Murray: Anticipatory Set – ERWC Profiling Unit

First Lesson in Unit:
Instructor's goal: To lead students to understand the following vocabulary words associated with the unit:

- *Identity* is how we view and define ourselves and what we're like. We are also affected by how others see us, but we can learn to define our own identities and reject negative labels that others might put on us.
- A *stereotype* is an oversimplified opinion that *every member* of a certain group of people *always* acts or looks a certain way. Stereotypes can keep us from seeing what an individual is really like and make us reject people before we know them.
- *Discrimination* is when we treat someone unfairly because he or she is different; it may be a consequence of stereotypes. (Allow students to make modern day connections.)
- *Profiling* is the recording and analysis of a person's psychological and behavioral characteristics, so as to assess or predict their capabilities in a certain sphere or to assist in identifying a particular subgroup of people.

  Another goal of this lesson is to allow students to experience and reflect on their own bias, discrimination and identity.

1. Cards Activity
Instructor will pass out cards that have specific titles on them.

- **Role Play #1**: Each student will be given a card. Instructor will explain:
  o Do not look at your identity.
  o Place the card on your forehead.
  o As you interact with others, role-play the person on the card <u>across</u> from you.
  o Consider what you would say and do based on the person you encountered.
  o Rotate partners.
- **Role Play #2:** Each student will be given a card. Instructor will explain:
  o Role-play the identity of the person found on your card.
  o As you interact with others, treat one another based on the card you have.
  o Reveal your identity.
  o Rotate partners, noting the change in dynamic based on the new identity you encounter.

Students then should partner up—one partner will answer the A questions below, while the other will answer the B questions. Students will then discuss and share out.

- 1A: How did people play the role on your card differently?
- 1B: How did the first role-play differ from the second?
- 2A: Impressions: How did your thoughts and feelings (positive/negative) change during the course of your role-play?
- 2B: How did your behavior change once your identity was revealed?
- 3A: How did your understanding of your identity change as a result of meeting multiple people?
- 3B: How successful were you at performing your role?
- 4A: Discuss how you were treated based on the card you had.

- 4B: How did society (those across **from you**) treat you <u>before</u> you revealed your identity?

2. *Vocabulary*
Instructor will write the words *identity*, *stereotype*, *discrimination, profiling (*you can also add the words *bigotry, prejudice and bias)* on the board. Instructor will then:
- Ask students in small groups to decide on two words that would define each (relate to each) to better understand what each means (synonyms). Have them share answers and make a list on the board.
- Ask groups to try and connect the words and explain how they are similar (categorize them). Have students rank the words and discuss. This process follows the **Hilda Taba method**. Click here for more information on her approach: http://www.slideshare.net/miltonvelez/hilda-taba
- Ask a volunteer look up each word in the dictionary and read the definition aloud. Then, discuss if their definitions were similar to the dictionary definitions.

3. *Discussion Questions*
Instructor will continue by discussing the following questions either as a class or in small groups:
- Is identity how we define ourselves or how others define us? Is it the same?
- Why is identity important?
- What are some examples of stereotypes we or others might have? How can they be harmful? How can they lead to discrimination?

4. *Share*
Instructor will ask students to share examples of discrimination they have experienced, seen, or heard of. Encourage as many students as possible to participate.
- Is discrimination ever necessary?
- Is it ever purposeful?
- Is profiling discrimination?
- Should we profile in certain situations?

5. *Preview*
Instructor will explain that students will be watching film scenes, lectures and reading texts that deal with these concepts and that you hope they will discover something valuable in them. Explain that sometimes a story seems simple, but when you analyze it, you find that it deals with important issues. Challenge students to think deeply about these stories and figure out what they tell us about identity, stereotypes, and discrimination.

6. *Reflect on their Identity*
Instructor will ask students to write terms they would use to identify themselves. Use a "bubble" or "web" chart format with their name in the center to record their terms.

7. *Homework*
Students can finish vocabulary work and/or their identity webs, if needed. Students should ask an adult family member if they have ever experienced or seen discrimination. They should write down at least one example.