

QuaMMELOT



Module 3 “Communication and interpersonal relationships”

Phase 1 - Activity 1

"Recognizing and identifying our prejudices towards others"

Resources for Teachers:

Van Dijk, T.A. (2001). *Discourse and racism*. In D. Goldberg & J. Solomos (Eds.), *The Blackwell Companion to Racial and Ethnic Studies*. Oxford.

<https://pdfs.semanticscholar.org/9243/355e28f4dc2ca0384fd444f0b2adc9398eaf.pdf>

Resources for Students:

Microreport di Augusto Monterroso *Eclissi di El*.

Part devoted to Teaching Staff: theoretical-practical reflection

Timing: 3 h reading Van Dijk, T.A. (2001). *Discourse and racism*

The text written by Van Dijk was a milestone in the field of sociology for showing the perpetuation of racism among the various elites: political, academic, and media. This text, therefore, speaks of racism in different fields: conversations, news reports, textbooks and political speeches.

Starting from the concept of prejudice established by Van Dijk (2001, p. 126):

What processes does stereotyping involve? Hall (1997:268) writes that stereotypes get hold of the few *simple, vivid, memorable, easily grasped and widely recognized characteristics about a person, reduce everything about that person to those traits, exaggerate and simplify them, and fix them without change or development to eternity.*

Phase 1 - Activity 2

Timing: 7 h reflection & writing

- 1) Teachers should write a reflection showing examples of racism seen or known in the four contexts: conversations, news, textbooks, political speeches.
- 2) They will then be asked to elaborate a classroom session in which they can explain to students how to identify examples of racism, sometimes veiled.

Use the following table (document, docx.) to outline the examples of racism proposed by students in class:

Examples of racism	Explanation and detection

The objective is to show students how to detect these situations and to banish stereotypes and racist prejudices that are created in society, as well as to encourage students to get to know better the different cultures present in the classroom.

Phase 1 - Activity 3

Activities for students: reading-reflection-action (Classroom Practices)

Timing: 10 h, classroom sessions, at least four lessons of 45 minutes will be dedicated to this activity.

First class:	15 minutes: Reading the beginning of the micro-history by Augusto Monterroso. 30 minutes: Group writing of the finale
2nd class	30 minutes: Exposure (by the spokesmen) of the alternative endings. 15 minutes: Reading of the final of Augusto Monterroso's story.
3rd class	45 minutes: Reflection/discussion.
4th class	45 minutes: Individual reflection on what was discussed in class.

In order to achieve the first objective that we also set ourselves with the students to recognize and (identify our prejudices towards others) we are starting from the reading of a micro-story by the writer Augusto Monterroso. It's about the eclipse. First published in 1959, its brevity, irony and ethical implications lend themselves to working in the classroom with students of this school stage. The story is simple: time of the conquest, Yucatec jungle; a

friar is captured by the Indians who decide to sacrifice him. To try to save life, the friar clings to his or knowledge:

Then an idea flourished in him that he considered worthy of his talent and of his universal culture and of his arduous knowledge of Aristotle. He remembered that on that day a total eclipse of the sun was expected. And he disposed, in the innermost depths, to use that knowledge to deceive his oppressors and save life.

-If you kill me," he said, "I can make the sun darken in its height. The Indians stared at him and Bartholomew surprised the disbelief in his eyes. He saw that there was a little advice, and he waited confidently, not without a certain disdain.

The last paragraph of the story is excluded, and students are invited, as a group, to provide endings for the story. Each group will discuss the different options, collectively write its end and propose it to the whole class. On the board we will write down the different options. We will then proceed to read aloud the end of the story:

Two hours later the heart of Fray Bartolomé Arrazola dripped his vehement blood on the stone of the sacrifices (shining under the opaque light of an eclipsed sun), while one of the natives recited without any inflection of voice, without haste, one by one, the infinite dates in which solar and lunar eclipses would take place, that the astronomers of the Mayan community had foreseen and noted in their codices without the valuable help of Aristotle.

Reflection/Discussion

A series of questions are raised that awaken the critical thinking of students. We propose some that can be expanded according to the perception/election of the teachers, and the contents that are being given at that moment in the classroom.

- What happened in the story?
- What was the reaction of the Indians? Why?
- Do you know why they're called "Indians"? From what perspective?
- What is the difference between civilization and barbarism?)
- What do you identify him with?
- What were the finals written by the students?
- How do they differ from the ending written by Augusto Monterroso?

Based on these reflections, we will propose a debate on the prejudices related to American cultures, which will highlight the stereotypes on the basis of which we organize the information that comes to us from outside.

Phase 1 – Activity 4

Reflection activities for teachers

Timing: 5 h of reflection and writing

An essay (document doc., docx.) of at least 350 words will be delivered on the experience developed in the classroom.