

Title of the Lesson plan: Lookism and body shaming

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Prilagodbe za učenike s teškoćama:

- a) prilagodba fonta
- b) desno poravnanje teksta
- c) produženo vrijeme rješavanja zadataka
- d) korištenje pomagala za učenike oštećena vida (elektronička bilježnica, prijenosno računalo s brajnim retkom)

Nastavnik dodatno pojašnjava učeniku svaki zadatak samo ukoliko to učenik zatraži, ali ne daje savjete niti sugestije za rješavanje zadataka. Za učenike oštećena vida I za učenike s disleksijom: video je moguće podijeliti u više dijelova ili pak napisati sažetak videa. Moguće je I zadatke bazirati na vještini slušanja. Zadatak Escape room učenik oštećena vida (ovisno o stupnju oštećenja) rješava zadatak u paru ili manjoj grup s ostalim učenicima koji nemaju oštećenje vida. Kreativni zadatak učenik oštećena vida može riješiti I govorno. Tekstove za čitanje učenicima oštećena vida I učenicima s disleksijom potrebno je skratiti. Skraćivanje ovisi o težini oštećenja tj. disleksije. Preporuča se I korištenje Immersive Reader.



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Age group	15-19 godina
Learning space	Classroom
Subjects this activity could be used for	Cross-curricular; Integrated Curriculum: English Language, Sociology, Citizenship, Psychology, Biology
Estimated length:	90 minutes
Objectives	<p>Understand the concept of „lookism“ and identify how appearance affects bias</p> <p>The participants know what „lookism“ is and became aware that people are often judged by their appearance, dress and makeup</p> <p>Students examine how their own perceptions and expectations of people have been shaped by stereotypes</p>
Materials	<ul style="list-style-type: none"> • reliable internet connections, laptops/tablets or PCs • Two or three photos of people in oldfashioned clothes, weird hairdress • 2 flipchart for each participant • markers

Method	suradničko učenje, blended learning;	
	<p>Step-by-step description</p> <ol style="list-style-type: none"> 1. conversation about judging people on the bases they look like. The facilitator shows two pictures of people dressed differently: (5min) <ul style="list-style-type: none"> ○ What would you think first when you see this person? ○ What would you base your opinion on? ○ Can you be sure that your opinion is right? <p>When the word "diversity" is mentioned, several terms are likely to come to mind. Among these include race, ethnicity, gender, age, religion, physical and mental abilities, income, education, and sexual orientation. One dimension of diversity that does not always immediately come to mind is appearance. Bias based on appearance may be referred to as "lookism." Consciously or unconsciously, we often make judgments about people based on the way they look.</p> <ol style="list-style-type: none"> 2. The participants are given 2 flipcharts each with different titles(20 min) <ul style="list-style-type: none"> ▪ "How prejudice and bias focus on the physical characteristics of people" ▪ "How prejudices and bias focus on the dress and makeup of people." 	

	<p>Under each title they will list how people are hindered for not meeting a group's or organization's standards (norms).</p> <p>Physical Characteristics</p> <ul style="list-style-type: none"> • Too short • Overweight • Too light or too dark • Too young or too old • Disfigured • Not graced with "good looks" • Features that are less desirable than social or cultural norms <p>Dress and Makeup</p> <ul style="list-style-type: none"> • Dresses out of fashion • Body piercing • Hair length • Informal dress • Impression of informality • Expression of cultural, ethnic, religion, generational, or personal standards <p>The participants present their work and explain their reasons for their lists.</p> <p>3. Discussion (10 min)</p> <p>Discuss what is fair and legitimate to ask of people about physical characteristics and appearance when it comes to workplace norms.</p> <ul style="list-style-type: none"> • Ability to do the job • Loss of customers and money due to how an organization's employees look • Safety requirements • Loss of personnel because of bias about appearance 	
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	<p>Reflection and evaluation</p> <ul style="list-style-type: none"> - How often you judge people by the clothes they wear? - Have you noticed that they were feeling uncomfortable - Would you trust your doctor if his outlook is different from what you had expected - Were you aware that you judge by lookism? 	
	<p>In groups students read authentic articles https://faceequalityinternational.org/resources/lesson-and-project-sketch-pupil-pack/</p> <p>U plenumu raspravljaju o onome što su pročitali.</p>	
	<p>Učenici pišu Opinion essay 200-250 riječi: Lookism: A Problem of Modern Society</p>	
Evaluacija:	<p>https://app.wizer.me/category/English/M56AT6-self-assessment</p>	
<p>Blended and remote learning environments</p> <p><i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p>		

Aktivnost se može promijeniti i u online okruženju, preko platforme Teams. Nastavnik šalje materijale koje učenici trebaju proučiti, nastavnik dodatno pojašnjava nove sadržaje. Učenici dobivaju zadatke koje trebaju riješiti u grupi.

