1. **FIRST THOUGHTS**

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

**Notes:**

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

**Notes:**

3. **English Language Learner**

**Description:**
English language learner.

**Notes:**

4. **Cheerleader**

**Description:**
Cheerleader.

**Notes:**

5. **Student Living in Poverty**

**Description:**
Student living in poverty.

**Notes:**

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**Title:**

**Scene:**

**Take:**

**Page:** 1

**Director:**

**Writer:**

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

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

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

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.

What pictures leapt to mind when you heard those words?
16. Description:
   Were there several?
   Was there just one?

17. Description:
   When you heard “English language learner,”

18. Description:
   did you see this?

19. Description:
   Or this?

20. Description:
   What about “cheerleader”?
21. **Cheerleader**

Description:
Is this what came to mind?

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

22. **Cheerleader**

Description:
Or was it something like this?

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

23. **Student Living in Poverty**

Description:
What about “student living in poverty”?

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

24. **Student Living in Poverty**

Description:
Did you see this?

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

25. **Student Living in Poverty**

Description:
Or perhaps this image is what occurred to you?

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>Time: 000 : 00 : 00</th>
<th>Description:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td><strong>Stereotype</strong>/ Stere√©</td>
<td>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.</td>
</tr>
<tr>
<td>27.</td>
<td><strong>Media:</strong> Shutter Stock [shutterstock_120017200.jpg][shutterstock_115632967.jpg][shutterstock_80985940.jpg][shutterstock_33944809.jpg]</td>
<td>People are more complex than that. People are more diverse.</td>
</tr>
<tr>
<td>28.</td>
<td><strong>Media:</strong> Shutter Stock [shutterstock_90044965.eps][shutterstock_16570501.eps]</td>
<td>But these types of perceptions are often inaccurate, leading us to oversimplify or to unfairly categorize others.</td>
</tr>
<tr>
<td>29.</td>
<td><strong>Media:</strong> Shutter Stock [shutterstock_116228476.eps]</td>
<td>The human mind’s tendency to simplify people or groups into a narrow range of characteristics, habits, or reactions.</td>
</tr>
<tr>
<td>30.</td>
<td><strong>Student with a Disability</strong></td>
<td>So when you heard the words “student with a disability,”</td>
</tr>
</tbody>
</table>

**Director:** ________________________________  **Writer:** ________________________________  **Date:** ________________________________
31. Student with a Disability

Description:
did you see this?

Notes: __________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

32. Student with a Disability

Description:
Or this?

Notes: __________________________
____________________________________
____________________________________
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____________________________________
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33. Honor Roll Student

Description:
What about... “honor roll student”?

Notes: __________________________
____________________________________
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____________________________________
____________________________________
____________________________________

34. Honor Roll Student

Description:

Notes: __________________________
____________________________________
____________________________________
____________________________________
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____________________________________

35. Honor Roll Student

Description:

Notes: __________________________
____________________________________
____________________________________
____________________________________
____________________________________
____________________________________
36. **School Bully**

Description:
“school bully”

Notes:

37. **School Bully**

Description:

Notes:

38. **School Bully**

Description:

Notes:

39. **Prom Queen & King**

Description:
Or “prom queen and king”?

Notes:

40. **Prom Queen & King**

Description:

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

But our minds also have the ability to understand that function.

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

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