

PAID version

Who is invisible?

Critical Thinking Package

Diversity Lesson - Anti-Racism

Preview

When you [**purchase this product**](#), you get a ZIP file with the following PDFs.

The **File Table of Contents** (PDF) in this ZIP file has links to get the Google Docs and Google Slides files

PAID version



Who is invisible?

Critical Thinking Package

Diversity Lesson - Anti-Racism

Who is Invisible? Lesson
Social-Emotional Learning, Self-Awareness, Social Awareness, Citizenship, Critical Thinking

ANSWERS / DISCUSSION GUIDE

Introduction (slides 1-17)

1. What does "invisible" mean? What are the three different examples given by the slides?

about race and identity can bring up some emotions. What are the seven ground rules?

do we have different perspectives?

children about who we are and our perspectives?

Introduction (slides 1-17)

1. What does "invisible" mean? What are the three different examples given by the slides?

File Table of Contents Who is Invisible PAID version

(The links have been turned off in this preview.)



educircles.org

PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

File Table of Contents

This PDF contains links to the files you need for the [Who is Invisible Lesson](#) PAID VERSION.

If you need help, feel frustrated, excited, or just want to say “hey,” please email me at Mike@educircles.org.



QUICKSTART

What do I need?	File type	Direct link
Lesson - ALL	PDF	one-click copy
Slideshow	Google Slides	one-click copy
	Powerpoint	one-click copy

Thank you for purchasing the [Who is Invisible Lesson](#) PAID VERSION. You rock!

- Your purchase supports the development of more resources like this one.
- A portion of the sale is donated to organizations that support student mental health.
- Your license is for [one individual teacher](#).
- Other teachers will need to purchase [individual licenses](#) to use this product.

If the fonts in the Microsoft Word or Powerpoint files look messed up, [watch this](#). If you have other questions or need help using this document, check out this [help page](#).

Please consider [leaving a review](#) with honest feedback. Reviews help me grow so I can create more stuff.

Cheers,

Mike Fuchigami

PIVOT to make the world a better place

Who is Invisible Lesson

LESSON 1 - Introduction (What does invisible mean?): 55 min (45 min without handouts)

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 1	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 1-17)	Slides	link on first-page	
		Powerpoint	link on first-page	
Handout	Handout - Introduction	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
Answers	Answers - Introduction	PDF	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 2 - Part 1 Do you SEE people who look like you?: 55 min (35 min without handouts)

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 2	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 18-22)	Slides	link on first-page	
		Powerpoint	link on first-page	
Handout	Handout - Part 1	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
Answers	Answers - Part 1	PDF	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 3 - Part 2 Are people who look like you represented?: 80 min (40 min without handouts)

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 3	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 23-44)	Slides	<i>link on first-page</i>	
		Powerpoint	<i>link on first-page</i>	
Handout	Handout - Part 2	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
Answers	Answers - Part 2	PDF	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 4 - PART 3. Stories matter: 60 min (40 min without handouts)

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 4	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 45-53)	Slides	<i>link on first-page</i>	
		Powerpoint	<i>link on first-page</i>	
Handout	Handout - Part 3	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
Answers	Answers - Part 3	PDF	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 5 - PART 4. Why does it matter? / PART 5. I am biased: 55 min (35 min without handouts)

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 5	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 54-60; 61-72)	Slides	<i>link on first-page</i>	
		Powerpoint	<i>link on first-page</i>	
Handout	Handout - Part 4	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
	Handout - Part 5	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy
Answers	Answers - Part 4	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
	Answers - Part 5	PDF	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 6 - Part 6 Take the challenge. What patterns can you find?: 90 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 6	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 73-76)	Slides	<i>link on first-page</i>	
		Powerpoint	<i>link on first-page</i>	
Handout	Handout - Part 6 *the document has all pages but you only need pages 1-6 for this lesson	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 7 - PART 6: DEEP ANALYSIS INTRO: Digging Deeper into Data: 50 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 7	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Handout	Handout - Part 6 (pages 7,8)	PDF	<i>see link in lesson 6</i>	
		Google Docs	<i>see link in lesson 6</i>	
		Word	<i>see link in lesson 6</i>	

LESSON 8 - Part 6 PLANNING: How to analyze the videos: 105 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 8	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 77)	Slides	link on first-page	
		Powerpoint	link on first-page	
Handout	Handout - Part 6 (pages 9,10,11)	PDF	see link in lesson 6	
		Google Docs	see link in lesson 6	
		Word	see link in lesson 6	
	Handout - Tracking Sheet (4 templates)	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy

LESSON 9 - Part 6 Take the challenge. PLANNING: How to evaluate the video: 55 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 9	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 78)	Slides	link on first-page	
		Powerpoint	link on first-page	
Handout	Handout - Part 6 (page 12)	PDF	see link in lesson 6	
		Google Docs	see link in lesson 6	
		Word	see link in lesson 6	

LESSON 10 - Part 6 Take the challenge. CONDUCT YOUR RESEARCH: 80 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 10	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Handout	Handout - Part 6 (page 13,14)	PDF	see link in lesson 6	
		Google Docs	see link in lesson 6	
		Word	see link in lesson 6	

LESSON 11 - Part 6 Take the challenge. INTERPRET RESULTS / Reflection: 80 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 11	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Handout	Handout - Part 6 (pages 15,16)	PDF	see link in lesson 6	
		Google Docs	see link in lesson 6	
		Word	see link in lesson 6	

LESSON 12 - Part 6 Take the challenge. Amplify other stories: 35 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 12	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 74-78, 79)	Slides	link on first-page	
		Powerpoint	link on first-page	
Handout	Handout - Part 6 (pages 17,18,19,20)	PDF	see link in lesson 6	
		Google Docs	see link in lesson 6	
		Word	see link in lesson 6	

LESSON 13 - PART 7. Go beyond heroes and holidays: 10 min

What do I need?	File Name	File type	Location	Direct link
Lesson Plan	Lesson Plan - 13	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
Slideshow	Slideshow (slides 80-88)	Slides	<i>link on first-page</i>	
		Powerpoint	<i>link on first-page</i>	
Handout	Handout - Part 7	PDF	Zipped Folder Who is Invisible Lesson	one-click copy
		Google Docs	Google Drive	one-click copy
		Word	Zipped Folder Who is Invisible Lesson	one-click copy

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson Overview



educircles.org

PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

LESSON PLAN

This lesson plan is for both the FREE and the PAID version of the Who is Invisible challenge.

The FREE version ([Who is Invisible](#)) includes the slideshow.

The PAID version ([Who is Invisible Lesson](#)) includes the slideshow plus

- handouts (parts 1-7) and
- answers / discussion guide (parts 1-5).
- No answer key is provided for part 6 (the challenge.) Part 7 does not require an answer key as that section is an extension to the real world.

Lessons vary from 35 minutes to 105 minutes in length and are based on topic (as opposed to trying to have a standard classroom period in mind.) Please see page 6 for a list of lessons.

BIG PICTURE:

- Give students an opportunity to think about themselves (Self-Awareness.)
- Give background information and common vocabulary about stereotypes (single stories.)
- Ask students to identify which groups of people might be invisible (Social Awareness.)
- Develop concepts of active citizenship and critical thinking.

About PARTS 1-5

Timing for the first part of the slideshow lesson is given with and without handouts.

Self-Awareness / Critical Thinking:

- Part 1: Do you see people who look like you?

Social Awareness / Critical Thinking:

- Part 2: Are people who look like you represented in different ways?
- Part 3: Stories matter. Many stories matter.

Citizenship / Critical Thinking:

- Part 4. Why does it matter if people or groups of people are invisible?
- Part 5. I am a biased imperfect human being. We all are.

About the Challenge (PART 6)

Timing for the first part of the slideshow lesson is given with handouts.

If you are doing this section without handouts, then it becomes a more open real-world task as students will need to figure out how to analyze and evaluate the videos. The slides simply become a birds-eye view of the process.

By thinking about who they are, hopefully, students will own this task and look for groups of people that are meaningful to them. That might be

- race,
- gender,
- age,
- social-economic class,
- sexual orientation,
- physical or mental ability,
- culture,
- appearance,
- nationality,
- etc.

Note: none of these words have been used in the slideshow and that is by design.

The handout package in Part 6 leads students through the analysis and evaluation portions of the Who is Invisible Challenge. (If you are short on time, do the SHORT ANALYSIS.)

NOTE: The handouts **DO NOT** walk students through the process of researching and creating an alternate script.

As a real-world challenge, teachers and students are invited to figure out a way to either

1. re-write the script for one of the SEOT videos, or
2. come up with your own way to amplify the stories of a group of people.

The handouts in lesson 12 only guide students through reflection questions after they have written a script or chosen another way to amplify stories.

- Option 1 Reflection - Re-writing a script (Page 17, 18)
- Option 2 Reflection - Choosing your own way to amplify the stories of a group of people (page 19, 20)

PART 6 Handout Overview:

SIMPLE ANALYSIS

- Page 1 A. Get ready... Minds on!
- Page 2, 3, 4 B. Get Set... Watch three videos to get a sense of who is visible and who is invisible.
- Video 1 (pg 2)
 - Video 2 (pg 3)
 - Video 3 (pg 4)
- Page 5, 6 C. GO! What patterns can you find?

NOTE: Stop here if you don't have time to do a deep analysis with your class or to create alternative stories.

DEEP ANALYSIS

Introduction

- Page 7 D. Digging deeper into the data. Why numbers matter.
- Page 8 Geena Davis Institute on Gender in Media

Planning / Designing our tracking sheet

- Page 9, 10, 11 E. How will we analyze the videos?
- Page 12 F. How will we evaluate the videos?

Do the experiment

- Page 13, 14 G. Analyze / Evaluate videos using your tracking sheet. (Conduct your research)
Cheat sheet to make the analysis easier

Interpret results / Reflection

- Page 15 H. Interpret your results
- Page 16 I. What else could we investigate to see who is invisible?

Amplify other stories

- Page 17, 18 J. Create an alternative - Option 1 Reflection - Re-writing a script
- Page 19, 20 Option 2 Reflection - Choosing your own way to amplify stories

Teaching Suggestions

- During the deep analysis, when students are conducting their research and analyzing the videos (lesson 10), it's probably best to have each group only analyze 3 videos.
 - Groups who are faster can analyze more, but you probably want to move on to interpreting results (lesson 11) as an entire class.
- Even though there are many things we could quantify and measure, it's probably easier to have students
 - count things (i.e. number of times a group of people appears on-screen)
 - instead of measure things (i.e. number of seconds a group of people appear on-screen.)
 - Students in older grades will probably find measuring things more insightful. (i.e. two groups of people might be on screen the same number of times, but the duration might be significantly different.)

Doing the Challenge as individuals or in small groups

- Students work as individuals or in small groups / pairs to do the challenge (part 6.)
- **Tell students working in small groups that Collaboration is not the same as teamwork.**
 - Teamwork comes in different styles: collaboration, cooperation, and coordination.
 - Oftentimes, students divide and conquer tasks when working in groups and this is an example of cooperation and coordination.
 - Collaboration in this assignment would be for students to **create** new information that didn't exist before the group came together. For example,
 - **Creating** a way to track or measure how that group of people is represented in the videos.
 - Jointly **creating** the criteria used to evaluate whether this group of people are invisible or visible or portrayed as a stereotype or not.
 - **Creating** a way to create an alternative version of the video that amplifies the voices of underrepresented groups.

Doing the Challenge as a class

- Students work as individuals or in small groups / pairs to do the first part of the challenge
 - Simple Analysis (pages 1-6)
 - Deep Analysis introduction - why numbers matter (page 7,8)
 - Planning / Designing a tracking sheet (pages 9-12)
- Students work as a class to analyze the set of 20 videos
 - Students present / share their ideas for a tracking sheet.
 - Have a class conversation and create a common class assessment tool (tracking sheet) based on input from the class.
 - Use this class-created tracking sheet to analyze / evaluate the SEOT videos
 - Divide the 20 videos between the different students.
 - It's okay if multiple groups analyze the same video. It would be interesting to see if they get the same results. (Even though we're using the same tool, different people might interpret things differently.)

PART 7: Extension to the real world

The handout for Part 7 is simply a cheat sheet reminding students of the process we used in the slideshow. The goal of this lesson package is to springboard into real-world analysis and action.

Students created a diversity assessment tool (tracking sheet) in Part 6.

The next step might be to wonder where else could you apply this student-created diversity assessment tool:

- the class textbook?
- the top Google search results for a subject-based keyword?
- the school library?
- the posters on the school hallway?
- the top trending shows on Netflix?
- the top songs on mainstream radio, Spotify, or other services?
- The images that show up on YouTube ads?
- The CEOs of the biggest companies in the world?
- Elected politicians?
- Principals, vice-principals, and senior management in a school board?

Lesson 1: 55 min (45 min without handouts) Introduction (What does invisible mean?) (slides 1-17)	7
Lesson 2: 55 min (35 min without handouts) Part 1 Do you SEE people who look like you? (slides 18-22)	12
Lesson 3: 80 min (40 min without handouts) Part 2 Are people who look like you represented? (slides 23-44)	17
Lesson 4: 60 min (35 min without handouts) PART 3. Stories matter (slides 45-53)	23
Lesson 5: 55 min (35 min without handouts) PART 4. Why does it matter? (slides 54-60) PART 5. I am biased (slides 61-72)	29
Lesson 6: 90 min PART 6. Take the challenge. What patterns can you find? (slides 73-76)	37
Who is Invisible Lesson 7: 50 min INTRO: Digging Deeper into Data. Why numbers matter	45
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PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 1

Introduction

What does invisible mean?

55 min

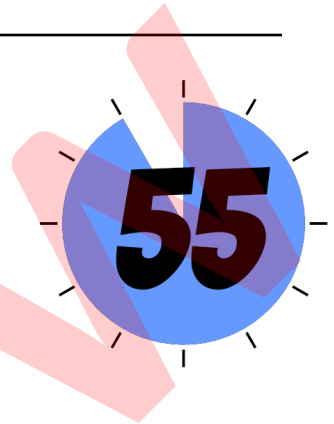


Who is Invisible Lesson 1: 55 min (45 min without handouts)

Introduction (What does invisible mean?) (slides 1-17)

OVERVIEW

- **INTRODUCTION (What does invisible mean??)**
 - What does Invisible mean? (slides 1-3) (5 min)
 - Literal example of invisible (slides 4-5) (10 min)
 - Figurative example of invisible (slides 6-7) (10 min)
 - What does it mean when we say groups of people are invisible (slides 8) (5 min)
 - Seven Ground Rules - Discussion (slides 9-13) (10 min)
 - Ground Rules - Personal Identity (slides 14-17) (5 min)
 - *Optional: Work on the handout (10 min)*




MATERIALS



Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Introduction**
- Teacher copy of **Answers - Introduction**

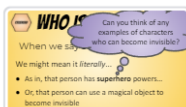
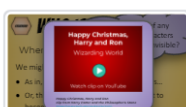
INTRODUCTION (slides 1-17)

What does Invisible mean? (slides 1-3) (5 min)

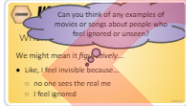

	<h4>Welcome to the Who is Invisible Challenge</h4> <p>This activity helps students explore citizenship and critical thinking:</p> <ul style="list-style-type: none">● Part 1: Do you see people who look like you?● Part 2: Are people who look like you represented in different ways?● Part 3: Stories matter. Many stories matter.● Part 4: Why does it matter if people or groups of people are invisible?● Part 5: I am a biased imperfect human being. We all are.● Part 6: Take the challenge.● Part 7: Go beyond heroes and holidays. How can you use the skills from this challenge to explore other parts of life?
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<p>2</p>  <p>3</p> 	<p>Minds-on: Who is invisible? What does that even mean?</p> <p>The definition of invisible is</p> <ul style="list-style-type: none"> • unable to be seen; • not visible to the eye.
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A literal example of invisible (slides 4-5) (10 min)

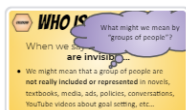
<p>4</p>  <p>5</p> 	<p>When we say someone is invisible, we might mean it literally...</p> <ul style="list-style-type: none"> • As in, that person has superhero powers... • Or, that person can use a magical object to become invisible <p>Can you think of any examples of characters who can become invisible?</p> <ul style="list-style-type: none"> • The invisibility cloak in Harry Potter. • Violette in The Incredibles (Pixar). • The Invisible Woman from the fantastic 4 (Marvel superhero.) <p>Watch the video of the invisibility cloak in Harry Potter: Happy Christmas, Harry and Ron clip from Harry Potter and the Philosopher's Stone https://youtu.be/GoNQmdjAV9k?t=65</p> <p>SOURCE: An external link is provided for convenience to Happy Christmas, Harry and Ron - Harry Potter and the Philosopher's Stone. Wizarding World is the official Wizarding World YouTube (verified) channel. https://youtu.be/GoNQmdjAV9k?t=65</p>
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Figurative example of invisible (slides 6-7) (10 min)



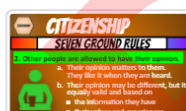


<p>6</p>  <p>7</p> 	<p>When we say someone is invisible, we might mean it figuratively.</p> <p>Like, I feel invisible because</p> <ul style="list-style-type: none"> • no one sees the real me • I feel ignored • unrequited love – I love someone, but they don't even notice me. <p>Can you think of any examples of movies or songs about people who feel ignored or unseen?</p> <p>Watch the lyric video for Taylor Swift's song "You Belong with Me"</p> <ul style="list-style-type: none"> • https://youtu.be/vwp8Ur6tO-8
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	<p>How do we know she feels invisible?</p> <ul style="list-style-type: none"> “If you could see that I'm the one who understands you. Been here all along. So, why can't you see? You belong with me.” <p>SOURCE: Slide 7 - An external link provided for convenience to You Belong With Me (Taylor's Version) (Lyric Video.) Taylor Swift is the official artist channel on YouTube. https://youtu.be/vwp8Ur6tO-8</p>
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What does it mean when we say groups of people are invisible (slides 8) (5 min)





<p>8</p>  <p>When we say groups of people are invisible...</p>	<p>When we say groups of people are invisible...</p> <p>We might mean that a group of people are not really included or represented in novels, textbooks, media, ads, policies, conversations, YouTube videos about goal setting, etc.</p> <p>What might we mean by "groups of people"?</p> <ul style="list-style-type: none"> There's no right or wrong answer to this question. In this lesson, we specifically don't identify examples like race, gender, culture, age, appearance – to allow students the opportunity to make personal connections to this issue.
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Seven Ground Rules for Discussion (slides 9-13) (10 min)

<p>9</p>  <p>10</p>  <p>11</p>  <p>12</p>  <p>13</p> 	<p>Can we agree that you're allowed to have an opinion?</p> <ul style="list-style-type: none"> Can we agree that your opinion matters (to you)? Can we agree that we don't like it when other people don't like our opinion Can we agree that our perspectives can change? <p>Have a discussion about how they want other people to communicate / listen to them.</p> <p>(6Cs COMMUNICATION LINK) / TEACHER PROMPT: How do you know people are listening? Identify possible strategies.</p> <ul style="list-style-type: none"> Eye contact Not interrupting Body Language Paraphrasing. (So, I think you said that - - -) <p>Ground Rules:</p> <ul style="list-style-type: none"> We can have different perspectives. These perspectives are based on the information we have at the time. We base our decisions on our personal values,
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	<p>experiences, and understanding of the world.</p> <ul style="list-style-type: none"> And, our perspectives may certainly change over time. (You are allowed to cross the floor as people bring up points that you hadn't considered before.) <p>OBJECTIVES: Communicating with Respect; Empathy for other people's perspectives</p> <p>The point of this activity is to start to think about diversity and different (and equally valid) perspectives</p> <ul style="list-style-type: none"> Recognize that other people can have valid points of view Recognize that people from different parts of the world might have a different point of view. (Global Perspective) We don't have to agree with their perspective (but we should communicate with respect and dignity.) <p>Note: these slides come from Exploring the 6 Cs Chapter 2. Citizenship</p>
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Ground Rules about our Personal Identity (slides 14-17) (5 min)

   	<p>Here's the thing about our personal identity... it's <i>personal</i>!</p> <ul style="list-style-type: none"> Sometimes, we're happy to share who we are with others. Other times, we might want to hide some aspects of our identity from some people... although, some parts of our identity might be easier to hide than others! Some parts of our identity might change, and we might not know everything about ourselves, yet... <p>So as we go through this exercise, it's important to try to keep an OPEN MIND</p> <ul style="list-style-type: none"> Some people might share an idea that is different from yours... Some people might not be as willing or comfortable as you to share their ideas... And, that's okay. <p>Give students the right to PASS when asked to share their ideas to help create a safe space.</p> <p>Note: these slides come from Exploring the 6 Cs Chapter 6. Critical Thinking</p>
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Optional: Work on the handout (10 min)

<p>Name _____ Class _____ Date _____</p> <p>WHO IS INVISIBLE?</p> <p>Introduction (slides 1-17)</p> <p>1. What does "invisible" mean? What are the three different meanings given by the children?</p> <ul style="list-style-type: none">• _____• _____• _____ <p>2. Talking about race and identity can bring up some emotions. What are the seven ground rules?</p> <ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____ <p>3. Why do we have different perspectives?</p> <p>_____</p> <p>4. Identify two points raised by the dialogue about who we are and our personal identity.</p> <ul style="list-style-type: none">• _____• _____ <p>5. Why do we need to keep an open mind as we talk about who is invisible?</p> <p>_____</p> <p><small>© Educircles - Who is Invisible Lesson - Handout - Introduction 10/20/19</small></p>	<p>Give out Handout - Introduction</p> <p>Note: The handouts and answer keys are available in the PAID version which you can get here: Who is Invisible Lesson</p>
---	---

WHO IS INVISIBLE?

Introduction (slides 1-17)

1. What does “invisible” mean? What are the three different examples given by the slideshow?

- _____
- _____
- _____

2. Talking about race and identity can bring up some emotions. What are the seven ground rules?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

3. Why do we have different perspectives?

4. Identify two points raised by the slideshow about who we are and our personal identity.

- _____
- _____

5. Why do we need to keep an open mind as we talk about who is invisible?



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WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. **I have unconscious bias. I don't know what I don't know.**

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document so we can all benefit from each other's perspectives, lived experiences, and teaching experiences.

Introduction (slides 1-17)

1. What does "invisible" mean? What are the three different examples given by the slideshow?

- [Redacted] Hidden in Preview
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

2. Talking about race and identity can bring up some emotions. What are the seven ground rules?

- [Redacted] Hidden in Preview
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Hidden in Preview

3. Why do we have different perspectives?

Hidden in Preview

4. Identify two points raised by the slideshow about who we are and our identity.

Hidden in Preview

5. Why do we need to try to keep an open mind as we talk about who is invisible?

Hidden in Preview

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 2

Part 1

Do you SEE people
who look like you?

55 min

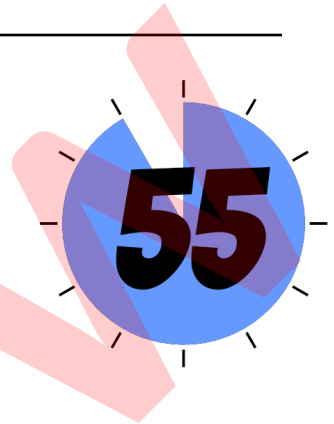


Who is Invisible Lesson 2: 55 min (35 min without handouts)

Part 1 Do you SEE people who look like you? (slides 18-22)

OVERVIEW

- **PART 1 Do you SEE people who look like you?**
 - Watch the following video clip (slides 18-20) (5 min)
 - *Optional: Handout - Part 1 (page 1 of 4) (5 min)*
 - Discussion (slides 21-22) - YOU (10 min)
 - *Optional: Handout - Part 1 (page 2 of 4) (5 min)*
 - Discussion (slides 21-22) - YOUR FAMILY (10 min)
 - *Optional: Handout - Part 1 (page 3 of 4) (5 min)*
 - Discussion (slides 21-22) - YOUR FRIENDS (10 min)
 - *Optional: Handout - Part 1 (page 4 of 4) (5 min)*



MATERIALS



Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 1**
- Teacher copy of **Answers - Part 1**

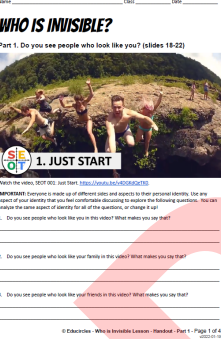
PART 1. Do you SEE people who look like you? (slides 18-22)

Watch the following video clip (slides 18-20) (5 min)

	<p>Do you see people who look like you?</p> <p>Teaching Tip: The purpose of this section is to have students start to think about who they are as a starting point and whether they see themselves reflected in the content we use in the classroom.</p>
--	--


	<p>The reason why this question includes students thinking about whether they see people who look like their friends in the video is to give them permission to think about which groups of people might be missing.</p> <p>On one level, students might want to speak up/stand up for classmates by speaking on their behalf. Later on, we'll talk about how we can help amplify the voices of others.</p>
<p>19</p>  <p>20</p> 	<p>Watch the following video clip</p> <p>Guiding question: Do you see people who look like you, your family, or your friends in this video?</p> <p>Just Start - https://youtu.be/v4DGKdQeTK0</p> <p>Slide 20 - The embedded video SEOT 001: Just Start is by the teacher-author Michael Fuchigami / Educircles and used with permission. https://youtu.be/v4DGKdQeTK0</p>

Optional: Handout - Part 1 (page 1 of 4) (5 min)

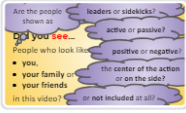
	<p>After watching the video, have students fill out Page 1</p> <ul style="list-style-type: none"> • Ask students not to share ideas with each other yet. • The point is to simply get first impressions down. • This can serve as a record of learning. It might be interesting to see how their ability to think critically changes as we make our way through this lesson. • Remind students <ul style="list-style-type: none"> ○ to only share what they are comfortable sharing. ○ to be respectful. Talking and thinking about race and diversity can bring up powerful emotions. Be respectful in the language we use to describe other groups of people.
---	--

Discussion (slides 21-22) - Do you see people who look like YOU (10 min)

21



22



Watch the video again and this time ask students to focus on looking for people who **look like you**.

Think about whether these people are shown as:

- leaders or sidekicks
- active or passive
- positive or negative
- the centre of the action or on the side
- Or not included at all?

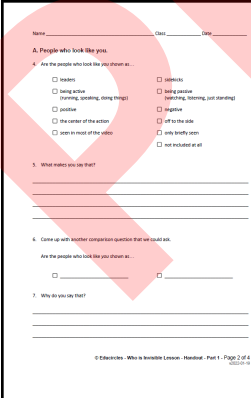
After the video, do a think, pair, share.

- Students think about their answer. (30 seconds)
- Then, they get a chance to chat with a partner. (2 minutes)
- Finally, students are invited to share their thoughts. (5 minutes)

The point of this question is to help students start to think about how people from different groups are portrayed.

- If you look at most movie posters or streaming media thumbnail, you can usually tell who the main characters are and who the supporting actors based on size and location.
- Sometimes, we see people from certain groups as athletic doing active things – like kicking a soccer ball or scoring a touchdown and people from other groups doing passive things like holding a ball or smiling at the end of the game.
- Students may have difficulty deciding if an image is positive or negative. They may simply default to saying it's neutral. Asking students to wonder how they might portray that image in a more positive light or negative light might help.


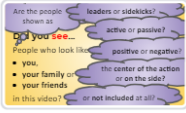
Optional: Handout - Part 1 (page 2 of 4) (5 min)



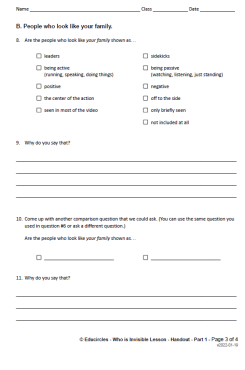
After discussion, have students fill out Page 2 of the handout

- Page 2 dives deeper into analyzing the video for people who look like them.
- Students are asked to come up with another pair of comparison words they could use to analyze the video (antonym)


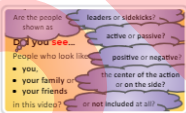
Discussion (slides 21-22) - Do you see people who look like YOUR FAMILY (10 min)

<p>21</p>  <p>22</p> 	<p>The slideshow gives us some antonyms to think about (i.e. leaders or sidekicks, active or passive.)</p> <p>What other antonyms could we use to analyze this video?</p> <p>Watch the video again.</p> <ul style="list-style-type: none"> This time ask students to focus on looking for people who look like their family (close, extended, here or in other places.) Use the antonym pairs from the slideshow or class brainstorm. <p>After the video, do a think, pair, share.</p>
---	--

Optional: Handout - Part 1 (page 3 of 4) (5 min)

	<p>After discussion, have students fill out Page 3 of the handout</p> <ul style="list-style-type: none"> Page 3 dives deeper into analyzing the video for people who look like their family. Students are asked to come up with another pair of comparison words they could use to analyze the video (antonym)
--	--

Discussion (slides 21-22) - Do you see people who look like YOUR FRIENDS (10 min)

<p>21</p>  <p>22</p> 	<p>Watch the video again.</p> <ul style="list-style-type: none"> This time ask students to focus on looking for people who look like their friends (at school or other places.) Use the antonym pairs from the slideshow or class brainstorm. Ask students to give general examples without naming specific individuals or if that person is in the same class, same school or somewhere else. This way, we can try to decrease the pressure some students might be facing at being called out. <p>After the video, do a think, pair, share.</p>
---	--

Optional: Handout - Part 1 (page 4 of 4) (5 min)

Name _____ Class _____ Date _____

C. People who look like your friends.

12. Are the people who look like your friends shown as...

<input type="checkbox"/> leaders	<input type="checkbox"/> sidekicks
<input type="checkbox"/> being active (running, swimming, doing things)	<input type="checkbox"/> being passive (standing, listening, just standing)
<input type="checkbox"/> positive	<input type="checkbox"/> negative
<input type="checkbox"/> the center of the action	<input type="checkbox"/> off to the side
<input type="checkbox"/> seen in most of the video	<input type="checkbox"/> only briefly seen
	<input type="checkbox"/> not included at all

13. Why do you say that?

14. Come up with another comparison question that we could ask. (You can use the same question you used in question #12, #13 or ask a different question.)

Are the people who look like your friends shown as...

☐ _____ ☐ _____

15. Why do you say that?

© Educircles - Who is Invisible Lesson - Handout - Part 1 - Page 4 of 4
2022-01-19

After discussion, have students fill out Page 3 of the handout

- Page 3 dives deeper into analyzing the video for people who look like their family.
- Students are asked to come up with another pair of comparison words they could use to analyze the video (antonym)

Discussion (slides 21-22) - Do you see people who look like YOUR FRIENDS (5 min)

21

WHO IS INVISIBLE?

did you see...

People who look like

- you,
- your family or
- your friends

in this video?

22

Are the people shown as

did you see...

People who look like

- you,
- your family or
- your friends

in this video?

Are the people shown as

- leaders or sidekicks?
- active or passive?
- positive or negative?
- the center of the action or on the side?
- or not included at all?

Did you see people who look like... You? Your family? Your friends?

Are the people shown as:

- leaders or sidekicks
- active or passive
- positive or negative
- the centre of the action or on the side
- Or not included at all?

Teacher Tip: You could do a think, pair, share.

- Students think about their answer.
- Then, they get a chance to chat with a partner.
- Finally, students are invited to share their thoughts.

The point of this question is to help students start to think about how people from different groups are portrayed.

- If you look at most movie posters or streaming media thumbnail, you can usually tell who the main characters are and who the supporting actors based on size and location.
- Sometimes, we see people from certain groups as athletic doing active things – like kicking a soccer ball or scoring a touchdown and people from other groups doing passive things like holding a ball or smiling at the end of the game.
- Students may have difficulty deciding if an image is positive or negative. They may simply default to saying it's neutral. Asking students to wonder how they might portray that image in a more positive light or negative light might help.

WHO IS INVISIBLE?

Part 1. Do you see people who look like you? (slides 18-22)



Watch the video, SEOT 001: Just Start. <https://youtu.be/v4DGKdQeTK0>.

IMPORTANT: Everyone is made up of different sides and aspects to their personal identity. Use any aspect of your identity that you feel comfortable discussing to explore the following questions. You can analyze the same aspect of identity for all of the questions, or change it up!

1. Do you see people who look like you in this video? What makes you say that?

2. Do you see people who look like your family in this video? What makes you say that?

3. Do you see people who look like your friends in this video? What makes you say that?

A. People who look like you.

4. Are the people who look like *you* shown as...

- | | |
|--|--|
| <input type="checkbox"/> leaders | <input type="checkbox"/> sidekicks |
| <input type="checkbox"/> being active
(running, speaking, doing things) | <input type="checkbox"/> being passive
(watching, listening, just standing) |
| <input type="checkbox"/> positive | <input type="checkbox"/> negative |
| <input type="checkbox"/> the center of the action | <input type="checkbox"/> off to the side |
| <input type="checkbox"/> seen in most of the video | <input type="checkbox"/> only briefly seen |
| | <input type="checkbox"/> not included at all |

5. What makes you say that?

6. Come up with another comparison question that we could ask.

Are the people who look like *you* shown as...

☐ _____

☐ _____

7. Why do you say that?

B. People who look like your family.

8. Are the people who look like *your family* shown as...

- | | |
|--|--|
| <input type="checkbox"/> leaders | <input type="checkbox"/> sidekicks |
| <input type="checkbox"/> being active
(running, speaking, doing things) | <input type="checkbox"/> being passive
(watching, listening, just standing) |
| <input type="checkbox"/> positive | <input type="checkbox"/> negative |
| <input type="checkbox"/> the center of the action | <input type="checkbox"/> off to the side |
| <input type="checkbox"/> seen in most of the video | <input type="checkbox"/> only briefly seen |
| | <input type="checkbox"/> not included at all |

9. Why do you say that?

10. Come up with another comparison question that we could ask. (You can use the same question you used in question #6 or ask a different question.)

Are the people who look like *your family* shown as...

<input type="checkbox"/> _____	<input type="checkbox"/> _____
--------------------------------	--------------------------------

11. Why do you say that?

C. People who look like your friends.

12. Are the people who look like *your friends* shown as...

- | | |
|--|--|
| <input type="checkbox"/> leaders | <input type="checkbox"/> sidekicks |
| <input type="checkbox"/> being active
(running, speaking, doing things) | <input type="checkbox"/> being passive
(watching, listening, just standing) |
| <input type="checkbox"/> positive | <input type="checkbox"/> negative |
| <input type="checkbox"/> the center of the action | <input type="checkbox"/> off to the side |
| <input type="checkbox"/> seen in most of the video | <input type="checkbox"/> only briefly seen |
| | <input type="checkbox"/> not included at all |

13. Why do you say that?

14. Come up with another comparison question that we could ask. (You can use the same question you used in question #6 / #10 or ask a different question.)

Are the people who look like *your friends* shown as...

<input type="checkbox"/> _____	<input type="checkbox"/> _____
--------------------------------	--------------------------------

15. Why do you say that?



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PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. **I have unconscious bias. I don't know what I don't know.**

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document so we can all benefit from each other's perspectives, lived experiences, and teaching experiences.

Part 1. Do you see people who look like you? (slides 18-22)

Hidden in Preview

Hidden in Preview

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

- 11. _____

- 12. _____

1. Do you see people who look like you in this video? What makes you say that?
 - Answers will vary.
2. Do you see people who look like your family in this video? What makes you say that?
 - Answers will vary.
3. Do you see people who look like your friends in this video? What makes you say that?
 - Answers will vary.

A. People who look like you.

4. Are the people who look like *you* shown as... Answers will vary.

<input type="checkbox"/> leaders	<input type="checkbox"/> sidekicks
<input type="checkbox"/> being active (running, speaking, doing things)	<input type="checkbox"/> being passive (watching, listening, just standing)
<input type="checkbox"/> positive	<input type="checkbox"/> negative
<input type="checkbox"/> the center of the action	<input type="checkbox"/> off to the side
<input type="checkbox"/> seen in most of the video	<input type="checkbox"/> only briefly seen
	<input type="checkbox"/> not included at all

5. What makes you say that?

○ Answers will vary.

6. Come up with another comparison question that we could ask.

Are the people who look like *you* shown as...

☐ _____ ☐ _____

○ Hidden in Preview

■ _____

■ _____

■ _____

Hidden in Preview

7. Why **do** you say that?

- Answers will vary.

B. People who look like your family.

8. Are the people who look like *your family* shown as... **Answers will vary.**

- | | |
|--|--|
| <input type="checkbox"/> leaders | <input type="checkbox"/> sidekicks |
| <input type="checkbox"/> being active
(running, speaking, doing things) | <input type="checkbox"/> being passive
(watching, listening, just standing) |
| <input type="checkbox"/> positive | <input type="checkbox"/> negative |
| <input type="checkbox"/> the center of the action | <input type="checkbox"/> off to the side |
| <input type="checkbox"/> seen in most of the video | <input type="checkbox"/> only briefly seen |
| | <input type="checkbox"/> not included at all |

9. Why do you say that?

- **Answers will vary.**

10. Come up with another comparison question that we could ask. (You can use the same question you used in question #6 or ask a different question.)

Are the people who look like *your family* shown as...

☐ _____ ☐ _____

○ _____

■ _____

11. Why do you say that?

- Answers will vary.

C. People who look like your friends.

12. Are the people who look like *your friends* shown as... Answers will vary.

- | | |
|--|--|
| <input type="checkbox"/> leaders | <input type="checkbox"/> sidekicks |
| <input type="checkbox"/> being active
(running, speaking, doing things) | <input type="checkbox"/> being passive
(watching, listening, just standing) |
| <input type="checkbox"/> positive | <input type="checkbox"/> negative |
| <input type="checkbox"/> the center of the action | <input type="checkbox"/> off to the side |
| <input type="checkbox"/> seen in most of the video | <input type="checkbox"/> only briefly seen |
| | <input type="checkbox"/> not included at all |

13. Why do you say that?

- Answers will vary.

14. Come up with another comparison question that we could ask. (You can use the same question you used in question #6 / #10 or ask a different question.)

Are the people who look like *your friends* shown as...

<input type="checkbox"/> _____	<input type="checkbox"/> _____
--------------------------------	--------------------------------

- Answers will vary.

15. Why do you say that?

- Answers will vary.

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 3

Part 2

Are people who look like you
represented?

80 min

Who is Invisible Lesson 3: 80 min (40 min without handouts)

Part 2 Are people who look like you represented? (slides 23-44)

OVERVIEW

- **PART 2. Are people who look like you represented?**
 - Identify parts of a YouTube video (slides 23-37) (5 min)
 - *Optional: Handout - Part 2 (page 1 of 5) (5 min)*
 - Watch the next video clip (slides 38-40) (10 min)
 - *Optional: Handout - Part 2 (page 2 of 5) (5 min)*
 - Discussion (slides 41-42) (15 min)
 - *Optional: Handout - Part 2 (page 3 of 5) (5 min)*
 - *Optional: Class Analysis Handout - Part 2 (pg 4 of 5) (20 min)*
 - Discussion - talking about trends and patterns (slides 43-44) (10 min)
 - *Optional: Handout - Part 2 (page 5 of 5) (5 min)*




MATERIALS



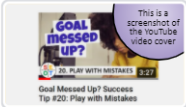
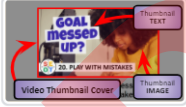
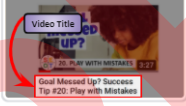
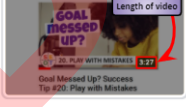
Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 2**
- Teacher copy of **Answers - Part 2**

PART 2. Are people who look like you represented? (slides 23-44)

Identify different parts of YouTube videos (slides 23-37) (5 min)

<div>23</div> 	<p>Are people who look like you represented in different ways?</p> <p>Teaching Tip: Part 1 was to have students look for images to see if they saw themselves reflected in the content of the videos (i.e. in the images).</p>
---	--

	<p>Represented in different ways can mean two things: how a group of people are portrayed, and where in the content they are portrayed.</p> <p>Part 2 is to help students recognize that there is more to a video than just images. Although the images might reflect a diverse group of people, does the music or the narration content reflect the contributions of one group of people or many groups of people?</p> <p>In Part 3, we will explore the idea of <i>how</i> people are portrayed.</p>
<p>24 </p> <p>25 </p>	<p>There is more to a YouTube video than just images...</p> <p>Have students brainstorm other components of a YouTube video</p> <p>In the following slides, will break down some of the different parts that make up a YouTube video</p> <p>Teacher Tip: Although we are talking about YouTube videos, we might just as easily be talking about streaming media, streaming music, or news websites.</p> <p>Slide 24 - The embedded video SEOT 020: Play with Mistakes is by the teacher-author Michael Fuchigami / Educircles and used with permission. https://youtu.be/OBuyx3uKelY</p>
<p>26 </p> <p>27 </p> <p>28 </p> <p>29 </p>	<p>This is a screenshot of the YouTube video cover</p> <ul style="list-style-type: none"> • There is a video thumbnail cover which includes an image and text • There is the actual text title (which shows up in search engines like Google and Yahoo) • There is the length of the video. (This is pointed out to help students wonder whether some groups of people have more screen time than others.) • Not shown are things like number of followers on the channel, number of likes on the video, and comments.

30 

31 

32 

33 

34 

35 

36 

37 

This is a screenshot of the program used to make the video.

Video editors and graphic programs use layers – kind of like putting transparencies on top of each other on the old school projectors (before we could project our laptops.) The higher layers get seen on top of the lower layers.

- The preview screen shows the current image at the play head. (FYI the image is of Alexander Fleming who first discovered the antibiotic properties of penicillin.)
- There is an image layer that shows little thumbnails of all the video clips used.
- The wider the thumbnail, the longer the video clip. The longest clip used is the image of Alexander Fleming.
- There is also an audio layer/voice track that includes narration of the script.
- There is another audio layer that has background music – the guitar music
- And then at the top, there are additional elements – like a text overlay and sound effects.

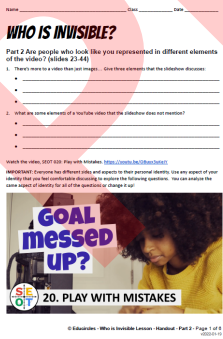
Note: the images used in this video are either public domain or purchased stock photography. The music used in this example comes from Pexels and is published under a Creative Commons license (CC0).

Slide 30 - Screenshot of TechSmith Camtasia software used under Fair Use (commentary, education, and student research).

Slide 30 - Screenshot of Alexander Fleming used under public domain. Photographs taken by a member of the forces during their active service duties are covered by Crown Copyright provisions... which is considered expired 50 years after their creation.






https://commons.wikimedia.org/wiki/File:Synthetic_Production_of_Penicillin_TR1468.jpg

Optional: Handout - Part 2 (page 1 of 5) (5 min)



Have students fill out the top part of Page 1 to record different parts of a video.

Watch the next video clip (slides 38-40) (10 min)


<p>38  WHO IS INVISIBLE? Watch the next video clip</p> <p>GUIDING QUESTION: Are people who look like you, your family or your friends included in this video?</p> <p>39   Are people who look like you, your family or your friends included in this video?</p>	<p>Guiding question: are people who look like you, your family, or your friends included in this video?</p> <p>Do you see people who look like you included in the images, text, audio, video cover, amount of screen space, amount of time?</p> <p>Are the contributions of people who look like you included in the narration (story content/topic)?</p> <p>How much screen space or screen time do people who look like you get?</p> <p>Teaching Tip: The purpose of this section is to have students start to think about the contributions of people who look like them.</p> <ul style="list-style-type: none"> • Do we see them visually? • Do we hear examples of their contribution to society? • Do we hear music that might reflect that group of people? • And if we do, does that group of people get the lion's share of time and space or just the crumbs?
<p>40   Are people who look like you, your family or your friends included in this video?</p>	<p>Watch the following video clip Play with Mistakes - https://youtu.be/OBuyx3uKeIY</p>

Optional: Handout - Part 2 (page 2 of 5) (5 min)

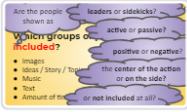
<p>Name _____ Class _____ Date _____</p> <p>A. People who look like you, your family, or your friends</p> <p>1. Which elements of the video can you find people who look like you, your family or your friends?</p> <p>I can find people who look like me, my family, or my friends included in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the images <input type="checkbox"/> the narration, story content, or topic <input type="checkbox"/> the audio <input type="checkbox"/> the video cover <input type="checkbox"/> the video thumbnail cover <input type="checkbox"/> the amount of screen space <input type="checkbox"/> a large amount of time in the video <p>2. What makes you say that?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. Come up with another element of the invisible video that we could analyze.</p> <p>I can find people who look like me, my family, or my friends included in _____.</p> <p>4. Why do you say that?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><small>© Educircles - Who is Invisible Lesson - Handout - Part 2 - Page 2 of 5</small></p>	<p>After watching the video, have students fill out Page 2</p> <ul style="list-style-type: none"> • Ask students not to share ideas with each other yet. • The point is to simply get first impressions down. • This can serve as a record of learning. It might be interesting to see how their ability to think critically changes as we make our way through this lesson. • Remind students <ul style="list-style-type: none"> ○ to only share what they are comfortable sharing. ○ to be respectful. Talking and thinking about race and diversity can bring up powerful emotions. Be respectful in the language we use to describe other groups of people.
--	--

Discussion (slides 41-42) (15 min)

41



42



Which groups of people were included? How were they included?

- Images
- Ideas / Story / Topic
- Music
- Text
- Amount of time / space

Is there a difference in how groups of people are included between the images and other aspects of a video? Why might that be?

Are the people shown as:

- leaders or sidekicks
- active or passive
- positive or negative
- the centre of the action or on the side
- Or not included at all?

Teacher Tip: You could do a modified think, pair, share.

- Students think about their answer. (30 sec)
(i.e., already done in handout if you are using the handouts.)
- Give students a chance to chat with a partner. (2 minutes)
- Play the video again. (2 min)
- Give students another chance to chat with partner. (2 minutes)
- Finally, students are invited to share their thoughts. (5 minutes)

Optional: Handout - Part 2 (page 3 of 5) (5 min)

Name _____ Class _____ Date _____

1. Which groups of people are included?

People who are _____

Give an example _____

2. Which groups of people do you see included in the images, story, or topic of the video?

People who are _____

Give an example _____

3. Which groups of people do you see included in the music, story, or topic of the video?

People who are _____

Give an example _____

4. Which groups of people do you see included in the text used in the video?

People who are _____

Give an example _____

5. Which groups of people do you see (telling us most of the action) in the video?

People who are _____

Give an example _____

6. Which groups of people do you see (telling us most of the action) in the video?

People who are _____

Give an example _____

7. Which was the video strongest you came up with in question 6?

People who are _____

Give an example _____

After watching the video, have students fill out Page 3

- This is to start recording different groups of people who may or may not be visible.
- Remind students
 - to only share what they are comfortable sharing.
 - to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.
 - Be respectful in the language we use to describe other groups of people.

Optional: Class Analysis - Handout - Part 2 (page 4 of 5) (20 min)

Name _____ Class _____ Date _____

C. How are different groups of people represented?

14. Choose five different groups of people from questions 13 to 15 to analyze in more detail. Write these groups down in the left column of the table below.

15. Look at the list below. Decide on a pair of comparison words (antonyms) that you will use to analyze this video. Write that down in the two columns under category.

- leader follower
- active role passive role
- positive negative
- center off to the side (or background)
- optional: use a pair of comparison words that you came up with.

16. Watch the video again. As you watch the video, keep a tally of how many times you see that group of people represented in the two opposite comparison words.

Tallying Sheet for 2027-2028. Play with this video: <https://www.youtube.com/watch?v=...>

Groups of People (from questions 14 & 15)	Opposite Words (Antonyms)	1st Initials	2nd Initials

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10/20/21-12

As a class...

- Choose 5 different groups of people to analyze in the video.
- Choose an antonym pair to focus on.

Watch the video again - as you watch, everyone keeps score on their tally sheet.

Do a pair / share

- Compare tally scores with a partner. Any similarities or differences? Why might the numbers be different even though we watched the same media text?
- Discuss as a class.

Discussion - talking about trends and patterns (slides 43-44) (10 min)

43

WHO IS INVISIBLE?

Be careful...

One video cannot possibly include everything and everyone...

44

These groups of people might be considered "invisible".

Are there some groups of people who seem to be:

- left out?
- underrepresented?
- misrepresented?

Be careful... One video cannot possibly include everything and everyone. And that's okay.

We are looking for patterns. Are there some groups of people who seem to be left out, underrepresented, or misrepresented? These groups of people might be considered invisible.

Optional: Handout - Part 2 (page 5 of 5) (5 min)

Name _____ Class _____ Date _____

D. Be Careful...

17. What do you think the title means when it says, "one video cannot possibly include everything and everyone..."?

18. Do you agree with the idea that one video can't possibly include everything and everyone? Explain your thinking.

19. Based on the two videos we've watched in this discussion so far, are there some groups of people who seem to be left out, underrepresented, or misrepresented? Explain your observations.

20. Is there a pattern? Do the groups of people who get left out in the two videos we've watched so far (Gordon and the other video) seem to be left out in other ways? Explain your observations and experiences.

21. If one video or two cannot possibly include everything and everyone, how can we include groups of people who might be invisible right now?

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10/20/21-12

Have students fill out Page 5 to consolidate learning.

- Remind students
 - to only share what they are comfortable sharing.
 - to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.
 - Be respectful in the language we use to describe other groups of people.

WHO IS INVISIBLE?

Part 2 Are people who look like you represented in different elements of the video? (slides 23-44)

1. There's more to a video than just images... Give three elements that the slideshow discusses:

- _____
- _____
- _____

2. What are some elements of a YouTube video that the slideshow does not mention?

- _____
- _____
- _____

Watch the video, SEOT 020: Play with Mistakes. <https://youtu.be/OBuyx3uKeIY>

IMPORTANT: Everyone has different sides and aspects to their personal identity. Use any aspect of your identity that you feel comfortable discussing to explore the following questions. You can analyze the same aspect of identity for all of the questions or change it up!



A. People who look like you, your family, or your friends

1. Which elements of this video can you find people who look like *you*, *your family*, or *your friends*?

I can find people who look like me, my family, or my friends included in ...

- ☐ the text
- ☐ the narration, story content, or topic
- ☐ the images
- ☐ the audio
- ☐ the video thumbnail cover
- ☐ a lot of the screen space
- ☐ a large amount of time in the video

2. What makes you say that?

3. Come up with another element of the YouTube video that we could analyze.

I can find people who look like me, my family, or my friends included in ...

☐ _____

4. Why do you say that?

B. Which groups of people are included?

5. Which groups of people do you see included in the **images** of the video clips that make up this video.

People who are... _____ , _____ , or _____ .

Give an example _____

6. Which groups of people do you see included in the **ideas, story, or topic** of the video.

People who are... _____ , _____ , or _____ .

Give an example _____

7. Which groups of people do you see included in the **music** used in the video.

People who are... _____ , _____ , or _____ .

Give an example _____

8. Which groups of people do you see included in the **text** used in the video.

People who are... _____ , _____ , or _____ .

Give an example _____

9. Which groups of people do you see filling up most of the **screen space**?

People who are... _____ , _____ , or _____ .

Give an example _____

10. Which groups of people do you see get most of the **air time**?

People who are... _____ , _____ , or _____ .

Give an example _____

11. What was the video element you came up with in question #3 _____

Which groups of people do you see included in that video element?

People who are... _____ , _____ , or _____ .

Give an example _____

C. How are different groups of people represented?

12. Choose five different groups of people from questions #5-11 to analyze in more detail. Write these groups down in the left column of the table below.

13. Look at the list below. Decide on a pair of comparison words (antonym) that you will use to analyze this video. Write that down in the two columns under Category.

- leader follower
- active role passive role
- positive negative
- center off to the side (or background)
- optional: use a pair of comparison words that you came up with.

14. Watch the video again. As you watch the video, keep a tally of how many times you see that group of people represented in the two opposite comparison words:

||

Tracking Sheet for SEOT 020: Play with Mistakes. <https://youtu.be/OBuyx3uKelY>

Groups of People (from questions #5-11)	Opposite Words (Antonym)		Not included	not sure
	_____	_____		

D. Be Careful...

15. What do you think the slideshow means when it says, “one video cannot possibly include everything and everyone...”

16. Do you agree with the idea that one video (or text) cannot possibly include everything and everyone? Explain your thinking.

17. Based on the two videos we’ve watched in this slideshow so far, are there some groups of people who seem to be left out, underrepresented, or misrepresented? Explain your observations.

18. Is there a pattern? Do the groups of people who get left out in the two videos we’ve watched so far (Question #17) also tend to get left out in other areas? Explain your observations and experiences.

19. If one video or text cannot possibly include everything and everyone, how can we include groups of people who might be invisible right now?



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PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. **I have unconscious bias. I don't know what I don't know.**

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document so we can all benefit from each other's perspectives, lived experiences, and teaching experiences.

Part 2. Are people who look like you represented in different elements of the video? (slides 23-44)

1. There's more to a YouTube video than just images... What does the slideshow lesson identify as other elements of a YouTube video? (slides 23-37)

- Hidden in Preview
-
-
-
-
-

2. What are some elements of a YouTube video that the slideshow does not mention?

- Hidden in Preview

Hidden in Preview

- Hidden in Preview

-
- | Government | Percentage |
|---------------------|------------|
| Current government | 85% |
| Previous government | 15% |

-
- | Government | Percentage |
|---------------------|------------|
| Current government | 85% |
| Previous government | 15% |

- 












































-

1. **Identify the main components of the system.**

1. **Introduction**

- 

-

-

- 

A. People who look like you, your family, or your friends (slides 38-40)

1. Which elements of this video can you find people who look like *you*, *your family*, or *your friends*?

I can find people who look like me, my family, or my friends included in ... **Answers will vary.**

- ☐ the text
- ☐ the narration, story content, or topic
- ☐ the images
- ☐ the audio
- ☐ the video thumbnail cover
- ☐ a lot of the screen space
- ☐ a large amount of time in the video

2. What makes you say that?

○ Answers will vary.

3. Come up with another element of the YouTube video that we could analyze.

I can find people who look like me, my family, or my friends included in ... Answers will vary.

☐ _____

4. Why do you say that?

○ Answers will vary.

B. Which groups of people are included? (slide 41)

5. Which groups of people do you see included in the **images** of the video clips that make up this video.

People who are... Answers will vary. , _____ , or _____ .

Give an example Answers will vary.

6. Which groups of people do you see included in the **ideas, story, or topic** of the video.

People who are... Answers will vary. , _____ , or _____ .

Give an example Answers will vary.

7. Which groups of people do you see included in the **music** used in the video.

People who are... Answers will vary. , _____ , or _____ .

Give an example Answers will vary.

8. Which groups of people do you see included in the **text** used in the video.

People who are... Answers will vary. , _____ , or _____ .

Give an example Answers will vary.

9. Which groups of people do you see filling up most of the **screen space**?

People who are... Answers will vary. , _____ , or _____ .

Give an example Answers will vary.

10. Which groups of people do you see get most of the **air time**?

People who are... **Answers will vary.** , _____ , or _____ .

Give an example **Answers will vary.**

11. What was the video element you came up with in question #3 **Answers will vary**

Which groups of people do you see included in that video element?

People who are... **Answers will vary.** , _____ , or _____ .

Give an example **Answers will vary.**

C. How are different groups of people represented? (slide 42)

12. Choose five different groups of people from questions #5-11 to analyze in more detail. Write these groups down in the left column of the table below.

- Hidden in Preview



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Government	Percentage
Current government	85%
Previous government	15%

1. **Identify the main components of the system.**



Response	Percentage
Yes, the government is doing a good job	68%
No, the government is not doing a good job	32%

Government	Percentage
Current government	85%
Previous government	15%

13. Look at the list below. Decide on a pair of comparison words (antonym) that you will use to analyze this video. Write that down in the two columns under Category.

Hidden in Preview

14. Watch the video again. As you watch the video, keep a tally of how many times you see that group of people represented in the two opposite comparison words:

Hidden in Preview

Item	Value (approximate)
1	100
2	85
3	95
4	75
5	100
6	40
7	100
8	100
9	40
10	85



Groups of People (from questions #5-11)	Opposite Words (Antonym)		Not included	not sure
	Answers will vary.	_____		
Answers will vary.				

D. Be Careful... (slide 43-44)

15. What do you think the slideshow means when it says, "one video cannot possibly include everything and everyone..."

- Hidden in Preview

16. Do you agree with this statement, "one video cannot possibly include everything and everyone..."? Explain your thinking.

- Hidden in Preview

17. Based on the two videos we've watched in this slideshow so far, are there some groups of people who seem to be left out, underrepresented, or misrepresented? Explain your observations.
- Answers will vary.
 - Hidden in Preview
18. Is there a pattern? Do the groups of people who get left out in the two videos we've watched so far (Question #17) also tend to get left out in other areas? Explain your observations and experiences.
- Answers will vary.
 - Hidden in Preview

- Answers will vary.

- Answers will vary.

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19. If one video or text cannot possibly include everything and everyone, how can we include groups of people who might be invisible right now?

- Hidden in Preview

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

PREVIEW

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 4

Part 3

Stories Matter

60 min



Who is Invisible Lesson 4: 60 min (35 min without handouts)

PART 3. Stories matter (slides 45-53)

OVERVIEW

- **PART 3. Stories matter**
 - What is a single story? (slides 45-48) (10 min)
 - Strategy to help students identify single stories and stereotypes? (slides 49-50) (5 min)
 - *Optional: Handout - Part 3 (page 1) Understanding - what is a single story (5 min)*
 - *Optional: Handout - Part 3 (page 2) Application - which single story bothers you? (5 min)*
 - Watch the next goal-setting video (slides 51-52) (5 min)
 - *Optional: Handout - Part 3 (page 3) (5 min)*
 - Discussion (slides 53) - examples that reinforce single stories (10 min)
 - Discussion (slides 53) - examples that break single stories (10 min)
 - *Optional: Handout - Part 3 (page 4) (5 min)*




MATERIALS

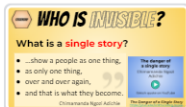

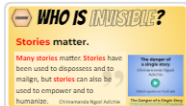
Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 3**
- Teacher copy of **Answers - Part 3**

PART 3. Stories matter (slides 45-53)


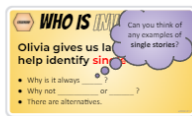
What is a single story? (slides 45-48) (10 min)

	<p>Stories matter. Many stories matter.</p> <p>Teaching Tip: Part 3 is to get students thinking about how different groups of people are represented and portrayed.</p>
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	<p>The idea of a single story is that we have one version of a story that we tell over and over again in different ways.</p> <ul style="list-style-type: none"> • For example, old-school Disney princesses – Sleeping Beauty, Cinderella, Aladdin, The Little Mermaid, Beauty and the Beast – are different stories but they're all variations of a single story about the girl finding a guy and living happily ever after. • Brave tells a different story where the girl doesn't have to have a guy at the end of the movie (but it's still a story about girls and their value because of romantic interests.) • Mauna tells a completely different story that isn't about a romantic interest at all.
<div data-bbox="224 638 245 659">46</div> <div data-bbox="224 663 245 684">🔊</div> <div data-bbox="256 638 440 743">  </div> <div data-bbox="224 760 245 781">47</div> <div data-bbox="224 785 245 806">🔊</div> <div data-bbox="256 760 440 865">  </div> <div data-bbox="224 882 245 903">48</div> <div data-bbox="224 907 245 928">🔊</div> <div data-bbox="256 882 440 987">  </div>	<p>The TED talk about The Danger of a Single Story by Chimamanda Ngozi Adichie is excellent.</p> <p>3 key quotes that are included in the slideshow but if you have the time, you might want to show the full 20 minute TED talk. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/</p> <p>NOTE: The following 3 quotes have a YouTube video link on the slide.</p> <ul style="list-style-type: none"> • If you click on the link underneath each video, it will open up YouTube in a separate window at the start of the quote, but you will have to manually stop the video. <p>“What is a single story?</p> <ul style="list-style-type: none"> • ...show a people as one thing, as only one thing, over and over again, and that is what they become.” • https://youtu.be/D9Ihs241zeg?t=566 <p>“The single story creates stereotypes...</p> <ul style="list-style-type: none"> • and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” • https://youtu.be/D9Ihs241zeg?t=791 <p>“Stories matter.</p> <ul style="list-style-type: none"> • Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize...” • https://youtu.be/D9Ihs241zeg?t=1056

	<p>Slide 46 - An external link provided for convenience to The Danger of a Single Story by Chimamanda Ngozi Adichie at the time stamp of a quote used under Fair Use (commentary, education, and student research.)</p> <p>https://youtu.be/D9lhs241zeg?t=566</p>
--	--

Strategy to help students identify single stories and stereotypes? (slides 49-50) (5 min)

<p>49</p>  <p>50</p> 	<p>An example of a single story</p> <p>Watch the video of a read-aloud /modeled reading of <i>Olivia and the Fairy Princesses</i> by Ian Falconer</p> <p>Olivia is going to a birthday party and everyone is dressed up as pink princesses – even some of the boys. (That line breaks a single story that only girls can dress up as pink princesses.)</p> <p>Olivia then challenges the single story:</p> <ul style="list-style-type: none"> • Why is it always a pink princess? • Why not an Indian princess or a princess from Thailand or an African princess or a princess from China? • There are alternatives. <p><i>Olivia and the Fairy Princesses</i></p> <p>https://youtu.be/dv2GxPzD6AU?t=49</p> <p>Olivia gives us language to help identify single stories</p> <ul style="list-style-type: none"> • Why is it always _____. • Why not _____ or _____ ? • There are alternatives. <p>Ask students to think of any examples of single stories in life using the sentence framework from the Olivia storybook.</p> <p>Slide 49 - An external link provided for convenience to <i>Olivia and the Fairy Princesses</i> by Ian Falconer at the time stamp of a quote used under Fair Use (commentary, education, and student research.)</p> <p>https://youtu.be/dv2GxPzD6AU?t=49</p>
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Optional: Handout - Part 3 (page 1) Understanding - What is a single story (5 min)

Name _____ Class _____ Date _____

WHO IS INVISIBLE?

Part 3 Stories matter: Many stories matter: (slides 45-46)

1. According to Chimamanda Ngozi Adichie, what is a single story?

2. What is the problem with a single story? Explain in your own words.

3. Why do stories matter? Explain in your own words.

4. The interview gives an example of a single story. Describe the example and explain why this is a single story.

5. Oliva gives us three sentences to identify and challenge single stories. What are they?

1. _____

2. _____

3. _____

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2022-01-19

Have students fill out Page 1 to consolidate learning.

- Remind students
 - to only share what they are comfortable sharing.
 - to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.
 - Be respectful in the language we use to describe other groups of people.

Optional: Handout - Part 3 (page 2) Application - which single story bothers you? (5 min)

Name _____ Class _____ Date _____

Thinking about single stories around us

An example of a single story is that prisoners wear jail gear. (These stories are all early versions of the same single story)

Here are three different examples that break the single story of jail gear:

6. Give an example of a single story you see in text and media (e.g., books, stories, movies, TV, music, the news, etc.)

7. Identify three different examples that reinforce that single story. (These stories are all early versions of the same single story)

8. Identify three different examples that break that single story.

9. Use the sentences from Oliva (Question 5) to identify and challenge a single story that bothers you.

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2022-01-19

Have students fill out Page 2 to think about single stories that affect their lives.

- Remind students
 - to only share what they are comfortable sharing.
 - to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.
 - Be respectful in the language we use to describe other groups of people.

Watch the next goal-setting video (slides 51-52) (5 min)

51

WHO IS INVISIBLE?

Watch the next goal setting video

GUIDING QUESTION:

Can you find examples that reinforce single stories?

Can you find examples that break single stories?

52

Ask Why

Can you find examples that reinforce single stories?

Can you find examples that break single stories?

Guiding question:


- Can you find examples that reinforce single stories?
- Can you find examples that break single stories?

Watch the following video clip


Ask Why - https://youtu.be/pu_KXtDPkk

Slide 52 - The embedded video SEOT 009: Ask Why is by the teacher-author: Michael Fuchigami / Educircles and used with permission. https://youtu.be/pu_KXtDPkk


Optional: Handout - Part 3 (page 3) (5 min)

 <p>Handout page 3: Examples from the video that reinforce single stories. It includes a video thumbnail titled 'WHY PEOPLE FAIL GOALS' and a section '9. ASK WHY' with a list of questions for students to discuss.</p>	<p>After watching the video, have students fill out Page 3</p> <ul style="list-style-type: none"> • Ask students not to share ideas with each other yet. • The point is to simply get first impressions down. • This can serve as a record of learning. It might be interesting to see how their ability to think critically changes as we make our way through this lesson. • Remind students <ul style="list-style-type: none"> ○ to only share what they are comfortable sharing. ○ to be respectful. Talking and thinking about race and diversity can bring up powerful emotions. Be respectful in the language we use to describe other groups of people.
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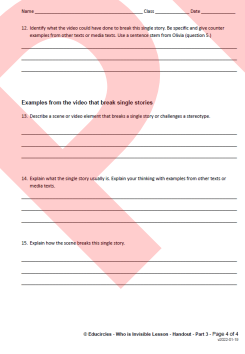
Discussion (slides 53) - examples that reinforce single stories (10 min)

 <p>Slide 53: What examples? Reinforce single stories and stereotypes. Break single stories and challenge stereotypes. Why is it always...? Why not... or...?</p>	<p>For now, ask students to focus their conversations on finding examples in the video that</p> <ul style="list-style-type: none"> • reinforce single stories and stereotypes <p>Remind students to use the sentence stems:</p> <ul style="list-style-type: none"> • Why is it always _____? • Why not _____ or _____? <p>BONUS: Quick research opportunity:</p> <ul style="list-style-type: none"> • Students may not be able to specifically identify counter-stories. • (For example, they may not know that how princesses look in Thailand, India, Africa or China may break the single story of a pink princess.) • If they have access to the internet, can they find a quick example that would break the single-story they identified in the video? <p>Teacher Tip: You could do a modified think, pair, share.</p> <ul style="list-style-type: none"> • Students think about their answer. (30 sec) (i.e., already done in handout if you are using the handouts.) • Give students a chance to chat with a partner. (2 minutes) • Play the video again. (2 min) • Give students another chance to chat with partner. (2 minutes) • Finally, students are invited to share their thoughts. (5 minutes)
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Discussion (slides 53) - examples that break single stories (10 min)

<p>53</p> 	<p>Watch the video again. Focus on the good - what stereotypes or misconceptions are broken?</p> <p>Ask students to focus their conversations on finding examples in the video that</p> <ul style="list-style-type: none">• Break single stories and challenge stereotypes <p>Remind students to use the sentence stems:</p> <ul style="list-style-type: none">• Why is it always _____?• Why not _____ or _____? <p>Teacher Tip: You could do a think, pair, share.</p> <ul style="list-style-type: none">• Students think about their answer. (30 sec)• Give students a chance to chat with a partner. (2 minutes)• Finally, students are invited to share their thoughts. (5 minutes) <p>BONUS: Quick research opportunity:</p> <ul style="list-style-type: none">• Specific examples are always more powerful than stock photography.• Students may not be able to identify specific examples.• If they have access to the internet, can they find a quick example that would have been a real-life example that breaks a single story (instead of stock videography used in this video.)
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Optional: Handout - Part 3 (page 4) (5 min)

	<p>Fill out Page 4 to consolidate learning.</p>
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WHO IS INVISIBLE?

Part 3 Stories matter. Many stories matter. (slides 45-60)

1. According to Chimamanda Ngozi Adichie, what is a single story?

2. What is the problem with a single story? Explain in your own words.

3. Why do stories matter? Explain in your own words.

4. The slideshow gives an example of a single story. Describe the example and explain why this is a single story.

5. Olivia gives us three sentences to identify and challenge single stories. What are they?

1. _____
2. _____
3. _____

Thinking about single stories around us

An example of a single story is that princesses wear pink ball gowns.

Here are three different examples that reinforce the single story of pink ball gowns. (These stories are all really variations of the same single story.)

Cinderella

Aurora
(*Sleeping Beauty*)

Ariel
(*The Little Mermaid*)

Here are three different examples that break the single story of pink ball gowns.

Moana

Merida
(*Brave*)

Tiana
(*The Princess and the Frog*)

6. Give an example of a single story we see in texts and media texts (i.e., books, stories, movies, TV, music, the news, etc.)

7. Identify three different examples that reinforce that single story. (These stories are all really variations of the same single story.)

8. Identify three different examples that break that single story.

9. Use the sentences from Olivia (Question #5) to identify and challenge a single story that bothers you.

Examples from the video that reinforce single stories

Watch the video, SEOT 009: Ask Questions. <https://youtu.be/pu-KXtDPkk>

IMPORTANT: Everyone has different sides and aspects to their personal identity. Use any aspect of your identity that you feel comfortable discussing to explore the following questions. You can analyze the same aspect of identity for all of the questions or change it up!



10. Describe a scene or video element that reinforces a single story or stereotype.

11. Why does this reinforce a single story / stereotype? Explain your thinking with examples from other texts. Make sure to use a sentence stem from Olivia (question 5.)

Name _____ Class _____ Date _____

12. Identify what the video could have done to break this single story. Be specific and give counter examples from other texts or media texts. Use a sentence stem from Olivia (question 5.)

Examples from the video that break single stories

13. Describe a scene or video element that breaks a single story or challenges a stereotype.

14. Explain what the single story usually is. Explain your thinking with examples from other texts or media texts.

15. Explain how the scene breaks this single story.



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PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

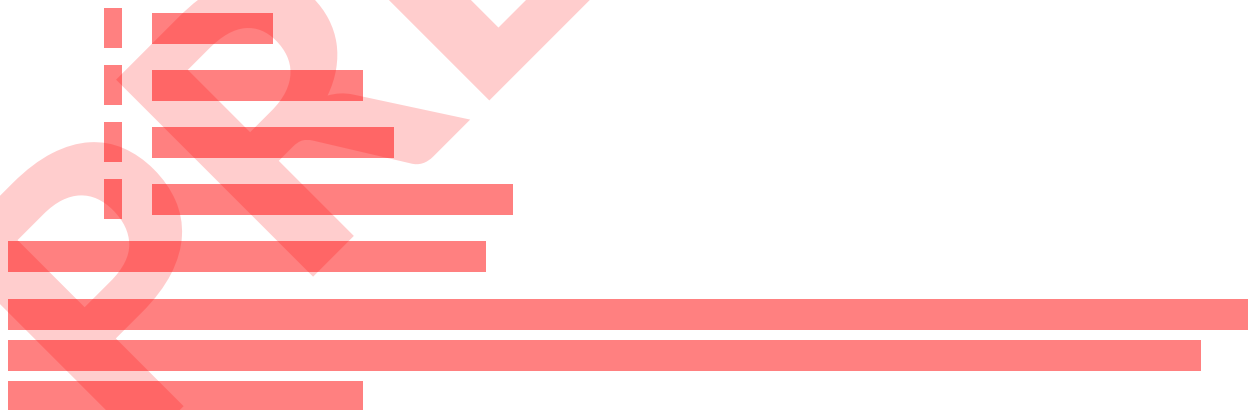
I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. **I have unconscious bias. I don't know what I don't know.**

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document so we can all benefit from each other's perspectives, lived experiences, and teaching experiences.

Part 3 Stories matter. Many stories matter. (slides 45-60)

1. According to Chimamanda Ngozi Adichie, what is a single story? (slide 46)

Hidden in Preview



2. What is the problem with a single story? Explain in your own words. (slide 47)

Hidden in Preview

- 1. [redacted]
- 2. [redacted]
- 3. [redacted]
- 4. [redacted]

- 1. [redacted]
 - 1. [redacted]
 - 2. [redacted]
- 2. [redacted]
 - 1. [redacted]
 - 2. [redacted]
 - 3. [redacted]
- 3. [redacted]
 - 1. [redacted]
 - 2. [redacted]
 - 3. [redacted]
- 4. [redacted]
 - 1. [redacted]
 - 2. [redacted]
 - 3. [redacted]
- 5. [redacted]
 - 1. [redacted]
 - 2. [redacted]

3. Why do stories matter? Explain in your own words. (slide 48)

Hidden in Preview

- 1. [redacted]
 - 1. [redacted]
 - 2. [redacted]
- 2. [redacted]
 - 1. [redacted]
 - 2. [redacted]
 - 3. [redacted]
- 3. [redacted]
 - 1. [redacted]
 - 2. [redacted]
- 4. [redacted]
 - 1. [redacted]
 - 2. [redacted]

5. Olivia gives us three sentences to identify and challenge single stories. What are they? (slide 50)

○ Hidden in Preview

Thinking about single stories around us

An example of a single story is that princesses wear pink ball gowns.

Here are three different examples that reinforce the single story of pink ball gowns. (These stories are all really variations of the same single story.)

Cinderella

Aurora
(Sleeping Beauty)

Ariel
(Little Mermaid)

Here are three different examples that break the single story of pink ball gowns.

Moana

Merida
(Brave)

Tiana
(The Princess and the Frog)

6. Give an example of a single story we see in texts and media texts (i.e., books, stories, movies, TV, music, the news, etc.) **Answers will vary**

● Hidden in Preview

7. Identify three different examples that reinforce that single story. (These stories are all really variations of the same single story.) **Answers will vary**

● Hidden in Preview

8. Identify three different examples that break that single story. **Answers will vary**

● Hidden in Preview

9. Use the sentences from Olivia (Question #5) to identify and challenge a single story that bothers you.

- Answers will vary.

- Hidden in Preview

Examples from the video that reinforce single stories

10. Describe a scene or video element that reinforces a single story or stereotype.

- Answers will vary.

- Hidden in Preview

11. Why does this reinforce a single story / stereotype? Explain your thinking with examples from other texts. Make sure to use a sentence stem from Olivia (question 5.)

- Answers will vary.

- Hidden in Preview

12. Identify what the video could have done to break this single story. Be specific and give counterexamples from other texts or media texts. Use a sentence stem from Olivia (question 5.)

- Answers will vary.

● Hidden in Preview

Examples from the video that break single stories

13. Describe a scene or video element that breaks a single story or challenges a stereotype.

- Answers will vary.

Hidden in Preview

14. Explain what the single story usually is. Explain your thinking with examples from other texts or media texts.

- Answers will vary.

Hidden in Preview

15. Explain how the scene breaks this single story.

Hidden in Preview

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 5

Part 4

Why does it matter?

Part 5

I am biased

35 min



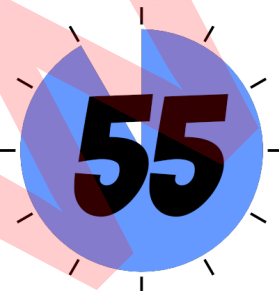
Who is Invisible Lesson 5: 55 min (35 min without handouts)

PART 4. Why does it matter? (slides 54-60)

PART 5. I am biased (slides 61-72)

OVERVIEW

- **PART 4. Why does it matter? 25 minutes**
 - We all have many different sides to our identity (slides 54-55) - 5 min
 - What if you DON'T see yourself reflected in resources (slides 56) - 5 minutes
 - What if you DO see yourself reflected in resources - How can you help? (slides 57-60) - 5 minutes
 - *Optional: Handout - Part 4 (page 1) Digging deeper into privilege (5 min)*
 - *Optional: Handout - Part 4 (page 2) Digging deeper into how to help (5 min)*
- **PART 5. I am a biased imperfect human being (slides 61-72) 30 minutes**
 - Setting up an authentic, meaningful task (slides 61-68) (10 min)
 - Things to know about me and my Aspects of Identity (slides 69-72) (10 min)
 - *Optional: Handout - Part 5 (page 1) Understanding the impact of identity (5 min)*
 - *Optional: Handout - Part 5 (page 2) Self Awareness: the impact of our identity (5 min)*



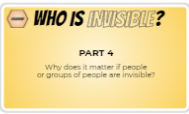

MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.


- Slideshow (**Slideshow**)
- Class set of **Handout - Part 4** and **Handout - Part 5**
- Teacher copy of **Answers - Part 4** and **Answers - Part 5**

PART 4. Why does it matter? (slides 54-60)

We all have many different sides to our identity (slides 54-55) - 5 min





<p>54</p> 	<p>Why does it matter if people or groups of people are invisible?</p> <p>Teaching Tip: Part 4 is to explicitly talk about why we should care.</p> <p>This is about citizenship and community.</p> <ul style="list-style-type: none">• Active citizenship isn't about everyone agreeing, the sun shining and unicorns flying across rainbows.• It's about helping your community – whether we're talking about your class community, school community, local community or the country you live in.• It's about doing your part – and that also includes speaking up to help the community, but also speaking up to challenge what your community is doing when you don't agree. <p>For more information about good citizenship lesson plans, check out Exploring the 6 Cs Chapter 2. Citizenship which explores concepts like what is empathy and does equal mean fair through 17 debate questions.</p>
<p>55</p> 	<p>Remind students that we all have many different sides to our identity. We might see some parts of ourselves reflected around us while other parts of our story might still be invisible.</p> <p>How can someone see themselves reflected in a text and not reflected in a text at the same time?</p> <p>Possible conversation starters:</p> <ul style="list-style-type: none">• For students who feel comfortable sharing their thoughts, can anyone give an example?• Does this matter?• At least you see yourself in some capacity?• Are some aspects of our identity more important to us than others?

What if you DON'T see yourself reflected in resources (slides 56) - 5 minutes

<p>56</p> 	<p>If you DON'T see yourself or your story reflected in novels, textbooks, media, school, rules, businesses, government, society, etc ...</p> <ul style="list-style-type: none">• You deserve to be seen / heard as much as anybody else.
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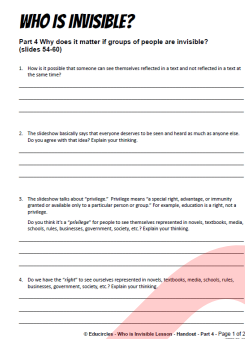
	<p>BONUS conversation:</p> <ul style="list-style-type: none"> • Do you agree that people deserve to be seen equally? • Is this a privilege or a right? • Should girls be seen an equal amount of time on movie or TV screens as guys? • What if guys weren't seen on camera as much as girls. What should we do about it? <p>“FACT: Even among the top-grossing G-rated family films, girl characters are out numbered by boys three-to-one.”</p> <ul style="list-style-type: none"> • https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts/ <p>Now what?</p> <p>FYI: Handout Part 6 (page 8) has more information about the Geena Davis Institute on Gender in Media</p>
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What if you DO see yourself reflected in resources - How can you help? (slides 57-60) - 5 minutes

<div data-bbox="224 989 444 1478"> <p>57  WHO IS INVISIBLE? If you DO have the privilege to see yourself or your story reflected in novels, textbooks, media, school, rules, businesses, government, society, etc... If the situation was reversed, wouldn't you want someone to lend a hand?</p> <p>58  This doesn't mean speak for other people. It means help provide opportunity for others to also be heard and seen. If the situation was reversed, wouldn't you want someone to lend a hand?</p> <p>59  This doesn't mean speak for other people. It means help provide opportunity for others to also be heard and seen. How can allies amplify and draw attention to the stories we're not hearing?</p> <p>60  WHO IS INVISIBLE? Either way, this is no easy task. Surviving and thriving in today's changing world is not easy, but worth it.</p> </div>	<p>If you DO have the privilege to see yourself or your story reflected in novels, textbooks, media, school, rules, businesses, government, society, etc ...</p> <ul style="list-style-type: none"> • If the situation was reversed, wouldn't you want someone to lend a hand? • This doesn't mean speak for other people • It means to help provide opportunity for others to also be heard and seen. <p>Ask students how can we amplify and draw attention to the stories we're not hearing?</p> <p>Students might point out that they don't create TV shows or write textbooks but this is also about classroom community and school community.</p> <p>Are some voices heard more than others during classroom conversations? Do some groups of people get more talk time?</p> <ul style="list-style-type: none"> • How might these people choose to help provide opportunity for others to also get a chance to talk or share ideas.
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	<p>Do some groups of people control the middle of the schoolyard or the middle of the hallway while other groups of people are on the fringes?</p> <ul style="list-style-type: none"> How might those people choose to help provide opportunity for others to also share the space? <p>Either way, this is no easy task.</p> <ul style="list-style-type: none"> Surviving and thriving in today's changing world is not easy, but worth it. For more information about 21st Century Learning Skills / 6Cs, check out the chapters on Character, Citizenship, Collaboration, Communication, Creativity / Innovation, and Critical Thinking. <p>BONUS conversation:</p> <ul style="list-style-type: none"> "Girl characters are out-numbered by boys three-to-one in media" https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts/ How do you amplify the voice of girls and women?
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Optional: Handout - Part 4 (page 1) Digging deeper into privilege and rights (5 min)

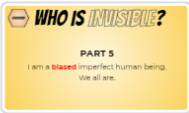

 <p>WHO IS INVISIBLE? Part 4 Why does it matter if groups of people are invisible? (slides 84-90)</p> <ol style="list-style-type: none"> How is it possible that someone can see themselves reflected in a text and not reflected in a text at the same time? The classroom literally says that everyone deserves to be seen and heard as much as anyone else. Do you agree with that statement? Explain your thinking. The classroom talks about "privilege." Privilege means "to special right, advantage, or immunity granted or available only to a particular person or group." For example, education is a right, not a privilege. Do you think it's a "privilege" for people to see themselves represented in novels, textbooks, media, schools, laws, businesses, government, society, etc.? Explain your thinking. Do we have the "right" to see ourselves represented in novels, textbooks, media, schools, laws, businesses, government, society, etc.? Explain your thinking. <p>© Educircles / Who is Invisible Lesson - Handout - Part 4 - Page 1 of 2 2022-01-19</p>	<p>Have students fill out Page 1 to gain a deeper understanding of privilege and rights.</p> <p>Is seeing ourselves represented in resources, society, and positions of power a privilege? a right? Something else?</p> <ul style="list-style-type: none"> Remind students <ul style="list-style-type: none"> to only share what they are comfortable sharing. to be respectful. Talking and thinking about race and diversity can bring up powerful emotions. Be respectful in the language we use to describe other groups of people.
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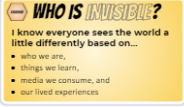




Optional: Handout - Part 4 (page 2) Digging deeper into how to help (5 min)

<p>Name _____ Class _____ Date _____</p> <p>5. There are different ways people try to help out. What do you think the following terms mean? Read each sentence carefully. There are subtle differences. What are some advantages and disadvantages to each approach?</p> <p>→ Option 1. Standing up for yourself or for yourself</p> <p>→ Option 2. Standing up for somebody else</p> <p>→ Option 3. Standing up with somebody else</p> <p>→ Option 4. SPEAKING FOR somebody else</p> <p>→ Option 5. Providing opportunities for somebody else to be seen and heard</p> <p>6. What does "empathy" mean? How can others "empathy" others and provide we don't often hear?</p> <p><small>© Educircles - Who is Invisible Lesson - Handout - Part 4 - Page 2 of 2</small></p>	<p>Have students fill out Page 2 to gain a deeper understanding of privilege and rights.</p> <p>Is there a difference between speaking up and speaking for someone?</p>
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PART 5. I am a biased imperfect human being (slides 61-72) - 20 min

Setting up an authentic, meaningful task (slides 61-68) (10 min)

<p>61</p> 	<p>I am a biased imperfect human being. We all are.</p> <p>Teaching Tip: Part 5 is to try to model self-reflection and to give permission to students to</p> <ul style="list-style-type: none"> • think a little bit about who they are. • recognize that we all have bias and different points of view based on who we are and our lived experiences. • recognize we also have blind spots and we don't always recognize what those blind spots might be. <p>This part is also to give students an authentic task. I really am looking for input before I develop the next set of SEOT videos.</p> <p>This is also meaningful work. Standing alongside people who are going through a challenging time is one way to make the world a better place. Changing the world to amplify the stories that we don't hear very often... that's hard work.</p> <p>And, if students learn a thing or two about goal setting along the way, then that's a good thing.</p>
<p>62</p> 	<p>I need your help. My name is Mike. I'm the guide on the side in these SEOT goal setting videos.</p> <p>Watch the video:</p> <p>Steps to Success https://youtu.be/uHcuSibo6Hg</p> <p>Slide 62 - The embedded video Welcome to the SEOT Goal Setting Process is owned by the teacher-author: Michael Fuchigami / Educircles and used with permission. https://youtu.be/uHcuSibo6Hg</p>

<p>63</p>  <p>64</p> 	<p>I know that I have unconscious (hidden) bias... It's kind of like an invisible lens that filters the way I see the world.</p> <p>I know everyone sees the world a little differently based on...</p> <ul style="list-style-type: none"> • who we are, • things we learn, • media we consume, and • our lived experiences
<p>65</p>  <p>66</p> 	<p>As someone who creates content...</p> <ul style="list-style-type: none"> • I choose which stories to research and share. • I choose the images, videos, timing and order. • I want to make sure people see themselves reflected in these resources. • But, I don't always know who is invisible <p>Slide 65 - Screenshot of SEOT YouTube channel and under Fair Use (commentary, education, and student research.) https://www.youtube.com/channel/UCNOdO2SuCYATyW0_6HFAJLA/</p>
<p>67</p>  <p>68</p> 	<p>I am biased.</p> <ul style="list-style-type: none"> • We all are. • I see the world through a coloured lens shaped by aspects of my identity and my lived experiences. <p>We can use something called Aspects of identity to figure out</p> <ul style="list-style-type: none"> • what our point of view might be, and • what other points of view might be missing... <p>Aspects of identity are different parts of who we are.</p>

Things to know about me and my Aspects of Identity (slides 69-72) (10 min)

<p>69</p>	<p>Here are some things to know about me (to help give you insight into the biases behind my choices)</p>
<p>70</p>	<p>As I talk about who I am,</p> <ul style="list-style-type: none"> • think about who you are... • ...and how that might shape your invisible lens.
<p>71</p>	<ol style="list-style-type: none"> 1. I'm in my 40s 2. I am a cis male 3. I use the pronouns he / him 4. I'm Asian
<p>72</p>	<ol style="list-style-type: none"> 5. I was born and raised in Canada 6. My parents are immigrants. 7. English is my first language 8. I am physically able 9. I have anxiety and depression 10. I was a teacher

Not all teachers may be comfortable talking about different aspects of their identity. After you play the video, you're welcome to model and share whatever aspects of your identity that you're comfortable sharing with your class.

Invite students to do a think, pair, share. Remind students about the discussion rules (slides 9 to 17). Students should have the right to pass and share what they feel comfortable sharing.

Optional: Handout - Part 5 (page 1) Understanding the impact of aspects of identity (5 min)

<p>Name _____ Class _____ Date _____</p> <p>WHO IS INVISIBLE?</p> <p>Part 5 I am a biased, imperfect human being (slides 61-72)</p> <p>1. Mike is the person who made these SEOT goal-setting videos. Why does he call himself a biased, imperfect human being?</p> <p>_____</p> <p>2. According to this collection, what are four things that shape how we view the world?</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>3. What are aspects of identity? Why are they important to think about?</p> <p>_____</p> <p>4. Mike tells us about some aspects of his identity. List three of them.</p> <p>_____</p> <p>5. We've watched two SEOT goal-setting videos so far. How might these aspects of Mike's identity have influenced his choices when making these videos or lessons?</p> <p>_____</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 5 - Page 1 of 2</p>	<p>Have students fill out Page 1 to demonstrate their understanding of aspects of identity. Infer how Mike's aspects of identity might have shaped the SEOT videos.</p>
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Optional: Handout - Part 5 (page 2) Self Awareness: the impact of our identity (5 min)

<p>Name _____ Class _____ Date _____</p> <p>1. Think about who you are. If you feel comfortable, choose three aspects of your identity to share.</p> <p>2. How might these aspects of your identity shape the way you see the world or influence the choices you make? Write down only what you feel comfortable sharing.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 5 - Page 1 of 1 10/20/21</p>	<p>Have students fill out Page 2 to explore their own self-awareness by reflecting on how our identity might shape our view of the world.</p> <p>Remind students to only share what they feel comfortable disclosing in a public school setting.</p>
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WHO IS INVISIBLE?

Part 4 Why does it matter if groups of people are invisible? (slides 54-60)

1. How is it possible that someone can see themselves reflected in a text and not reflected in a text at the same time?

2. The slideshow basically says that everyone deserves to be seen and heard as much as anyone else. Do you agree with that idea? Explain your thinking.

3. The slideshow talks about “privilege.” Privilege means “a special right, advantage, or immunity granted or available only to a particular person or group.” For example, education is a right, not a privilege.

Do you think it’s a “**privilege**” for people to see themselves represented in novels, textbooks, media, schools, rules, businesses, government, society, etc.? Explain your thinking.

4. Do we have the “**right**” to see ourselves represented in novels, textbooks, media, schools, rules, businesses, government, society, etc.? Explain your thinking.

5. There are different ways people try to help out. What do you think the following terms mean?

Read each sentence carefully. There are subtle differences. What are some advantages and disadvantages to each approach?

- Option 1. Speaking up (or standing up) for **yourself**

- Option 2. Standing up **FOR** somebody else

- Option 3. Standing up **WITH** somebody else

- Option 4. **SPEAKING FOR** somebody else

- Option 5. **Providing opportunities** for somebody else to be seen and heard

6. What does “amplify” mean? How can allies “amplify” voices and stories we don’t often hear?



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PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all question and answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. **I have unconscious bias. I don't know what I don't know.**

If you think an answer in this resource is missing, biased, or incorrect, please email me at Mike@educircles.org with your perspective. This way, I can update this document so we can all benefit from each other's perspectives, lived experiences, and teaching experiences.

Part 4 Why does it matter if groups of people are invisible? (slides 54-60)

1. How is it possible that someone can see themselves reflected in a text and not reflected in a text at the same time? (slide 55)

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2. The slideshow basically says that everyone deserves to be seen and heard as much as anyone else. Do you agree with that idea? Explain your thinking. (slide 56)

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[Redacted answer area for question 2]

3. The slideshow talks about “privilege.” Privilege means “a special right, advantage, or immunity granted or available only to a particular person or group.” For example, education is a right, not a privilege. (slide 57)

Do you think it’s a “**privilege**” for people to see themselves represented in novels, textbooks, media, schools, rules, businesses, government, society, etc.? Explain your thinking.

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4. Do we have the “**right**” to see ourselves represented in novels, textbooks, media, schools, rules, businesses, government, society, etc.? Explain your thinking.

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Age Group	Male (%)	Female (%)
18-24	10	90
25-34	40	60
35-44	50	50
45-54	60	40
55-64	70	30

- Read each sentence carefully. There are subtle differences. What are some advantages and disadvantages to each approach?

[illegible]

Option 2. ***Standing up FOR*** somebody else

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Option 3. ***Standing up WITH*** somebody else

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- Option 4. ***SPEAKING FOR*** somebody else

- © Educircles - Who is Invisible Lesson - Answers - Part 4 - Page 7 of 9
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Option 5. **Providing opportunities** for somebody else to be seen and heard

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6. What does “amplify” mean? How can allies “amplify” voices and stories we don’t often hear?

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- PREVIEW

WHO IS INVISIBLE?

Part 5 I am a biased, imperfect human being (slides 61-72)

1. Mike is the person who made these SEOT goal setting videos. Why does he call himself a biased imperfect human being?

2. According to this slideshow, what are four things that shape how we view the world?

- _____
- _____
- _____
- _____

3. What are Aspects of Identity? Why are they important to think about?

4. Mike tells us about some aspects of his identity. List three of them.

5. We've watched two SEOT goal-setting videos so far. How might these aspects of Mike's identity have influenced his choices when making these videos or lessons?

Name _____ Class _____ Date _____

6. Think about who you are. If you feel comfortable, choose three aspects of your identity to share.

7. How might these aspects of your identity shape the way you see the world or influence the choices you make? Write down only what you feel comfortable sharing.



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PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

ANSWERS / DISCUSSION GUIDE

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Part 5 I am a biased, imperfect human being (slides 61-72)

1. Mike is the person who made these SEOT goal-setting videos. Why does he call himself a biased imperfect human being? (slide 61-63, 67)

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2. According to this slideshow, what are four things that shape how we view the world? (slide 64)

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3. What are Aspects of Identity? Why are they important to think about? (slide 68)

-
- | Category | Count |
|-------------------------|-------|
| All items | 10 |
| Items with a preview | 8 |
| Items without a preview | 2 |

4. Mike tells us about some aspects of his identity. List three of them. (slides 70-72)

-

5. We've watched two SEOT goal-setting videos so far. How might these aspects of Mike's identity have influenced his choices when making these videos or lessons?

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- | Category | Percentage |
|-------------|------------|
| Category 1 | ~95% |
| Category 2 | ~85% |
| Category 3 | ~98% |
| Category 4 | ~90% |
| Category 5 | ~30% |
| Category 6 | ~80% |
| Category 7 | ~15% |
| Category 8 | ~92% |
| Category 9 | ~95% |
| Category 10 | ~25% |
| Category 11 | ~98% |
| Category 12 | ~90% |
| Category 13 | ~65% |
| Category 14 | ~55% |
| Category 15 | ~45% |

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 6

Part 6

Take the challenge.

What patterns can you find?

90 min



Who is Invisible Lesson 6: 90 minutes

PART 6. Take the challenge.

What patterns can you find? (slides 73-76)

OVERVIEW

- **PART 6. Take the challenge - overview - 10 min**
 - Handout overview (slide 73) (10 min)
- **6A Get Ready... Minds on - 10 min**
 - Minds on (slides 74) (5 min)
 - Handout - Part 6 (page 1)
 - A. Get ready... Minds on (5 min)
- **6B Get Set... Watch and analyze the videos - 50 min**
 - STEP 1. Get Set... Watch three videos to get a sense of who is visible and who is invisible (slides 75/76) (5 min)
 - Handout - Part 6 (page 2)
 - B. Get set... Watch and analyze the first video (15 min)
 - Handout - Part 6 (page 3)
 - B. Get set... Watch and analyze the second video (15 min)
 - Handout - Part 6 (page 4)
 - B. Get set... Watch and analyze the third video (15 min)
- **6C Go! What patterns can you find - 20 min**
 - Handout - Part 6 (page 5,6)
 - C. GO! What patterns can you find in the three videos (20 min)



MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 6** (pages 1-6)
- Students will need access to the internet to watch 3 SEOT videos for analysis.
- Optional: You may want to print a class set of **Handout - Part 6** (pages 13-14) which is a cheat sheet with links to the video and keyboard shortcuts for YouTube

About the Challenge (Part 6)

BIG PICTURE:

- give students an opportunity to think about themselves (Self-Awareness.)
- give background information and common vocabulary about stereotypes (single stories.)
- ask students to identify which groups of people might be invisible (Social Awareness.)

By thinking about who they are, hopefully, students will own this task and look for groups of people that are meaningful to them. That might be

- race,
- gender,
- age,
- social-economic class,
- sexual orientation,
- physical or mental ability,
- culture,
- appearance,
- nationality,
- etc.

Note: none of these words have been used in the slideshow and that is by design.

The handout package in Part 6 leads students through the analysis and evaluation portions of the Who is Invisible Challenge. (If you are short on time, do the SHORT ANALYSIS.)

NOTE: The handouts **DO NOT** walk students through the process of researching and creating an alternate script.

As a real-world challenge, teachers and students are invited to figure out a way to either 1) re-write the script for one of the SEOT videos, or 2) come up with your own way to amplify the stories of a group of people.

The handouts in lesson 12 only guide students through reflection questions after they have written a script or chosen another way to amplify stories.

- Option 1 Reflection - Re-writing a script (Page 17, 18)
- Option 2 Reflection - Choosing your own way to amplify the stories of a group of people (page 19, 20)

Part 6 Handout Overview:

SIMPLE ANALYSIS

- Page 1 A. Get ready... Minds on!
- Page 2, 3, 4 B. Get Set... Watch three videos to get a sense of who is visible and who is invisible.
- Video 1 (pg 2)
 - Video 2 (pg 3)
 - Video 3 (pg 4)
- Page 5, 6 C. GO! What patterns can you find?

NOTE: Stop here if you don't have time to do a deep analysis with your class or to create alternative stories.

DEEP ANALYSIS

Introduction

- Page 7 D. Digging deeper into the data. Why numbers matter.
- Page 8 Geena Davis Institute on Gender in Media

Planning / Designing our tracking sheet

- Page 9, 10, 11 E. How will we analyze the videos?
- Page 12 F. How will we evaluate the videos?

Do the experiment

- Page 13, 14 G. Analyze / Evaluate videos using your tracking sheet. (Conduct your research)
Cheat sheet to make the analysis easier

Interpret results / Reflection

- Page 15 H. Interpret your results
- Page 16 I. What else could we investigate to see who is invisible?

Amplify other stories

- Page 17, 18 J. Create an alternative - Option 1 Reflection - Re-writing a script
- Page 19, 20 Option 2 Reflection - Choosing your own way to amplify stories

Teaching Suggestions

- During the deep analysis, when students are conducting their research and analyzing the videos (lesson 10), it's probably best to have each group only analyze 3 videos.
 - Groups who are faster can analyze more, but you probably want to move on to interpreting results (lesson 11) as an entire class.
- Even though there are many things we could quantify and measure, it's probably easier to have students count things (i.e. number of times a group of people appear on-screen) instead of measure things (i.e. number of seconds a group of people appear on-screen.)
 - Students in older grades will probably find measuring things more insightful. (i.e. two groups of people might be on screen the same number of times, but the duration might be significantly different.)

Doing the Challenge as individuals or in small groups

- Students work as individuals or in small groups / pairs to do the challenge (part 6.)
- **Tell students working in small groups that Collaboration is not the same as teamwork.**
 - Teamwork comes in different styles: collaboration, cooperation, and coordination.
 - Oftentimes, students divide and conquer tasks when working in groups and this is an example of cooperation and coordination.
 - Collaboration in this assignment would be for students to **create** new information that didn't exist before the group came together. For example,
 - **Creating** a way to track or measure how that group of people is represented in the videos.
 - Jointly **creating** the criteria used to evaluate whether this group of people are invisible or visible or portrayed as a stereotype or not.
 - **Creating** a way to create an alternative version of the video that amplifies the voices of underrepresented groups.

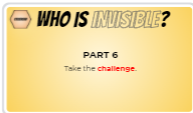
Doing the Challenge as a class

- Students work as individuals or in small groups / pairs to do the first part of the challenge
 - Simple Analysis (pages 1-6)
 - Deep Analysis introduction - why numbers matter (page 7,8)
- Students work as individuals or in small groups / pairs to brainstorm things we could analyze. (This way, everyone is doing some thinking before we work as a class.)
 - Planning / Designing a tracking sheet (pages 9-12)

- Students work as a class to analyze the set of 20 videos
 - Students present / share their ideas for a tracking sheet.
 - Have a class conversation and create a common class assessment tool (tracking sheet) based on input from the class.
 - Use this class-created tracking sheet to analyze / evaluate the SEOT videos
 - Divide the 20 videos between the different students.
 - It's okay if multiple groups analyze the same video. It would be interesting to see if they get the same results. (Even though we're using the same tool, different people might interpret things differently.)


PART 6. Take the challenge. (slides 73-79)

Take the Challenge - handout overview (slides 73) (10 min)

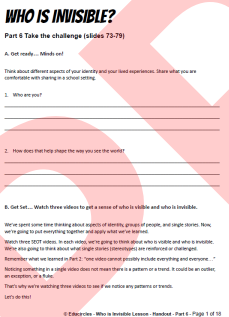
<div data-bbox="219 745 240 766">73</div> <div data-bbox="219 772 240 793">🔊</div> <div data-bbox="253 745 444 856">  </div>	<p>Let's look through the handout package to see what we will be doing:</p> <p>SIMPLE ANALYSIS*</p> <ul style="list-style-type: none"> • A. Get ready... Minds on! (pg 1) • B. Get Set... Watch three videos to get a sense of who is visible and who is invisible. <ul style="list-style-type: none"> ○ Video 1 (pg 2) ○ Video 2 (pg 3) ○ Video 3 (pg 4) • C. GO! What patterns can you find? (pg 5, 6) <p>* note: this is a good place to stop if you don't have time to do a deep analysis or to create alternative stories.</p> <p>DEEP ANALYSIS</p> <p>Introduction</p> <ul style="list-style-type: none"> • D. Digging deeper into the data. Why numbers matter. (pg 7) • Geena Davis Institute on Gender in Media (pg 8) <p>Planning</p> <ul style="list-style-type: none"> • E. How will we analyze the videos? (pg 9, 10, 11) <ul style="list-style-type: none"> ○ Designing our tracking sheet • F. How will we evaluate the videos? (pg 12) <p>Do the experiment</p> <p>Interpret results / Reflection</p> <ul style="list-style-type: none"> • G. Analyze / Evaluate videos using your tracking sheet. (pg 13) • H. What else could we investigate to see who is invisible? (pg 14)
---	---

	<p>Amplify other stories</p> <ul style="list-style-type: none"> • Extension: Create an alternative (pg 15) • Option 1 Reflection - Re-writing a script (pg 15, 16) • Option 2 Reflection - Choosing your own way to amplify the stories of a group of people (pg 17, 18)
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Minds on (slides 74) (5 min)


<p>74</p> 	<p>Minds on:</p> <ul style="list-style-type: none"> • This challenge starts by thinking about ourselves • Who are you? • How does that help shape the way you see the world? <p>Also remind students of the ground rules (slides 10-13)</p> <p>Talking about race and identity can bring up some emotions. What are the seven ground rules?</p> <ol style="list-style-type: none"> 1. You are allowed to have an opinion. (slide 10) 2. Other people are allowed to have their opinion. (slide 11) 3. Your opinions might be different, and that's okay! (slide 12) 4. Treat people with respect (slide 13) 5. It's okay to agree to disagree. 6. It's okay to change your perspective, but they can also stay the same. 7. Give people space to speak for themselves.
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Handout - Part 6 (page 1) A. Get ready... Minds on (5 min)


	<p>Have students fill out Page 1 to activate prior knowledge</p> <p>A. Get ready... Minds on!</p> <ul style="list-style-type: none"> • This challenge starts by thinking about ourselves • Who are you? • How does that help shape the way you see the world? • Remind students <ul style="list-style-type: none"> ○ to only share what they are comfortable sharing. ○ to be respectful. Talking and thinking about race and diversity can bring up powerful emotions. ○ Be respectful in the language we use to describe other groups of people.
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STEP 1. Get Set... Watch three videos to get a sense of who is visible and who is invisible (slides 75/76) (5 min)

75



76



Explain to students

- Students will choose 3 videos to watch and analyze.
- Then, they will look for similarities between how groups of people are portrayed across all 3 videos.

There are many ways to do this.

- Students could all watch the same 3 videos in class.
- If students have access to a device and internet, they could work in groups, partners or solo and choose 3 videos to analyze.

STEP 1. Watch the videos - what patterns can you find?

- Who is visible?
- Who is invisible?
- What single stories (stereotypes) are reinforced?
- What single stories (stereotypes) are challenged?

Handout - Part 6 (page 2) B. Get set... Watch and analyze the 1st video (15 min)

Handout - Part 6 (page 3) B. Get set... Watch and analyze the 2nd video (15 min)

Handout - Part 6 (page 4) B. Get set... Watch and analyze the 3rd video (15 min)

Name: _____ Class: _____ Date: _____

Video 1

3. Which video did you watch? Circle the video title.

SCOT 001 Just Not	SCOT 002 Keep the Circle Alive	SCOT 003 Museum Project	SCOT 004 Black Officers' Monitors
SCOT 005 Star Mapping Video	SCOT 006 Real Challenge	SCOT 007 Check It	SCOT 008 Get Creative
SCOT 009 Ask Why	SCOT 010 Set it Free	SCOT 011 Back to the 2000s	SCOT 012 Museum Project
SCOT 013 Visual Stories	SCOT 014 Do the most right thing	SCOT 015 By something new	SCOT 016 Write it down
SCOT 017 Work Backwards	SCOT 018 Complete the story	SCOT 019 The Conversation	SCOT 020 The 2000 Project

4. Who is visible?

5. Who is invisible?

6. What single stories (stereotypes) are reinforced?

7. What single stories (stereotypes) are challenged?

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Have students fill out Page 2,3,4 to identify

- Who is visible?
- Who is invisible?
- What single stories are reinforced.
- What single stories are challenged.

Remind students

- to only share what they are comfortable sharing.
- to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.
- Be respectful in the language we use to describe other groups of people.

Handout - Part 6 (page 5,6) C. GO! What patterns can you find (20 min)

<p>Name _____ Class _____ Date _____</p> <p>C. GO! What patterns can you find?</p> <p>Look back at your observations for the three videos.</p> <p>18. Which group of people was invisible or not really represented in all three videos you watched? Give examples from each video to prove your point.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>19. Which group of people was invisible or not really represented in all three videos you watched? Is the group of people also invisible or not really seen in other texts, media texts or parts of life? Explain your thinking.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 5 of 10 v2022-01-19</p> <p>Name _____ Class _____ Date _____</p> <p>20. Describe a single story (stereotype) that was reinforced in all of the videos. Give examples from each video. Explain how this example reinforces and perpetuates the stereotype.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>21. What single stories (stereotypes) are challenged? Give examples from each video. Explain how this example breaks a single story.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 6 of 10 v2022-01-19</p>	<p>Have students fill out Page 2-4 to look for patterns in who is visible / invisible and how single stories are reinforced / challenged.</p> <p>There are many ways to do this.</p> <ul style="list-style-type: none">• Students could all watch the same 3 videos in class.• Students work in groups and choose 3 videos to analyze.• Remind students<ul style="list-style-type: none">○ to only share what they are comfortable sharing.○ to be respectful. Talking and thinking about race and diversity can bring up powerful emotions.○ Be respectful in the language we use to describe other groups of people.
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WHO IS INVISIBLE?

Part 6 Take the challenge (slides 73-79)

A. Get ready... Minds on!

Think about different aspects of your identity and your lived experiences. Share what you are comfortable with sharing in a school setting.

1. Who are you?

2. How does that help shape the way you see the world?

B. Get Set... Watch three videos to get a sense of who is visible and who is invisible.

We've spent some time thinking about aspects of identity, groups of people, and single stories. Now, we're going to put everything together and apply what we've learned.

Watch three SEOT videos. In each video, we're going to think about who is visible and who is invisible. We're also going to think about what single stories (stereotypes) are reinforced or challenged.

Remember what we learned in Part 2: "one video cannot possibly include everything and everyone..."

Noticing something in a single video does not mean there is a pattern or a trend. It could be an outlier, an exception, or a fluke.

That's why we're watching three videos to see if we notice any patterns or trends.

Let's do this!

Video 1

3. Which video did you watch? Circle the video title.

SEOT 001 Just Start	SEOT 002 Keep the streak alive	SEOT 003 Measure Progress	SEOT 004 Stop, Observe, Wonder
SEOT 005 Stop digging holes	SEOT 006 Fail Challenge	SEOT 007 Check In	SEOT 008 Get Creative
SEOT 009 Ask Why	SEOT 010 Set a timer	SEOT 011 Stick to the plan	SEOT 012 Procrastinate with purpose
SEOT 013 Visualize Success	SEOT 014 Do the next right thing	SEOT 015 Pivot Try something new	SEOT 016 Write it down
SEOT 017 Work Backwards	SEOT 018 Celebrate Small Wins	SEOT 019 Find Correlations	SEOT 020 Play with mistakes

4. Who is visible?

5. Who is invisible?

6. What single stories (stereotypes) are reinforced?

7. What single stories (stereotypes) are challenged?

Video 2

8. Which video did you watch? Circle the video title.

SEOT 001 Just Start	SEOT 002 Keep the streak alive	SEOT 003 Measure Progress	SEOT 004 Stop, Observe, Wonder
SEOT 005 Stop digging holes	SEOT 006 Fail Challenge	SEOT 007 Check In	SEOT 008 Get Creative
SEOT 009 Ask Why	SEOT 010 Set a timer	SEOT 011 Stick to the plan	SEOT 012 Procrastinate with purpose
SEOT 013 Visualize Success	SEOT 014 Do the next right thing	SEOT 015 Pivot Try something new	SEOT 016 Write it down
SEOT 017 Work Backwards	SEOT 018 Celebrate Small Wins	SEOT 019 Find Correlations	SEOT 020 Play with mistakes

9. Who is visible?

10. Who is invisible?

11. What single stories (stereotypes) are reinforced?

12. What single stories (stereotypes) are challenged?

Video 3

13. Which video did you watch? Circle the video title.

SEOT 001 Just Start	SEOT 002 Keep the streak alive	SEOT 003 Measure Progress	SEOT 004 Stop, Observe, Wonder
SEOT 005 Stop digging holes	SEOT 006 Fail Challenge	SEOT 007 Check In	SEOT 008 Get Creative
SEOT 009 Ask Why	SEOT 010 Set a timer	SEOT 011 Stick to the plan	SEOT 012 Procrastinate with purpose
SEOT 013 Visualize Success	SEOT 014 Do the next right thing	SEOT 015 Pivot Try something new	SEOT 016 Write it down
SEOT 017 Work Backwards	SEOT 018 Celebrate Small Wins	SEOT 019 Find Correlations	SEOT 020 Play with mistakes

14. Who is visible?

15. Who is invisible?

16. What single stories (stereotypes) are reinforced?

17. What single stories (stereotypes) are challenged?

C. GO! What patterns can you find?

Look back at your observations for the three videos.

18. Which group of people was visible in all three videos you watched? Give examples from each video to prove your point.

19. Which group of people was invisible (or not really represented) in all three videos you watched? Is this group of people also invisible or not really seen in other texts, media texts or parts of life? Explain your thinking.

Name _____ Class _____ Date _____

20. Describe a single story (stereotype) that was reinforced in all of the videos. Give examples from each video. Explain how this example reinforces and perpetuates the stereotype.

21. What single stories (stereotypes) are challenged? Give examples from each video. Explain how this example breaks a single story.

D. Digging deeper into the data. Why numbers matter.

In Part C, we've started to notice some patterns. Some groups of people are visible. Others, not so much.

In this section, we are going to conduct our own research to find numbers to prove or disprove our ideas.

Before we analyze these SEOT goal-setting videos, let's take a moment to think about movies, TV shows, and streaming media. Think about the following statements.

22. Do you strongly agree, agree, disagree, or strongly disagree with the following statement:

"Boys and girls are equally represented in film and television."

Explain your thinking with examples.

23. Do you strongly agree, agree, disagree, or strongly disagree with the following statement:

"Family entertainment is a safe haven for female characters."

Explain your thinking with examples.

24. Do you strongly agree, agree, disagree, or strongly disagree with the following statement:

"Gender imbalance issues have gotten better over time."

Explain your thinking with examples.

Geena Davis Institute on Gender in Media

Geena Davis is an Academy Award winning actress. She also produces movies, tv series, and documentaries. While watching TV with her daughter, she noticed a lot of children's shows lacked female characters. So, she started to look into the numbers.

She founded the Geena Davis Institute on Gender in Media. They conduct research, watch media, count things and see if things are improving or not. Here are some things they have discovered by counting:

- "MYTH: Boys and girls are equally represented in film and television.
FACT: Even among the top-grossing G-rated family films, **girl characters are out numbered by boys three-to-one.**"
- "MYTH: Family entertainment is a safe haven for female characters.
FACT: Astoundingly, **even female characters in family films serve primarily as 'eye candy.'** "
- "MYTH: Gender imbalance issues have gotten better over time.
FACT: **Statistically, there has been little forward movement for girls in media in six decades.**"
- Source: Geena Davis Institute on Gender in Media: Gender in Media - The Myths & Facts
<https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts/>

Why does this matter?

Because we are shaped by the stories we are told. Here are some quotes from their website:

- "Nearly two-thirds (63%) of women that work in STEM say the character of Dana Scully from The X-Files served as their role model."
- "7 in 10 girls say that Katniss from The Hunger Games and Princess Merida from Brave influenced their decision to take up archery."
- "If women and girls don't see themselves on screen as STEM professionals, they're less likely to pursue those career paths." - Geena Davis.
- Sources: <https://seejane.org/about-us/whats-the-issue/> and <https://seejane.org/research-informs-empowers/content-creators-stem-toolkit/>

It makes sense the philosophy behind the Geena Davis Institute on Gender in Media is, "if she can see it, she can be it."

Why do numbers matter?

- Measuring something helps us to know if things are getting better or worse.
- We can use numbers and statistics to prove or disprove ideas and gut feelings.
- It's hard to reach a goal if we don't measure something.

E. How will we analyze the videos?

In Part C, we spent some time thinking about different groups of people. Choose one observation about how a group of people is portrayed (or not portrayed) in the videos. Let's see if this observation is true for other resources.

25. Write down who is invisible or what single story you think is being perpetuated. (This is our hypothesis that we are going to be testing in this activity.)

Our Hypothesis: _____

Designing our tracking sheet

26. Brainstorm some different comparison words (antonyms) we could use to test our hypothesis from Question #25.

_____ vs _____
_____ vs _____
_____ vs _____

27. Brainstorm different parts of a video we could analyze. (Things we see or hear.)

_____, _____, _____
_____, _____, _____

28. What could we count in the videos to test your idea? What can we quantify?

Although it might be interesting to measure the number of seconds or the area of screen space used, this would probably be too complex for this assignment.

Let's focus on things we can count on a tally chart.

- How many _____
- How often _____

29. Brainstorm different groups of people in the same category (aspect of identity) that we could look for to look into our hypothesis from Question #25.

- _____
- _____
- _____
- _____

Name _____ Class _____ Date _____

30. Design your tracking sheet on a separate piece of paper. Here's are four ideas to start you off. You can also design your own table layout to meet your needs.

Template #1

	Opposite Words (Antonym)		Not included	not sure
Groups of People	_____	_____		

Template #2

	Opposite Words (Antonym)			Not included	not sure
Groups of People	_____	(kind of)	_____		

Template #3

	Opposite Words (Antonym)					Not included	not sure
Groups of People	_____		(kind of)	_____			

Template #4

	Category 1 Opposite Words (Antonym)		Category 2 Opposite Words (Antonym)		Not included	not sure
Groups of People	_____	_____	_____	_____		

31. How can we be consistent when we collect data? What words do we need to define more clearly so that someone else using our tracking sheet can expect to get the same results with the same video?

This is like coming up with a rubric and things to look-for in each level. For example, if I am looking to tally people being “active” or “passive,” I need to define what to “look-for.”

Active		kind of		Passive
- running - doing most of the talking - full of energy	- jogging - talking	- walking - talking a bit - low energy	- slowly moving - active listening and nodding their head	- standing or lying down - listening - watching

Use the space below to define and give examples for the words on your tracking sheet.

Examples of what _____ looks like:

- _____
- _____

Examples of what _____ looks like:

- _____
- _____

Examples of what _____ looks like:

- _____
- _____

Examples of what _____ looks like:

- _____
- _____

F. How will we evaluate the videos?

Before we look at the videos to collect data, let's think about what sort of numbers we might expect if a group of people are visible, poorly represented, misrepresented, or completely invisible.

In other words, what will the numbers look like if our statement from question #25 is true or false.

Consider the following scenarios:

- Does a group of people have to have the same score as another group of people to be considered equal?
- What if a group of people is completely missing from 19 videos, but they appear in most of the 20th video. Is this group considered invisible?
- Is it enough to say one group is **more** or **less** visible or does there have to be a big difference between the two groups?

32. Look at your tracking sheet. What criteria will we use to judge if a group of people are invisible in these videos? In other words, what sort of numbers would we expect if a group was invisible?

33. Look at your tracking sheet. How could we prove if a single story is reinforced or broken? What would the numbers look like?

34. Decide which videos you will watch and analyze with your tracking sheet. Will it be the three videos you watched earlier in Part B or a different set of videos?

G. Analyze and Evaluate the videos using your tracking sheet. (Conduct your research)

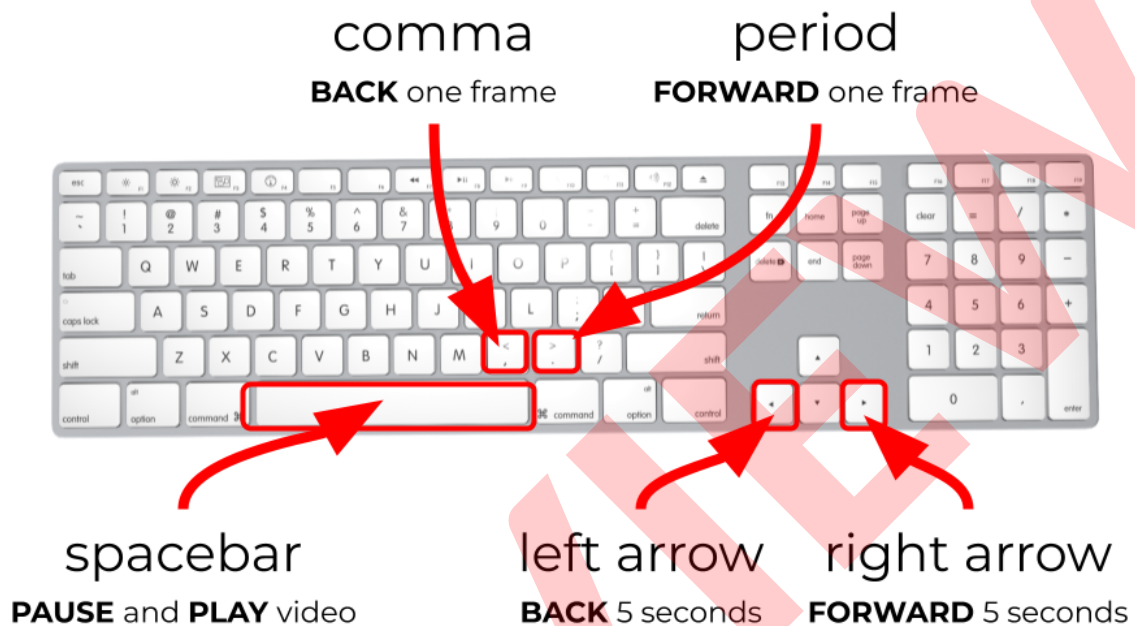
Use the tracking sheet you made in Part E to analyze the videos. You will probably have to make multiple copies of your tracking sheet.

Here are a few life hacks to make analyzing the videos easier:

Title	Script	YouTube video
Welcome Video	https://seot.ca/welcome	https://youtu.be/uHcuSibo6Hg
1. Just Start	https://seot.ca/001	https://youtu.be/v4DGKdQeTK0
2. Keep the streak alive	https://seot.ca/002	https://youtu.be/mBvKcUGVEJ4
3. Measure Progress	https://seot.ca/003	https://youtu.be/i68_gYB6gHI
4. Stop, Observe, Wonder	https://seot.ca/004	https://youtu.be/KIxB9gXsLY0
5. Stop digging holes	https://seot.ca/005	https://youtu.be/lfs0_leW--Q
6. Fail Challenge	https://seot.ca/006	https://youtu.be/X1FdGRzPQ80
7. Check In	https://seot.ca/007	https://youtu.be/OwOYbvNYOdc
8. Get Creative	https://seot.ca/008	https://youtu.be/8K4ks6VE9jk
9. Ask Why	https://seot.ca/009	https://youtu.be/pu-_KXtDPkk
10. Set a timer	https://seot.ca/010	https://youtu.be/CWhw3QgIJJo
11. Stick to the plan	https://seot.ca/011	https://youtu.be/h5sd2IJJhQ
12. Procrastinate with purpose	https://seot.ca/012	https://youtu.be/K-vhmkpNwgU
13. Visualize Success	https://seot.ca/013	https://youtu.be/IWJ2ZCGJHZE
14. Do the next right thing	https://seot.ca/014	https://youtu.be/kUUrPe6_SGA
15. Pivot. Try something new	https://seot.ca/015	https://youtu.be/_VAMtObyLgM
16. Write it down	https://seot.ca/016	https://youtu.be/qAgH9T6oIQk
17. Work Backwards	https://seot.ca/017	https://youtu.be/EI5wZNbuQIY
18. Celebrate Small Wins	https://seot.ca/018	https://youtu.be/JUNLn6mj-2Q
19. Find Correlations	https://seot.ca/019	https://youtu.be/URr7OTs97h4
20. Play with mistakes	https://seot.ca/020	https://youtu.be/OBuyx3uKeIY

Keyboard shortcuts to make it easier to analyze YouTube videos

These short cuts work on a laptop, desktop, or Chromebook. They won't work on mobile.



1. Use the **SPACEBAR** to start and stop the video.
2. When the video is paused, use the **COMMA** key and the **PERIOD** key to go backward and forwards by one frame.
3. Use the **LEFT ARROW** and **RIGHT ARROW** to go backward and forwards by 5 seconds

Other cool YouTube keyboard shortcuts include:

- **F** will toggle between full screen and regular mode
- **M** will mute or unmute the volume.

H. Interpret your results

Once you have collected your data, answer the following questions:

35. Was your hypothesis and initial observations in question #25 correct for the other videos you analyzed? What do the numbers tell you? Give examples and explain what the numbers might mean.

36. How can you show your results so that a person looking at a chart, graph or table can quickly see if one group of people is more or less visible than another?

37. Were there any unexpected results or single stories that you realized while doing this activity? Comment on something you learned while doing this activity.

I. What else could we investigate to see who is invisible?

38. Do you think your hypothesis from Question #25 also applies to other areas of life? For example, YouTube series, streaming media, Hollywood movies, school resources, newspaper articles, viral videos, etc? Why or why not. Explain your thinking.

39. Pretend you are hired to conduct research into this question of who is invisible. You are asked to collect data to see if a group of people are invisible in another area of life. What would you investigate?

40. You are asked to modify your tracking sheet and the way you conduct your research to see if a group of people are invisible or not. Based on what you've learned from this activity, what would you change and why?

J. Create an alternative

You've analyzed some videos. You've identified groups of people who may be invisible or portrayed in stereotypical ways (i.e. single stories.) How can we help amplify the stories, images and voices of groups of people that we don't often hear?

OPTION 1: On a separate piece of paper, re-write the script for one of the SEOT videos in a way that focuses on a group of people that is under-represented based on your analysis.

OPTION 2: Come up with your own way to amplify the stories, images and voices of a group of people that is under-represented based on your analysis.

41. Which option are you choosing? Circle the option above.

Option 1 Reflection - Re-writing a script

42. Which video are you re-writing a script for.

1. Just Start	2. Keep the streak alive	3. Measure Progress	4. Stop, Observe, Wonder
5. Stop digging holes	6. Fail Challenge	7. Check In	8. Get Creative
9. Ask Why	10. Set a timer	11. Stick to the plan	12. Procrastinate with purpose
13. Visualize Success	14. Do the next right thing	15. Pivot. Try something new	16. Write it down
17. Work Backwards	18. Celebrate Small Wins	19. Find Correlations	20. Play with mistakes

43. Which group of people did the original script in the video focus on? Explain your thinking.

44. Which group of people does your new script focus on? Explain your thinking.

Name _____ Class _____ Date _____

45. How does your new script amplify the voice of a group of people or break a single story? Give examples from your script and explain how this amplifies a story or breaks a stereotype.

46. We know that one story cannot be all things to all peoples. (That's why we need many stories.)

How might your new script accidentally reinforce a single story for a different group of people? Give examples from your script and explain how this might continue to perpetuate a stereotype or single story.

Option 2 Reflection - Choosing your own way to amplify the stories of a group of people

47. Which group of people did you feel was invisible or portrayed in stereotypical ways (i.e. single stories) in the SEOT videos? Explain your thinking.

48. Which group of people did you decide to try to amplify? Explain your thinking.

49. Describe what you did to try to amplify the stories, images or voices of this group of people?

Name _____ Class _____ Date _____

50. How do your actions help amplify the voice of a group of people or break a single story? Give examples from what you did and explain how this amplifies a story or breaks a stereotype.

51. We know that one story cannot be all things to all peoples. (That's why we need many stories.)

How might your actions accidentally reinforce a single story for a different group of people? Give examples from your actions and explain how this might continue to perpetuate a stereotype or single story.

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 7

Part 6

Take the challenge.

INTRO: Digging Deeper into Data.

50 min



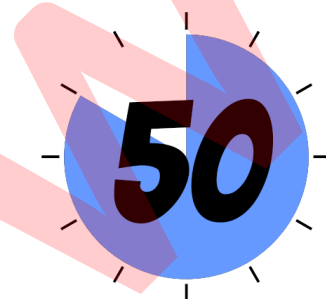
Who is Invisible Lesson 7: 50 minutes

PART 6. Take the challenge.

INTRO: Digging Deeper into Data. Why numbers matter

OVERVIEW

- **6D. Digging deeper into the data. Why numbers matter.**
 - Four Corners: Boys and girls in film and television - 40 min
 - Handout - Part 6 (page 7)
D. Digging deeper into the data.
 - Discussion - What the numbers actually tell us. (10 min)
 - Handout - Part 6 (page 8)
Geena Davis Institute on Gender in Media.



MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Class set of **Handout - Part 6** (pages 7,8)

Minds on - Four Corners: Boys and girls in film and television - 40 min

Handout - Part 6 (page 7) D. Digging deeper into the data. Why numbers matter.

<p>Name _____ Class _____ Date _____</p> <p>D. Digging deeper into the data. Why numbers matter.</p> <p>In Part C, we've started to notice some patterns. Some groups of people are visible. Others, not so much. In this section, we are going to conduct our own research to find numbers to prove or disprove our ideas. Before we analyze these SEOT goal-setting videos, let's take a moment to think about movies, TV shows, and streaming media. Think about the following statements.</p> <p>22. Do you strongly agree, agree, disagree, or strongly disagree with the following statement: "Boys and girls are equally represented in film and television." Explain your thinking with examples.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>23. Do you strongly agree, agree, disagree, or strongly disagree with the following statement: "Family entertainment is a safe haven for female characters." Explain your thinking with examples.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>24. Do you strongly agree, agree, disagree, or strongly disagree with the following statement: "Gender imbalance issues have gotten better over time." Explain your thinking with examples.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><small>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 7 of 10 0022-01-19</small></p>	<p>In Part C, we've started to notice some patterns. Some groups of people are visible. Others, not so much.</p> <p>In this section, we are going to conduct our own research to find numbers to prove or disprove our ideas.</p> <p>Before we analyze these SEOT goal-setting videos, let's take a moment to think about movies, TV shows, and streaming media.</p> <p>Write the following statement on the board and do a four corners activity.</p> <p>Statement #1 (12-15 minutes) "Boys and girls are equally represented in film and television."</p> <ol style="list-style-type: none">1. Students write down their responses in the handout. (2 min)2. Students go into separate corners of the room based on whether they strongly agree, agree, disagree, or strongly disagree3. Give students a few minutes to brainstorm reasons / examples within their corner groups. (3 min)4. Have a small debate. Students are allowed to switch corners if they are persuaded. (5 min) <p>Statement #2: (12-15 minutes) "Family entertainment is a safe haven for female characters."</p> <p>Statement #3: (12-15 minutes) "Gender imbalance issues have gotten better over time."</p>
--	---

Handout - Part 6 (page 8) Discussion - Geena Davis Institute on Gender in Media. (10 min)

Name: _____ Class: _____ Date: _____

Geena Davis Institute on Gender in Media

Geena Davis is an Academy Award winning actress. She also produces movies, tv series, and documentaries. Since working TV and her magazine, she noticed a lot of imbalance when it came to female characters. So, she started to look into the numbers.

The Geena Davis Institute on Gender in Media. They conduct research, watch media, count things and see if things are improving or not. Here are some things they have discovered by counting:

- "MYTH: Boys and girls are equally represented in film and television.
FACT: Even among the top-grossing G-rated family films, girl characters are outnumbered by boys three-to-one."
- "MYTH: Family entertainment is a safe haven for female characters.
FACT: Astoundingly, even female characters in family films serve primarily as 'eye candy.'"
- "MYTH: Gender imbalance issues have gotten better over time.
FACT: Statistically, there has been little forward movement for girls in media in six decades."

Source: Geena Davis Institute on Gender in Media: Gender in Media - The Myths & Facts
<https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts/>

Why does this matter?

Because we are shaped by the stories we are told. Here are some quotes from their website:

- "Nearly two-thirds (63%) of women that work in STEM say the character of Dana Scully from The X-Files served as their role model."
- "7 in 10 girls say that Katniss from The Hunger Games and Princess Merida from Brave influenced their decision to take up archery."
- "If women and girls don't see themselves on screen as STEM professionals, they're less likely to pursue those career paths." - Geena Davis.
- Sources: <https://seejane.org/about-us/whats-the-issue/> and <https://seejane.org/research-informs-empowers/content-creators-stem-toolkit/>

It makes sense the philosophy behind the Geena Davis Institute on Gender in Media is, "if she can see it, she can be it."

Why do numbers matter?

- Measuring something helps us to know if things are getting better or worse.
- We can use numbers and statistics to prove or disprove ideas and gut feelings.
- It's hard to reach a goal if we don't measure something.

Discuss the research conducted by the Geena Davis Institute on Gender in Media

"MYTH: Boys and girls are equally represented in film and television.

- **FACT: Even among the top-grossing G-rated family films, girl characters are out numbered by boys three-to-one."**

"MYTH: Family entertainment is a safe haven for female characters.

- **FACT: Astoundingly, even female characters in family films serve primarily as 'eye candy.'**"

"MYTH: Gender imbalance issues have gotten better over time.

- **FACT: Statistically, there has been little forward movement for girls in media in six decades."**

Source: Geena Davis Institute on Gender in Media: Gender in Media - The Myths & Facts
<https://seejane.org/research-informs-empowers/gender-in-media-the-myths-facts/>

Why does this matter? Because we are shaped by the stories we are told. Here are some quotes from their website:

- "Nearly two-thirds (63%) of women that work in STEM say the character of Dana Scully from The X-Files served as their role model."
- "7 in 10 girls say that Katniss from The Hunger Games and Princess Merida from Brave influenced their decision to take up archery."
- "If women and girls don't see themselves on screen as STEM professionals, they're less likely to pursue those career paths." - Geena Davis.
- Sources: <https://seejane.org/about-us/whats-the-issue/> and <https://seejane.org/research-informs-empowers/content-creators-stem-toolkit/>

It makes sense the philosophy behind the Geena Davis Institute on Gender in Media is, "if she can see it, she can be it."

Why do numbers matter?

- Measuring something helps us to know if things are getting better or worse.
- We can use numbers and statistics to prove or disprove ideas and gut feelings.
- It's hard to reach a goal if we don't measure something.

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 8

Part 6

Take the challenge.

PLANNING: How to analyze the videos

105 min

Who is Invisible Lesson 8: 105 minutes

PART 6. Take the challenge.

PLANNING: How to analyze the videos (slides 77)

OVERVIEW

- **6E. How will we analyze the videos?**
 - Minds-on: STEP 2. Analyze the videos (slide 77) (5 min)
 - Handout - Part 6 (page 9)
 - E. How will we analyze the videos? (25 min)
 - Choosing an observation (hypothesis) to focus on (5 min)
 - Designing our tracking sheet - brainstorming (20 min)
 - CHECKPOINT / Work Period (25 min)
 - Handout - Part 6 (page 10)
 - Designing our tracking sheet - layout (25 min)
 - Handout - Part 6 (page 11)
 - Designing our tracking sheet - creating “look fors” (25 min)



MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.


- Slideshow (**Slideshow**)
 - Class set of **Handout - Part 6** (pages 9,10,11)
 - Class set of **Handout - Tracking Sheet***
- * students may find it useful to have this in a digital format to create their own tracking sheet.

THINGS TO CONSIDER

- **CHECKPOINT:** You may want to have students get their observation hypothesis checked by a teacher to make sure they are on the right track (page 9, question 25)
 - Are they using respectful language?
 - Is the hypothesis about a group of people (and not individuals)
- You might consider doing each page (pg 9, 10, 11) on separate days so that slower groups can finish work at home.
- The next lesson focuses on thinking about what results they might expect to see if their hypothesis is true or false.

STEP 2. Analyze the videos (slides 77)

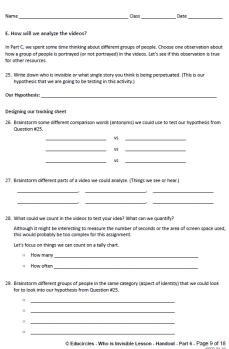
Minds on (5 min)

	<p>Minds on - Have a quick discussion about how we could analyze</p> <p>Guiding questions</p> <ul style="list-style-type: none">• What could you count or measure to test your ideas?• How can you be consistent as you collect data?• How will you show your results?
---	--

Handout - Part 6 (page 9) E. How will we analyze the videos?

Choosing an observation hypothesis to focus on (5 min)

Designing our tracking sheet - brainstorming (20 min)

	<p>E. How will we analyze the videos?</p> <p>Students work independently or in small groups</p> <p>Choose one observation about how a group of people is portrayed (or not portrayed) in the videos. (5 minutes)</p> <ul style="list-style-type: none">• Write down their observation hypothesis in question #25.• Let's see if this observation is true for other resources. <p>Designing our tracking sheet - Brainstorming (20 minutes)</p> <ul style="list-style-type: none">• Brainstorm some different comparison words (antonyms) we could use to test our hypothesis - Question #26.• Brainstorm different parts of a video we could analyze. (Things we see or hear.) Question #27.• What could we count in the videos to test your idea? What can we quantify? Focus on things we can count on a tally chart. Question #28.• Brainstorm different groups of people in the same category (aspect of identity) that we could look for to investigate our hypothesis - Question # 29.
--	--

CHECKPOINT / Work Period (25 min)

	<ul style="list-style-type: none">• You may want to have students get their observation hypothesis checked by a teacher to make sure they are on the right track (page 9, question 25)• Are they using respectful language?• Is the hypothesis about a group of people (and not an individual)
--	--

Handout - Part 6 (page 10)

Designing our tracking sheet - layout (25 min)

Name _____ Class _____ Date _____

30. Design your tracking sheet on a separate piece of paper. Here are four ideas to start you off. You can also design your own table layout to meet your needs.

Template #1

Observer Words (Antonyms)	Yes	No
Group of People		

Template #2

Observer Words (Antonyms)	Yes	No
Group of People		

Template #3

Observer Words (Antonyms)	Yes	No
Group of People		

Template #4

Category 1 Observer Words (Antonyms)	Category 2 Observer Words (Antonyms)	Yes	No
Group of People			

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Designing our tracking sheet - Layout (20 minutes)

- Design your tracking sheet on a separate piece of paper. (Question #30)
- There are four template ideas to start from. (Or, students can design their own table layout to meet your needs.)
- Students may find it useful to use the **blank template file** as a starting point. **Handout - Tracking Sheet**

Handout - Part 6 (page 11)

Designing our tracking sheet - creating “look-fors” (25 min)

Name _____ Class _____ Date _____

31. How can we be consistent when we collect data? What words do we need to define more clearly so that someone else using our tracking sheet can expect to get the same results with the same video?

This is like coming up with a rubric and things to look-for in each level. For example, if I am looking to tally people being “active” or “passive,” I need to define what to “look-for”:

Active	Mid point	Passive
running	standing	standing or lying
moving most of the talking	nodding	nodding
full of energy	low energy	low energy

Use the space below to define and give examples for the words on your tracking sheet.

Examples of what _____ look-for:

- _____
- _____

Examples of what _____ look-for:

- _____
- _____

Examples of what _____ look-for:

- _____
- _____

Examples of what _____ look-for:

- _____
- _____

Class discussion (5 min):

- How can we be consistent when we collect data?
- What words do we need to define more clearly so that someone else using our tracking sheet can expect to get the same results with the same video?

This is like coming up with a rubric and things to look-for in each level. For example, if I am looking to tally people being “active” or “passive,” I need to define what to “look-for”:

- Active: running, doing most of the talking, full of energy
- Kind of active: jogging, talking
- Mid point: walking, talking a bit, low energy
- Kind of passive: slowly moving, listening actively (i.e. nodding their head)
- Passive: standing, lying down, listening, watching

Creating a rubric / “look-fors” (20 minutes)

- Students clarify what their antonyms are (question #31)

WHO IS INVISIBLE?



Tracking Sheet

Title of text: _____ Author: _____

Opposite words (Antonym) you are analyzing: _____ VS _____.

1. How many examples can you find where a group of people are portrayed as one of these categories. Fill out the table below and keep tally of your observations.

Groups of People	Opposite Words (Antonym)		Not included	not sure
	_____	_____		

2. Describe one of your examples. Explain why you categorized it the way you did. (Make sure to include page numbers or timestamps in your example so other people can find your example.)

WHO IS INVISIBLE?



Analysis Recording Sheet

Title of text: _____ Author: _____

Opposite words (Antonym) you are analyzing: _____ VS _____.

1. How many examples can you find where a group of people are portrayed as one of these categories. Fill out the table below and keep tally of your observations.

Groups of People	Opposite Words (Antonym)			Not included	not sure
	_____	(kind of)	_____		

2. Describe one of your examples. Explain why you categorized it the way you did. (Make sure to include page numbers or timestamps in your example so other people can find your example.)

WHO IS INVISIBLE?



Analysis Recording Sheet

Title of text: _____ Author: _____

Opposite words (Antonym) you are analyzing: _____ VS _____.

1. How many examples can you find where a group of people are portrayed as one of these categories. Fill out the table below and keep tally of your observations.

	Opposite Words (Antonym)					Not included	not sure
Groups of People	(kind of)						

2. Describe one of your examples. Explain why you categorized it the way you did. (Make sure to include page numbers or timestamps in your example so other people can find your example.)

WHO IS INVISIBLE?



Analysis Recording Sheet

Title of text: _____ Author: _____

Opposite words (Antonym) you are analyzing: _____ VS _____
and _____ VS _____

1. How many examples can you find where a group of people are portrayed as one of these categories. Fill out the table below and keep tally of your observations.

Groups of People	Category 1 Opposite Words (Antonym)		Category 2 Opposite Words (Antonym)		Not included	not sure
	_____	_____	_____	_____		

2. Describe one of your examples. Explain why you categorized it the way you did. (Make sure to include page numbers or timestamps in your example so other people can find your example.)

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 9

Part 6

Take the challenge.

PLANNING: How to evaluate the videos

55 min



Who is Invisible Lesson 9: 55 minutes

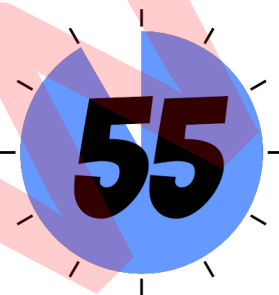
PART 6. Take the challenge.

PLANNING: How to evaluate the videos (slides 78)

CHECKPOINT / Work Period

OVERVIEW

- **6F. How will we evaluate the videos? (30 min)**
 - Minds-on: STEP 3. Evaluate the videos (slide 78) (5 min)
 - Handout - Part 6 (page 12)
 - F. How will we evaluate the videos? (25 min)
- **CHECKPOINT / Work Period (25 min)**



MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.


- Slideshow (**Slideshow**)
- Class set of **Handout - Part 6** (page 12)

THINGS TO CONSIDER

- **CHECKPOINT:** You will want to check the student-created tracking sheet to make sure they are on the right track
 - Are they using respectful language?
 - Have they included the group of people mentioned in their hypothesis as one of the groups of people they are collecting data for?
 - Is the tracking sheet manageable?
 - Some groups will find it a lot easier to count the number of times something is seen on screen than to measure how many seconds, or the percentage of screen space.
 - Is the scope of the project reasonable?
 - Will students be able to analyze the videos they set out to look at in question #34 within the time they have for this project?
- The next lesson focuses on doing the experiment and collecting data.

STEP 3. Evaluate the videos (slide 78)

Minds on (5 min)

<p>78</p> 	<p>Minds on - Have a quick discussion about what our results might look like</p> <p>Guiding questions</p> <ul style="list-style-type: none">• What criteria will you use to judge if a group of people are invisible in these videos?• How could you prove a single story is reinforced or broken?
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Handout - Part 6 (page 12) F. How will we evaluate the videos? (25 min)

<p>Name _____ Class _____ Date _____</p> <p>F. How will we evaluate the videos?</p> <p>Before we look at the videos to collect data, let's think about what our numbers are right now. If a group of people are visible, poorly represented, misrepresented, or completely invisible. In other words, what will the numbers look like if our answers from question #25 to #34 are true or false?</p> <p>Consider the following scenarios:</p> <ul style="list-style-type: none">• If a group of people have to have the same score as another group of people to be considered equal?• If a group of people is completely missing from 19 videos, but they appear in most of the 20th video. Is this group considered invisible?• Is it enough to say one group is more or less visible or does there have to be a big difference between the two groups? <p>32. Look at your tracking sheet. What criteria will we use to judge if a group of people are invisible in these videos? In other words, what sort of numbers would we expect if a group was invisible?</p> <p>33. Look at your tracking sheet. How could we prove if a single story is reinforced or broken? What would the numbers look like?</p> <p>34. Decide which videos you will watch and analyze with your tracking sheet. Will it be the three others you watched earlier in Part 6 or a different set of videos?</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 12 of 13</p>	<p>F. How will we evaluate the videos?</p> <p>Class Discussion (5 minutes)</p> <p>This could be done as a quick think / pair / share</p> <ul style="list-style-type: none">• Does a group of people have to have the same score as another group of people to be considered equal?• What if a group of people is completely missing from 19 videos, but they appear in most of the 20th video. Is this group considered invisible?• Is it enough to say one group is more or less visible or does there have to be a big difference between the two groups? <p>Students determine evaluation criteria: (20 minutes)</p> <p>Students look at their tracking sheet:</p> <ul style="list-style-type: none">• What criteria will we use to judge if a group of people are invisible in these videos? In other words, what sort of numbers would we expect if a group was invisible? Question #32• How could we prove if a single story is reinforced or broken? What would the numbers look like? Question #33• Students need to decide which videos to watch and analyze with your tracking sheet. Question #34.
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CHECKPOINT / Work Period (25 min)

	<p>Once students have decided how many videos to watch and analyze (Question #34), they will need to figure out how to create copies of their tracking sheet.</p> <p>You might consider having each group analyze 3 videos each.</p>
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PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 10

Part 6

Take the challenge.

Conduct your research

80 min



Who is Invisible Lesson 10: 80 minutes

PART 6. Take the challenge.

Conduct your research

CHECKPOINT / Work Period

OVERVIEW

- **G. Analyze and Evaluate the videos using your tracking sheet.**
(Conduct your research)
 - Explain the handout - Part 6 (page 13,14) (5 min)
 - CHECKPOINT / Work Period for first video (25 min)
 - CHECKPOINT / Work Period for the second video (25 min)
 - CHECKPOINT / Work Period for the third video (25 min)

MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 6** (page 13,14)
- Students need multiple copies of their student-made tracking sheet
- Access to the internet to watch the video.

THINGS TO CONSIDER / DIFFERENTIATION

CHECKPOINT:

- There's value in everyone going to the next lesson at the same time.
 - The next lesson focuses on interpreting the results and thinking about ways to improve the student-made research tool.
 - It starts with a class discussion about observations about the videos and their research tool.
 - Students may learn something from their classmates (instead of just rushing ahead to finish the questions on the next handout.)
- Each group should analyze at least 2 videos. (One video does not make a trend.)
- Groups that work faster
 - could analyze more videos to see if their hypothesis holds true (or false)
 - **could modify their tracking sheet to get a more detailed view.** Instead of counting the number of times a group of people appears on screen, measure the minutes. (For example, two groups of people might appear twice in a video. One group might appear for 84 seconds, and the other group only 8 seconds.)



G. Analyze and Evaluate the videos using your tracking sheet. (Conduct your research)

Explain the cheat sheet handout - Part 6 (page 13,14) (5 min)

Name _____ Class _____ Date _____

G. Analyze and Evaluate the videos using your tracking sheet. (Conduct your research)

Use the tracking sheet you made in Part C to analyze the videos. You will probably have to make multiple copies of your tracking sheet.

Here are a few life hacks to make analyzing the videos easier:

Task	Shortcut	YouTube video
1. Get the video	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
2. Get the transcript	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
3. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
4. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
5. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
6. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
7. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
8. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
9. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
10. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
11. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
12. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
13. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
14. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
15. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
16. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
17. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
18. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
19. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8
20. Get the video player	https://www.youtube.com/watch?v=3u8u8u8u8u8	https://www.youtube.com/watch?v=3u8u8u8u8u8

Name _____ Class _____ Date _____

Keyboard shortcuts to make it easier to analyze YouTube videos:

These shortcuts work on a laptop, desktop, or Chromebook. They won't work on mobile.

- Use the **SPACEBAR** to start and stop the video.
- When the video is paused, use the **COMMA** key and the **PERIOD** key to go backward and forward by one frame.
- Use the **LEFT ARROW** and **RIGHT ARROW** to go backward and forward by 5 seconds.

Other cool YouTube keyboard shortcuts include:

- F will toggle between full screen and regular mode
- M will mute or unmute the volume.

The handout includes

- Links to the transcript of the video
- Links to the YouTube video
- YouTube keyboard shortcuts
(These shortcuts work on a laptop, desktop, or Chromebook. They won't work on mobile.)
 - 1. Use the **SPACEBAR** to start and stop the video.
 - 2. When the video is paused, use the **COMMA** key and the **PERIOD** key to go backward and forwards by one frame.
 - 3. Use the **LEFT ARROW** and **RIGHT ARROW** to go backward and forwards by 5 seconds
- Other cool YouTube keyboard shortcuts include:
 - F will toggle between full screen and regular mode
 - M will mute or unmute the volume.

Guiding questions

- What information / life hack on these two pages will help you the most? The least?
- Can you think of any other life hack or trick that might make doing the work a little easier?

CHECKPOINT / Work Period for first video (25 min)

CHECKPOINT / Work Period for the second video (25 min)

CHECKPOINT / Work Period for the third video (25 min)

It's easy for students to get distracted. One suggestion might be for groups to work at a pace of one video per 25 minutes.

- Get set up (5 min)
- Watch the video and fill out tracking sheet (5 min)
- Discuss observations / compare tally counts (5 min)
- Watch the video again to double-check work (5 min)
- Discuss if the data supports or refutes their hypothesis from question #25. (5 min)

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 11

Part 6

Take the challenge.

Interpret results / Reflection

80 min



Who is Invisible Lesson 11: 80 minutes

PART 6. Take the challenge.

Interpret results / Reflection

OVERVIEW

- **H. Interpret your results - 40 minutes**
 - Class Discussion (30 min)
 - Handout - Part 6 (page 15) (10 min)
- **I. What else could we investigate? - 40 minutes**
 - Class Discussion (30 min)
 - Handout - Part 6 (page 16) (10 min)

MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 6** (page 15,16)
- Students need multiple copies of their student-made tracking sheet
- Access to the internet to watch the video.

THINGS TO CONSIDER:

ANECDOTAL ASSESSMENT OPPORTUNITY

- In group work, it can be hard to give individual marks. During this “think”, “pair”, “share”, group members will be split up so you can see what specific students think.
 - Some students have great ideas, but this doesn’t always transfer well to paper. This is a great chance to eavesdrop on those students to hear what they think.
 - Students will also be writing down their ideas on the handout, which is another assessment opportunity.
- **UNCONCIOUS BIAS ALERT:**
 - Sometimes the students who “struggle” can have the most interesting insights.
 - Sometimes the students who are good at memorizing answers and doing well at school can have a hard time looking for new patterns or connecting ideas in different ways.
 - Not always, but sometimes.



H. Interpret your results

Class Discussion (30 min)

Handout - Part 6 (page 15) (10 min)

<p>Name _____ Date _____</p> <p>4. Interpret your results.</p> <p>Once you have collected your data, answer the following questions:</p> <p>25. Was your hypothesis and initial observations in question #25 correct for the other videos you analyzed? What do the numbers tell you? Give examples and explain what the numbers might mean.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>26. How can you show your results so that a person looking at a chart, graph or table can quickly see if one group of people is more or less visible than another?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>27. Were there any unexpected results or single stories that you realized while doing this activity? Comment on something you learned while doing this activity.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 15 of 20 v2022-01-19</p>	<p>Students have finished their tally sheets.</p> <p>Remind students, they should be pointing at specific evidence from their data to support their answers.</p> <p>Class discussion - Question #35 (10 min)</p> <p>Was your hypothesis and initial observations in question #25 correct for the other videos you analyzed?</p> <ul style="list-style-type: none">● Think: Students prepare their answers in their small groups (2 min)● Pair: Split up and find a partner who was in a different small group. Share your findings (3 min)● Share as a class. (5 min)<ul style="list-style-type: none">○ Any common trends? Any surprising outliers? <p>Question #36: (10 min)</p> <p>How can you show your results so that a person looking at a chart, graph or table can quickly see if one group of people is more or less visible than another?</p> <p>Question #37 (10 min)</p> <p>Were there any unexpected results or single stories that you realized while doing this activity? Comment on something you learned while doing this activity.</p> <p>Students fill out their handout (10 min)</p>
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I. What else could we investigate to see who is invisible?

Class Discussion (30 min)

Handout - Part 6 (page 16) (10 min)

<p>Name: _____ Class: _____ Date: _____</p> <p>1. What else could we investigate to see who is invisible?</p> <p>28. Do you think your hypothesis from Question #25 also applies to other areas of life? For example, YouTube series, streaming media, Hollywood movies, school resources, newspaper articles, viral videos, etc? Why or why not. Explain your thinking.</p> <p>29. Pretend you are hired to conduct research into this question of who is invisible. You are asked to collect data to see if a group of people are invisible in another area of life. What would you investigate?</p> <p>40. You are asked to modify your thinking about the way you conduct your research to see if a group of people are invisible or not. Based on what you've learned from this activity, what would you change and why?</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 6 - Page 16 of 20 v2022-01-19</p>	<p>Students have finished their tally sheets. They have also finished interpreting results (H. Page 15)</p> <p>Remind students, they should be pointing at specific evidence from their data to support their answers.</p> <p>Class discussion - Question #38 (10 min)</p> <p>Do you think your hypothesis from Question #25 also applies to other areas of life? For example, YouTube series, streaming media, Hollywood movies, school resources, newspaper articles, viral videos, etc? Why or why not.</p> <ul style="list-style-type: none">● Think: Students prepare their answers in small groups (2 min)<ul style="list-style-type: none">○ Brainstorm specific examples from YouTube, Hollywood, school resources, etc.● Pair: Split up and find a partner who was in a different small group. Share your findings (3 min)● Share as a class. (5 min)<ul style="list-style-type: none">○ Any common trends? Any surprising outliers? <p>Question #39: (10 min)</p> <p>Pretend you are hired to conduct research into this question of who is invisible. You are asked to collect data to see if a group of people are invisible in another area of life. What would you investigate?</p> <ul style="list-style-type: none">● The point of this question is to help students extend their thinking into the “real-world”?● They do not need to focus on their hypothesis from Question #25 but they can...<ul style="list-style-type: none">○ Was there an interesting observation from a different group that you want to explore?○ Was there an outlier that you want to dig deeper into?
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Question #40: (10 min)

You are asked to modify your tracking sheet and the way you conduct your research to see if a group of people are invisible or not. Based on what you've learned from this activity, what would you change and why?

- This question aims to have students revise their tracking sheet to make it easier to use in the future.
 - Maybe students realized that measuring time on screen is more insightful than simply counting the number of appearances.
 - Maybe students realized the groups of people they looked for were too vague or needed a common theme / aspect of identity to focus on.
 - Maybe students realized, it's better to keep track in a spreadsheet, or on paper, etc.
- What was hard about this assignment. What would make it easier?
- What did another group do that you think was a brilliant idea and you could incorporate some of that idea into your methodology?

Students fill out their handout (10 min)

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 12

Part 6

Take the challenge.

Amplify other stories / Reflection

35 min

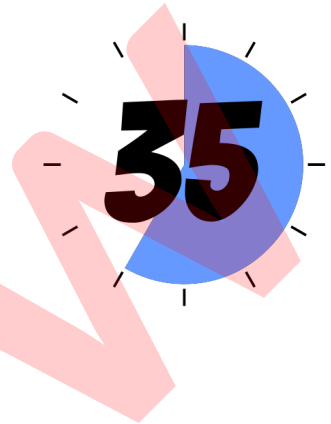


Who is Invisible Lesson 12: 35 minutes

Amplify other stories

OVERVIEW

- **J. Create an alternative (introduction & reflection) - 35 min**
 - Minds on - Activate prior knowledge slide (74-78) - (5 min)
 - Class discussion - how could we improve the videos to amplify voices? 25 min
 - J. Create an alternative (slide 79) - 5 min
 - Option 1 Reflection - Re-Writing a Script Handout - Part 6 (page 17, 18)
 - Option 2 Reflection - Choosing your own way to amplify stories Handout - Part 6 (page 19, 20)



MATERIALS






Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 6** (page 17,18,19,20)

THINGS TO CONSIDER:

- This part is about creating an alternative story to amplify the voices of a group of people we don't often hear from.
- **NOTE: The handouts DO NOT walk students through the process of researching and creating an alternate script.**
 - This lesson package focuses on exploring self-awareness and social awareness through the analysis and evaluation of media texts.
 - The handouts guide students through reflection questions **after** they have written a script or chosen another way to amplify stories.
- Option 1 Reflection - Re-writing a script (Page 17, 18)
- Option 2 Reflection - Choosing your own way to amplify the stories of a group of people (page 19, 20)

Minds on - Activate prior knowledge slide (74-78) - (5 min)

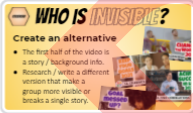
<p>74</p> 	<p>Minds on - We've spent a lot of time thinking to get us to this point:</p> <ul style="list-style-type: none"> We've thought about who we are and how that shapes our view of the world.
<p>75</p>  <p>76</p> 	<ul style="list-style-type: none"> We've looked at a series of goal-setting videos as an example of a media text. We've thought about how groups of people are visible or invisible. We've thought about what single stories (stereotypes) are portrayed or broken.
<p>77</p>  <p>78</p> 	<ul style="list-style-type: none"> We've learned about the importance of numbers to prove or disprove ideas. We've created our own tracking sheet to help us break down how groups of people are portrayed. We've evaluated whether this is a pattern and trend throughout the video series.

Class discussion - how could we improve the videos to amplify voices? 25 min

	<p>Now, we're going to start the most important step. We're going to try to CREATE a solution that helps make the world fairer.</p> <p>The world is a big place. Before we apply what we've learned to the outside world (Part 7), let's keep the focus inside the classroom and inside this goal-setting series of videos (for now.)</p> <p>We've analyzed and evaluated some potential problem trends in this SEOT video series.</p> <p>What would you change in the videos to make things fairer? 10 min</p> <ul style="list-style-type: none"> Think independently (1 min) Pair - share ideas with a partner (3 min) Share - class discussion about possible ways to improve the videos. (6 min) <ul style="list-style-type: none"> Possible answers: <ul style="list-style-type: none"> adding more content re-writing the current content (script) changing the images
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	<p>Some ideas might be better than others - 15 min</p> <p>We now have a brainstormed list of ideas. Rank them according to the following three categories: “best”, “better”, “other”</p> <p>Discussion questions to help us dive deeper into our ideas:</p> <ul style="list-style-type: none"> • If we look at this from a numbers perspective, what percentage of representation should we have? • Is this idea speaking for other people, speaking with other people, or helping to create a space for others to be heard? Handout - Part 4 (page 2) • Is this tokenism or real change? • If the images focus on diverse groups of people, but the back story and content focus on stories from one group of people, is this tokenism or real change? • If we’re not from a group of people, but we think their voice is missing, how can we tell their stories in a respectful way? • Is it ever possible for someone from a different group of people to share the stories of people in a different group? • What about textbook authors? What about journalists? What about police officers, lawyers, or judges. What about teachers? All of us belong to different groups of people. We can’t belong to all groups of people. So, how can we help amplify the voices we’re not hearing?
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J. Create an alternative (slide 79) - 5 min

<p>79</p> 	<p>The handouts provide students with two options</p> <ul style="list-style-type: none"> • OPTION 1: On a separate piece of paper, re-write the script for one of the SEOT videos in a way that focuses on a group of people that is under-represented based on your analysis. • OPTION 2: (Student choice): Come up with your own way to amplify the stories, images, and voices of a group of people that is under-represented based on your analysis. <p>NOTE: The handouts DO NOT walk students through the process of researching and creating an alternate script.</p>
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- The first half of the SEOT video is a story / background info.
- Research / write a different version that makes a group more visible or breaks a single story.

Handout - Part 6 (page 17, 18)

[illegible]

Option 2 Reflection - Choosing your own way to amplify the stories of a group of people
Handout - Part 6 (page 19, 20)

[illegible]

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

Lesson 13

Part 7

Go beyond heroes and holidays

10 min



Who is Invisible Lesson 13: 10 minutes

PART 7. Go beyond heroes and holidays (slides 80-88)

OVERVIEW

- Go beyond heroes and holidays - 10 min
 - How can you use these skills to explore other parts of life? (slides 80-88) - 10 min
 - Handout Part 7



MATERIALS

Note: I highlighted file names in yellow. The **File Table of Contents** has one-click links to each file.

- Slideshow (**Slideshow**)
- Class set of **Handout - Part 7**

THINGS TO CONSIDER: Extension to the real world

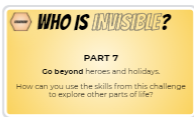
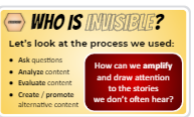
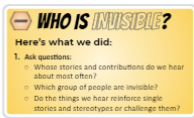
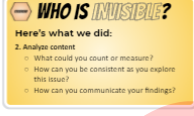

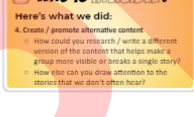
The handout for Part 7 is simply a cheat sheet reminding students of the process we used in the slideshow. The goal of this lesson package is to springboard into real-world analysis and action.

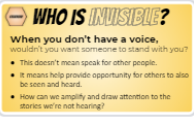


Students created a diversity assessment tool (tracking sheet) in Part 6.

The next step might be to wonder where else could you apply this student-created diversity assessment tool:

- the class textbook?
- the top Google search results for a subject-based keyword?
- the school library?
- the posters on the school hallway?
- the top trending shows on Netflix?
- the top songs on mainstream radio, Spotify, or other services?
- The images that show up on YouTube ads?
- The CEOs of the biggest companies in the world?
- Elected politicians?
- Principals, vice-principals, and senior management in a school board?

How can you use these skills to explore other parts of life? (slides 80-88) - 10 min

<p>80</p> 	<p>Go beyond heroes and holidays. How can you use the skills from this challenge to explore other parts of life?</p> <p>Teaching Tip: the goal of part 7 is to encourage students to take the skills from the Who is Invisible challenge and apply them to other parts of life – whether that's done at school or on their own.</p> <p>This part summarizes the steps we used to analyze and evaluate who is invisible and how we can help use our voice to amplify and draw attention to the stories that we're not hearing.</p>
<p>81</p> 	<p>Let's look at the process we used:</p> <ol style="list-style-type: none"> 1. Ask questions 2. Analyze content 3. Evaluate content 4. Create / promote alternative content <p>Teaching Tip: Have students think about the BIG IDEA: How can we amplify and draw attention to the stories we don't often hear?</p>
<p>82</p>  <p>83</p>  <p>84</p>  <p>85</p> 	<p>Here's what we did:</p> <ol style="list-style-type: none"> 1. Ask questions: <ul style="list-style-type: none"> • Whose stories and contributions do we hear about most often? • Which group of people are invisible? • Do the things we hear reinforce single stories and stereotypes or challenge them? 2. Analyze content <ul style="list-style-type: none"> • What could you count or measure? • How can you be consistent as you explore this issue? • How can you communicate your findings? 3. Evaluate content <ul style="list-style-type: none"> • What criteria will you use to judge if a group of people are visible or invisible? • How can you prove the content reinforces a single story or breaks the stereotype?

	<p>4. Create / promote alternative content</p> <ul style="list-style-type: none"> How could you research / write a different version of the content that helps make a group more visible or breaks a single story? How else can you draw attention to the stories that we don't often hear?
<p>86</p> 	<p>When you don't have a voice, wouldn't you want someone to stand with you?</p> <ul style="list-style-type: none"> This doesn't mean speaking for other people. It means to help provide opportunities for others so they can also be seen and heard. How can we amplify and draw attention to the stories we're not hearing?
<p>87</p>  <p>88</p> 	<p>We need to go beyond heroes and holidays.</p> <p>How will you help make the world a better place?</p> <p>Classroom discussion:</p> <ul style="list-style-type: none"> What now?

Handout Part 7

<p>Name _____ Class _____ Date _____</p> <p>WHO IS INVISIBLE?</p> <p>Part 7 Go beyond heroes and holidays (slides 80-88)</p> <p>How can you use the skills from this video to invisible challenge to ensure other groups of you? How can we amplify and draw attention to the stories we don't often hear? Here's a recap of what we did:</p> <p>STEP 1. Ask questions</p> <ul style="list-style-type: none"> What stories and contributions do you hear about most often? Which group of people are invisible? Do the things we hear amplify single stories and stereotypes in challenging them? <p>STEP 2. Analyze content</p> <ul style="list-style-type: none"> What could you count or measure? How can you be considered as one without this count? How can you communicate your findings? <p>STEP 3. Evaluate content</p> <ul style="list-style-type: none"> What content did you like to judge if a group of people are visible or invisible? How can you prove the content reflects a single story or breaks the stereotypes? <p>STEP 4. Create / promote alternative content</p> <ul style="list-style-type: none"> How could you research / write a different version of the content that helps make a group more visible or breaks a single story? How will you draw attention to the stories that we don't often hear? <p>When you don't have a voice, wouldn't you want someone to stand with you?</p> <p>Remember: This doesn't mean speaking for other people. It means helping to provide opportunity for others so they can also be seen and heard.</p> <p>We need to go beyond heroes and holidays. How will you help make the world a better place?</p> <p>How can we help amplify and draw attention to the stories we're not hearing?</p> <p>© Educircles - Who is Invisible Lesson - Handout - Part 7 - Page 1 of 1</p>	<p>This handout summarizes the steps we used in the Who is Invisible challenge.</p>
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WHO IS INVISIBLE?

Part 7 Go beyond heroes and holidays (slides 80-88)

How can you use the skills from this Who is Invisible challenge to explore other parts of life? How can we amplify and draw attention to the stories we don't often hear? Here's a recap of what we did:

STEP 1. Ask questions:

- Whose stories and contributions do we hear about most often?
- Which group of people are invisible?
- Do the things we hear reinforce single stories and stereotypes or challenge them?

STEP 2. Analyze content

- What could you count or measure?
- How can you be consistent as you explore this issue?
- How can you communicate your findings?

STEP 3. Evaluate content

- What criteria will you use to judge if a group of people are visible or invisible?
- How can you prove the content reinforces a single story or breaks the stereotype?

STEP 4. Create / promote alternative content

- How could you research / write a different version of the content that helps make a group more visible or breaks a single story?
- How else can you draw attention to the stories that we don't often hear?

When you don't have a voice, wouldn't you want someone to stand with you?

Remember: This doesn't mean speaking for other people. It means helping to provide opportunity for others so they can also be seen and heard.

We need to go beyond heroes and holidays. How will you help make the world a better place?

**How can we help amplify and draw attention
to the stories we're not hearing?**

PAID version



Who is invisible?

Critical Thinking Package

Diversity Lesson - Anti-Racism

Who is Invisible? Lesson
Social-Emotional Learning, Self-Awareness, Social Awareness, Citizenship, Critical Thinking

ANSWERS / DISCUSSION GUIDE

Product Guide

Information about licensing this resource, copyright, and updates.

Once you purchase this product,
you get all updates for free.

(Please see the changelog at the end of this PDF.)



educircles.org

PAID VERSION: Slideshow, Lesson Plan, Handouts + Answer Key

WHO IS INVISIBLE? LESSON

Social-Emotional Learning: **Self Awareness, Social Awareness, Citizenship, Critical Thinking**

v2022-01-19

PRODUCT GUIDE

12 Critical Thinking Lessons exploring diversity, anti-racism, and social-emotional learning.

Students discover WHO THEY ARE while thinking about WHICH GROUPS of PEOPLE are invisible.

This lesson is perfect for introducing:

- Critical Thinking and Hidden Bias,
- Diversity, Inclusion, and Stereotypes,
- Anti-Racism and Active Citizenship,
- Black History Month (or any month, week, or day recognizing a group of people or amplifying the voices we don't often see or hear.)

The FREE version contains the slideshow lesson.

- Easy prep: 1) Open slideshow. 2) Teach.
- Or, look at the detailed 66-page lesson plan for script and discussion ideas.

The PAID version contains everything in the FREE version plus handouts and answer key.

- Prep is required.
- There are 40 files. 43 pages of handouts, and 35 pages of answers.
- Lessons vary from 35 minutes to 105 minutes in length and are based on topic (as opposed to trying to have a standard classroom period in mind.)
- Please see pages 1-6 in the lesson plan for an overview of the unit.

PAID version



Critical Thinking Package

Diversity Lesson - Anti-Racism

The **File Table of Contents** PDF (in the ZIP file) contains the links you need!

THIS LESSON GOES WELL WITH...

- This [Goal Setting Bundle](#)
- This [Citizenship](#) resource or this [Critical Thinking](#) resource.

READ ME FIRST

IMPORTANT NOTE #1:

This resource does **NOT** specifically mention **Black History Month** or the contributions (past or present) of this group or any group. There are no specific examples relating to Women's History Month, Irish-American Heritage Month, Deaf History Month, Asian Heritage Month, Older Americans Month, Jewish American Heritage Month, Gay Lesbian Pride Month, or any other group of people.

That's a good thing because it means you can use this lesson package any time.

The point of this lesson is to raise awareness that some groups of people are more visible than others. People can be portrayed in stereotypical ways. (The danger of a single story.)

This lesson can be a great way to start off your Black History Month unit (or any social justice issue) because it gives students a chance to explore their world (self-awareness) before going deeper with other resources.

IMPORTANT NOTE #2: About the Challenge (PART 6)

The Who is Invisible Challenge is about analyzing (media) texts, evaluating how groups of people are portrayed, and then creating a way to amplify voices from groups of people that we don't always hear from.

By thinking about who they are, hopefully, students will own this task and look for groups of people that are meaningful to them. That might be race, gender, age, social-economic class, sexual orientation, physical or mental ability, culture, appearance, nationality, etc. None of these words have been used in the slideshow and that is by design.

The handout package in Part 6 leads students through the analysis and evaluation portions of the Who is Invisible Challenge. (If you are short on time, do the SHORT ANALYSIS.)

NOTE: The handouts **DO NOT** walk students through the process of researching and creating an alternate script. As a real-world challenge, teachers and students are invited to figure out a way to either 1) re-write the script for one of the SEOT videos, or 2) come up with your own way to amplify the stories of a group of people.

The handouts in lesson 12 only guide students through reflection questions after they have written a script or chosen another way to amplify stories.

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PREVIEW

About Educircles.org



educircles.org

- I want to help make the world a better place.
- I try to do this by helping people achieve their goals, stand up for themselves and others.
- Oh, I also make resources for teachers.
- [Read more](#)

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- [Goal Setting bundle](#)
- [Reading for Meaning Comprehension Strategies](#)

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5. **I constantly learn and tweak my work.** If I update this file, I will change the version date at the end of the file name (i.e., v2021-11-08) - See the changelog for details.
6. **I try to respect copyright. If you think I have made an error, please email me at Mike@educircles.org.**

Specific things to know about this product: Educircles Who is Invisible Lesson ver 2022-01-19

- Slide 5 - An external link is provided for convenience to Happy Christmas, Harry and Ron - Harry Potter and the Philosopher's Stone. Wizarding World is the official Wizarding World YouTube (verified) channel. <https://youtu.be/GoNQmdjAV9k?t=65>
- Slide 7 - An external link provided for convenience to You Belong With Me (Taylor's Version) (Lyric Video.) Taylor Swift is the official artist channel on YouTube. <https://youtu.be/vwp8Ur6tO-8>
- Slide 20 - The embedded video SEOT 001: Just Start is by the teacher-author Michael Fuchigami / Educircles and used with permission. <https://youtu.be/v4DGKdQeTK0>
- Slide 24 - The embedded video SEOT 020: Play with Mistakes is by the teacher-author Michael Fuchigami / Educircles and used with permission. <https://youtu.be/OBuyx3uKeIY>
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- Slide 30 - Screenshot of Alexander Fleming used under **public domain**. Photographs taken by a member of the forces during their active service duties are covered by Crown Copyright provisions... which is considered expired 50 years after their creation. https://commons.wikimedia.org/wiki/File:Synthetic_Production_of_Penicillin_TR1468.jpg
- Slide 46 - An external link provided for convenience to The Danger of a Single Story by Chimamanda Ngozi Adichie at the time stamp of a quote used under **Fair Use** (commentary, education, and student research.) <https://youtu.be/D9lhs241zeg?t=566>
- Slide 49 - An external link provided for convenience to Olivia and the Fairy Princesses by Ian Falconer at the time stamp of a quote used under **Fair Use** (commentary, education, and student research.) <https://youtu.be/dv2GxPzD6AU?t=49>
- Slide 52 - The embedded video SEOT 009: Ask Why is by the teacher-author: Michael Fuchigami / Educircles and used with permission. https://youtu.be/pu-_KXtDPkk
- Slide 62 - The embedded video Welcome to the SEOT Goal Setting Process is owned by the teacher-author: Michael Fuchigami / Educircles and used with permission. <https://youtu.be/uHcuSibo6Hg>
- Slide 65 - Screenshot of SEOT YouTube channel and under **Fair Use** (commentary, education, and student research.) https://www.youtube.com/channel/UCNOdO2SuCYATyW0_6HFAJLA/

Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [WHO IS INVISIBLE LESSON](#).
- How to update (or know if you need to update): [HELP \(Who is Invisible Lesson\)](#).

“Version 2022-01-19” Initial Release (Keep It Simple, Silly!)

This paid version (slideshow, handouts, answers) was posted on TpT on Mon, Jan 24, 2022.

The free version which contains the slideshow was originally released on Jan 27, 2021

Content Changes from the free version:

- Slide 10-13: Added numbers to ground rules.
- Slide 13: Modified the rules into 7 clear ground rules. “It’s okay to have different perspectives” was changed to “It’s okay to agree to disagree.” (The original sentence was pretty similar to “Your opinions might be different, and that’s okay!” on slide 12.) Added a rule about “give people space to speak for themselves.”
- Slide 23: I changed the title for Part 2 to better reflect how this section explores other aspects of YouTube videos instead of just visual images. The title now says “Are people who look like you represented in **different elements** of the video?” instead of “different ways”? Represented in different ways might be confusing and lead people to think about how people are portrayed - i.e stereotypes and single stories (which is covered in the next part.)
- Other edits. Grammar is fun.

Initial Release following the “Keep It Simple, Silly!” philosophy:

- I constantly update my products, but version numbers get very confusing.
 - Instead of using version numbers (v3.0), I am now using the date (v2021-11-08)
 - The version number of any file is in the footer (underneath the page number)
- I simplified the file names where possible. Files now have more descriptive prefixes: File Table of Contents, Handout, Answers, Product Guide, etc.
- The File Table of Contents PDF has direct links to the files you need.
- The Product Guide has additional information about Educircles, Licensing, Copyright, Sources, and the Changelog
- I embedded the comic book font (Bangers) into the Microsoft Word and Powerpoint file so you shouldn’t have to install any fonts.

PAID version



Who is invisible?

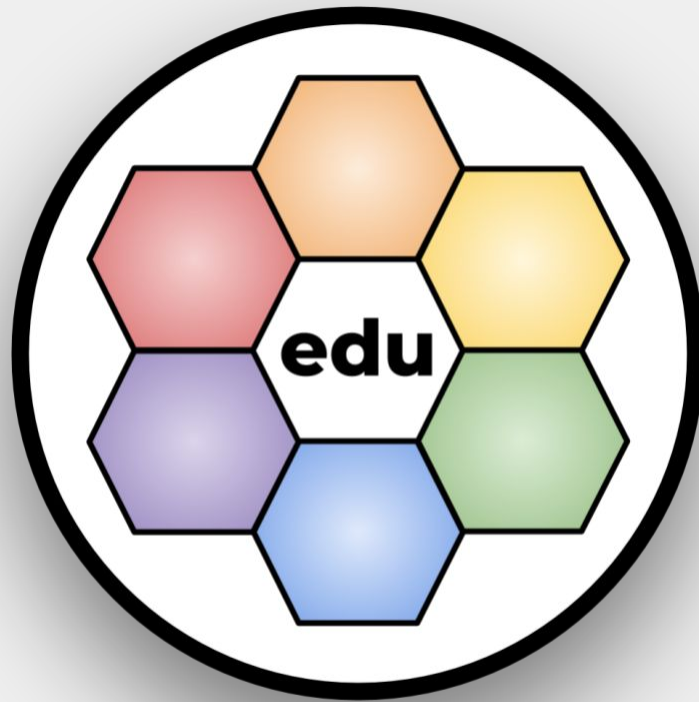
Critical Thinking Package

Diversity Lesson - Anti-Racism

Questions?

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please email me at Mike@educircles.org

Or, ask in the Questions & Answers
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