

SEMINARIO 2017/18: El Uso del Cine en el Aula
 Unidad Didáctica propuesta por Eva de Andrés Gómez
 Viernes 9 marzo 2018

Título	“Stereotypes” (Estereotipos)
Entorno educativo	Escuela Oficial de Idiomas, enseñanza del idioma inglés.
Nivel	Avanzado 1
Duración de la unidad	En clase, 75’ aprox.
Objetivos	<p>La unidad didáctica surgió de dos ideas para cubrir objetivos de evaluación y de contenidos presentes en este nivel de enseñanza. Primeramente, al trabajar la expresión oral en clase con la exposición de monólogos surgió el tema de los estereotipos y la dificultad de los alumnos en dar con una buena definición.</p> <p>Asimismo, el libro de texto de este año, English File Upper-Intermediate también presenta una lección sobre la publicidad. Eso me hizo enlazar ambos temas debido a los muchos ejemplos de clichés sobre el papel de hombres y mujeres aparecidos en publicidad durante décadas.</p>
Unidad didáctica:	
Actividades de calentamiento	Se visionarán varios ejemplos de publicidad como vehículo de transmisión de estereotipos de género. En 10’ los alumnos reunidos en grupos de 2 o 3 comentarán los anuncios para comprobar si los han entendido y pensarán en otros ejemplos de la televisión española así como en la evolución que hayan podido observar en los últimos años. De esta forma se presentará el tema de la unidad, a través del que probablemente sea el más conocido de los estereotipos entre los alumnos.
Actividades durante el visionado	<p>El objetivo principal de la unidad es entender lo que es un estereotipo, así que comenzaremos por escuchar a gente entrevistada por la calle a la que se le pide que explique en qué consiste (video 1).</p> <p>A continuación cada alumno individualmente completará la ficha escribiendo su propia definición de “estereotipo” y distintos ejemplos de ellos explicados por los entrevistados en el video.</p> <p>Siguiendo con la tarea de entender los diferentes tipos de estereotipos, los alumnos verán un video que circuló mucho por las redes sociales hace unos meses y que yo misma recibí en mi cuenta de Whatsapp (video 2). Los alumnos, compartiendo en parejas lo</p>

	<p>que han comprendido, completarán la ficha y explicarán la clase de estereotipo que se denuncia en el video (profesiones según el género).</p> <p>Los siguientes videos trabajan otras dos clases de estereotipos pero a través del humor. El primero (video 3), sobre estereotipos de género, es un extracto de la conocida serie “The Bing Bang Theory” y el ejercicio a realizar es rellenar los huecos en frases sacadas del diálogo. El segundo (video 4), sobre estereotipos de origen étnico, consiste igualmente en rellenar los huecos.</p>
Actividades post-visionado	<p>Como trabajo para casa y con el fin de profundizar en la adquisición de vocabulario sobre el tema, los alumnos leerán un artículo titulado “Por qué los estereotipos son malos y qué podemos hacer para acabar con ellos” y enlazarán los títulos con su párrafo correspondiente.</p>
Observaciones	<p>Cada alumno hará una presentación oral de un monólogo en clase ante sus compañeros. Aquel a quién le toque el monólogo sobre los estereotipos deberá además preparar un listado con vocabulario específico de su tema que luego se fotocopiará y compartirá con el resto de los alumnos. De esta forma todos irán “coleccionando” listas de vocabulario sobre posibles temas de examen.</p>

➤ OBJETIVOS.

TASK 1

Oral expression

TEST 1

STEREOTYPES



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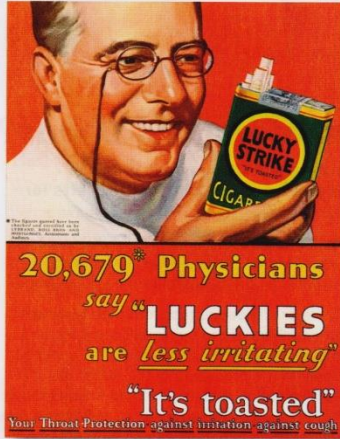
Conventional and oversimplified images of groups of people are not easily avoidable though we all know they are mainly based on generalization and prejudice. Talk about this topic by taking into account the following points:

- Stereotypes based on nationality or race
- Clichés about men and women
- How to educate against stereotypes

You have up to 10 minutes to prepare your talk. You can take notes or make a brief plan of what you are going to say. Talk to the examiners for about 4 – 6 minutes. You can use your notes during your talk, but you cannot read them aloud. Your production will be recorded.

9A Truth and lies

1 READING & VOCABULARY



- a Look at the advert and answer the questions with a partner.
- 1 What is it being advertised?
 - 2 What decade do you think it's from?
 - 3 Why do you think they used a doctor in the advert?
- b Read the first paragraph of the article and check your answers to a.
- c Read the whole article and answer the questions. Write 1–4 next to sentences A–F.
- Which company (or companies)...?**
- A deceived the public by pretending that their product had properties which it didn't really have
- B used a celebrity or a professional person in order for them to associate their product with a healthy lifestyle
- C used technology to create a false impression
- D admitted that they had made a claim that wasn't true
- E admitted that they had done something wrong
- F was punished for their misleading advert

FOUR OF THE MOST MISLEADING ADVERTS OF ALL TIME

1 Cigarettes are not harmful to your health

Hard to believe, but there was a time when tobacco companies actually tried to make us believe that doctors approved of smoking, or that certain brands were better for your throat than others. This advert for Lucky Strike from the 1920s is just one of dozens of ads featuring doctors recommending or 'preferring' one brand over another. Tobacco companies continued to use doctors to convince the public to smoke until the 1950s when evidence showing the link between smoking and lung cancer became too strong to ignore.

2 The thinner the better

In 2009 fashion retailer Ralph Lauren made a series of advertisements using a model who was so heavily airbrushed that her waist appeared to be smaller than her head. The ads were widely criticized in the press and experts warned of the negative effect these kinds of images might have on young girls. Lauren threatened to sue a blogger, who was the first person to publish and comment on the image online. But later he made a statement apologizing and admitting that 'we are responsible for the poor imaging and retouching that resulted in a very distorted image of a woman's body.' However, he later fired the model in the advert, Fillipa Hamilton, because she was 'overweight' (she weighed 54 kilos).



3 Vitamins prevent cancer

In 2010 the pharmaceutical company Bayer was sued by the Center for Science in the Public Interest for running TV and radio commercials that suggested one of the ingredients in its *One A Day* vitamin supplement brand prevented prostate cancer. In fact, there is no scientific evidence that vitamins fight cancer in any way. Bayer eventually paid a fine and signed a legal agreement which banned it from claiming that vitamins can cure cancer.

4 You can lose weight without dieting or doing exercise

During the 1990s Enforma, a US fitness company, ran an advertising campaign using TV commercials in which baseball player Steve Garvey promoted two diet supplements, a 'Fat Trapper' that supposedly blocked the absorption of fat, and a product named 'Exercise In A Bottle'. These two products together, according to the ad, would allow you to lose weight without dieting or exercise and promised consumers that 'they would never have to diet again'. The Federal Trade Commission* (the FTC) took Garvey to court for making false claims about the product. So began an epic legal battle which the FTC ultimately lost when a federal court ruled that celebrity endorsers were not responsible for misleading statements in ads. However, this ruling eventually led to the passing of new regulations making it illegal for celebrities to make false statements of fact in advertisements.

* The Federal Trade Commission is an independent agency in the US which helps to protect consumers.

➤ UNIDAD DIDÁCTICA.

1. WARMING UP.

https://youtu.be/Ake1x_qP5AU

1. Watch these ads and comment on them with your partner/s:
 - Have you understood the same?
 - Can you think of similar examples on Spanish TV?
 - Has this tendency changed somehow?

2. VIDEO ACTIVITIES.

Video 1: What is a stereotype?

<https://youtu.be/HXrCxYqzyMo>

1. Give your own definition of a stereotype.

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.....
.....
.....

2. Stereotypes are based on different criteria. Give some examples from the people interviewed in the video.

Racial:.....
.....
.....

Work:.....
.....
.....

Age:.....
.....
.....

Video 2: Primary School Children

<https://youtu.be/G3Aweo-74kY>

3. What kind of stereotype is examined in this video? How is it shown?.....
.....
.....

4. What do Thompsons, Lauren and Lucy do for a living? What institutions do they work for?

Video 3: Big Bang Theory. Fill in the gaps.
<https://youtu.be/Ai5AdY9W-0Y>

- Listen to the dialogues and fill in the gaps.
5. A: But doesn't that fix the problem you were having?
 B: Are you? Are you?
6. A: Pretty cool, eh?
 B: Cool?
 A: Listen, I gotta go to the
8. A: I don't come into your house and touch your board.
 B: Well, there are no.....on my board.
9. A: Oh, that is so, so...
 B: I'm sorry, I gotta run. If you
 an adjective, text me.
10. A:, that is the adjective.

Video 4: What kind of Asian are you? Fill in the gaps.
<https://youtu.be/DWynJkN5HbQ>

11. A: Oh, I'm just American.
 B: Really? You'reAmerican?
 A: No, American.
12. A: You're weird.
 B: Really? I'm weird? It.....

➤ POST-VIDEO ACTIVITY.

Why Stereotypes Are Bad and What You Can Do about Them



August 13, 2014

According to an Internet quiz I took, I associate men with careers and women with family. But the quiz wasn't a harmless BuzzFeed time killer. It was the Gender-Career Implicit Bias Test, a survey designed by Harvard researchers to test thought processes.

My result wasn't wholly unexpected — I live in a culture that regularly questions whether women should work in the first place — but it still stung. After all, I've devoted my career to making sure that women have access to bias-free education and workplaces. So if I was harboring a bias in favor of men in the workplace, what must others be thinking? And what does that mean for those of us who want to end bias and stereotypes in the workplace.

1.....

A “stereotype” is a cognitive shortcut — that is, it allows your brain to make a snap judgment based on immediately visible characteristics such as gender, race, or age. Your brain is hardwired to make quick calls, and that's ok. The problem comes when we start to apply those stereotypes beyond that immediate impulse. That's called “bias,” which is basically a belief that a stereotype is true. For example, the stereotype that girls are bad at math can lead to the suggestion that some innate difference between women and men leads to this discrepancy.

In reality, however, girls and women are just as capable as boys and men when it comes to math. The problem is that we live in a culture that bombards girls and women with the notion that math is hard and that they don't need to worry their pretty little heads about it. And the well-documented “stereotype threat” means that when you hear that you aren't supposed to be good at something, you underperform, often unconsciously.

In the AAUW research report *Why So Few? Women in Science, Technology, Engineering, and Mathematics*, my colleagues compiled and analyzed several studies showing that any time students were primed with the directions that men were better than women at a certain skill, the men outperformed the women on the subsequent test of that skill. But when test takers were told that men and women performed equally well in that same skill, the test results evened out. In some cases, the women outperformed the men.

2.....

Of course, the above example only takes into account an academic setting. Most of us stopped taking tests long ago, and most of us don't work in the STEM fields either.

But don't forget that almost all major industries and institutions are still run by men — and usually tall, thin, white men, as Malcolm Gladwell points out in his book on rapid cognition, *Blink*. The rest of us get unconscious points off for every one of those four criteria we don't meet — but just about *everyone* takes those points off, not just the tall, thin, white men already in power. Look at my implicit bias test — I take those points off of *myself*.

What does this mean? As Gladwell explains in the context of interviewing a black person for a job,

In all likelihood, you won't be aware that you're behaving any differently than you would around a white person. But chances are you'll lean forward a little less, turn away slightly from him or her, close your body a bit, be a bit less expressive, maintain less eye contact, stand a little farther away, smile a lot less, hesitate and stumble over your words a bit more, laugh at jokes a bit less. Does that matter? Of course it does. ... [The candidate]'s going to pick up on that uncertainty and distance, and that may well make him a little less certain of himself, a little less confident, and a little less friendly. And what will you think then? You may well get a gut feeling that the applicant doesn't really have what it takes, or maybe that he is a bit standoffish, or maybe that he doesn't really want the job.

In other words, stereotypes and biases serve to unfairly and sometimes unintentionally keep qualified, capable people out of jobs or positions of power. Men are the bosses, while women are just bossy. Or not up to the challenge. Or busy taking care of the kids and wouldn't want the additional responsibility anyway.

3.....

But there's hope, as evidenced by the test takers described in *Why So Few*. You can do something to curb the negative effects of bias and stereotypes. Here's how to get started.

1. **Take the implicit bias test yourself.** Visit implicit.harvard.edu and see what biases based on gender, sexuality, age, and race you hold.
2. **Admit that you have those biases** — it's ok! It's what you do next that matters.
3. **Keep those biases in mind and take steps to correct them** by slowing down and recognizing where they might be coming into play in your life. Are your "gut feelings" about job candidates valid or the product of biases? Are you discounting what a colleague is saying because of your biases? Educators, are biases affecting how you teach, advise, and evaluate students? Parents, are you sending different messages to your sons and daughters?
4. **Expose yourself to different experiences.** By stepping out of your usual routines, you might better understand people who are different from you or how stereotypes came to be. Travel and education can go a long way toward mitigating biases.
5. **Raise awareness of biases.** The first step to changing a problem is admitting you have one — and society has a problem. Have conversations with friends and encourage them to take the implicit bias test. And if you're a college student, go ahead and apply for a Campus Action Project grant, sponsored by Pantene to take steps to fight against bias and stereotypes at your school.

4.....

After my less-than-stellar result on the Implicit Bias Test, I decided to put some of the above advice into play. First, I stewed on my result for a few days. I thought about what kind of messages I must be unconsciously accepting and how I could recognize and confront them. I primed myself by thinking of how important my career is to me and about all my other women colleagues and the positive associations I have toward them. I thought about negative reactions that I'd automatically had toward people, and whether those reactions were based on fact or bias. And then I retook the test.

"Your data suggest a moderate association of female with career and male with family compared to male with career and female with family."

Perhaps an overcorrection, but my new result is proof that our attitudes are malleable, if we care enough to change them.

- Match the headings and the paragraphs.

A	Why Should We Care about Stereotypes and Biases?
B	The Good News: It's Possible to Counteract Stereotypes and Biases
C	What Are Stereotypes?
D	What We Can Do to Combat Stereotypes and Bias

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