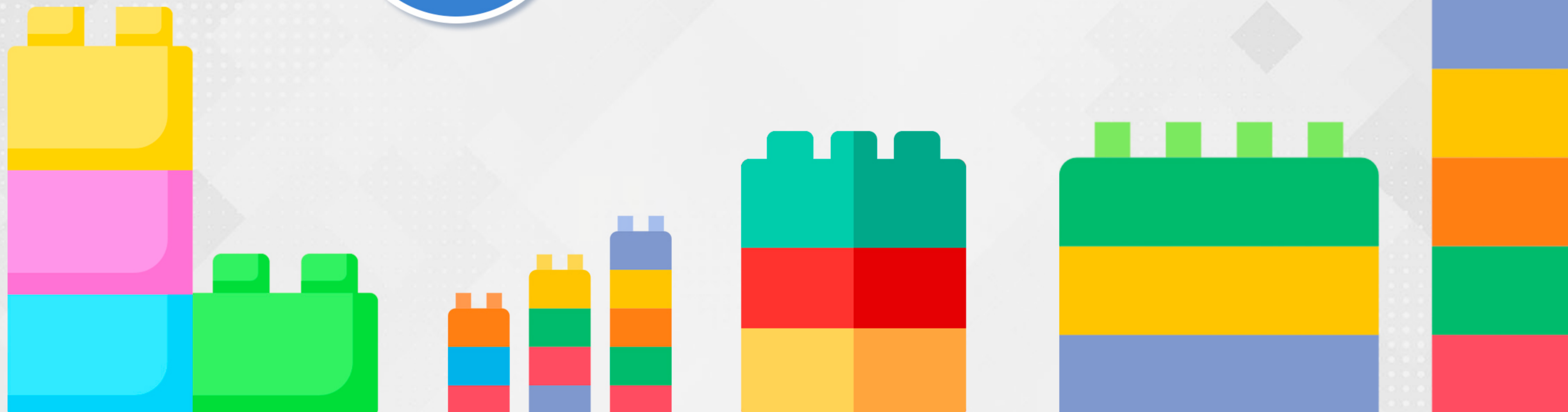




Esfera: Ético cidadã

Agir social: Participar do movimento
Black Lives Matter at School



Autora: Thaís Cristina Zancopé
Supervisão técnica: Michele Salles El Kadri

Unit 1 - Social Change

Before we get started:

When you think about **SOCIAL CHANGE**,
what topics come to your mind? *Discuss with a partner.*

Um projeto:



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Unit 1 - Social Change

LEARNING OBJECTIVES

- Expand and refine vocabulary through the theme of **RACISM**.
- Explore **AGREEMENT** and **DISAGREEMENT** expressions.
- Develop consciousness considering **SOCIAL ISSUES**.
- Increase **ORAL** and **WRITTEN** abilities.
- Promote **DIGITAL LITERACY** through technological tools.

Um projeto:



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GETTING STARTED

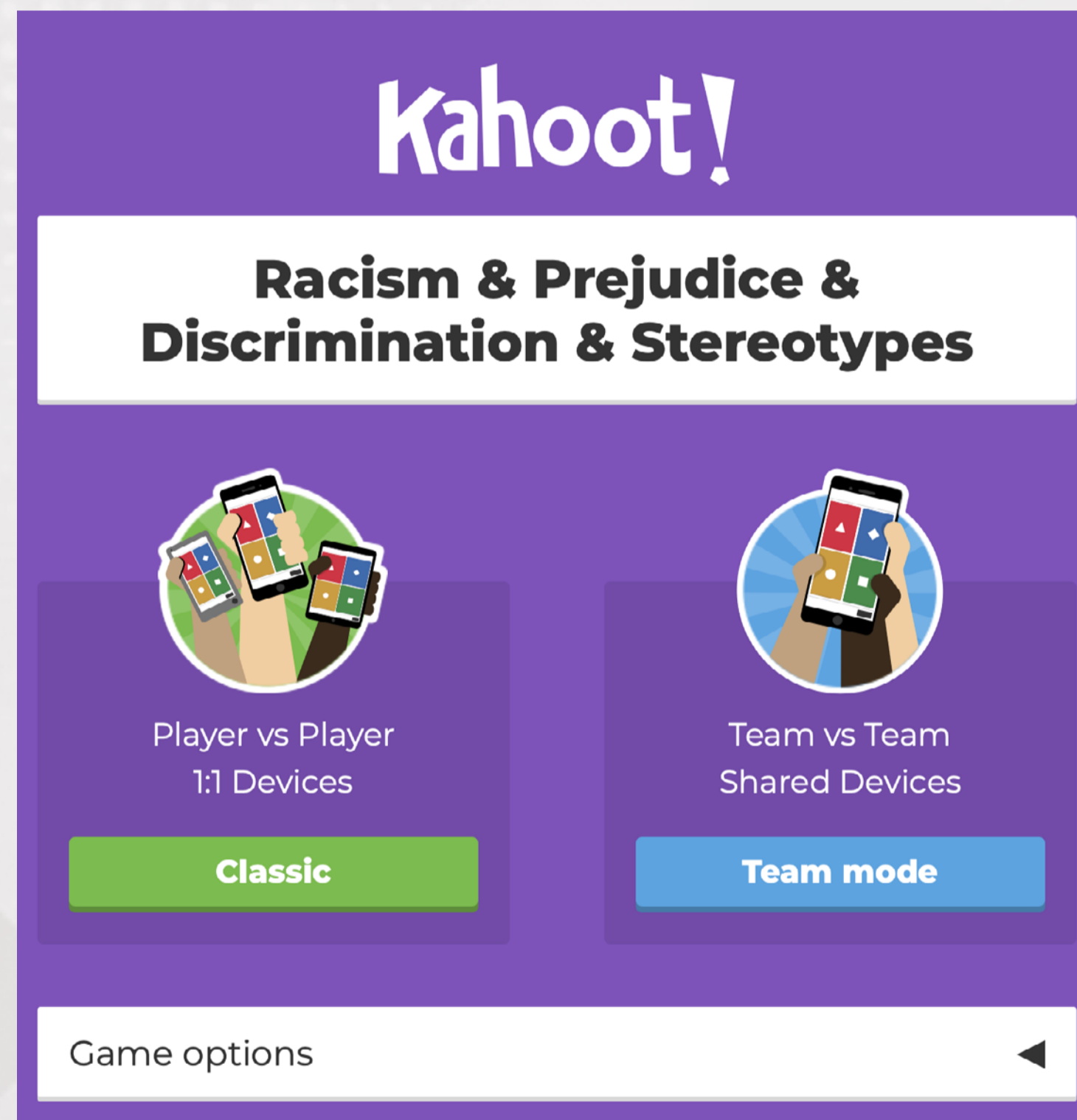
Task1 Do you know all the participants of this class? It's time to share experiences:

FIND SOMEONE WHO...	NAME	MORE INFORMATION
Witnessed a racism situation		
Was stereotyped by the clothes she/he was wearing		
Was discriminated because of his/her gender		
Stereotyped a person before talking to her/him		
Warned a person that he/she was being prejudiced		



GETTING STARTED

Task2 What is the difference between Racism, Prejudice, Discrimination and Stereotypes? Take the quiz and check your knowledge!



**TAKE THE QUIZ:
CLICK HERE !**

Task3 Match the expressions to the corresponding pictures to you:
(1) Stereotypes (2) Discrimination (3) Racism (4) Prejudice



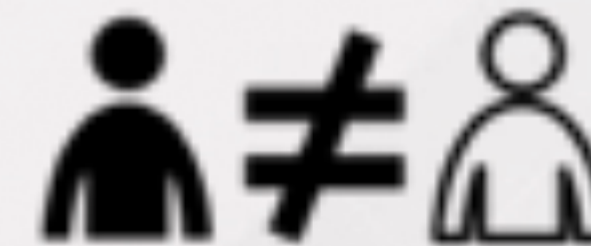
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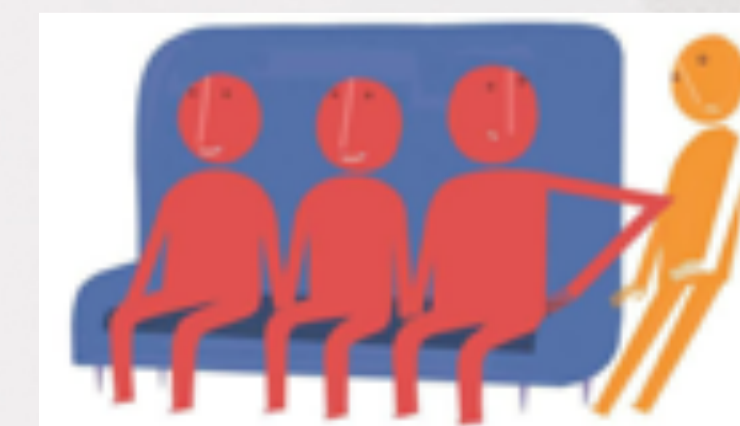
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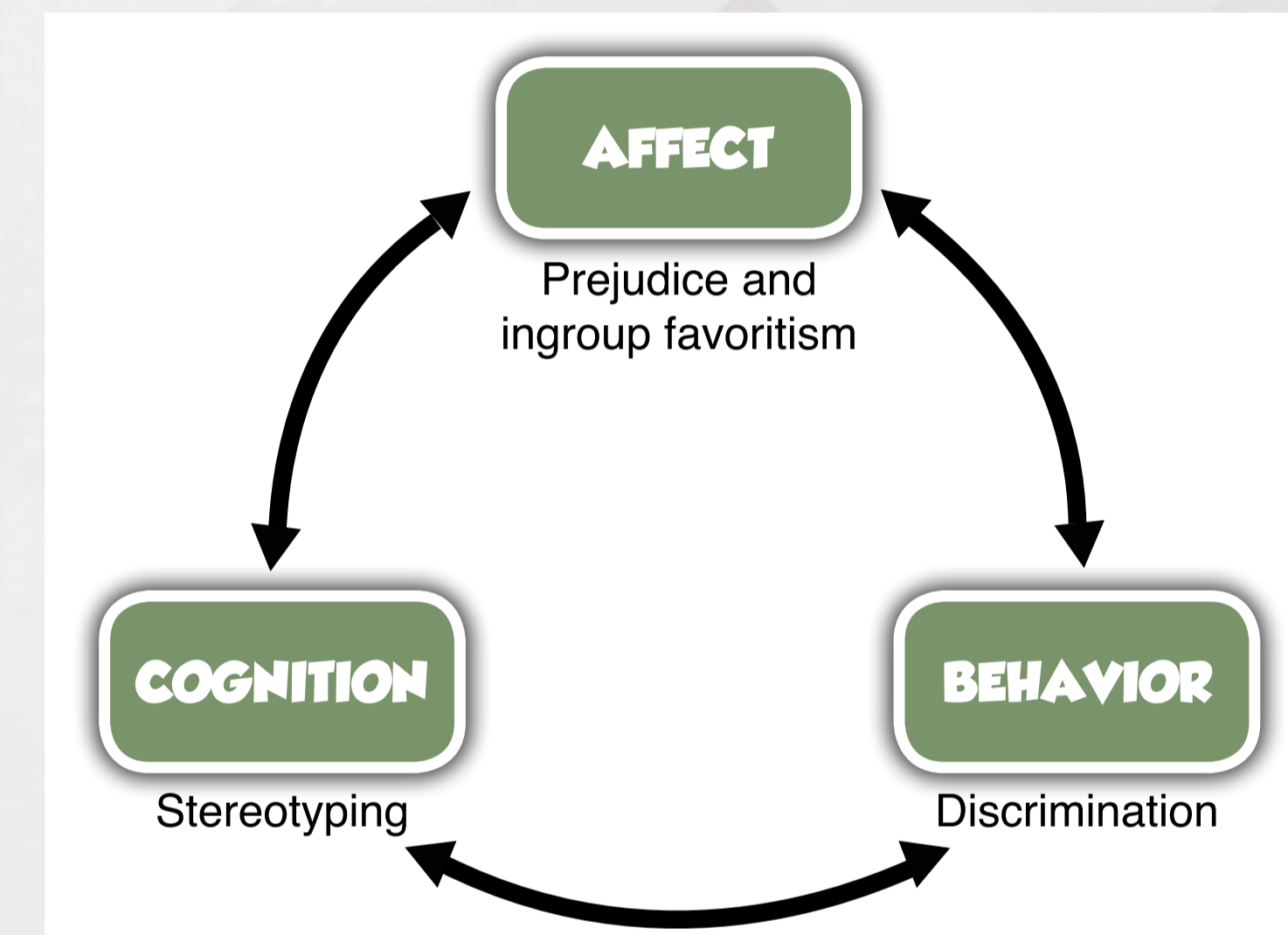


GETTING STARTED

Task 4 Observe the board below:

Connecting Stereotypes, Prejudice, and Discrimination			
Item	Function	Connection	Example
Stereotype	Cognitive; thoughts about people	Overgeneralized beliefs about people may lead to prejudice	"Yankees fans are arrogant and obnoxious."
Prejudice	Affective; feelings about people, both positive and negative	Feelings may influence treatment of others, leading to discrimination.	"I hate Yankees fans; they make me angry."
Discrimination	Behavior; positive or negative treatment of others	Holding stereotypes and harboring prejudice may lead to excluding, avoiding, and biased treatment of group members.	"I would never hire nor become friends with a person if I knew he or she were a Yankees fan."

a) Can you give more examples of stereotypes, prejudice and discrimination in society?



b) Do you agree with the explanations above?



GETTING STARTED

Task5 Explore the website below and complete the charts:

Visit the website: [CLICK HERE!](#)

TERM	DEFINITION
STEREOTYPES	
PREJUDICE	
RACISM	
DISCRIMINATION	

PEOPLE	DEFINITION
UNPREJUDICED NONDISCRIMINATORS	
UNPREJUDICED DISCRIMINATORS	
PREJUDICED NON DISCRIMINATORS	
PREJUDICED DISCRIMINATORS	



INTERACTION CONTENT

Task1 Watch a video of an experiment and answer the questions:



Watch online: [CLICK HERE!](#)

a) What is the experiment about?

b) What is the conclusion of the experiment?



INTERACTION CONTENT

Task2 Read the statement and discuss with a partner:



When we meet strangers we automatically process three pieces of information about them: their race, gender, and age.

(Ito & Urland, 2003)

a) Do you agree with the statement? Why? Why not?

b) What stereotypes and prejudice do you hold about people who are from a race, gender, and age group different from your own?



TO THE POINT

Task1 Read the definition from OXFORD dictionary and discuss with a partner:

Racism
NOUN
mass noun

“Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.
The belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.”

<https://en.oxforddictionaries.com/definition/racism>

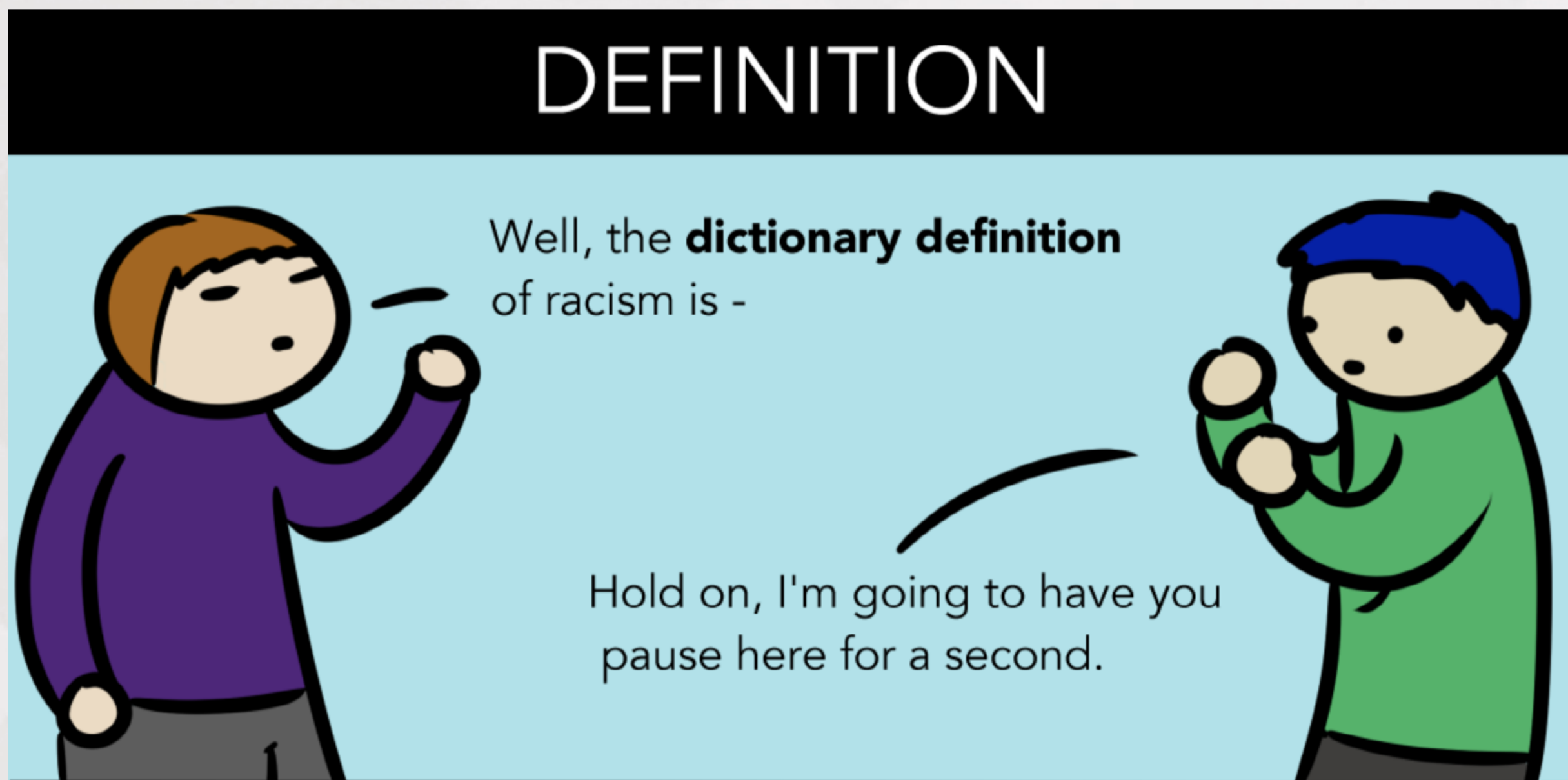
a) Do you agree with the definition above?



TO THE POINT

Task2 Read the comic below and answer the question:

WHY USING THE DICTIONARY DEFINITION OF RACISM JUST DOESN'T WORK !



a) Why using the dictionary definition of RACISM isn't a good idea?

Task3 Discuss with a partner:

a) What is RACISM to you? Create your own definition of it.

b) Do you think RACISM exists nowadays? If so, WHERE can you see racism?

c) Have you ever gone through a Racism situation?



TO THE POINT

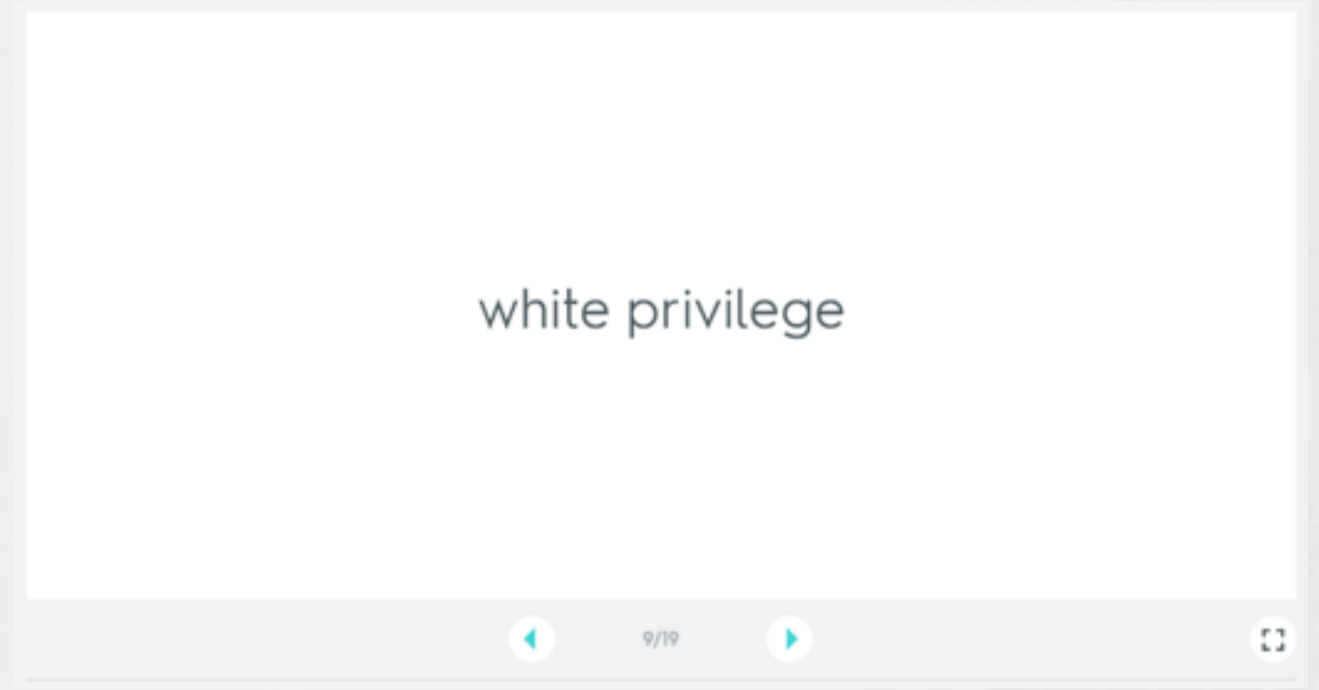
Task 4 Study the most important terms related to RACISM with QUIZLET:



MOST IMPORTANT TERMS - RACISM

CLICK HERE!

Task 5 Have you ever heard about White Privilege?



Fonte: <https://quizlet.com/18775070/racism-vocabulary-most-important-flash-cards/> Acesso em 16/11/2018



a) Observe the comic strip. What does it have related to the term WHITE PRIVILEGE?



Fonte: <https://quizlet.com/18775070/racism-vocabulary-most-important-flash-cards/> Acesso em 16/11/2018



TO THE POINT

Task 6 It's time to research about WHITE PRIVILEGE. Using the PADLET platform, create a COLLABORATIVE BOARD with your group!



**POST YOUR PRODUCTIONS
ON THE PADLET CREATED
BY THE TEACHER!**

OR: [CLICK HERE!](#)



- SUGGESTIONS:**
- https://en.wikipedia.org/wiki/White_privilege
 - <http://www.showingupforracialjustice.org/white-privilege.html>
 - <https://www.buzzfeed.com/michaelblackmon/17-harrowing-examples-of-white-privilege-9hu9>
 - https://www.huffingtonpost.com/kiara-imani-williams/10-reasons-why-privilege-_b_7865836.html



LET'S REFLECT: FAIR BALANCE

Task1 Match the vocabularies to the corresponding definitions:

- | | |
|------------------------------|---|
| 1) Racist | () To find fault with angrily; to criticize; to castigate; to blame. |
| 2) To harass | () Someone who believes that other races of people are not as good as their own. |
| 3) Subtle | () To disturb persistently; torment, as with troubles or cares; bother continually; pester; persecute. |
| 4) N-word | () In more general and contemporary U.S. usage, the term has become an ethnic slur for all Americans of Northern European descent. |
| 5) To take for granted | () A political and social movement originating among African Americans, emphasizing basic human rights and racial equality for black people and campaigning against various forms of racism. |
| 6) To scold | () The action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment. |
| 7) To peddle the lie | () Euphemism for the word nigger. |
| 8) To be whipped | () To use, accept without questioning, or treat in a careless or indifferent manner. |
| 9) Bias | () To be beat with a strap, lash, rod, or the like, especially by way of punishment or chastisement; flog; thrash. |
| 10) BLM (Black lives matter) | () Vulgar slang; nonsense, lies, or exaggeration. |
| 11) Nail in the coffin | () To try to influence people's opinions or make them believe something. |
| 12) BS (bullshit) | () An event that causes the failure of something that had already started to fail. |
| 13) Cracker | () Fine or delicate in meaning or intent; difficult to perceive or understand. |



LET'S REFLECT: FAIR BALANCE

Task2 Watch both videos below and answer:



Video 1: Attachment 2



Video 2: Attachment 3

ACCESS THE VIDEOS: CLICK HERE!

a) What are the main ideas of WHITE PRIVILEGE in the videos?

Task3 Watch the videos again and complete the chart below according to the information mentioned:

	Video 1: What is White Privilege?	Video 2: Is White Privilege real?
MEANING		
CAUSES		
EXAMPLES		
OPINION		



LET'S REFLECT: FAIR BALANCE

Task 4 What about you? What is your opinion about WHITE PRIVILEGE? Discuss with a partner and use the expressions below:

EXPRESSING OPINIONS

After giving this matter some thought, ...
As far as I'm concerned, ...
As the old saying goes, ...
Having given this question due consideration, ...
I am of the opinion that ...
I can't help thinking that ...
I know this is a minority view, but ...
I'm in the majority/minority in thinking that ...
I tend towards the opinion that ...
Without a shadow of doubt, ...

I think it's fair/reasonable to say that ...
I'll tell you what I think ...
I'm entirely/quite convinced that ...
I've come to the conclusion that ...
In my limited experience ...
Off the top of my head, ...
Quite frankly, ...
This may well be controversial, but ...
To my way of thinking ...
With some reservations, ...

IT'S YOUR TURN!

Task1 Let's start a DISCUSSION?



a) Post your argument in favor or against WHITE PRIVILEGE in the PLATFORM created by the teacher. (Suggestion: You can use a Facebook group or PADLET to post your comments)



b) Choose a friend's post in the forum and give him/her your COUNTER-ARGUMENT.

IT'S YOUR TURN AS A TEACHER!

Task1 What do you know about THE ANTI-RACIST EDUCATION? Read the text "LANGUAGE TEACHER EDUCATION: The use of Anti-Racist Education in the Classroom" (FERREIRA, 2012) and answer the questions:

a) What is the main objective of the ANTI-RACIST education?

b) The author brings 8 suggested actions to be taken into consideration when adopting the anti-racist education, using the CANVA platform, create a board summarizing these characteristics.



Access the texts:
[Attachment 4](#)
[Attachment 5](#)



The text is available in Portuguese and in English (Google Drive). But remember that the information on the board needs to be in ENGLISH!

[English Version](#) (attachment 4) | [Portuguese Version](#) (attachment 5)

Let's post the board on the PLATFORM chosen by the teacher! (Google Drive or Padlet)

Task2 How should teachers use THE ANTI-RACIST education during the English classes? In pairs think of one ACTIVITY that raises students' awareness racism issues and oppression and work with vocabularies related to the topic. Don't forget to integrate at least one technological resource to your lesson.

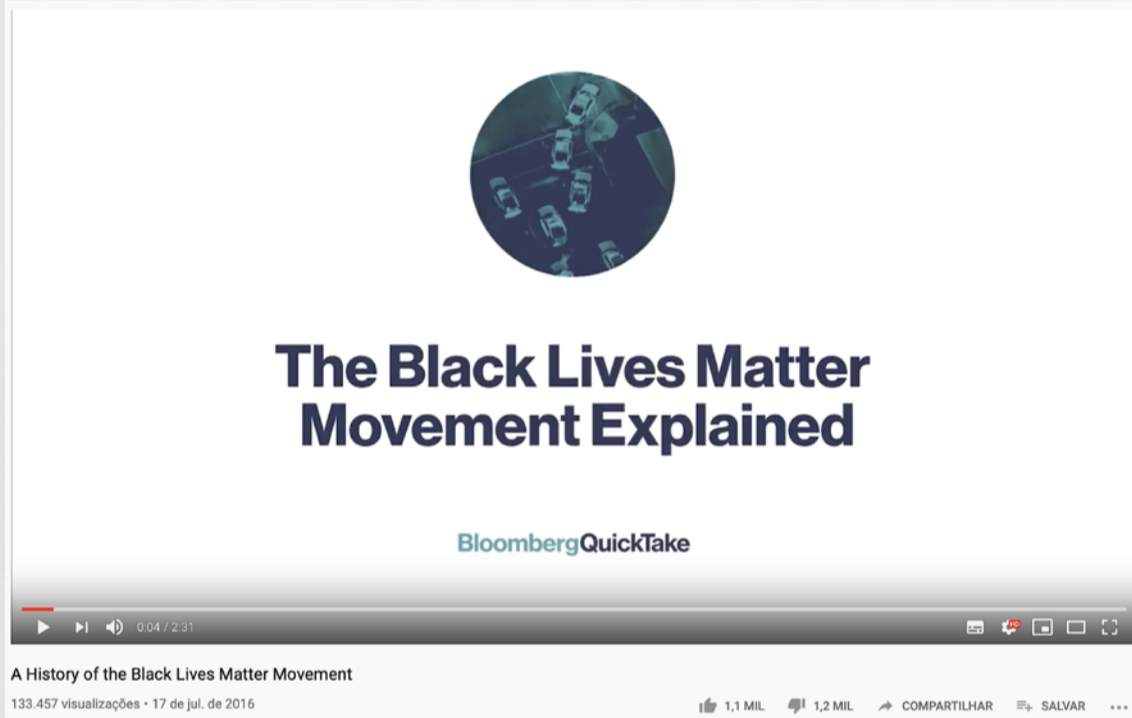


(Post your ACTIVITY using the PLATFORM suggested by the teacher)



AS A CITIZEN-TEACHER

Task1 Have you ever heard about “BLACK LIVES MATTER”? Watch the video below and answer the questions:



Watch the video: **CLICK HERE !**

a) What is it?

b) Why did it start?

Task2 Search more about “Black lives matter AT SCHOOL”. Access and explore the website. Discuss the question in pairs:



“BLACK LIVES MATTER AT SCHOOL is a national coalition organizing for RACIAL JUSTICE IN EDUCATION. All educators, students, parents, unions and community organizations are encouraged to join an annual week of action during the first week of February each year.”

Learn more: **CLICK HERE !**

a) What are the demands for the movement?



AS A CITIZEN-TEACHER

Task 3 How to participate?

“There are many different ways to participate in BLACK LIVES MATTER AT SCHOOL week. Some educators:

- 1) Teach Black Lives Matter lessons every day of the week;
- 2) Wear their Black Lives Matter at School T-SHIRTS;
- 3) Facilitate their students entering the CREATIVE CHALLENGE; [CLICK HERE!](#)
- 4) Post on Social Media; [CLICK HERE!](#)
- 5) Sign the petition endorsing the week of action. [CLICK HERE!](#)

The important thing is that you act in some way to join this movement to bring down the structures of anti-Blackness in education and affirm the lives of Black students in your classroom.”

WEEK OF ACTION
HOW TO PARTICIPATE

SHOW SOLIDARITY: Purchase and wear our Week of Action shirts. Distribute and post the BLM principles around your school. For shirts and posters, go to www.BlackLivesMatterAtSchool.com

POST ON SOCIAL MEDIA: Take photos of yourself, your peers, students, teachers, your community, or the events you attend and post them on facebook at: www.facebook.com/The-National-Black-Lives-Matter-Week-of-Action-in-Our-Schools-192373061312325/ and follow us at @BLMAISchool. #BLACKLIVESMATTERATSCHOOL

TEACH A LESSON: Choose activities from a multitude of resources related to the 13 BLM principles to teach during or after school, or within any other community spaces. Go to the week of action website BlackLivesMatterAtSchool.com for links to lesson plans and resources.

ATTEND AN EVENT: Educators in cities around the country will be organizing rallies at school board meetings and City Halls on or around Wednesday, February 6th to put forward the four demands of Black Lives Matter At School. Additionally, many cities will be hosting an end of the week Celebration of Blackness on Friday, February 8th. Get in touch with your local organizers or send an email to BlackLivesMatterAtSchool2@gmail.com for more information.

CREATIVE CHALLENGE: Join the Black Lives Matter At School national challenge by responding creatively to the prompt, “SCHOOLS SHOW THAT BLACK LIVES MATTER WHEN THEY...” or have your students respond to the prompt. Be sure to send your artwork, poems, or essays to blmphled@gmail.com. Contributions will be posted on our website and at <https://medium.com/national-blm-week-of-action-in-schools>.

NATIONAL DEMANDS

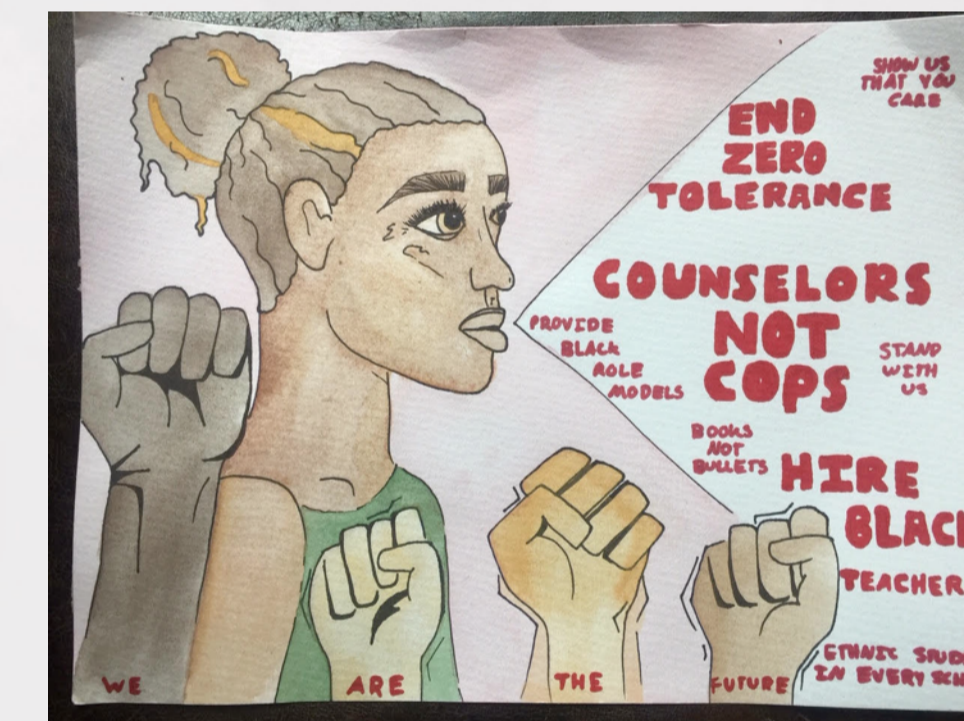
- ★ END ZERO TOLERANCE RESTORATIVE JUSTICE IN ALL SCHOOLS
- ★ HIRE BLACK TEACHERS
- ★ MANDATE BLACK HISTORY & ETHNIC STUDIES
- ★ FUND COUNSELORS NOT COPS

#BLACKLIVESMATTER AT SCHOOL

<https://blacklivesmatteratschool.com/how-to-participate/>

a) Considering the “CREATIVE CHALLENGE”, check some real posts:

[CLICK HERE !](#)



By Angelina Lope

2019 BLM Week of Action Challenge

BIG QUESTION: Schools show that Black Lives Matter when they...WHAT!



On the regular, when a current event happens, when someone asks them too, when they feel like it, when the movement has died down, when the movement is the number one topic in the world or country or state or city. Schools show that Black Lives Matter when they only feel like they matter.

By Donta Reid



AS A CITIZEN-TEACHER

b) Let's be part of it! Respond creatively to the prompt:

"SCHOOLS SHOW THAT BLACK LIVES MATTER WHEN THEY..."

Your answer will be sent to the NATIONAL BLACK LIVES MATTER WEBSITE. Post your answer [HERE](#):

SELF-ASSESSMENT

Task1 According to what we've learned through this unit, fill the board below:

SELF-ASSESSMENT	YES	NO	EXAMPLE
I can use vocabulary related to the theme of Racism.			
I can express agreement and disagreement.			
I can express arguments concerning Racism issues.			
I can use different technological tools in my classes.			
I can use the Anti-racist education in my classes.			

Task2 Post your opinion about the activities, discussions and classes you've had during this unit.

Um projeto:



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