



Perpetuating Views of the World

Age: Secondary

Level: B1-B2

Global Knowledge or Global Attitudes and Action: Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to see roots of commonly accepted "truths," whether in knowledge or identities. E.g. uncovering notions of stereotypes.

Learning Outcome: S.D2.S2.LO1 Identify personal responsibility for perpetuating certain views of the world and critically examine these

Standard for Global Skill: Student acquires the skills to be a questioning citizen.

Global Skill: S.D3.S3.LO2 Demonstrate independent thinking

Sustainable Development Goals: 4: Quality Education, 10: Reduced Inequalities

Part 1 (15 mins)

- A.** Put students in groups. Give each group a strip of paper with one of the positive, negative, or neutral captions below. If you have a large class, you may need to give the same caption to more than one group. If students are online read the captions aloud to each one and have them write them down.

Captions:

Positive: *The beautiful fashion of Africa / Sharing work and laughter / The special friendships of women*

Negative: *African teens at work, not at school / The hard lives of many people in the world / The international water crisis*

Neutral: *African scene / Life in a small village / Laundry day*

Explain that a caption is a short explanation or title of a picture or photo. Give students a few minutes to read the caption and discuss the questions.

- B.** Ask groups to share their answers with the class. Then ask them to read the captions. Ask if the caption affected how they answered the questions. Point out that our previous ideas and the things we read or hear affect our ideas about people, places, or situations.

Part 2 (15 mins)

- A.** Tell students that they are going to look at a candidate for the student council of a middle school or high school. Explain that a student council is a group of students that represents the opinions of the students in the school, helps organize school activities, and plan activities for students to help with different problems in their community (e.g. picking up trash or raising money for the school).

Divide the class into pairs. Assign one student in each pair to be Student A and the other to be Student B. Tell Student A to look at the photo and characteristics of Candidate 1 and Student B to look at the photo and characteristics of Candidate 2. Then have them complete the statement about whether or not they would vote for that person.

- B.** In pairs, have Students A and B tell each other whether they would vote for the candidate they looked at and to give reasons for their decision. Ask the class how many Student As supported their candidate. Then asked how many Student Bs supported their candidate. (It's very likely that more Student As than Student Bs said they would vote for the candidate.) Then have them look at the photos and read the characteristics of both candidates. Ask what the differences are between the two photos and characteristics. If needed, point out that Candidate 1 looks friendlier and better dressed than Candidate 2, and for Candidate 1, the positive traits are listed before the negative ones. Explain that listing the positive characteristics points first causes a better first impression, while listing the negative characteristics first creates a worse first impression.
- C.** Have students discuss the questions as a class. Point out how just looking at a photo or part of something might affect an opinion or perception of a person, place, or event.



Secondary | Teacher's Notes

Part 3 (20 mins)

A. Tell students they are going to read a teenage girl's social media post. Check that they understand the difference between a fact and an opinion, giving a few examples if needed. Ask them to read the text and decide whether each statement is a fact or an opinion. Then check their answers and ask students how they decided on the answers.

Answer Key:

1. F (She says she lives in a small town.)
 2. F (She says she didn't really want to go.)
 3. O (In the sentence "They say people there are unfriendly ...," it is some people's opinion.)
 4. O (In the sentence "All the taxi drivers are really nice!" it is the girl's opinion. It is a fact that the taxi drivers that the girl's family met were nice, but other people may have different experiences and opinions.)
 5. F (The girl knows the drivers gave them information, so it's a fact.)
 6. O (Beauty and fun are opinions, not a fact. Other people may not agree.)
- B.** Put students in groups and have them discuss the questions. Encourage them to support their answers with examples. Monitor their discussions and provide support as needed. Then ask groups to share their ideas. If students need help with question 4, suggest the ideas below:
- Don't believe everything you hear or read, especially on social media.
 - Do research to find out whether there are facts to support the idea.
 - Don't forward negative, hurtful comments on social media.

- Don't make hurtful comments to friends and family on social media.
- If you hear something negative about a person or a group of people, try to get to know them so that you can form your own opinions.
- If you find out that negative comments are not true, tell friends and family the truth.

Extension

- A.** Go over the statements. Then ask students if they've ever heard similar statements. You may want to elicit further examples of common beliefs, or remind students of examples they thought of in Part 3, activity B. Tell students to make notes about whether or not they believe the statement and give reasons.
- B.** Depending on available time, give students time to ask their classmates about the topic or to conduct online research on the topic. This task can also be done for homework. Then ask how many students have changed their opinions and how many still have the same opinion. Ask what caused them to change or not change their opinion about it. Did they find facts to support or oppose their original opinion, or did they just ask other people for their opinions?
- C.** Discuss the question as a class. Explain that it is important for people to question their opinions and to try to find facts to support or oppose them. Point out that we have to be willing to change our opinions when facts do not support them. Remind students that it is very important to listen and respect other's opinions even if they don't agree.