

### Submodule

### Submodule overview

### Learning goals

### Learning outcomes

#### 4.1 Introduction: definition and typology

This section intends to give clear definitions of discrimination, prejudice and stereotypes. It distinguishes clearly the three while explaining the way in which they communicate (through the effect of cause/consequences) between them. Each of these will be exemplified. The vectors of stereotypes like the media will be analysed just like how the asymmetric relations could give a fertile ground for discrimination.

- To define the terms.
- To differentiate them.
- To understand the exact nature of the notions involved.
- To give examples of everyday life prejudice, stereotypes and discrimination, but also in History.

### Duration

1  
academic hour

#### knowledge

- To be able for teachers to define, distinguish and explain the notions.
- To be able to explain them then to the students.

#### Skills

- Transmission skills: To be able to teach students who themselves will be able to give a proper definition of each term.

#### Attitudes

- To be more keen to discuss the notions with their students.
- To be more keen to recognize an example of one of these concepts.
- To be more keen then for the students to discuss those notions between themselves.

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**4.2 origins of stereotypes and prejudice**

This section intends to:

- explain that raising awareness on stereotypes allow them to be disqualified
- through the notion of social imaginaries, show how a stereotype or a prejudice is made
- explain that a stereotype is a construct feeding a thought, a discourse, an ideology, a representation
- understand how a prejudice works: confirmation bias (to believe in something because it goes in the way you already think, and vice versa)
- explain how we could all be subjects to having stereotypes even unconsciously (the cognitive bias)

- Through different disciplines, such as philosophy, history, sociology or anthropology, this section aims at being able to identify why and how stereotypes and prejudices are made

knowledge

- To have knowledge on people's behaviour about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

Skills

- To be able to explain the construction processes around stereotypes.

Attitudes

- To be more keen to take active steps to deconstruct a stereotype.
- To feel more confident about explaining these processes to students/teenagers.
- To be more self-aware about our own possible unconscious bias.

**Duration**



**1 academic hour**

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### 4.3 The different types of discriminations

- This section intends to explain the snowball effect that unequal treatment of stigmatised people/groups leads to all kinds of violence (verbal, physical, sexual, social, exclusion, ostracisation)
- It intends to differentiate between direct discrimination, indirect discrimination and systemic discrimination
- This section will detail the “education-based discrimination” falling into the indirect type.

- To understand how discrimination are directly related and based on stereotypes and prejudices.
- through various examples, this section aims at being able to distinguish the different type of discrimination.
- To understand how education based discrimination can be present, especially in schools and academic settings.

### knowledge

- To have knowledge on people’s behavior about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

### Skills

- To be able to articulate and explain to the students the cycle created by discrimination.
- To be able to differentiate the different types of discrimination and especially the intricate working of ‘education-based’ discrimination.

### Attitudes

- To be more ‘alert’ to this type of discrimination and the indirect unequal treatment that could emerge from it, especially on education based discrimination.

## Duration

1  
academic hour

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### 4.4 How to challenge discriminations

- This section intends to:
- explore the notion of non-judgment / benevolence: this translates into active listening and an adapted response
- looking into the importance of relational qualities such as active listening and open communication which is a foundation to fight against the effects of discrimination on an individual level
- explain how the Respect for fundamental rights and freedoms is an important framework to have in fighting everyday against discrimination

- To raise teachers awareness in the importance of effective and open communication
- To raise teachers awareness in comprehending fundamental rights and freedoms

### knowledge

- To be able to explain what constitutes effective and non-judgmental communication.
- To be able to recall the principles of fundamental rights and freedoms.

### Skills

- To be able to put in place a non-judgmental environment for the students.
- To be able to explain how to have effective communication and transmit the notions of fundamental rights and freedoms.

### Attitudes

- To be more keen to incorporate these principles when transmitting to the students.
- To be more aware of the way they communicate, discuss concepts such as human rights and fundamental freedoms.
- To be more keen to include students in proactive actions in challenging discrimination.

## Duration

1  
academic hour

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4.5 Activities to actively challenge stereotypes and discrimination

Duration 

1 academic hour

This module aims at concretely engaging the teenagers/students in challenging prejudice, stereotypes and discrimination. The activities proposed to them will mainly be based upon the principle of open dialogue and communication, and active listening. These very simple principles are the most efficient way to get them engaged at an individual level, which is our main objective here. To have a long-term impact, it is necessary to have both punctual and regular activities.

**Punctual activities:**

- 1) The *Express Yourself* activity aims at encouraging the teens to express how they feel and pinpoint what action or discourse from another person has made them feel like that.
- 2) The *Theatrical activity*: will aim at enhancing self expression in each student which is a key element in discerning why they feel a certain way while facing a certain situation.
- 3) The *Description Game*: the aim is to be able to give examples and thus identify stereotypes, prejudices and discrimination
- 4) The *One Step Ahead*: the aim is to realise the consequences of prejudices and discriminations in essential parts of life

**Regular activities:**

- 1) The *discussion activity* aims at keeping the students interested and aware on the topic of discrimination by relating real life examples/ statistics.
- 2) The *“free-hand” activity* aims at putting to the front the general knowledge of each student, to demonstrate that education based discrimination can be countered by showcasing and enhancing different cultural backgrounds.

- To encourage active and frequent communication between the teachers and students, increasing thus their ability to communicate their emotions
- To enhance the importance of empathy and active listening in teaching
- To help teachers identifying how aware are their own students on these subjects
- To help teachers get aware of the own general knowledge of their students
- To understand the importance of regularity in efficiently countering stereotypes, prejudices and discriminations

knowledge

- To understand the importance to self-expression and transversal ways of communications.
- To understand the mechanisms that allow the students to articulate their thoughts and emotions, especially when it comes to those subjects.

Skills

- To develop the capacity to explain the principles of effective communication, active listening and empathy.

Attitudes

- To be more empowered and confident to create an anti-discrimination environment.
- To be able to have reflexes when put face to a situation where as an adult you think you should intervene.