO 2

Title of the learning activity	What Happened to Monday Lift Dialogue	
Objectives and connections to national curriculums	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.	
	Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education. (Basque Government HEZIBERRI 2020)	
Target group/age/level of language	Students age: 12-18 /Level of English: B2.1	
Necessary materials and resources	Film “What happened to Monday”	Place: classroom or meeting room. Total duration: 1 session/class
	Lift Dialogue	
	Questions About The Lift Scene	
	Rewrite the Dialogue	
Short description of the way in which the learning activity will take place	INTRODUCTION: Remember the film and specifically the dialogue of the lift between Yerri and Karen	
	MOTIVATION TO STUDENTS’ ACTIVITY: What type of dialogue was it? Was it friendly? Are stereotypes used?	

	<p>ACTIVITY</p> <p>Answer the questions about the dialogue.</p> <p>Imagine a different dialogue.</p>	
<p>SUMMARY</p>	<p>The class and teacher are to comment on the analysis they made of the dialogue and reenact the new dialogue.</p>	

ACTIVITY NO 3

Title of the learning activity	What Happened to Monday: Change the Film's Ending	
Objectives and connections to national curriculums	<p>Improve understanding and discernment regarding stereotypes about appearance and gender.</p> <p>Develop critical thinking skills and become aware about own gender prejudices.</p> <p>Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education. (Basque Government HEZIBERRI 2020)</p>	
Target group/age/level of language	Students age: 12-18 /Level of English: B2.1	
Necessary materials and resources	<p>Film "What happened to Monday"</p> <p>Memory Aid</p> <p>Smartphones</p> <p>A Computer and a Projector</p> <p>Plan The Alternate Ending</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (1 for creating new ending, and 1 for presenting and discussing the films created)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Have the whole class remember the final of the film</p> <p>MOTIVATION TO STUDENTS' ACTIVITY:</p> <p>Could be other final for the film, where the stereotypes not appear?</p> <p>ACTIVITY</p>	

	<p>Try to imagine a different end for the film and make a short video – 10 minutes long – of it.</p> <p>In this ending, gender, looks stereotypes and/or prejudices against minorities must be discussed. How would you change the story?</p> <p>First think about the new ending in general and its story, then think a dialogue for the scene, the characters and the scenery.</p>	
SUMMARY	<p>Show all the videos created and have the class comment about how the stereotypes have been dealt with.</p>	

IN TIME VISIT CARDS



ACTIVITY NO 1

Title of the learning activity	In Time: Stereotypes and Time	
Objectives and connections to curriculums	Enhance communication skills and critical thought on abstract concepts such as time. Improve understanding on stereotypes. Improve English listening, reading, and writing skills. The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).	
Target group/age/level of language	Students age: 12-15 /Level of English: A2.2	
Necessary materials and resources	Film “In time” Computer and multimedia or tablets, Ted-ed lesson Notes	Place: classroom or meeting room. Total duration: 1 session/class (for the activity) + time to watch the film
Short description of the way in which the learning activity will take place	INTRODUCTION: “Before watching the video, can you think about stereotypes and time?” MOTIVATION TO STUDENTS’ ACTIVITY: After watching the film, the teacher should do a discussion about the main theme. ACTIVITY	

	Open the Ted-Ed lesson (app with trailer of film and questions to answer online, available in English) and follow the instructions.	
SUMMARY	By watching the film and answering the questions, students should be encouraged to think critically and to perceive and identify stereotypes in the film. In the lesson, there are developed different skills such English listening, reading and writing skills as well as communication, collaboration, information selection and critical thinking skills	

ACTIVITY NO 2

Title of the learning activity	In Time Detailed Review	
Objectives and connections to curriculums	<p>Enhance communication skills and critical thought. Improve understanding on stereotypes. Develop writing skills.</p> <p>The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).</p>	
Target group/age/level of language	Students age: 12-15 /Level of English: A2.2	
Necessary materials and resources	<p>Film "In time"</p> <p>Computers or tablets</p> <p>Edpuzzle lesson</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 4 sessions/classes (the EdPuzzle is presented in 4 parts around 30-40 minutes each)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>"You will now do an online activity in Edpuzzle. You can pause at any time and then continue said activity but it must be completed. This activity includes excerpts of the film In Time as a way to help you remember what happened. Please pay attention to them and then answer the questions regarding them."</p> <p>MOTIVATION TO STUDENTS' ACTIVITY:</p> <p>Before starting the activity, the teacher should do a discussion about the main theme.</p>	

	<p>ACTIVITY</p> <p>Open the Edpuzzle lesson and watch the first film excerpt and do its activities. Once that is done do the second one and so on.</p>	
<p>SUMMARY</p>	<p>By watching the film students should be encouraged to think critically and to perceive the stereotypes suggested in the film. Students will improve their listening and speaking skills as well as critical thinking and problem solving and digital competences</p>	

ACTIVITY NO 3

Title of the learning activity				In Time and Stereotype Discussion Through Games	
Objectives and connections to curriculums	Enhance communication skills and critical thought. Improve understanding on diverse stereotypes. Encourage and develop English skills.				
	The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).				
Target group/age/level of language				Students age: 12-15 /Level of English: A2.2	
Necessary materials and resources				Place: classroom or meeting room. Total duration: 1 session/class	
Film “In time” Computers or tablets Jigsawplanet tasks Multimedia Phones Kahoot					
Short description of the way in which the learning activity will take place					

	<p>stereotypes they know/can recognize.</p> <p>ACTIVITY</p> <p>Open the first 2 puzzle links and do them regarding gender stereotypes. This will be followed by the third puzzle about age stereotypes, and finally the forth puzzle regarding class stereotypes. Once the puzzles are done, the teacher should start the kahoot and have their students solve it.</p>	
<p>SUMMARY</p>	<p>These activities will let students understand some kinds of stereotypes and students will improve their listening, speaking skills and motivation of learning language through games.</p>	

VALERIAN AND THE CITY OF THE THOUSAND PLANETS VISIT CARDS



ACTIVITY NO 1		
Title of the learning activity	Valerian and the city of the thousand planets Oxford Debate	
Objectives and connections to curriculums	Enhance and facilitate communication skills and critical and argument construction/rhetoric. Improve understanding on stereotypes.	
Target group/age/level of language	Students age: 12-18 /Level of English: A2.2	
Necessary materials and resources	<p>Film “Valerian and the city of a thousand planets”</p> <p>Multimedia projector</p> <p>Microphones (if possible)</p> <p>Voting cards in two colours</p> <p>Boxes for voting cards</p> <p>Stereotype Definition</p> <p>Types Of Stereotypes</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (one to prepare the debate and 1 for debate) + time to watch the film</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Discuss students’ impressions of the film.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>Creating the “map of heroes” with their general value (positive, negative)</p> <p>Writing interesting quotes from the film</p> <p>ACTIVITY</p> <p>Prepare for the Oxford Debate.</p>	

	Oxford Debate.	
SUMMARY	<p>Students' impressions of the debate.</p> <p>Creating the map of the most important (FOR & AGAINST) memorized arguments.</p> <p>Looking for stereotypes included in the arguments (group work).</p> <p>Conclusion.</p>	

ACTIVITY NO 2		
Title of the learning activity	Valerian and the city of the thousand planets Social Game	
Objectives and connections to curriculums	Improve understanding on stereotypes and ability to distinguish an objective opinion from one containing stereotypes.	
Target group/age/level of language	Students age: 12-18 /Level of English: A2.2	
Necessary materials and resources	<p>Film “Valerian and the city of a thousand planets”</p> <p>Sociometric test</p> <p>Introduction to sociometry (not obligatory)</p> <p>Example Of A Sociometric Test</p> <p>The Rosenberg Self-Esteem Scale</p> <p>“Alfa Station Plan”</p>	<p>Place: this was planned to be implemented on entire school, but can be with some classes or just one class. To be done in classroom or meeting room, and final stage in schoolyard or gymnasium.</p> <p>Total duration: 4 sessions/classes (one session for preparation, and 3 sessions for activity itself)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Discuss students’ impressions of the film.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>Creating the list of planets and their specificities.</p> <p>Explaining the game rules.</p> <p>Divide the class into groups and assign tasks.</p> <p>Develop a time schedule for the task.</p> <p>ACTIVITY</p>	

	<p>The game is divided into three parts:</p> <ul style="list-style-type: none"> • First part, all classes involved: in small groups, collecting information about their class. • Second part: students choose another class, about which information will be collected. • Third part: In the Alfa Station Plan, each class places themselves in a planet; the class that collected information on them place them on a planet too, and if different one, both classes need to agree on final placement. 	
SUMMARY	<p>The final of the game is a meeting in a large space on which the Alfa station plan.</p>	

ACTIVITY NO 3

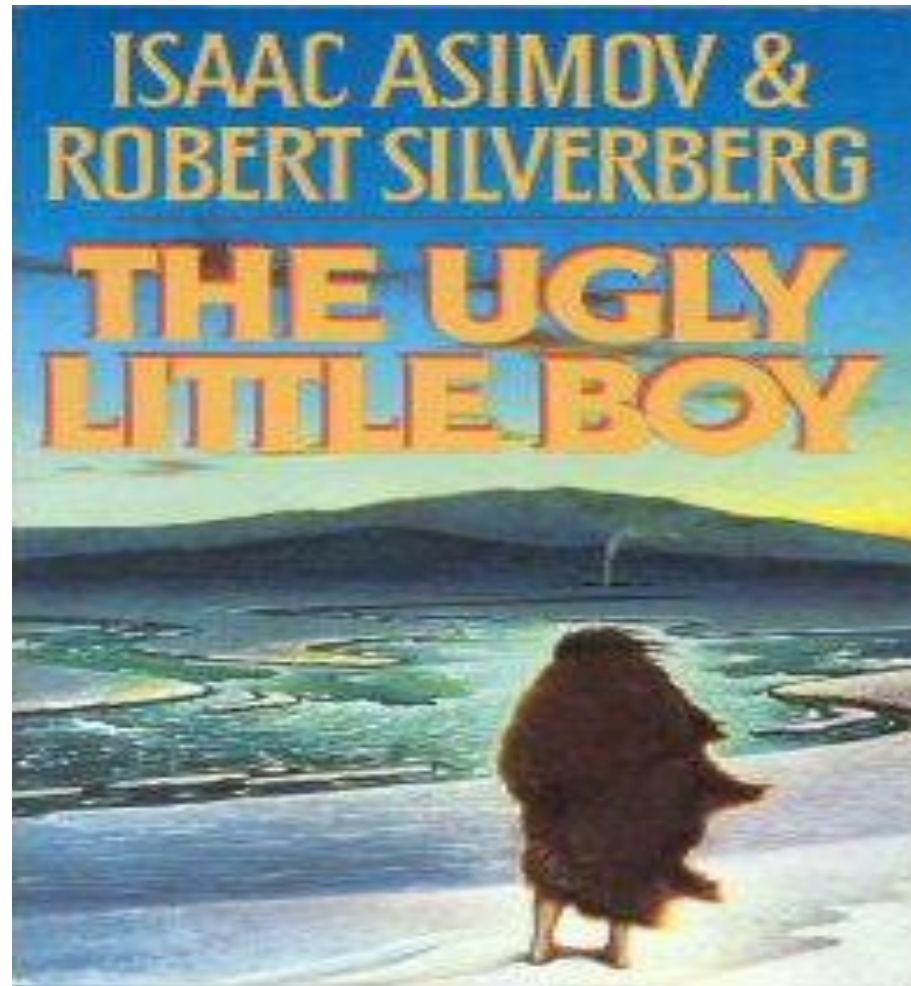
ACTIVITY NO 3		
Title of the learning activity	Valerian and the city of the thousand planets Writing Competition	
Objectives and connections to curriculums	Improve understanding the differences between one's and others' opinions in relation to stereotypical thinking.	
Target group/age/level of language	Students age: 16 and over /Level of English: A2.2	
Necessary materials and resources	<p>Film "Valerian and the city of a thousand planets"</p> <p>Rules of the Competition</p> <p>Paper</p> <p>Pen</p>	<p>Place: classroom or meeting room. The activity involves all students (entire school).</p> <p>Total duration: 2 sessions/classes (1 to present the rules of competition, and 1 to announce and prize the winners), for a period of 3 months</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>The teacher should present the students with the Rules of the Competition.</p> <p>MOTIVATION TO STUDENTS' ACTIVITY:</p> <p>Winners (at least one per category – 'storytelling' or 'scenario' - plus an honourable mention if the conditions are met) will get a material prize if possible.</p> <p>The top 3 most voted in each category and, if conditions are met, the honourable mention will be made into an e-book and published in the project's and/or school website.</p> <p>ACTIVITY</p>	

	<p>Students are to write a text for either the “storytelling” or “scenario” categories, or both.</p> <p>Students will be able to vote on their favorites with a jury rating of 25 or more published online. The most voted are the winners.</p>	
SUMMARY	<p>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 honorable mention.</p>	

ACTIVITY NO 4

ACTIVITY NO 4		
Title of the learning activity	Valerian and the city of the thousand planets Creative Writing	
Objectives and connections to curriculums	Improve understanding the differences between one’s and others’ opinions in relation to stereotypical thinking.	
Target group/age/level of language	Students age: 10-14/Level of English: A2.2	
Necessary materials and resources	Film “Valerian and the city of a thousand planets” Paper Pen	Place: classroom or meeting room. Total duration: 2 sessions/classes
Short description of the way in which the learning activity will take place	INTRODUCTION: Discuss students’ impressions of the film. MOTIVATION TO STUDENTS’ ACTIVITY: Winners will get a material prize if possible. Top 10 works will be made into an e-book and published in the project’s website. ACTIVITY Students are to write a “letter” to a character – whilst roleplaying as either Valerian or Laureline – and talk about why the friendship between Valerian and Laureline is important to them.	
SUMMARY	Once voting is concluded, 3 winners will be announced and will, if possible, receive a material prize. If a material prize is not possible, we advise picking the 10 best “letters” and making their work into a booklet to be published online in the project’s website.	

THE UGLY LITTLE BOY VISIT CARDS



ACTIVITY NO 1

ACTIVITY NO 1		
Title of the learning activity	The Ugly Little Boy Escape Room	
Objectives and connections to curriculums	<p>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.).</p> <p>Develop English skills.</p> <p>In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.</p>	
Target group/age/level of language	Students age: 13-18 /Level of English: B1 or above	
Necessary materials and resources	<p>Book “The Ugly Little Boy”</p> <p>Markers</p> <p>Pens</p> <p>Laminating paper</p> <p>Booklet</p> <p>Station 1 – Questions</p> <p>Station 3 – Highlight Task 1</p> <p>Station 3 – Highlight Task 2</p> <p>Station 4 - Crosswords</p> <p>Certificate</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 1 session/class + time to read the book</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Teacher should tell students they will be doing an Escape Room</p>	

	<p>based on “The Ugly Little Boy”. They can introduce the activity by saying “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>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>The students able to successfully complete the activity will get a certificate and a prize if possible.</p> <p>ACTIVITY</p> <p>Students will be solving diverse tasks where they will analyze the book and learn more about Neanderthals and the human evolution.</p>	
<p>SUMMARY</p>	<p>By facing stereotypes about Neanderthals and how they were actually historically wrong, students will face the fact that many real life stereotypes about outgroups are not true or valid.</p>	

ACTIVITY NO 2

Title of the learning activity	The Ugly Little Boy Film	
Objectives and connections to curriculums	<p>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.</p> <p>In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.</p>	
Target group/age/level of language	Students age: 13-18 /Level of English: B2.1	
Necessary materials and resources	<p>Book “The Ugly Little Boy”</p> <p>Mobile phones to make the video</p> <p>Software to edit the videos and make it a film</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (one for filming and one for presenting final film with discussion)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Students will be split into groups and each group is to film a different book chapter.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>Students will see themselves bringing the book to life in an interesting and involving activity whilst they will also learn the basics about acting and filming.</p> <p>ACTIVITY</p> <p>Students will plan how to film their chapter and who is who.</p> <p>Students will then film the chapter.</p> <p>Students will deliver what they did to the teacher who will edit and</p>	

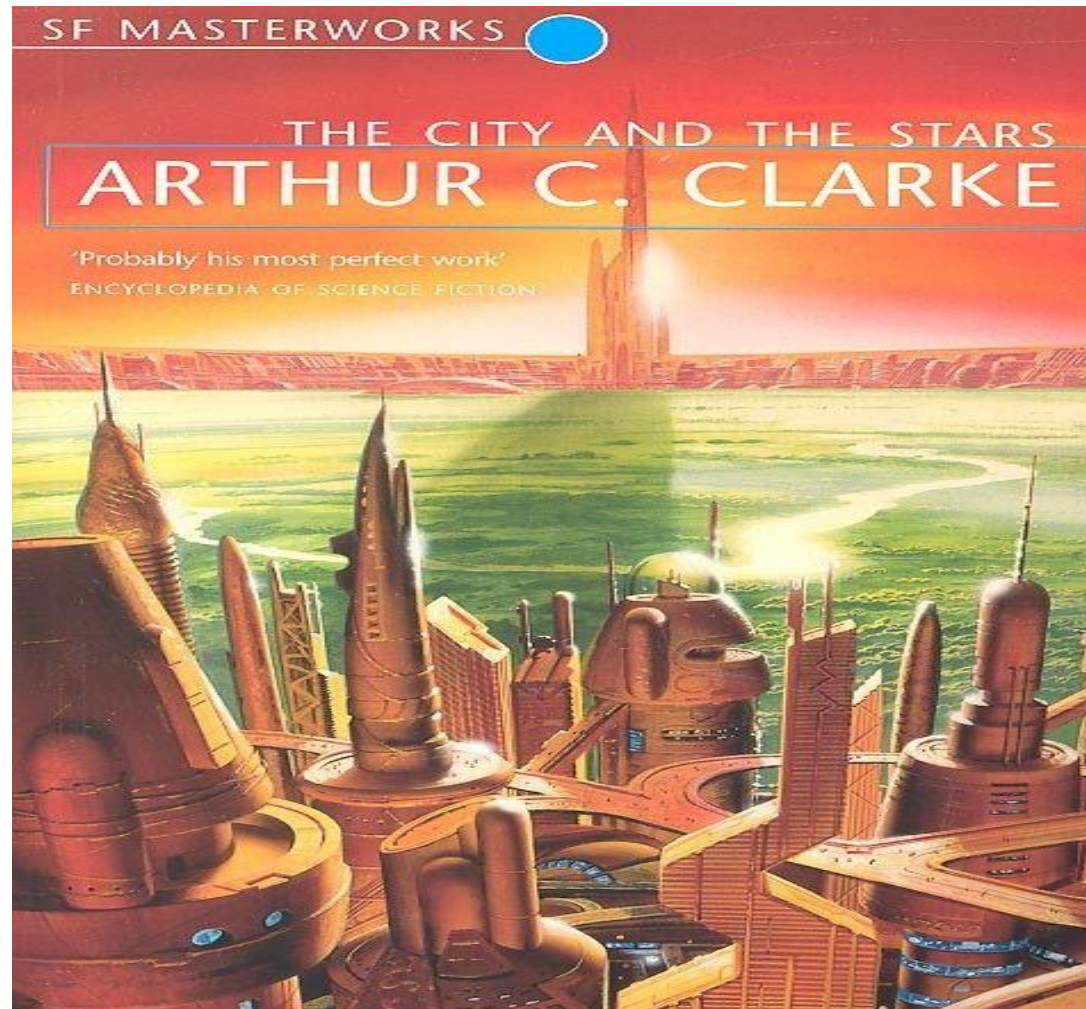
	<p>make it into a single film.</p> <p>In session 2, everybody watch the final film and discuss the different interpretation that each group made of the book.</p>	
SUMMARY	<p>By facing different interpretations of the book, students gain more insight into how people interpret and make sense not only of media but of their own real life experiences.</p>	

ACTIVITY NO 3

Title of the learning activity		The Ugly Little Boy Debate	
Objectives and connections to curriculums	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.		
	In Portugal there is a focus on educating responsible, autonomous, and compassionate people who understand and respect human rights and diversity - “Educação para a Cidadania”.		
Target group/age/level of language		Students age: 15-18 /Level of English: B2.1	
Necessary materials and resources		<p>Book “The Ugly Little Boy”</p> <p>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</p> <p>Candies or appropriate prize for the students with the best arguments and/or that show the greatest mastery of the subject.</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (1 to prepare and 1 to have the debate)</p>
Short description of the way in which the learning activity will take place		<p>INTRODUCTION:</p> <p>Students will be split into 2 groups: one group defending there are no gendered jobs and one against that.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p> <p>The best arguers/team will win a small prize.</p> <p>ACTIVITY</p> <p>Students will research the topic.</p> <p>Students will argue according to their assigned role even if they don’t</p>	

	personally agree with it.	
SUMMARY	Students realize that stereotypes, in this case gender stereotypes, are more of a belief than a fact and how personal differences between two people of the same gender are often more pronounced than differences between genders.	

THE CITY AND THE STARS VISIT CARDS



ACTIVITY NO 1

ACTIVITY NO 1		
Title of the learning activity	The City and the Stars: Draw the Main Character	
Objectives and connections to curriculums	<p>Improve understanding and discernment regarding stereotypes about appearance and gender.</p> <p>Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding gender.</p> <p>Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education (Basque Government HEZIBERRI 2020).</p>	
Target group/age/level of language	Students age: 12-15 /Level of English: B2.1	
Necessary materials and resources	<p>Book “The city and the stars”</p> <p>Cardboard</p> <p>Colored pencils</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 1 session/class + time to read the book</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>The teacher starts introducing the activity asking the students about the main character, Alvin, so that they start thinking about them:</p> <p>“how do you imagine Alvin?” “What do they look like?”</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p>	

	<p>To motivate students and refresh their minds, the teacher should ask them to reread chapter 1, specially the parts where the narrator talks about the newborns and their physical appearance. The reading can be done individually or aloud by the whole class.</p> <p>ACTIVITY</p> <p>In groups, the students have to draw the main character, taking into account the description in the book.</p> <p>At the end, each group explains why they draw the main character that way.</p>	
SUMMARY	<p>Note the differences and resemblances among the groups, and note the gender and looks stereotypes mentioned/used.</p>	

ACTIVITY NO 2

Title of the learning activity	The City and the Stars’ Perfect Beauty	
Objectives and connections to curriculums	Improve understanding and discernment regarding stereotypes about appearance and gender.	
	Develop critical thinking skills and become better at recognizing stereotypes. Particularly those regarding gender.	
	Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education (Basque Government HEZIBERRI 2020).	
Target group/age/level of language	Students age: 12-18 /Level of English: B2.1	
Necessary materials and resources	Book “The city and the stars”	Place: classroom or meeting room. Total duration: 1 session/class
	Pen.	
	Perfect Beauty Worksheet	
	Adhesive notes	
Short description of the way in which the learning activity will take place	INTRODUCTION: The teacher starts introducing the activity by asking students what beauty is for them and if they have an ideal of beauty perfection.	
	MOTIVATION TO STUDENTS’ ACTIVITY: To motivate students, the teacher can show them pictures of different people and ask them if they think they are good looking or	

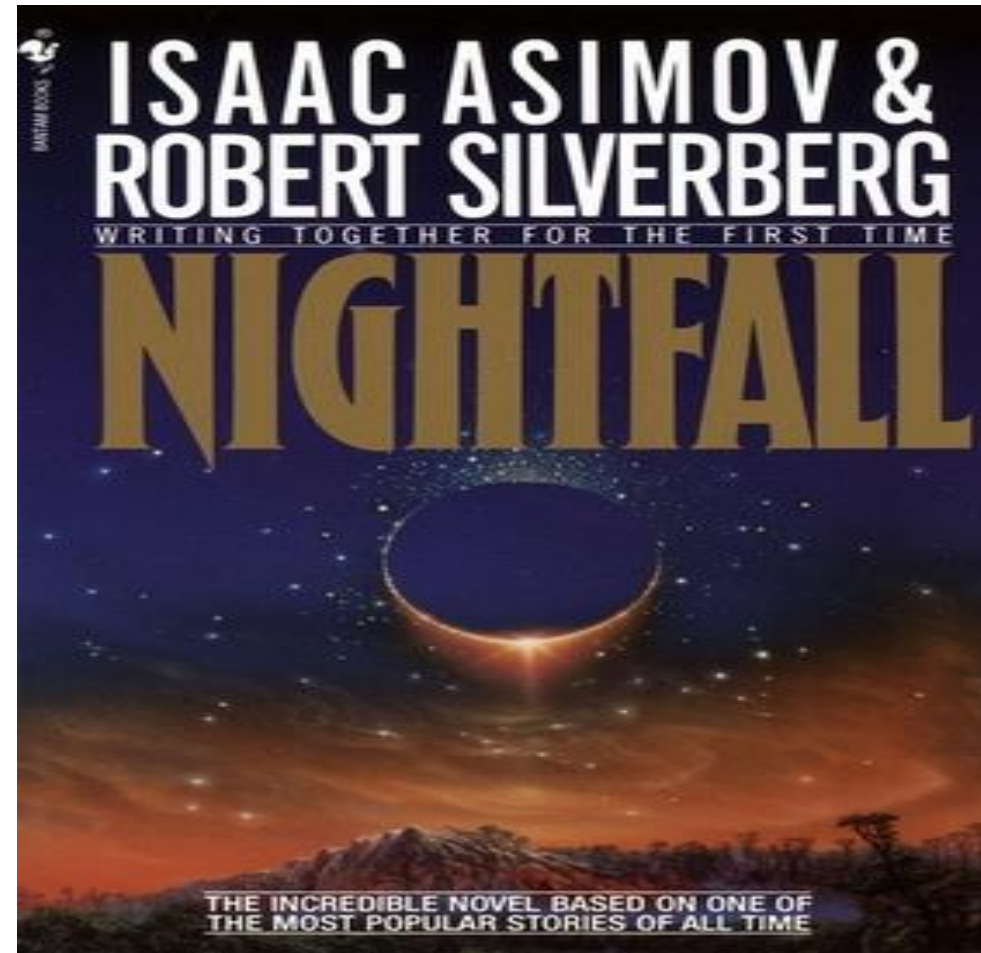
	<p>not.</p> <p>ACTIVITY</p> <p>The teacher hands out the Perfect Beauty Worksheets, individually, students note down what characteristics and features of a man and a woman with 'perfect appearance'.</p> <p>They choose one or two characteristics for a woman and for a man and write them on different pieces of adhesive paper. Afterwards, one by one, they say aloud what they have written to share it with the whole class and post it on the board, where there is a column for women and another for men.</p> <p>When all students have posted their notes, they see if there are features that are repeated or not and why this can be.</p>	
<p>SUMMARY</p>	<p>The whole group discusses about what is beauty and if there is any stereotype involved, whether beauty is cultural and changes with time and if they see differences between what people expect from men and women regarding they looks. They discuss about the prejudices people have regarding the looks and appearance of others.</p>	

ACTIVITY NO 3

Title of the learning activity		The City and the Stars: Alystra	
Objectives and connections to curriculums	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.		
	Basic Education must guarantee the right to education of all people, from an ethical approach in the key of equity and social justice. Education must provide equal opportunities without discrimination of any kind and play a compensating role for economic, social, cultural and personal differences. This implies that, the Administration and educational leaders, as well as professionals and all members of the educational community, will be guided by the principle of inclusion, promoting a comprehensive and personalized education until the completion of basic and compulsory education (Basque Government HEZIBERRI 2020).		
Target group/age/level of language		Students age: 12-18 /Level of English: B2.1	
Necessary materials and resources		Book “The city and the stars” Paper Pen	Place: classroom or meeting room. Total duration: 1 session/class
Short description of the way in which the learning activity will take place		INTRODUCTION: The teacher says that the activity is about one of the characters in the book and they have to guess who. As most of them would say Alvin, the male character, the teacher will explain that they will work on a female character. MOTIVATION TO STUDENTS’ ACTIVITY:	

	<p>The teacher starts drawing the students attention to the female character, Alystra. “How do you imagine her?” “Do you think she has an important role in the story?”</p> <p>ACTIVITY</p> <p>Individually, students reread chapter 7 paying attention to the description of Alystra at the end of it. Note down her characteristics. Students gather in groups of 3-4 for 10 minutes and share their notes and opinions and discuss whether there are gender stereotypes involved.</p>	
SUMMARY	<p>The whole group discusses the ideas gathered and the stereotypes found.</p>	

NIGHTFALL VISIT CARDS



ACTIVITY NO 1

Title of the learning activity	Nightfall: Stereotypical Images and Behaviours	
Objectives and connections to curriculums	Improve understanding and discernment regarding stereotypes associated to certain nationalities and professions. The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).	
Target group/age/level of language	Students age: 15-17 /Level of English: A2.2	
Necessary materials and resources	Book “Nightfall” Powerpoint Presentation Youtube video Map of Europe Worksheet Nightfall Worksheet	Place: classroom or meeting room. Total duration: 1 session/class + time to read the book
Short description of the way in which the learning activity will take place	INTRODUCTION: Teacher opens the powerpoint and leaves it on the first slide with “The Simpsons” map of Europe. MOTIVATION TO STUDENTS’ ACTIVITY: Discussion about why a certain “The Simpsons” character symbolizes a particular nation. ACTIVITY Open the Youtube link and play the video and then discuss it. Then	

	<p>the teacher will show the next few slides with maps of Europe (stereotypes) according to different European countries. The students are then to fill in groups of 2 their own stereotype maps of Europe. They are then to fill the “Nightfall” worksheet. Finally they will discuss and compare real-life stereotypes to those in the novel.</p>	
SUMMARY	<p>Students discuss about the stereotypical images of Europeans and the dangers we encounter when evaluating others stereotypically as well as try to answer the following question related to “Nightfall”: “What is bad/good about behaving stereotypically in the face of fear?”</p>	

ACTIVITY NO 2

Title of the learning activity	Nightfall Analysis According to Multiple Viewpoints	
Objectives and connections to curriculums	<p>Improve understanding and discernment in regards to thinking objectively or in a stereotypical manner. Develop critical thinking skills.</p> <p>The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).</p>	
Target group/age/level of language	Students age: 15-17 /Level of English: A2.2	
Necessary materials and resources	Book “Nightfall” Stickers of two different colours A1 Paper	Place: classroom or meeting room. Total duration: 1 session/class + time to read the book
Short description of the way in which the learning activity will take place	INTRODUCTION: Students are told to pick one of 6 roles. They are to read the story from the point of view of their selected role. MOTIVATION TO STUDENTS’ ACTIVITY: Focused discussion. ACTIVITY Students are to discuss what they found predictable and unexpected about the story in groups with same role. They are told to write down their insights from the point of view of their role. Then the whole class will discuss what they found predictable and unexpected in the	

	story and why.	
SUMMARY	<p>The lesson should encourage students to be profound and develop critical thinking evaluating both literature and the surrounding world. At the same time, they will learn tolerance because the phenomenon can be evaluated and perceived in a different way from different points of view.</p>	

ACTIVITY NO 3

Title of the learning activity	Nightfall Creative Presentation	
Objectives and connections to curriculums	Develop critical thinking and rhetoric skills in a creative environment. The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).	
Target group/age/level of language	Students age: 15-17 /Level of English: A2.2	
Necessary materials and resources	Book “Nightfall” Problem Solving Method Computers with internet access	Place: classroom or meeting room. Total duration: 1 session/class
Short description of the way in which the learning activity will take place	INTRODUCTION: In a previous lesson, students are told to think about 5 or 6 problem solving questions that are raised in the book. MOTIVATION TO STUDENTS’ ACTIVITY: Students are to make a presentation to advertise the story of the book. One group of students will evaluate the presentations and develop their own evaluation tool. ACTIVITY The students will create their presentation/tool according to the rules and will then present it to the class/evaluate the presentations.	

SUMMARY

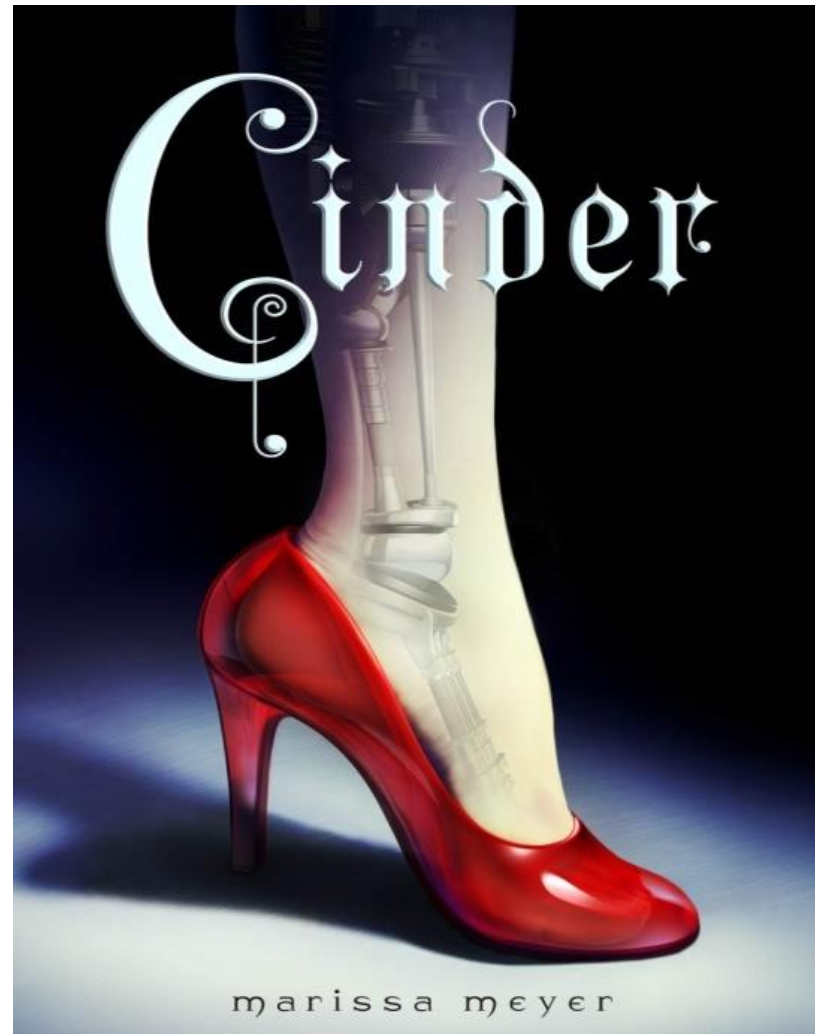
The students will develop their creativity by advertising the book. They are also to discuss the topics addressed to the book and discuss their opinions on them and their applicability to the real world.

ACTIVITY NO 4

ACTIVITY NO 4		
Title of the learning activity	Nightfall Reading Circle	
Objectives and connections to curriculums	<p>Improve understanding and discernment in regards to thinking objectively or in a stereotypical manner. Develop critical thinking skills.</p> <p>The priority task of the Ministry of Education in Lithuania is to make preventive/anti-discrimination activities a routine in each school (analysing the causes of risky behaviour of students and developing or promoting the development of preventive programs as well as different programs and projects).</p>	
Target group/age/level of language	Students age: 15-17 /Level of English: B1.1	
Necessary materials and resources	<p>Book "Nightfall"</p> <p>Role Sheets</p> <p>Role Badges</p> <p>Plotting the Pyramid</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Students are to split into groups of 6. The teacher will then them that one person per group must represent one role and read the story and fill their respective role sheets.</p> <p>MOTIVATION TO STUDENTS' ACTIVITY:</p> <p>The teacher should stress that all roles are important.</p> <p>In the case the teacher decided to print the Role Badges as stickers, the students can keep said stickers.</p> <p>The students' Plotting the Pyramids can be put up in the classroom.</p>	

	<p>ACTIVITY</p> <p>Students discuss the book's story according to their assigned roles. Then they are to fill the Plotting the Pyramid which they will present to the class and can be put up in the classroom.</p>	
<p>SUMMARY</p>	<p>By raising questions and/or preparing connections students should be encouraged to think critically and to identify stereotypes suggested by the author. In this activity, different skills are developed such as communication, collaboration, information selection and adaptation and critical thinking.</p>	

CINDER VISIT CARDS



ACTIVITY NO 1

Title of the learning activity	Cinder: Stereotypes – are they the same in science-fiction and real life?	
Objectives and connections to curriculums	Improve the ability to identify and define real life stereotypes.. Develop critical thinking skills.	
Target group/age/level of language	Students age: 14-18 /Level of English: A2.2	
Necessary materials and resources	Book “Cinder” Paper Pen/Pencil	Place: classroom or meeting room. Total duration: 1 session/class + time to read the book
Short description of the way in which the learning activity will take place	INTRODUCTION: Discuss students’ impressions of the book and their initial rating of the book (positive, negative). MOTIVATION TO STUDENTS’ ACTIVITY: Focused discussion. ACTIVITY In groups create a “map” of features and opinions about the characters. Creation of a symbolic figure of each book character. Presentation to class.	

SUMMARY

Meaning of “stereotype”.

ACTIVITY NO 2

Title of the learning activity	Cinder: Stereotypes in science-fiction	
Objectives and connections to curriculums	<p>Improve the ability to identify and define real life stereotypes.</p> <p>Develop critical thinking skills.</p>	
Target group/age/level of language	Students age: 10-14 /Level of English: A2.2	
Necessary materials and resources	<p>Book “Cinder”</p> <p>4 large envelopes</p> <p>Character Visit Cards</p> <p>Copy of Book chapter 1 corresponding to Cinder</p> <p>Copy of Book chapter 2 corresponding to Pearl</p> <p>Copy of Book chapter 4 corresponding to Peony</p> <p>Copy of Book chapter 29 corresponding to Adri</p> <p>Character silhouette</p> <p>4 red markers/pens</p> <p>4 black markers/pens</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (first session before students read the book, session 2 after all students read thebook)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Discuss student’s impressions of book characters.</p> <p>Creating character’s graphic scheme.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p>	

	<p>Focused discussion.</p> <p>The teacher does a brief introduction of the book “Cinder”.</p> <p>ACTIVITY</p> <p>Preparing to work with “Cinder”.</p> <p>Work in groups – reading the book, completion of the character scheme, presentation of group work results.</p>	
SUMMARY	<p>Meaning of “stereotype”.</p>	

ACTIVITY NO 3

ACTIVITY NO 3		
Title of the learning activity	Cinder: Friendship in Science Fiction and Real World	
Objectives and connections to curriculums	<p>Improve the ability to identify and define real life stereotypes.</p> <p>Develop critical thinking skills and understand how we use stereotypes in our thought processes.</p>	
Target group/age/level of language	Students age: 14-18 /Level of English: A2.2	
Necessary materials and resources	<p>Book “Cinder”</p> <p>List Of Sentences</p> <p>1 copy of each of the following parts of the book with the name “Cinder” blurred/blackened out:</p> <ul style="list-style-type: none"> • Chapter 1: From the 1st to the 36th paragraph (not included); • Chapter 1: From the 36th paragraph to the end of the chapter; • Chapter 8: All pages; • Chapter 25: From the 16th to the 34th paragraph; • Chapter 27: From the 4th paragraph to the end of the chapter; • Chapter 37: From the 24th paragraph to the end of the chapter. <p>Decision Tree Scheme</p> <p>Visual Scheme of Association in Social Perception</p>	<p>Place: classroom or meeting room.</p> <p>Total duration: 2 sessions/classes (session 1 before students read the book)</p>
Short description of the way in which the learning activity will take place	<p>INTRODUCTION:</p> <p>Quiz “Please guess, who I have in my mind”.</p> <p>MOTIVATION TO STUDENTS’ ACTIVITY:</p>	

	<p>Short focused discussion based on list of sentences.</p> <p>ACTIVITY</p> <p>Work with the book, in 6 groups, using also the decision tree scheme.</p> <p>Group decision presentation.</p> <p>Short discussion.</p> <p>Teacher presentation of the association scheme.</p>	
<p>SUMMARY</p>	<p>Students are trying to identify chains of associations and to explain “How can we realize the opposition to such association?”</p>	

ACTIVITY NO 4

Title of the learning activity	Cinder: Is it really only Science Fiction?	
Objectives and connections to curriculums	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.	
Target group/age/level of language	Students age: 14-18 /Level of English: A2.2	
Necessary materials and resources	Book “Cinder”	Place: classroom or meeting room.
Short description of the way in which the learning activity will take place	Total duration: 4 sessions/classes (sessions for a period of about 3 months)	

	<ul style="list-style-type: none"> • (more/others if necessary) <p>The posters created by the students can be put up in the classroom.</p> <p>ACTIVITY</p> <p>Each group develops the characteristics of one character based on all information contained in the book.</p> <p>They will then assess their character.</p> <p>The students are to create a poster with a symbolic “hero” and present their characteristics. They are to pick a public figure that embodies these characteristics. They will have to research said figures and justify and discuss their choices.</p> <p>The students will roleplay.</p>	
SUMMARY	<p>Conferences, the students take the voice in a free discussion moderated by the teacher.</p>	

RECOMMENDATIONS FOR USING STEREOSCIFI PRODUCTS

The main StereoSciFi products are three: this Guide, the Catalogue and the Activities Suitcase. In this section we will describe several ways to use these last two.

STEREOSCIFI FILMS & BOOKS CATALOGUE

The StereoSciFi project started with an idea from the coordinator, based on her personal experience, while she was growing up: she read many books, including (hard and soft) science fiction books, which allowed her to see other cultures and other ways of organizing the society and the families as different and working out, other possibilities of beings who are different but not worst, and that it is good to learn from each other and share experiences. Discussing this idea with other partners, it developed to include films, and activities to do with students after reading or watching the film, ending in this StereoSciFi Project.

Based on the original idea, discussion with partners, and the feedback from pilot actions, we suggest you some ways to use the Catalogue.

Recommendation

The Catalogue includes 12 books and 12 films, which were selected through several criteria as to guarantee that are science fiction, present stereotypes, and are appropriate to students' age. So, this Catalogue can be used as a list of films and books that your students can read and watch – recommended by the teachers or school -, and if so, they will get familiarized with different societies and different beings that are different but not necessarily worst, and they will be more prompt to accept the others, preventing discrimination.

Clubs

In your school maybe there are already reading or cinema clubs, or maybe you can start one.

The basic functioning of these clubs is: advertise the club and register of students; each month there is one book to read or a film to watch; by the end of the month, all club members get together to discuss the book / film. In the case of StereoSciFi, the discussion should focus on the characters and stereotypes present, in order to make it clear to the students and help them to see beyond it, preventing discrimination behaviours.

StereoSciFi Activities

You can use the Catalogue together with the Activities Suitcase. This means that you can use a film or a book from the Catalogue and perform one or more activities created from that film/book which is presented in the Activities Suitcase.

Expand the Catalogue

The Catalogue includes 12 books and 12 films, which were selected from many more resources. After collecting the films and books, the teams who collected them made a selection of 25 films and 25 books, and those were then selected by the entire partnership, based on several criteria. The criteria used were: Level of rooting in real science (short description shows it clear; short description suggest it; it is hard to define but supposed to be); Age of readers/viewers recommended (7-12; 13-15; >15); Level of attractiveness for youngsters in themes and dynamics (friendship / love; “hard” relationships in family, group or conflict); Content of stereotypes (very clear and more than 1 type; very clear, 1 type; not very clear but more than 1 type; not very clear, 1 type; it seems to be present).

The same criteria that StereoSciFi partnership used, you can use to classify a film or book that you think it might be included in the Catalogue. There are films being produced every year, and also books are published all the time, and could be interesting to work stereotypes with students with those; please, be free to add them, and tell other about it in the StereoSciFi blog (stereoscifi.blogspot.com) or contacting the StereoSciFi partners.

The expansion of the Catalogue can also be done with different formats (not just books and films): short story instead of a book; short film; TV series; or specific episode of a TV series. The search of this items, besides the most common ways, can be conducted in streaming services of films and TV series, and maybe this is more accessible to users. Just remember to use the criteria of selection to make sure that fits the required characteristics to be included in StereoSciFi Catalogue.

STEREOSCIFI ACTIVITIES SUITCASE

The activities suitcase was created considering 4 books and 4 films from the Catalogue, and each item has a minimum of 3 activities. The activities included are varied, and can be applied before or after reading the book or watching the film, can be done individually or in group, only in class or with homework, applied with a class or ranging more classes or even entire school, can be performed in one session or less, or several sessions across a period of 3-4 months. Remember that were piloted during the project progress, and improved considering the feedback from participants.

Here are some suggestions on using the Activities Suitcase.

Apply as it is in Activities Suitcase

All activities are presented within the same form, so it is easy to identify all data and information necessary to apply it, and after each activity are the attachments of the activity. You need to follow instructions, they are ready to apply; remember that some activities require printing ahead. Some activities are prepared to apply in English classes, therefore some materials of some activities might need translation if you want to apply in your language. Just be familiarized with the film or book you select, and with the activities, before apply in class.

Adapt or create activities

All activities presented are varied, so you have a wide range of activities to choose from. Maybe you like some activities from a book but would like to apply it to a film. Of course you can adapt it! Also, maybe some activities give you ideas to create something different, and this is OK too! You want activities based on different films or books that are in the Catalogue, or maybe some that are not yet in the Catalogue. You need to be familiarized with the activities and with the film or book you want to apply it, as first step. Then, in each activity that includes something different, or an app, there are links to more information to help you with that method or app. The aim of this Activities Suitcase is also to be a source of inspiration for you to do something different and appealing to your students. Please, if you do something of this, share with others in StereoSciFi blog (stereosci-fi.blogspot.com) or contact the StereoSciFi partners, so more people can benefit from it!

Here is a list of methods or apps used in the Suitcase, as example:

Kahoot! - <https://kahoot.com/>

TED Ed - <https://ed.ted.com/>

Ed Puzzle - <https://edpuzzle.com/>

Jigsaw Planet - <https://www.jigsawplanet.com/>

Oxford debate - <https://www.intelligencesquaredus.org/news/blog/what-oxford-style-debate-format>

Escape room game - <https://lockpaperscissors.co/escape-room-design-blueprint>

Problem Solving Method - <https://the-happy-manager.com/tips/problem-solving-questions/>

Reading Circles - <https://elt.oup.com/teachers/readingcircles/?cc=us&selLanguage=en>

CONCLUSION

Throughout this project we intend to take a small step forward against the exclusion of young people because of sex, culture, appearance...

StereoSciFi is a project fruit of many days of work and effort on the part of the team and we hope that StereoSciFi Pack is suitable to work with your students.

Thank you for trusting in our work and collaborating with us in its dissemination through its use, and for making the project something alive and useful.

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STEREOTYPES & SCIENCE FICTION



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