



Look Again

Background Information for Teachers

Stereotypes can be based on many things, including race, ethnicity, gender, age, economic status, sexual orientation, learning differences, physical ability, occupation, and group association. Even “positive” stereotypes can have a negative impact by fostering unfair expectations. Stereotypes most often are generated and perpetuated within families, among friends, and in mass media.

However, any stereotype relies on a single premise: It is formed by making a judgement based on insufficient information. After viewing “Look Again” and engaging in the activities suggested here, students will be able to define and identify stereotypes, understand from where stereotypes come, and feel empowered to help dispel them.



Images courtesy of Special Olympics Wisconsin.

Synopsis

When the children enter the Exploratorium, they are surprised to see Miss White welding. This sparks a conversation about stereotypes. To learn more about ways to dispel stereotypes, the children talk with Jennifer, who is helping her friend Rene prepare for and compete in Special Olympics Wisconsin.

Then, the children learn about an intercultural program that brings together young people from different cultural backgrounds to play games and engage in other activities. Featured is a theater group called Native Roots, which puts on a performance that fosters understanding about Ojibwe culture.

The final segment illustrates the power of open discussion among young people of different races. As Program 7 comes to a close, the children share positive actions they will take to dispel stereotypes.

Program Goals

Correlations with Wisconsin Model Academic Standards for Social Studies appear in italics following each goal.

After viewing Program 7 and engaging in supportive classroom activities, students will

- understand what a stereotype is.
Grade 4: E.4.14
Grade 8: E.8.7
- realize the impact of holding positive or negative stereotypes about groups of people.
Grade 4: E.4.10, E.4.14
Grade 8: E.8.6, E.8.7
- develop skills to help identify stereotypes that are presented by other people or the media.
Grade 4: E.4.6, E.4.10
Grade 8: E.8.7, E.8.8
- identify strategies for dispelling stereotypes.
Grade 4: E.4.7, E.4.9
Grade 8: E.8.13

Vocabulary

Words preceded by an asterisk () were introduced earlier in the series and are included here for review.*

assumption — A belief that something is true without checking the facts.

Caucasian — A member of a race of people from Europe or North America with light or tan skin; a person whose ancestors are from Europe or North America.

cognitive disability — Not being able to do something mentally because of an illness, injury, or a condition present at birth.

***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever evolving.

***ethnicity** — Manifestations of ethnic heritage.

grudge — A bad feeling toward something or someone who hurt or insulted you in the past.

hate — To dislike or detest something or someone.

judgment — An opinion of something or someone.

mascot — Something that is supposed to bring good luck, especially an animal representing a sports team. In Program 7, the use of Indian images as school mascots is discussed briefly.

mental retardation — Slow in mental abilities.

minority — A group of people of a particular race, ethnicity, or religion living among a larger group of a different race, ethnicity, or religion.

opinion — An idea or belief about something or someone.

prejudice — An opinion or judgment formed unfairly or without knowing all the facts.

***race** — A group of people having the same ancestry, clan, family, or lineage; a biological division of people distinguished by hair color and texture, color of skin and eyes, and physical stature.

racist — A person who thinks a particular race is better than other races, or who treats people unfairly because of their race.

stereotype — An overly simple idea, opinion, or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.

taint — To affect someone or something in a negative and unpleasant way.

Waswagoning (wa-swa-go-ning) — An Ojibwe (Chippewa) word that means a place where they spear fishes by torchlight. This area is known today by its French name, Lac du Flambeau, or “lake of flaming torches.” Both names refer to the traditional Ojibwe practice of using torches while spearing fish at night.

Before-Viewing Activities

To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.



Focus Questions for Class Discussion

- What is a stereotype?
- From where do stereotypes come?
- How do stereotypes affect people?
- What can be done to change stereotypical thinking?

Focus Question for Students' Culture Journals

- How do I feel when someone forms an opinion about me without first getting to know me as a person?

Teaching note: This question is referenced in the assessment activity on page 15 of the [Teacher Summary](#).

Viewing Activities

Special Olympics Segment

Relevant Academic Standards for Physical Education

Grade 4: G.4.1, G.4.2, G.4.3

Grade 8: F.8.1, G.8.2, G.8.3, G.8.4

Jennifer, a high school student who volunteers with Special Olympics, has become good friends with Rene, a Special Olympics athlete. By spending time with young people who are differently abled, Jennifer has learned how much they can accomplish and how much they have in common with other young people. Jennifer helps dispel stereotypes about people with cognitive disabilities by speaking up and being an advocate for her friends.

Special Olympics Inc. is an international year-round program of sports training and competition for individuals with cognitive disabilities, also known as mental retardation. The program's goal is for all persons with cognitive disabilities to have the chance to become useful and productive citizens who are accepted and respected in their communities.

More than one million athletes in over 160 countries train and compete in 26 Olympic-style summer and winter sports. Founded in 1968, Special Olympics provides people with cognitive disabilities continuing opportunities to develop fitness, demonstrate courage, and experience joy as they participate in the sharing of gifts and friendship with other athletes, their families, and the community.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students' observations.

- What do Jennifer and Rene have in common? (Responses might include an interest in track, attending the same high school, liking opportunities to meet new people.)
- What is Jennifer doing to help dispel stereotypes about people with cognitive disabilities? (Responses might include getting to know people with cognitive disabilities, responding when she hears other schoolmates say things that are hurtful or perpetuate stereotypes, helping Rene gain confidence in her abilities.)

Native Roots Theater Segment

Relevant Academic Standards for Theatre Education

Grade 4: B.4.1, B.4.4, E.4.1, E.4.3

Grade 8: B.8.1, B.8.7, C.8.3, E.8.1.

Lakeland Union High School in Minocqua, Wisconsin, is comprised of students who attended one of the district's four elementary schools. The student population in one of these elementary schools is 90 percent American Indian. The other three have student populations of nearly 100 percent European-American.

After observing racial intolerance and prejudice between American Indian and non-Indian students at the high school, staff members at the North Lakeland Discovery Center in nearby Manitowish Waters formed the Intercultural Leadership Initiative (ILI). This pro-active program, which has the support of a strong local coalition, brings together students from the four elementary schools to explore issues of race, tolerance, prejudice, stereotypes, assumptions, and the importance of communication through facilitated games and other activities.

In this segment, students who participated in ILI activities gather with their families at the Discovery Center for a day of celebration, sharing, and fun. One of the highlights is a performance by Native Roots, an intergenerational community theater project in Lac du Flambeau that focuses on Ojibwe (Chippewa) culture. Its participants, who are both American Indian and non-Indian, create and present programs based on stories, poems, and themes they wish to explore and share with others. The actors develop cultural awareness, pride, and self-esteem as they help others to understand aspects of Ojibwe culture.

Teaching note: Immediately prior to this segment is a brief discussion in the Exploratorium about the use of Native American images as school logos and mascots. This is a sensitive topic in many communities, and you may wish to explore both sides of this issue further. Also, remind students of Miss White’s summary: “It’s a complicated question, with no easy answers. But, if the people being represented in a mascot are hurt by the image, it’s not an honor.”

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students’ observations.

- What do these American Indian and non-Indian children have in common? (Responses may include an interest in playing games, learning about different cultural backgrounds, having fun at the Discovery Center.)
- How are members of the Native Roots theater troupe helping to change stereotypes about American Indians? (Responses might include getting to know each other, sharing information about Ojibwe culture with their audience.)

Diversity Day Segment

Relevant Academic Standards for English Language Arts

(Oral Language)

Grade 4: C.4.1, C.4.2, C.4.3

Grade 8: C.8.1, C.8.2, C.8.3

Like many suburban schools in Wisconsin, the cultural diversity of Verona Area High School’s student population is increasing rapidly. The school’s annual Diversity Day event gives all students opportunities to interact with each other, as well as participate in workshops led by speakers and performers representing many cultural groups.

Discussions focus on the importance of accurate cultural information, the dangers of misunderstandings and stereotypes, and the value of respect and empathy for each other.

In this segment, six Verona students of different races (Meg, Nicole, Jenice, Jahvana, Sergio, and Aashu) talk openly during Diversity Day about stereotypes, racism, and their feelings of hurt, anger, fear, and shame. They share how negative experiences have affected them and their interactions with other people and groups. In cautioning young people against letting such events influence their relations with others, Judge Carl Ashley, of Milwaukee, offers guidance about the value of listening to and talking with each other in order to gain respect for all.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students' observations.

- What do these six students of different races have in common? (Responses may include that they all attend the same school and live in the same area; they have experienced negative emotions such as hurt, anger, fear, and shame; they know the problems that stereotypes cause.)
- What are these students doing to dispel stereotypes and racism? (Responses may include talking with and listening to each other; gathering accurate information; not holding a grudge against someone; sharing their feelings with each other.)

After-Viewing Activities



Questions for Class Discussion

- From where do stereotypes come?
- What strategies for dispelling stereotypes did students observe in Program 7, “Look Again”? Help students evaluate the effectiveness of each strategy. Have them form small groups and ask them to brainstorm other ideas for making positive changes.

Teaching note: The question above is referenced in the assessment activity on page 15 of the [Teacher Summary](#).

- How will you react the next time you hear someone judge another person unfairly? What will you say? How might you feel after responding to this hypothetical situation?
- Discuss positive ways to help someone who has angry feelings about being judged unfairly by others.

Class Activities

- Ask students to look for stereotypes in various media, including children’s books, television, movies, billboards, and magazine ads. Guide a discussion about the power of the media and the importance of analyzing stereotypes it may contain.
- Have each student create a full-page advertisement “selling” herself or himself. What qualities and characteristics did they choose to include? What important aspects of themselves did they have to leave out? What does this activity tell them about judging a person based on a single advertisement or image?

Students’ Culture Journals

Ask students to re-read their response in their Culture Journals to the Before-Viewing focus question (page 4). Ask them to update their journals by answering the question again:

- How do I feel when someone forms an opinion about me without first getting to know me as a person?

Technology Link

Have students draw, paint, and/or use graphics software to create posters or banners promoting ways to dispel stereotypes. Themes may include speaking up, volunteering, sharing one’s culture with others, getting to know someone of another race, respecting others, talking about one’s fears, celebrating our differences, or thinking of people as individuals. Post their completed work on the school’s Web site, in a school hallway, or in the classroom.

Student Activity for Assessment

After becoming familiar with the many ways in which people learn, students engage in a game that challenges them to cite strategies that dispel stereotypes. Details about the activity are provided in the [Teacher Summary](#) on pages 14 through 16.

Extension Activities

These activities correlate to the video segments cited in Viewing Activities (pp. 4-7) and allow for follow-up on particular themes.

Special Olympics Segment

- Help students realize what it feels like to be differently abled by temporarily hindering one of their senses. For example, blindfold some students and pair them up with “sighted” students for a portion of the day. Or, have some students impair their hearing using

ear plugs or cotton balls. Then, pair them up with unimpaired students for an activity that requires a sense of hearing, such as Simon Says or musical chairs.

- In this activity, students experience the feelings inflicted by discrimination. Have one-half of the class wear orange wristbands and another half wear green wristbands. Announce that those with orange wristbands will receive a special treat, such as being first in the lunch line. Invite students to express their feelings about that announcement. Then, ask them if they think that discriminating based on abilities or skin color or ethnic background makes any more sense than discriminating based on wristband color. Direct students to express their feelings in writing. On subsequent days, change the group of “favored” students and follow up with more writing and discussion.

Teaching note: Such activities should be conducted with sensitivity. Students may become upset if the “staged discrimination” is too harsh or lasts too long.

- Identify potential volunteer activities in your classroom, school, or community in which students can meet and get to know other people as individuals, as well as become aware of what they have in common and how they are different.

Native Roots Theater Segment

- Identify an example of a cultural difference in your school or community, or guide students through a brainstorming activity about cultural differences they have observed. For example, some cultural groups teach children that it’s rude to look adults in the eye. Other cultural groups teach children that it’s rude not to look adults in the eye. Have small groups of students develop short plays based on this example and present the plays to the class.
- Ask students to write poems about an aspect of their own cultural identity they would like to share with others. Then, have them develop a scene or a play using the poem as narration.

Diversity Day Segment

- Using this segment as a model, organize an opportunity where students feel comfortable speaking openly about stereotypes, racism, and their feelings. Help them to talk about negative emotions, such as hurt, anger, fear, and shame. Encourage them to share how these feelings affect them and their dealings with other people and groups. Students may take turns as speakers, interviewers, videographers, and video editors to produce a video to share with the class.

- Help students plan and host a Diversity Day event for either their classroom or the school. Invite diverse speakers and cultural performers to work with the entire class or school, as well as with smaller workshop-sized groups. Consider sharing the class video described above or the Diversity Day segment of Program 7.

References and Resources

For Teachers

American Indian Reference and Resource Books for Children and Young Adults, by Barbara Kuipers. Libraries Unlimited Inc., 1995, ISBN 1563082586 (paperback). A collection of annotated lists of recommended nonfiction materials that are factually accurate and culturally sensitive.

Anti-Bias Curriculum: Tools for Empowering Young Children, by Louise Derman-Sparks. National Association for the Education of Young Children, 1989, ISBN 093598920X (paperback). This best-selling resource is full of activities and ideas for helping teachers and children respect each other as individuals and confronting, transcending, and eliminating barriers and stereotypes based on race, culture, gender, or ability. To order Anti-Bias Curriculum (item #242), contact the NAEYC Resources Sales Dept., telephone: 800/424-2460, ext. 2001; fax: 202/328-1846; Web site: www.naeyc.org; e-mail: resource_sales@naeyc.org; or write to NAEYC, 1509 16th Street NW, Washington, D.C. 20036-1426.

The Anti-Defamation League's Hate Hurts: How Children Learn and Unlearn Prejudice, by Caryl Stern-LaRosa and Ellen Hofheimer Bettman. Scholastic, 2000, ISBN 0439211212 (paperback). Written for adults responsible for children of any age, this book offers practical tips, sound advice, role-playing for difficult situations, and vignettes about confronting intolerance and encouraging an appreciation of diversity.

Creativity Inside Out: Learning through Multiple Intelligences, by Terry Marks-Tarlow. Pearson Learning, 1995, ISBN 0201490447 (paperback). A sourcebook for teaching creativity by sharing different views of the world, recognizing problems as opportunities, and challenging traditional assumptions.

Drama and Diversity: A Pluralistic Perspective for Educational Drama, by Sharon Grady. Heinemann, 2000, ISBN 0325002622 (paperback). These practical lesson plans help create an inclusive, respectful environment as students embrace differences such as gender, race, and social class.

Educational Improvisation Activities Classroom Manual, by Peggy Eldred-Eserkaln. RIPLE (Realizing Individuals' Potential for Life-long Effects), 2000. This manual accompanies a 20-minute video

that models activities teachers can use to engage students in active learning. It includes eight group activities with interdisciplinary connections, including “Anybody Who,” which was seen in Program 7, “Look Again.” To order, contact ComedyCity, P.O. Box 354, Green Bay, WI 54305; telephone: 920/339-5234; Web site: <http://educationalimprovisation.com>; e-mail: peggycsz@gbonline.com.

HONOR (Honor Our Neighbors Origins and Rights) is an organization devoted to protecting the rights of Native Americans by monitoring legislation and educating the general public about Native American issues. The following articles about mascots, logos, and stereotypes appeared in the HONOR Digest, HONOR’s bimonthly publication. They are available from Rose Soulier at HONOR Regional Office; P.O. Box 694, Bayfield, WI 54814; telephone: 715/779-9595; fax: 715/779-9598; e-mail: honorinc@ncis.net; Web site: www.honoradvocacy.org/.

“A Direct Approach to the Mascots, Logos, and Symbols Issue,” vol. 3, no. 2, p. 6

“Mascots Challenged in Wisconsin,” vol. 3, no. 8, p. 7

“Hearing Held in Wisconsin on Stereotyping in Public Schools,” vol. 3, no. 9, p. 8

“Action Urged on Mascot” Wisconsin public schools, vol. 5, no. 2, p. W2

“Conference on Elimination of Racist Mascots,” vol. 9, no. 2, p. 11

“Mascot Struggle Continues,” vol. 9, no. 5, p. 11

“Sensitivity At Last: Area schools dropping Indian mascots,” vol. 10, no. 3, p. 11

“Mascot/Logo Taskforce Update,” vol. 11, no. 1, p. 9

Intercultural Leadership Initiative. This project was featured in the Native Roots Theater segment (see pages 5 and 6). For more information, contact ILI project coordinator Bob Kovar, North Lakeland Discovery Center, P.O. Box 237, Manitowish Waters, WI 54545; telephone: 715/543-8208; e-mail: bobk@centurytel.net.

Reducing Prejudice and Stereotyping in Schools, by Walter Stephan. Teachers College Press, 1999, ISBN 0807738107 (paperback). This 234-page book offers a variety of techniques to design and implement classroom interventions that help students develop positive attitudes and behaviors.

Teaching and Learning through Multiple Intelligences, by Linda Campbell, et al. Allyn & Bacon, 1998, ISBN 0205293484 (paperback). Designed for educators to teach effectively to all types of learners, this book devotes one chapter to each of eight intelligences, which defines the intelligence, provides a checklist for identifying it, suggests environmental considerations, and offers related teaching strategies. Additional chapters address curriculum development and effective assessment.

Through Indian Eyes: The Native Experience in Books for Children, by Beverly Slapin and Doris Seale. 4th ed. American Indian Studies Center, University of California, 1998, ISBN 0935626468 (paperback). This classic work, recommended by the Wisconsin Department of Public Instruction, contains essays, poetry, bibliographies, and critical reviews of children's books by and about American Indian peoples.

We Can't Teach What We Don't Know: White Teachers, Multiracial Schools, by Gary R. Howard. Teachers College Press, 1999, ISBN 080773800X (paperback). The author calls upon his 25 years of experience as a multicultural educator, as well as collaboration with students and colleagues from many different cultures, to describe how one can become a culturally competent teacher in a racially diverse school.

For Students

Amazing Grace, by Mary Hoffman. Dial Books for Young Readers, 1991, ISBN 0803710402 (hardcover). Grace perseveres even when her classmates discourage her from portraying Peter Pan in the school play because she is black and a girl.

Black Like Kyra, White Like Me, by Judith Vigna. Albert Whitman and Company, 1996, ISBN 0807507792 (paperback). Christy and her parents confront the cruelty and prejudice that arise when they befriend a black family that moved into their all-white neighborhood.

Rising Voices: Writings of Young Native Americans, by Arlene B. Hirschfelder. Simon and Schuster Ivy Books, 1993, ISBN 0804111677 (paperback). This collection of poems and essays by young American Indians relates what it means to be Indian today and how it feels to confront racism and ignorance.

Teammates, by Peter Golenbock. Harcourt Brace, 1992, ISBN 0152842861 (paperback). This true story about the racial prejudice Jackie Robinson experienced as Major League Baseball's first black player recalls the momentous day in 1947 at Cincinnati when Pee Wee Reese took a stand and declared Jackie his teammate. Named the 1990 Notable Children's Trade Book in the Field of Social Studies.

Under Our Skin: Kids Talk about Race, by Debbie Holsclaw Birdseye. Holiday House, 1997, ISBN 082341325X (library binding). Six students from diverse ethnic backgrounds discuss the ways in which their cultural traditions affect their daily lives, how they feel about race relations in the United States, and their personal experiences facing prejudice.

CD-ROM Connections

Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 25.

The following **Visit** relates to segments featured in Program 7:

“Take Another Look” — Meet Chamieka and find out what she has to say about stereotypes. (Madison; Eastern Ridges and Lowlands)

This assessable activity in the **My Discoveries** electronic notebook gives students the opportunity to log the information they have learned on their Visit.

“Take Another Look” — How do stereotypes make people feel and behave? Describe what you can do to help stop stereotypes.

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 7:

African American	American Indian
Cuban	Ojibwe
United States	

Look Again assessment activity

Learning Goal

Students will identify strategies for dispelling stereotypes.

Wisconsin Model Academic Standards Correlations

Social Studies (Behavioral Sciences)

- E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.
- E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.

Activity Overview

After exploring the reasons why individuals respond in different ways to a particular event and how interactions among individuals influence behavior, students will identify strategies for dispelling stereotypes. First, students recall information from Program 7, “Look Again,” describing ways to break down stereotypes. This review also reflects on the segment that features students playing the “Anybody Who” game.

Then, students are introduced to the nine types of learning, which are based on Howard Gardner’s theory of multiple intelligences. They further their understanding of multiple intelligences by completing a topical activity sheet.

Next, students work in groups to make game cards based on the nine types of learning and play the “Anybody Who Learns” game. Later, this game is revised to play “Anybody Who Snuffs Out Stereotypes.”

Note: These games, from *Educational Improvisation Activities* (pp. 10-11), were adapted with permission.

Materials Needed

- Students’ Culture Journals
- Student copies of the **Look Again assessment rubric** (page 17)
- Student copies of the **Types of Learning activity sheet** (pages 18-19)
Note: The answers are provided at the bottom of page 19; cover when photocopying.
- Student copies or overhead transparency of the **Nine Types of Learning background information** (page 20) (optional)
- Nine index cards (3" by 5" or larger) and markers for each group of four to five students
- Chairs for students playing the games (See item 4 on page 16.)

Teacher Instructions

The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are several components to this assessment, it's best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

1. Review

Have students re-read their responses in their Culture Journals to this Before-Viewing focus question: How have you felt when someone has formed an opinion about you without first getting to know you?

Ask students to recall their responses from the After-Viewing class discussion to this question: What strategies for dispelling stereotypes did students observe in Program 7, "Look Again"? Their responses may include:

- getting to know and spending time with people who are different from you.
- speaking up when you hear people say hurtful things to or about others.
- finding correct information about someone or something.
- cooperating with others.
- explaining why stereotypes are inappropriate.

Recall the segment in Program 7 featuring the "Anybody Who" game. To view it again, reset your VCR's time counter at the beginning of the program and fast-forward the tape to 9 minutes, 48 seconds (00:09:48) into the program, the point at which the game segment begins.



2. Types of Learning activity

Introduce students to the **Nine Types of Learning**. You may wish to provide students with photocopies of this information. Explain that everyone uses all nine types of learning, with each person using some types better than other types. Point out that everyone learns in her or his own unique way.

By becoming aware of these various learning types, students will realize why individuals respond in different ways to a particular event. They also will understand that the ways people interact with each other depend on one's own unique learning strengths and weaknesses. These interactions, in turn, influence one's behavior.

Distribute the **Types of Learning** activity sheet. Have students work individually to complete the activity sheet. This will help them discover their personal strengths and weaknesses as learners, while recognizing that others have their own learning strengths and weaknesses.

Also, distribute the rubric to students and explain how they should use it. As a class, read through the portion of the rubric relevant to this activity, making sure students understand the way in which their performance is being measured.

3. Preparing to play the Anybody Who Learns game

Have students form groups of four or five. Explain that each group will make nine game cards, one for each of the nine learning types. Distribute the index cards and markers. Tell students to write one Anybody Who Learns statement on each card. For example, a game card about the Naturalist intelligence could read “Anybody Who Learns by walking in the woods.” Also, review with the class the corresponding section of the rubric.

When the groups finish making the game cards, collect the cards and remove any duplicates. Shuffle the cards before the game begins.

4. Playing the Anybody Who Learns game

This activity is a fun way for students to become more aware of the learning styles of their peers. Decide on the number of students who will play this game at one time, depending on the time that is available. Then, bring together enough chairs or desks for everyone who will play, minus one. Arrange the seating in two rows, back to back.

Explain to students that they are to get up and move to an empty seat when they hear you read aloud a type of learning that they use. They may walk briskly but may not run, and all players must move in the same direction. Review the rubric with students to ensure they understand how their participation in the game is being assessed.

Ask the players to sit down. The player left standing begins the game by reading the first game card while slowly circling the chairs. Seated players **MUST** move if they think the statement being read applies to them. When the seats are filled again, the game resumes when the player left standing reads the next game card.

5. Playing the Anybody Who Snuffs Out Stereotypes game

Adapt the “Anybody Who Learns” game to the “Anybody Who Snuffs Out Stereotypes” game. Instead of using statements about the types of learning, focus on statements reflecting strategies for dispelling stereotypes that the class reviewed earlier. Also, go over with students the part of the rubric that corresponds to this activity.

Try playing the game without game cards. Encourage students to think on their feet to come up with Anybody Who Snuffs Out Stereotypes statements. For example, “Anybody Who Snuffs Out Stereotypes...

- spends time with others who are different from you.”
- goes to church with a friend.”
- visits a neighbor who now lives in the nursing home.”
- finds correct information about someone or something.”
- goes to the library to learn about Islam.”
- keeps an open mind and an open heart.”

Look Again assessment rubric

Name _____

Date _____ ID# _____

How can you dispel stereotypes?

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
ON MY OWN: Types of Learning	Matched 8 statements correctly.	Matched 12 statements correctly.	Matched 16 statements correctly.	Matched all statements correctly.
AS A GROUP: Making Anybody Who Learns game cards	Helped make 1 game card.	Helped make 4 game cards.	Helped make 7 game cards.	Helped make 9 game cards.
Playing the Anybody Who Learns game	Responded to 2 "Anybody Who Learns" statements.	Responded to 3 "Anybody Who Learns" statements.	Responded to 4 "Anybody Who Learns" statements.	Responded to 5 "Anybody Who Learns" statements.
Playing the Anybody Who Snuffs Out Stereotypes game	Contributed 2 "Anybody Who ..." statements.	Contributed 3 "Anybody Who ..." statements.	Contributed 4 "Anybody Who ..." statements.	Contributed 5 "Anybody Who ..." statements.

Correlations to Wisconsin Model Academic Standards for Social Studies (Behavioral Sciences)

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior.

E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes.

Name _____

Date _____ ID# _____

Types of Learning

- A. Bodily Learning D. Interpersonal Learning G. Naturalist Learning
B. Existentialist Learning E. Mathematical Learning H. Verbal Learning
C. Intrapersonal Learning F. Musical Learning I. Visual Learning

Directions: Read each statement and match it to the type of learning it describes from the list above. Write that letter in the blank next to the statement.

Example: _____ My brother collects fossils and leaves.

- _____ 1. I whistle my favorite songs whenever I ride my bike.
_____ 2. She organized a car wash to raise money for the homeless shelter.
_____ 3. He feeds and waters the gerbil living in a cage in our classroom daily.
_____ 4. She helps her friend get ready to race in the Special Olympics.
_____ 5. He solves our computer problems.
_____ 6. She paints leaves on the window using her finger and the milk at the bottom of her glass.
_____ 7. His brother always plays the drums.
_____ 8. They composed the "Cultural Horizons" song.
_____ 9. Her brother can't wait for recess so he can play basketball.
_____ 10. They made a mural to decorate the community center.
_____ 11. His sister talks on the phone with her friends after school.
_____ 12. She thinks about how her Jewish faith is an important part of her life.

- ___ 13. Her sister finished a whole book of word searches.
- ___ 14. She listens to music while she does her homework.
- ___ 15. He and his family are learning to speak the Oneida language.
- ___ 16. I write in my journal every morning and every night.
- ___ 17. They volunteer every week at the neighborhood food pantry.
- ___ 18. He calculated how many pounds of wild rice they gathered this year and compared it with last year's harvest.
- ___ 19. She jumps rope every chance she gets.
- ___ 20. They enjoy watching the birds that visit the feeders in their back yard.

Answer key: 1. F, 2. B, 3. G, 4. D, 5. E, 6. I, 7. A, 8. F, 9. A, 10. I, 11. D, 12. C, 13. H, 14. F, 15. H, 16. C, 17. B, 18. E, 19. A, 20. G

Nine Types of Learning

Bodily and Kinesthetic Learning involves games, movement, body language, hands-on activities, building models or displays, role playing, dancing, sports, crafts, acting, touching.

Existentialist Learning involves asking “why” questions, community service, helping others, charity work, social action, working on causes.

Intrapersonal Learning involves dreams, friendships, understanding one’s role in relationship to others, reflection time, meditation exercises, journal and diary writing, personal growth, shying away from others, opinions, books, privacy, independence.

Interpersonal Learning involves talking, being social, listening, working in groups or with partner, friends, telephone, e-mail, being outgoing, interacting with others, debates.

Mathematical and Logical Learning involves numbers, working with geometric shapes, solving problems and puzzles, experiments, counting, computers, questions, constructing time lines, building models.

Musical and Rhythmic Learning involves singing, whistling, going to concerts, playing musical instruments, listening to music, drumming, remembering melodies, composing music, performing.

Naturalist Learning involves outdoors, plants, animals, minerals, fossils, dinosaurs, artifacts, zoos, farms, museums, collecting, caring for animals, nature walks, aquariums.

Verbal and Linguistic Learning involves speaking, writing, reading, listening, books, stories, poetry, speeches, author visits, storytelling, group discussions, journals, reports, essays, playing word games.

Visual and Spatial Learning involves charts, graphs, maps, tables, art, puzzles, costumes, videos, movies, sketching, painting, posters, museum visits, collage making, photography, daydreaming.

Based on Frames of Mind: The Theory of Multiple Intelligences, by Howard Gardner. Basic Books, 1983, ISBN 0465025080; reprint Basic Books, 1993, ISBN 0465025102.

Teaching Plan for Program/Chapter 7: “Look Again”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
Special Olympics	Cooperating Comparing Contrasting	Visit: “Take Another Look”	VOC: pp. 3-4 BVA: focus questions, p. 4 VA: viewing points, p. 5	BVA: focus questions, p. 4 VA: viewing points, p. 5 AVA: discussion, p. 7; class activities, p. 8; Culture Journal, p. 8 SAA: pp. 14-19	AVA: Culture Journal, p. 8 Technology Link: p. 8 SAA: pp. 14-19 EA: empathizing; volunteering, pp. 8-9
Physical Education Standards addressed in this video segment:					
Grade 4: G.4.1, G.4.2, G.4.3 Grade 8: F.8.1, G.8.2, G.8.3, G.8.4					
Native Roots Theater	Observing Cooperating Comparing Contrasting	Explorer: Ojibwe people	VOC: pp. 3-4 BVA: focus questions, p. 4 VA: viewing points, p. 6	BVA: focus questions, p. 4 VA: viewing points, p. 6 AVA: discussion, p. 7; class activities, p. 8; Culture Journal, p. 8 SAA: pp. 14-19	AVA: Culture Journal, p. 8 Technology Link: p. 8 SAA: pp. 14-19 EA: brainstorming; poetry writing, p. 9
Theatre Education Standards addressed in this video segment:					
Grade 4: B.4.1, B.4.4, E.4.1, E.4.3 Grade 8: B.8.1, B.8.7, C.8.3, E.8.1					
Diversity Day	Sharing Reflective thinking Comparing Contrasting	Visit: “Take Another Look”	VOC: pp. 3-4 BVA: focus questions, p. 4 VA: viewing points, p. 7	BVA: focus questions, p. 4 VA: viewing points, p. 7 AVA: discussion, p. 7; class activities, p. 8; Culture Journal, p. 8 SAA: pp. 14-19	AVA: Culture Journal, p. 8 Technology Link: p. 8 SAA: pp. 14-19 EA: verbal expression; event planning, pp. 9-10
English Language Arts Standards addressed in this video segment:					
Grade 4: C.4.1, C.4.2, C.4.3 Grade 8: C.8.1, C.8.2, C.8.3					
VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity					

How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by offering ways to incorporate them into your curriculum. It also contains suggested activities designed to appeal to multiple learning styles and intelligences. Each chapter of this guide corresponds to a program in the *Cultural Horizons of Wisconsin* video series and offers activity suggestions and CD-ROM connections specific to that program.

The series is set in a spacious, learning-rich environment called the Exploratorium. There, a group of young people and their adult facilitators, Mr. Kelly and Miss White, examine each program's theme. Illustrating the topic at hand are magazine-style segments that provide real-life examples. These programs highlight Wisconsin's diversity and provide a springboard for classroom discussion and student reflection.

It is always worthwhile to preview each *Cultural Horizons of Wisconsin* program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students. In addition to introducing and reinforcing content about the state's culture, *Cultural Horizons of Wisconsin* will help your students understand that culture pertains to them as individuals.

Correlations with Wisconsin's Model Academic Standards

Instructional goals for each video program were developed in conjunction with the Wisconsin Model Academic Standards for Social Studies. Learning objectives and relevant social studies standards for fourth and eighth grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs support academic standards in other disciplines as well. Those correlations are noted in the Viewing Activities section and on the teaching plans (see "Assisting Teachers, Enriching Student Learning," below).

Children in the Exploratorium will engage in a variety of learning activities that support the Model Academic Standards for Information and Technology Literacy. Each chapter also includes a "technology link" that is designed to help integrate technology into enrichment activities.

Assisting Teachers, Enriching Student Learning

In addition to suggesting student activities that complement the *Cultural Horizons of Wisconsin* video series, this guide includes a set of teaching plans, one for each chapter. The teaching plan identifies main content areas covered in a particular program, learning strategies that were modeled, related CD-ROM components, and relevant cross-curricular academic standards. It also groups this guide's student activities into three graduated levels. The [teaching plan for "Look Again"](#) is on page 21.

As an ongoing activity, the Student Culture Journal plays an integral part of the *Cultural Horizons of Wisconsin* experience. References to its use are made throughout this guide. Each student creates a journal or scrapbook in which he or she can record responses to questions asked before and after viewing. The journal also can be used to collect artwork, photographs, or other materials. Students may wish to decorate their Culture Journals to reflect their own culture.

The items below outline the manner in which the chapters of this guide are organized and describe the information each section contains:

Background Information for Teachers

This section lays the foundation in regard to the content of the video program. It explains why particular topics are covered and gives relevance to the manner in which they are presented.

Synopsis

The Synopsis describes the action that takes place in a particular program and the issues that are raised.

Program Goals

This section cites learning objectives for the program and correlates each one to specific Wisconsin Model Academic Standards for Social Studies.

Vocabulary

This list is made up of terms, with definitions, that are used in the video program as well as those which may arise during classroom discussion.

Before-Viewing Activities

This part of the chapter can be used to direct students' attention on the video program they are about to view. It includes focus questions for classroom discussion and journal writing. You may want to record students' responses to the discussion questions on the chalkboard and reflect on them after the class views the program.

Viewing Activities

All *Cultural Horizons of Wisconsin* programs feature several segments that address a particular cultural aspect. Synopses, relevant cross-curricular academic standards, and follow-up questions for each segment can be found here.

After-Viewing Activities

This portion of the chapter offers class discussion questions, class activities, and journal-writing topics.

Technology Links

These activities suggest ways to incorporate the tools of technology into student learning, both within and beyond the classroom.

Extension Activities

Venture a little further. These activities provide ideas to enhance or expand learning opportunities on themes and content presented within the segments seen in the video program. Some can be used as a means to integrate a topic across the curriculum.

Student Activity for Assessment

Each chapter contains a classroom-ready student assessment activity; this section provides a brief description of it. Assessment activities are designed to engage students in applying the concepts presented in the video programs. Results can be used to assess students' grasp of basic ideas for each new topic.

In addition to student materials, each assessment activity includes a teacher summary and assessment rubric. Each rubric enables students to choose the level at which they wish to perform. Before students begin an assessment activity, review the activity's rubric with the class, ensuring that students understand how their performance will be measured and scored.

Guide Resources

This section of the chapter lists the type and location of materials needed to conduct activities mentioned in the guide. These items can include images, maps, and reproducible masters.

References and Resources

The books, teaching materials, Web sites, and educational tools cited in this section have been carefully selected for quality and appropriateness. Each entry is annotated.

CD-ROM Connections

To help students and teachers make best use of the *Cultural Horizons of Wisconsin* CD-ROM, information in this section identifies components of the CD that relate to each video program.

The *Cultural Horizons of Wisconsin* video series, CD-ROM, and this teacher guide were developed with the generous involvement of a number of Wisconsin classroom teachers and other education professionals from across the state. Their contributions ensure that these materials truly reflect the collective best thinking in regard to the cultures that shape our state and our individual lives.

Kathleen Ernst, Kori Oberle

Project Co-Directors

Cultural Horizons of Wisconsin

CD-ROM Navigation

Visits on the *Cultural Horizons of Wisconsin* CD-ROM introduce students to children and adults who are learning about, celebrating, and preserving their cultural heritage. These Visits relate in various ways to segments featured in *Cultural Horizons of Wisconsin* video programs. Teachers and students can access the Visits in two ways:

- Click on the Wisconsin Map pocket in the Backpack to open the map. Explore the map to find the pop-up signposts that bear the titles of the Visits. Click on the signpost of the Visit you wish to experience.
- Click on the Tools pocket in the Backpack. Launch the “Navitron” — which includes an alphabetical list of all Visit titles on the CD — by clicking on its icon. View the list and click on the Visit title of your choice.

My Discoveries is an electronic notebook that students use to record what they learn on their Visits. The Index within My Discoveries assists teachers with tracking the progress their students make through this CD-ROM. My Discoveries is accessible through

- the last screen of any Visit. Click on the “Write in My Discoveries” link to go to the writing activity related to that Visit.
- the Backpack’s top pocket. Click on the My Discoveries pocket to open it. Next, click on the “Open” button on the cover of the notebook and then the “Index” tab to view the Visit titles. Click on the Visit of your choice to begin your journal entry.
- the Tools pocket, located on the Backpack below the Wisconsin Map pocket. Click on it and select the Navitron button, and then choose the My Discoveries option. To access a Visit read the sentence directly above that begins with “Next.”

Explorer is a database containing profiles of more than 70 ethnic population groups currently living in Wisconsin. Each profile provides four subsections of content: background information in *Who We Are*; details on foods, crafts, music, and dance in *Traditions*; *Recipes*; and examples of ways the group preserves and celebrates its cultural identity in *Getting Along*.

All profiles are accessible in two ways — either by ethnic group, under the heading “All Groups,” or by country of origin, under “Areas of the World.” CD users can access Explorer by clicking on

- a specific group name, cited on the last screen of any Visit because of its relevance to that particular Visit.
- the front pocket of the Backpack. Then, click on either the “All Groups” or “Areas of the World” button. Choose the group you wish to learn about by scrolling through the list and clicking on either the group name or the area of the world from where the group came. After opening a profile, you may read screen by screen or jump to a particular section by clicking *Who We Are*, *Traditions*, *Recipes*, or *Getting Along*.
- the Tools pocket, located below the Wisconsin Map pocket on the Backpack, and launching the Navitron. Choose the Explorer option and follow the instructions directly above, starting with the sentence that begins with “Then.”