1.

FIRST THOUGHTS

Time: *000 : 00 : 00 : 00*

Description:
Listen as the words appear on your screen. What thoughts or images come immediately to mind?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

2.

Time: *000 : 00 : 00 : 00*

Description:

Jot down a few notes about your first impressions. Continue watching for further reflection.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

3.

English Language Learner

Time: *000 : 00 : 00 : 00*

Description:

English language learner.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

4.

Cheerleader

Time: *000 : 00 : 00 : 00*

Description:

Cheerleader.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

5.

Student Living in Poverty

Time: *000 : 00 : 00 : 00*

Description:

Student living in poverty.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

6.

Student with a Disability

Time: *000 : 00 : 00 : 00*

Description:

Student with a disability.

Notes: _____

7.

Honor Roll Student

Time: *000 : 00 : 00 : 00*

Description:

Honor roll student.

Notes: _____

8.

School Bully

Time: *000 : 00 : 00 : 00*

Description:

School bully.

Notes: _____

9.

Prom Queen & King

Time: *000 : 00 : 00 : 00*

Description:

Prom queen and king.

Notes: _____

10.

DIGGING DEEPER

Time: *000 : 00 : 00 : 00*

Description:

Now that you have written down some first thoughts, let's dig a little deeper into those impressions.

Notes: _____

11.

Time: *000 : 00 : 00 : 00*

Description:

We like to think that when we look at the world, we see it objectively. We tend to think reality is exactly what we see, that it exists in the order and detail in which we see it.

Notes: _____

12.

Time: *000 : 00 : 00 : 00*

Description:

But how neutral are we when we look at the world around us?

Notes: _____

13.

Time: *000 : 00 : 00 : 00*
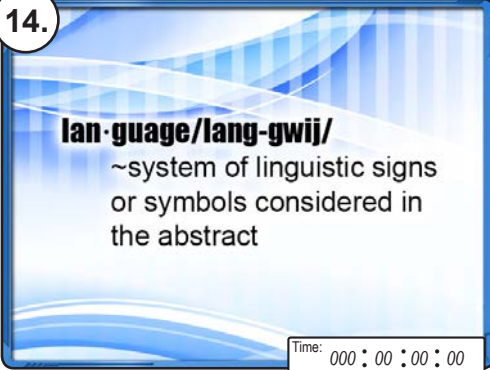
Description:

A moment ago, you listened to a list of words, and it's likely that some impressions or images came into your mind.

Notes: _____

14.

lan·guage/lang-gwij/
~system of linguistic signs
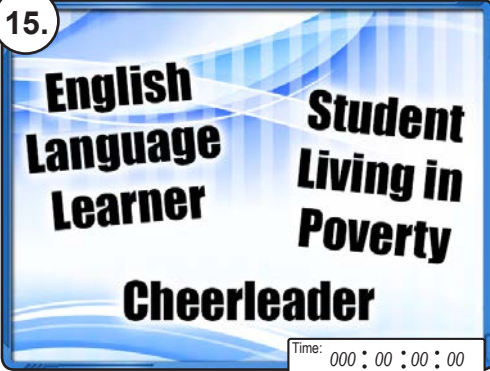or symbols considered in
the abstract

Time: *000 : 00 : 00 : 00*

Description:

Language is an abstraction that we attempt to convert into something simpler to understand: a concrete thought or picture that we can make sense of.

Notes: _____

15.

English
Language
Learner

Student
Living in
Poverty

Cheerleader

Time: *000 : 00 : 00 : 00*

Description:

What pictures leapt to mind when you heard those words?

Notes: _____

16.

Time: *000 : 00 : 00 : 00*

Description:

Were there several?

Was there just one?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

17.

English Language Learner

?

Time: *000 : 00 : 00 : 00*
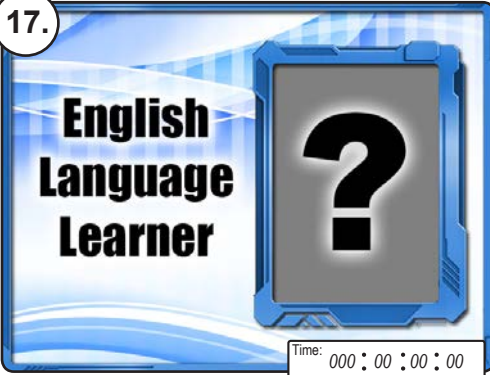
Description:

When you heard "English language learner,"

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

18.

English Language Learner

Time: *000 : 00 : 00 : 00*

Description:

did you see this?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

19.

English Language Learner

Time: *000 : 00 : 00 : 00*

Description:

Or this?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

20.

? Cheer-leader

Time: *000 : 00 : 00 : 00*

Description:

What about "cheerleader"?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

21.

Cheer-leader

Time: *000 : 00 : 00 : 00*

Description:

Is this what came to mind?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

22.

Cheer-leader

Time: *000 : 00 : 00 : 00*

Description:

Or was it something like this?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

23.

Student Living in Poverty

?

Time: *000 : 00 : 00 : 00*
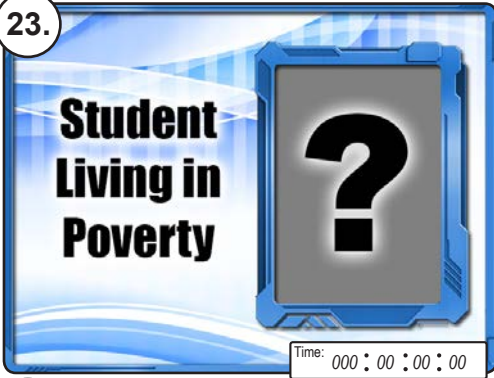
Description:

What about "student living in poverty"?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

24.

Student Living in Poverty

Time: *000 : 00 : 00 : 00*

Description:

Did you see this?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

25.

Student Living in Poverty
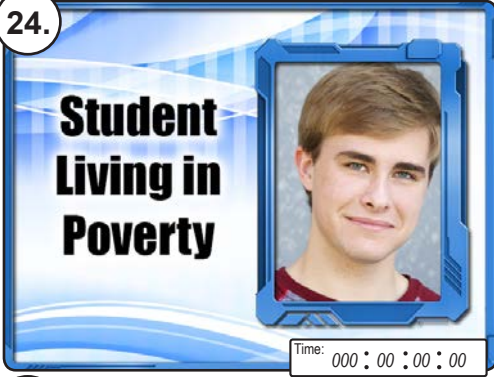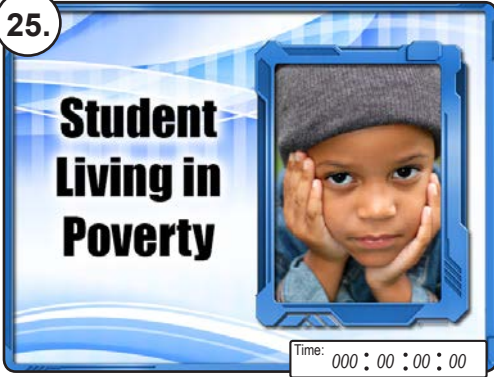
Time: *000 : 00 : 00 : 00*

Description:

Or perhaps this image is what occurred to you?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

26.

ster·e·o·type/ˈsterēəˌtīp/
~conventional and over-simplified idea, opinion, or image

Time: *000 : 00 : 00 : 00*

Description:

We don't always like to acknowledge it, but our perceptions can sometimes be influenced by stereotypes.

A cognitive and social mechanism, a stereotype is what we call

Notes: _____

27.

Time: *000 : 00 : 00 : 00*

Description:

the human mind's tendency to simplify people or groups into a narrow range of characteristics, habits, or reactions.

Notes: _____

28.

Time: *000 : 00 : 00 : 00*

Description:

But these types of perceptions are often inaccurate, leading us to oversimplify or to unfairly categorize others.

Notes: _____

29.

Time: *000 : 00 : 00 : 00*

Description:

People are more complex than that. People are more diverse.

Notes: _____

30.

Student with a Disability ?

Time: *000 : 00 : 00 : 00*

Description:

So when you heard the words "student with a disability,"

Notes: _____

31.

Student with a Disability

Time: 000 : 00 : 00 : 00

Description:

did you see this?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

32.

Student with a Disability

Time: 000 : 00 : 00 : 00

Description:

Or this?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

33.

? Honor Roll Student

Time: 000 : 00 : 00 : 00

Description:

What about… "honor roll student"?

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

34.

Honor Roll Student

Time: 000 : 00 : 00 : 00

Description:

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

35.

Honor Roll Student

Time: 000 : 00 : 00 : 00

Description:

Notes: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

36.
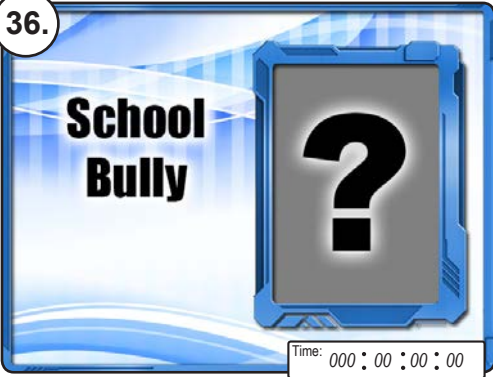
School Bully

?

Time: 000 : 00 : 00 : 00

Description:

"school bully"

Notes: _____
_____
_____
_____
_____
_____
_____
_____

37.

School Bully

Time: 000 : 00 : 00 : 00

Description:

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

38.

School Bully

Time: 000 : 00 : 00 : 00

Description:

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

39.

?

Prom Queen & King

Time: 000 : 00 : 00 : 00

Description:

Or "prom queen and king"?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

40.

Prom Queen & King

Time: 000 : 00 : 00 : 00

Description:

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

Director: _____ Writer: _____ Date: _____

41.

Prom Queen & King

Time: *000 : 00 : 00 : 00*

Description:

Did these images come to mind?

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

42.

ster·e·o·type/ˈsterēəˌtīp/
~conventional and over-simplified idea, opinion, or image

Time: *000 : 00 : 00 : 00*

Description:

All people stereotype, because stereotyping is a natural function of how the human mind perceives the world.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

43.

Time: *000 : 00 : 00 : 00*

Description:

But our minds also have the ability to understand that function

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

44.

Time: *000 : 00 : 00 : 00*

Description:

—to realize that it is happening—and through reflection, reconsideration,

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____

45.

Time: *000 : 00 : 00 : 00*

Description:

and careful self-examination we are able to mitigate the worst effects of this tendency that we all share.

Notes: _____
_____
_____
_____
_____
_____
_____
_____
_____