



Social Awareness. In pursuing self knowledge we can explore our own perspectives and develop our compassion as we understand, accept and empathise with people from diverse backgrounds. We can become aware of social norms (just and unjust), identify what influences our reactions to social and environmental issues and take a stance, with steps towards addressing them.

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How are we the same?

Understand, appreciate and react appropriately as we recognise our peers are both similar and different, identifying the commonalities in our differences.

What are my blind spots?

Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.

Where do single stories show up?

Build an awareness of our sticky thoughts and examine how our biases affect how we perceive the life experiences of those around us.

Lesson Life-Skills

Social
Awareness

Self Compassion

Empathy

Perspective-
taking

Communication


Lesson Plan: What are my blind spots?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Learners will understand the activities in this lesson best when they are modelled and shared by the teacher.

Equipment needed:

- Pen, paper, computer, projector.

 CURRICULUM FOR LIFE		
Lesson Guide – What are my blindspots?		
<p>Purpose: Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.</p> <p>Equipment needed: Pen, Paper, Computer, Projector. Option to print off the sketch to stretch task.</p> <p>Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.</p>		
Pre-Work: Teachers Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the Cfl classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores Cfl topics needs to look, feel and sound.
Check-In Individual (5 mins) Gratitude	<ol style="list-style-type: none">1. Learners take the first 5 minutes of this lesson to reflect with gratitude.2. Consider who they are grateful to and imagine they can hand a sentence to them to show their gratitude.3. Write down that sentence	
Warm-Up Street Calculus (15 mins) Street Calculus	Learners arrange themselves in groups of 4. <ol style="list-style-type: none">1. Each person selects two professions.2. Without sharing, learners sketch a person in each of the chosen professions.3. They can give the person in their sketch name.	Allow learners to choose their pair and then the pairs move into groups of 4.

Lesson Video Guide: What are my blind spots?

Lesson support

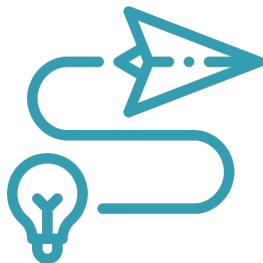
Click on the video for a short introduction on how to approach this lesson.



The 5 C's



Collaborative



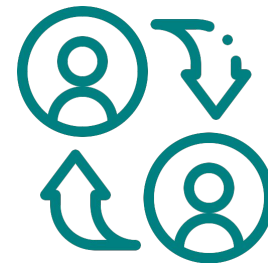
Creative



Caring



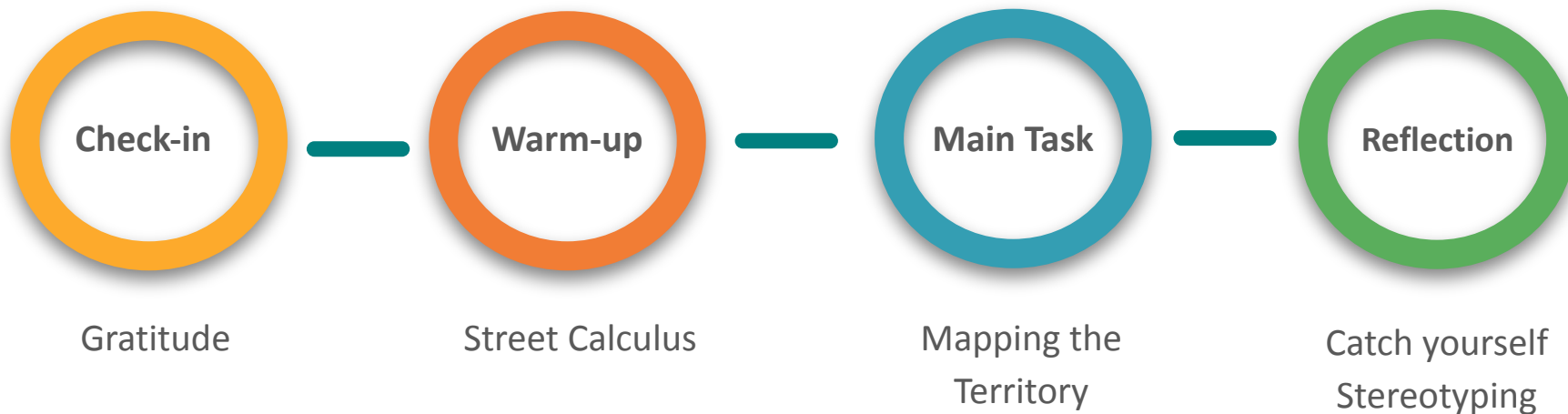
Critical



Communication

Lesson guide: What are my blind spots?

Purpose: Recognise it is natural to group people and things into categories and bringing that into our awareness can help us identify when and where we stereotype.



Check-in: Practice Expressing Gratitude

Individual

1. Choose a person in your life that you appreciate, yet have not had a chance to express gratitude towards.
2. Reflect on what this person has done that made you feel grateful.
3. Write down a sentence that shares your gratitude with them, as you write it, imagine you can hand it to them.





Warm-up: Sketching Professions

Groups of 4

Each person in your group selects 2 job roles and then draws a sketch of the person that comes to mind for each role and give them a name. Don't show others in your groups what you are drawing.

- Lawyer
- Firefighter
- Cleaner
- Shop Assistant
- Nurse

Before sharing your drawings, ask each other to share the name of the person and describe what they are like.

Discuss: what do you notice about the professions and descriptions?



Analyse the cartoon, then in your groups discuss:

- Have you ever done 'street calculus'*? Why?
- What should we factor in as we meet people for the first time?

Tools have limitations.

- Is there ever a time that relying on street calculus may not be in your best interests?



Gary Trudeau's cartoon 'Street Calculus'



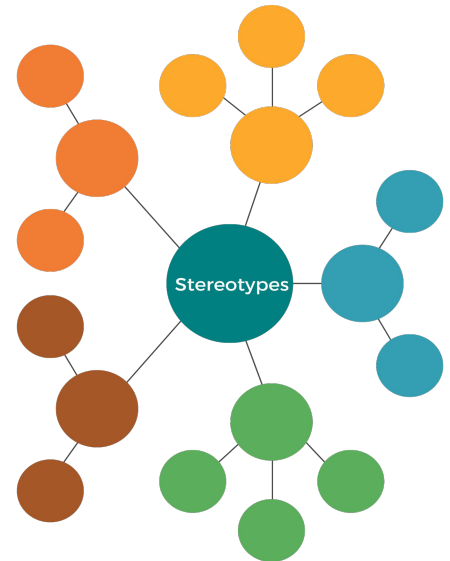
Main task: Stereotypes - Mapping the Territory

Groups of 4

Create a concept map:

1. Write the word stereotyping in the center of a large piece of paper.
2. Produce a list of words/phrases on the topic of stereotyping.
3. Sort the ideas by organising them on the page E.g. central ideas may be closer to the middle or similar ideas grouped.
4. Connect like ideas with lines.
5. Write descriptions of the connection on the lines.

A concept map is a picture of a topic using words, phrases, lines, arrows, pictures to connect and organize ideas.



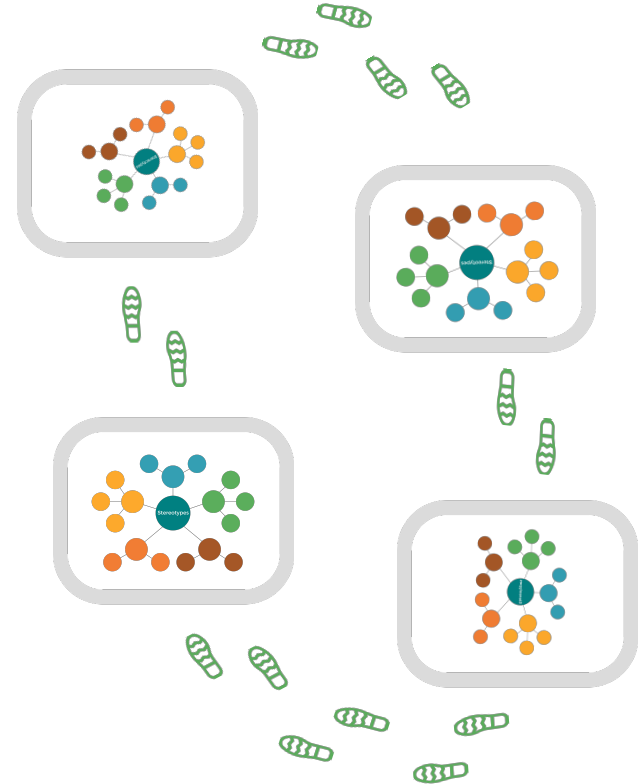


Main task: Stereotypes - Gallery Walk

Whole
Class

Take a Gallery Walk

- Leave the map on your desk or put it on the wall.
- Take a walk to view the other maps.
- Write down similarities and differences that stand out in the maps.
- Return to your groups and share similarities and differences between the maps.



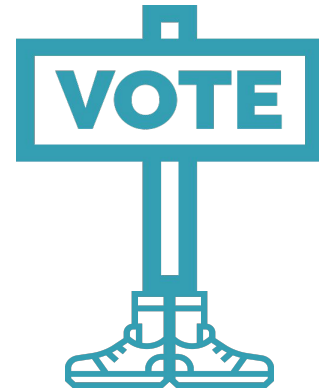
Main task: Stereotypes - Working Definition

Groups of 4
/ Whole
Class

Generate a working definition:

- Share the similarities and differences you found
- Write up a working definition of 'stereotypes'.
- Share your definition with the rest of the class.
- Vote with your feet and stand next your preferred definition.
- Refine the chosen definition if needed.

A working definition is an explanation of a term that is used for a particular purpose. It is common for terms to have multiple definitions or to be contentious.



Reflection: Catch yourself Stereotyping...

Groups of
4/Whole
Group

Review the drawings of people in professions you did at the start of class.

Consider:

- How did stereotyping influence your sketches of people in different professions?
- Watch the video.

Share: how it connects to your experience in class today.





Check-out: What next?

- How can you use what you have learned in the future?
- Example: This week, notice how it feels to be aware of your own hidden biases as they show up



How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation





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