

AND YOU CAN'T COME: PREJUDICE HURTS



#3433

OPEN-CAPTIONED
RAINBOW EDUCATIONAL
MEDIA

1996

Grade Levels: 4-9

21 minutes

DESCRIPTION

Mia is upset because some kids don't want her to come to their sleepover; they say she's "different." Her coach helps her understand the concept of prejudice and its impact on the people involved. Defines prejudice and provides a built-in break for classroom activity and discussion. Concludes with a group of students sharing their opinions and experiences related to prejudice.

ACADEMIC STANDARDS

Subject Area: Behavioral Studies

- Standard: Understands that group and cultural \ influences contribute to human development, identity and behavior
 - Benchmark: Understands that people might feel uncomfortable around other people who dress, talk, or act very differently from themselves (See Instructional Goals #1, #2 and #3)

INSTRUCTIONAL GOALS

1. To define prejudice.
2. To examine ways in which people judge others.
3. To illustrate stereotyping.
4. To encourage acceptance of others who are "different."
5. To emphasize the benefits of diversity.
6. To suggest ways to overcome prejudice.

VOCABULARY

1. sleepover
2. left out
3. prejudice
4. textures
5. professional
6. stereotype
7. discrimination
8. racism
9. cerebral palsy
10. disability
11. overheard
12. religion
13. "the world in your hands"

BEFORE SHOWING

1. List the differences among all the people in a classroom, including: appearance, age, skills, race and gender.
 - a. Discuss the advantages of having differences among the group.
 - b. Discuss the disadvantages of having differences within a group.

- c. Determine if everyone should be treated equally in spite of differences. Discuss why or why not.
2. Define the word *prejudice*.
3. Discuss reasons people feel prejudice.
4. Examine ways that prejudice is learned.
5. Give examples of prejudicial behavior.
6. Recall personal experiences with prejudice.
 - a. What happened?
 - b. Why did it happen?
 - c. How did it feel?
 - d. How did the experience end?

DURING SHOWING

Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause upon seeing each “Pause for Discussion” graphic.
 - a. List impressions about each person in the photographs.
 - b. Explain how conclusions were drawn.
 - c. Compare lists with classmates.
 - d. Discuss fairness of the impressions.

AFTER SHOWING

Discussion Items and Questions

1. Explain the sentence “A lot of prejudice is fear.”
2. Recount personal feelings of prejudice.
 - a. On whom did the feelings focus?
 - b. How did the feelings begin?
 - c. Did those feelings change?
 - d. What happened to overcome the feelings of prejudice?
3. What are some ways to learn about other people and cultures?
4. What are some ways to teach others about one’s own culture?
5. Discuss the effects of prejudice.
 - a. How can prejudice hurt the victim?
 - b. How can prejudice hurt the person who has prejudiced feelings?
6. Explain the sentence “You can’t judge a book by its cover.”
7. What can people do or say if they experience discrimination?
8. What can people do or say if they witness discrimination of others?
9. Why is remaining silent not a good response to prejudiced actions or statements?
10. Explain the statement “Everyone is a victim of prejudice sometime.”
11. Explain Shane’s statement, “. . . people have seen my disability before they see me.”
12. Anne, who is deaf, complained that others thought she was dumb. Why would someone assume that a person who is deaf or hard of hearing is also unintelligent?
13. What are some stereotypes of persons who are deaf or hard of hearing?
14. How could the Deaf community dispel stereotypes of people who are deaf or hard of hearing?

15. Explain Ben's suggestion that "Education is a good way to help the fear."

Applications and Activities

1. Complete the phrases that relate to different groups of people. Discuss the responses.
 - a. All kids are _____.
 - b. Teachers are _____.
 - c. Persons who are deaf are _____.
 - d. Persons who are hearing are _____.
 - e. People with HIV are _____.
 - f. Hispanics are _____.
 - g. Persons who are African American are _____.
 - h. (Other groups) are _____.
2. Research a specific group of people who are disabled or part of a racial, ethnic, or religious minority to learn about their culture.
 - a. What are some of the customs and traditions?
 - b. How do these customs and traditions differ from mainstream American culture?
 - c. How might some of these customs or traditions be misunderstood in other cultures?
3. Sponsor a poster contest promoting diversity.
4. Invite a speaker from a minority culture to discuss experiences with discrimination and to recount changes that have occurred through the years.
5. Plan a Cultural Awareness Day.
 - a. Wear clothing representing one's family's culture.
 - b. Set up booths to display objects representing specific cultures.
 - c. Provide food-tasting stations to represent the cuisine from various cultures.
 - d. Invite speakers from various cultures for presentations.
6. Role-play two people, from different cultures, meeting for the first time.
 - a. How can they communicate?
 - b. How could they make each other more comfortable?
7. Role-play a person who is deaf meeting a person who is hearing for the first time.
8. Invite a person new to the community to relate experiences in making adjustments to a new place.
9. Create a "Welcome" booklet for new students.
 - a. Enter names and pictures of everyone in the class.
 - b. Provide a map of the school and surrounding area.
 - c. Include a school calendar of events.
 - d. List school activities and organizations.
 - e. Print school rules and policies.
 - f. Offer helpful suggestions for meeting new people.
 - g. Create coupons for "pal for the day," "lunch mate," "school guide," or other helpful ideas to familiarize a new student with the class.
10. Play the "Exclusion Game."
 - a. Arbitrarily divide the class in half.
 - b. Have one group wear the same colored shirts or hats.
 - c. Designate the group with the special color to be the favored group.
 - d. Allow the favored group special privileges.
 - e. Assign extra work to the other group.
 - f. Pay very little attention to the nonfavored group.

- g. Exclude the nonfavored group from pleasurable activities.
- h. At the end of the exercise, discuss how everyone felt and why.
- 11. Contact a class from another culture. Become pen pals. (See RELATED RESOURCES.)
- 12. Read the children's story, *The Ugly Duckling*. Discuss prejudice and discrimination in the story.
- 13. Recount personal experiences with prejudice. Role-play ways to positively resolve the situations.
- 14. Write and perform a play about Deaf culture for a class of hearing students.

RELATED RESOURCES

Captioned Media Program

- Friends #2176
- Madi #2411
- Mela's Lunch #3055
- Paper Camera #3069
- Total Eclipse #3307

World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- INTERCULTURAL E-MAIL CLASSROOM CONNECTIONS <http://www.iecc.org>

A free service to help teachers link with partners in other countries and cultures for e-mail classroom pen pal and project exchanges.

- MULTICULTURAL PAVILION <http://curry.edschool.virginia.edu/curry/centers/multicultural/>

A site designed by the Curry School of Education to provide resources for educators interested in multicultural issues.

- CULTURE QUEST <http://www.ipl.org/youth/cquest/>

Internet Public Library site where students join Parsifal Penguin and Olivia Owl as they learn about many of the world's cultures.

- A TALE OF TWO CULTURES—DEAF AFRO-AMERICAN
<http://library.advanced.org/2136/culture.html>

A site created by students at the Oregon School for the Deaf and Northport High School to provide information and resources regarding both Black and Deaf culture.



**PLEASE RETURN LESSON GUIDE
WITH VIDEO**

**Lesson guide also available
online at *www.cfv.org***

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