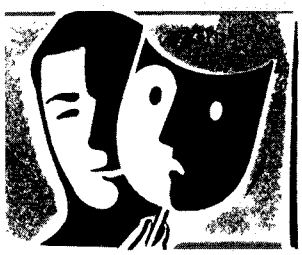
Why teach about images and perceptions?

Before they are two years old, children are aware of racial differences. By the age of three they may attach value judgements to those differences. Between the ages of four and six, they show gender-stereotyped behaviours, and may reject children who differ from themselves in terms of race or physical disability.

How do stereotypes come about at such an early age? The first influences are the attitudes of immediate family members, often acquired unconsciously. Later, children absorb stereotypical messages from books, television, movies, magazines, and newspapers. Even the absence of certain people (racial and ethnic groups, the elderly, the disabled) from the media conveys to children a sense of the diminished worth of those groups in society's eyes.

By the age of ten, students hold stereotypes about persons from far-away countries. An important source of these ideas is television news. Television producers rely heavily on sensational stories, often disaster-oriented, to attract and hold the attention of viewers. Such stories leave students – and adults – with the impression that developing countries in particular are mired in problems, and never make progress.

The advertising of aid agencies, devised with the positive intention of fundraising for projects in developing countries, may also reinforce stereotypes. Agencies show images of pathetic children, and reassure potential donors that even small sums of money can work miracles in the lives of these tragic victims. The implied messages are that all children in developing countries are starving and dirty, that people in those countries are incapable of helping themselves, and that only the aid of rich Western countries can save them.



Stereotyping harms *all* members of the world community. Individuals who belong to groups which are commonly stereotyped are often denied education, employment opportunities and housing. They may be the targets of ridicule, harassment, and violence. And these images harm the stereotypers as well. They develop unrealistic views of themselves, which can interfere with their ability to work and communicate effectively in an increasingly diverse world. Their biases rob them of the chance to share the knowledge and experience of other cultures.

A number of initiatives in multicultural education have attempted to promote understanding between groups, and to reduce stereotyping. But despite these worthwhile aims, some multicultural work has unintended effects. By focusing on exotic elements of a culture – such as festivals, clothing and food – in a superficial way, stereotypes can be reinforced rather than broken down. Some multicultural materials focus on aspects of

life which are more a part of a country's past than its present, when in fact all cultures are continually adapting to new circumstances. Other multicultural materials simply attempt to substitute positive stereotypes for negative ones, still failing to give students a well-rounded picture of life in another country.

For multicultural education to be effective, it must emphasise the internal consistency of a culture, and the fact that culture is a logical adaptation to local circumstances. It can help students see that no culture is homogeneous, that diversity exists within all cultures. And it must convey the essential dignity of people and their ability to cope with the challenges they face.

However, for real attitudinal change to occur, students need more than information *about* other cultures and groups. They need to address the roots of prejudice, become aware of their own stereotypical beliefs and understand where these come from. Then, they need to work to eliminate stereotypes that they hold, develop skills for dealing with bias in the community at large, and make a personal commitment to equality and justice.

Some key concepts

PREJUDICE

Prejudice is a negative personal attitude or opinion about a person or group which is not necessarily based on knowledge of that person or group.

STEREOTYPE

An oversimplified, generalised attitude about a group of people is a stereotype. Stereotypes are often, but not always, negative. They may be based on prejudice; they may also be derived from contact with one member of a group, if an impression of that person is assumed to be true for all who belong to that group.

RACISM

Racism describes attitudes, actions, or institutional practices based on the assumption that certain people have the right to power over others solely because of their colour. Racism has been described as 'prejudice plus power'.

SEXISM

Attitudes, actions, or institutional practices which subordinate people because of their sex are sexist.

While racism and sexism are widely known types of social oppression, groups of people are also discriminated against on the basis of age, class, occupation, income and physical ability, to name but a few characteristics.

These oppressions can occur between individuals. They also operate at an institutional level when discriminatory practices become implicit or explicit organisational policies.

Teaching about images and perceptions: Aims and objectives

Knowledge	*Skills*	*Attitudes*
• Knowledge of one's own culture, heritage and world view. • Knowledge of the cultures of others, in one's own community and in different parts of the world. • Understanding that world views are not internationally shared, and that different perspectives have their own logic and validity. • Knowledge of the common stereotypes about others which exist in one's own culture. • Understanding the sources of these stereotypes. • Knowing about techniques used in print and visual media to create, alter or manipulate images.	• Being able to detect biases, stereotypes, and egocentric attitudes – one's own and others'. • Ability to perceive differing perspectives in speech, print, and audiovisual media. • Ability to think critically about images and information received from a variety of sources. • Ability to use knowledge and imagination to develop insight into the ways of life, attitudes and beliefs of others. • Ability to challenge stereotyping when encountered in the media, in institutional practices, or in interactions with individuals and groups.	• Positive valuing of cultural diversity, alternative points of view, equality and justice. • Respect and openness towards those who may appear to be different. • Appreciation of the commonalities which exist between peoples. • A thoughtful and informed scepticism about images that are presented in text and media. • A willingness to find out more information about the images one is presented with.

Activity 13 *Who's in your group?*

Age level 1: 7–11 years

OBJECTIVES

To help students see that they are members of many different groups; to encourage them to find things that they have in common with their peers which they may not previously have been aware of.

MATERIALS

None.

PROCEDURE

Step 1

The teacher calls out a series of characteristics, one at a time. After each one, the students move around the room to form small groups with others who have the same characteristic.

For example, if the characteristic is 'favourite colour', the students walk around quietly saying their favourite colour. When two students with the same favourite colour find each other, they move around together looking for others with the same response, until small groups are formed. They spend a minute in this group discussing the characteristic they have in common, and then move on to group themselves according to the next characteristic.

Other characteristics that might be used are:

- favourite television show;
- number of siblings;
- favourite school subject;
- job you do at home;
- favourite season of the year;
- favourite food;
- ideal future occupation;
- a person you admire.

The aim of this activity is to help students discover things that they have in common with those who are different from themselves in terms of gender, race, ethnicity, and social class. Therefore, it is important to *avoid* using characteristics that will cause students to group themselves along these lines. Examples of such characteristics to be avoided could include:

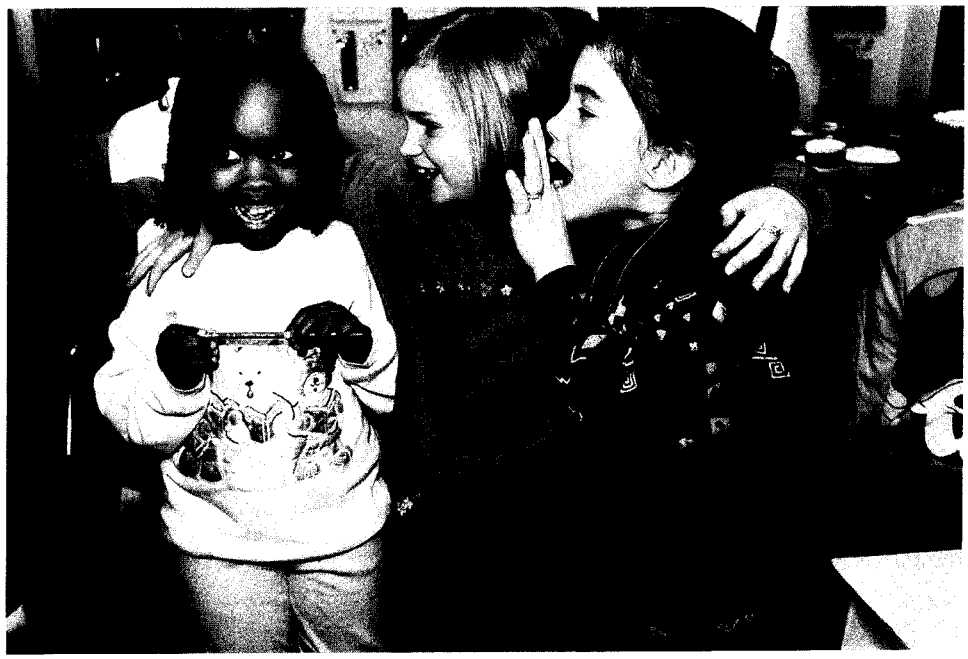
- language you speak at home;
- neighbourhood you live in;
- religion;
- favourite place to go on holidays.

The teacher should be aware of other characteristics which could be sensitive ones in her class.

Step 2

Students discuss their feelings about the activity:

- Did anyone find themselves in a group with someone they did not expect to have anything in common with? Why was this a surprise?
- What new things did they learn about their peers?
- How did it feel to be part of a large group? How did it feel to be alone?



We all belong to the same group!

VARIATION

Students can do parts of the activity non-verbally, for example by pantomiming the job they do at home or their favourite season of the year. (Characteristics can be added or changed according to the interests and age level of the class.)

FOLLOW-UP

Students can be asked to think about other ways in which they might classify themselves. Each new characteristic can be written on a separate slip of paper (without the student's name). All the slips of paper can then be pasted on one large sheet of paper, to form a word picture of the class.

IN THE CURRICULUM

The activity develops skills in categorising and grouping. It can be used in a humanities class as a way of exploring different groups that make up the community. It can be used as part of a mathematics lesson by recording the results in the form of graphs.

Activity 14

All children . . .

Age level 1: 7–11 years

OBJECTIVES

To introduce the students to the concept of stereotyping by showing them how it applies to themselves.

MATERIALS

Paper and pencils for each pair of students.

PROCEDURE

Step 1

The students form pairs. Explain that they are going to be thinking about stereotypes, and ask the class if they know what a stereotype is.

> A stereotype can be defined as a generalised idea or point of view about a whole group of people.
>
> Stereotypes may be formed when someone meets only one person from that group, does not get to know them very well and then assumes that all people from that same group have the same characteristics. Stereotypes are *not* based on facts that are true for everyone in that group.
>
> Sometimes stereotypes are formed just by listening to or reading about what other people have to say about members of that group, without actually ever knowing those persons. Some stereotypes are so widely believed that they are assumed to be true, and are very difficult to detect.

Step 2

Working with a partner, the students list as many stereotypes as possible that they think adults might have about children. Using a format like 'Many grown-ups think children are . . .' may help them get started.

Teachers should be aware that in a multi-ethnic class, there may be considerable cultural differences in the way that children are viewed.

Step 3

The whole class then discusses the activity:

- What stereotypes about children were most common?
- Are there different stereotypes about girls and boys?
- Why do adults have these ideas? Are they fair?
- How can these ideas be harmful to children?
- Do any of these ideas benefit children?
- What are some examples of children who do not fit these stereotypes?
- What can students do to counteract these points of view?

Stereotypes about children

VARIATION

After completing the discussion of stereotypes that adults have about children, the students can be asked to use the same process to examine stereotypes that they may have, or have heard expressed, about adults, parents, or elderly people. Where do these stereotypes come from? Are the images of women and men different? How do they benefit or harm adults? How do they benefit or harm the young people who hold them? What are some examples of adults who do not fit these stereotypes?

Again, there may be a great deal of diversity within the class in terms of the way that adults and the elderly are viewed in different cultures.

FOLLOW-UP

Students can make a list of stereotypical remarks about other groups of people that they have heard. This can be done without identifying the person who made the remark, so as not to place blame on anyone. What are the types of stereotypes which are most commonly held by people in the school or community? How can you know if a remark is a stereotype? (Hint: Listen for phrases like 'Those people are *all*...' or 'They *always*...' or '*Everybody* from ... is ...')

IN THE CURRICULUM

The activity involves analysing, recording, comparing, consensus-building and critical thinking. It can be used in a humanities class as an introduction to the images students bring to the study of *any* group of people. It could be used in an English class to examine how the qualities of a character are conveyed in literature. It could also be incorporated into a unit on media studies.

Activity 15 What's the message?

OBJECTIVES

To heighten students' awareness of stereotyping, especially with regard to gender.

MATERIALS

A set of sentences about people in non-traditional gender roles (see pages 93 to 95). Each sentence is cut in half so that one part contains information about the role, and the other indicates the gender of the person.

Age level 1: 7–11 years

PROCEDURE

Step 1

Each student receives a slip of paper with a sentence fragment. They move around the room and attempt to find another student whose fragment completes the sentence.

Step 2

When all students have completed their sentences, they read them aloud to the rest of the class. As a class they then discuss the activity:

- Was it easy or difficult? Why?
- Was there anything surprising or unexpected about the completed sentence?
- Where do our ideas or stereotypes about gender roles come from?

VARIATIONS

1 Sentences can be cut into three pieces to make the activity more challenging for older students.

2 Sentences can be created to challenge commonly held images the students may have about older people, physically disabled people, or members of various nationalities or ethnic groups.

FOLLOW-UP

Ask the class to watch a television programme or advertisement and look for examples of gender stereotyping. What types of stereotypes are most common?

Did any student watch a television programme that showed women or girls in non-stereotyped roles? If so, what was their reaction? How might other people react to the same programme?

IN THE CURRICULUM

The activity requires reading comprehension and interpretation skills. It can be used as part of an English lesson, in a humanities class on community roles, or as an introduction to gender issues in a personal and social education class.

What's the message? (1)

worksheet

The girls liked to
play football on the weekends.
After the nurse helped with the operation,
he washed his hands.
The firefighter
put on her helmet.
The boy changed his clothes before going
to the dance class.

What's the message? (2)

worksheet

The surgeon put on a mask before
she began the operation.
The babysitter read a story to the children
before he put them to bed.
The construction worker never felt afraid when
she worked on high buildings.
The father made a
snack for the children when they came home from school.

What's the message? (3)

worksheet

The police officer was sure that
she knew who the thief was.
Before he went home, the
secretary made sure that all the letters were typed.
The prime minister
worked to improve the schools in her country.
The teacher thought that helping students learn to read was the
best part of his job.

Activity 16

Corners

Age level 1: 7–11 years

OBJECTIVES

To introduce some basic facts about developing countries, and to counter stereotypes about these countries which are commonly held by students in Western industrialised countries.

MATERIALS

Two large signs, saying 'True' and 'False', hung in opposite corners of the room.

PROCEDURE

Step 1

The students stand in the centre of the room. The teacher reads a series of statements about a developing country (see the box on page 97 for examples), one at a time. As each statement is read, the students take a position in one of the corners of the room, depending on whether they think the statement is true or false. Students who are uncertain may remain standing in the centre of the room.

Step 2

Students are asked to explain why they think the statement is true or false. Then the teacher tells them the correct answer.

Step 3

The class discusses where the images they have about developing countries might come from. It should be made clear to the students that the aim of the activity is *not* to prove that developing countries have no serious problems. Developing countries *do* face many challenges in the areas of economics, health and social welfare (as is indicated in some of the answers to the statistical questions). Rather, the intent of the activity is to use facts and statistics to challenge some of the overwhelmingly negative images of these countries which are conveyed through a number of different media.

VARIATION

Statistics from different countries or regions of the world may be substituted in order to address specific stereotypes held by the students, or to augment the study of a specific country by the class.

FOLLOW-UP

Students look for outdated or distorted images of different countries in library books, comics, or television programmes.

IN THE CURRICULUM

The activity involves evaluation and decision-making skills. It can be done in a history or geography class as an introduction to a study of a developing country. It could also be used in the context of media studies.

Sample statements for 'Corners'

Most children in Africa are starving.

False. Less than one third (31 per cent) of the children in sub-Saharan Africa are malnourished. (Malnutrition rates range from a high of 49 per cent in Niger, to a low of 12 per cent in Zimbabwe.)

Most people in India don't have clean water to drink.

False. 86 per cent of the people in India have access to clean water.

In South America, most adults know how to read and write.

True. In South American countries, between 80 per cent and 96 per cent of adults know how to read and write.

Most of the children who start primary school in China finish.

True. 85 per cent of Chinese children finish primary school.

Most children in east Asia are not vaccinated against measles.

False. 89 per cent of these children are vaccinated. (Vaccination rates range from a high of 99 per cent in the Democratic People's Republic of Korea, to a low of 20 per cent in the Lao People's Democractic Republic.)

Age level 2:
12–15 years

Activity 17

Portraits

OBJECTIVES

To help students become more aware of stereotypes they hold about developing countries.

MATERIALS

For each pair of students: drawing paper, coloured pens or crayons, one **Story Starter** (page 101), one corresponding photo (pages 103–6), and one photo description (page 102).

PROCEDURE

Step 1

The teacher should distribute only the **Story starters** and the drawing paper and pens at this stage. In pairs, students read their **Story Starters.** Using the drawing paper and pens, they draw a picture of what they think the people in the **Story Starter** might be doing on a typical day in their country.

Step 2

Students then complete the story starter, writing a paragraph or two on what they think these people would say about their life.

Step 3

Pairs who had the same story starter join together to compare their portraits, and to read their stories aloud to each other.

Step 4

When all stories have been read, the teacher distributes the appropriate photo and description to each small group. Students compare their portraits and stories with the photos of real people in each of these countries. They note the differences; then they make a list of what stereotypes their portraits revealed.

Step 5

The students walk around the room and view each others' work. The whole class then discusses the following questions:

- How did they decide what their portrait was to show, and what to put in their story?
- How did they feel when they saw the photo?
- What kinds of stereotypes about each of the four countries did they have before the activity?
- Where do these stereotypes come from?
- Have those stereotypes changed in any way?

I am a man from a village in Chad.
Today, some of the other men in the village and I are hunting on the ground for bugs to eat. We can barely afford food, and we don't have a house. We would like to go hunting for lions and zebras, but we are very poor and can't afford a gun.
We live in the desert. It could be a jungle or a desert, but probably it's a desert. It's very hot here. We ride on donkeys or camels.

We didn't know that people in a village would know about solar power.

We thought they were all poor, but they are wearing good clothes.

We were surprised because they look like they are healthy.

Undoing stereotypes: students' ideas about life in an African country are challenged by a photo (step 2, top, and step 4, bottom)

VARIATIONS

1 Students draw the portraits individually, rather than in pairs.

2 Younger students may simply draw a picture, rather than write a story; older students may wish to eliminate the drawing and move directly to writing a story.

3 Students collect photos from newspapers or magazines which challenge common stereotypes. The same method can then be adapted to address gender stereotypes, or images of the elderly, the disabled, etc.

FOLLOW-UP

1 Students research the countries mentioned in this activity. They can also find out about UNICEF's work in those countries.

2 They look for examples of stereotypes of developing countries in magazines, newspapers, library books, and on television.

IN THE CURRICULUM

The activity requires visualisation, creative writing, the ability to make comparisons and critical thinking. It can be used as an introduction to the study of a country, as part of a media studies lesson, or in an art class.

Story starters

worksheet

1 We are three orphans in Ethiopia. Today we are . . .

2 I am a man from a village in Chad. Today, some of the other men in the village and I are . . .

3 We are students from a small town in Peru. In our town today, we are . . .

4 I am a woman from Zimbabwe. My baby and I are . . .

Photo descriptions

worksheet

1 During the 1984–85 famine in Ethiopia, many people living in the severely affected northern regions were moved to the more fertile provinces in the south-western part of the country. Later the government set up a programme to bring together families who were separated by the move.

These three young orphans, whose families did not survive the famine, play in a field of teff, Ethiopia's staple grain. The region, which was once arid and parched, now promises the best harvest in a decade.

2 These workers install solar energy panels to produce electricity for the refrigerator in the health clinic in Linia, Chad. Refrigeration is necessary to keep vaccines cold in warm climates. Chad has expanded its immunisation programmes, and is vaccinating larger numbers of children every year.

3 About 3 million children die each year because they have not been immunised against diseases such as measles, tuberculosis, and polio. Here, schoolchildren in Peru are part of a campaign to inform the public about the importance of immunisation, and to let people know about immunisation days that will be held in their town.

4 The government of Zimbabwe has set up classes for pre-school children and to train teachers. This woman, whose child is in the Early Learning Centre in Chitungwiza, participates in the class once a week to learn how to stimulate her child's development and learning.

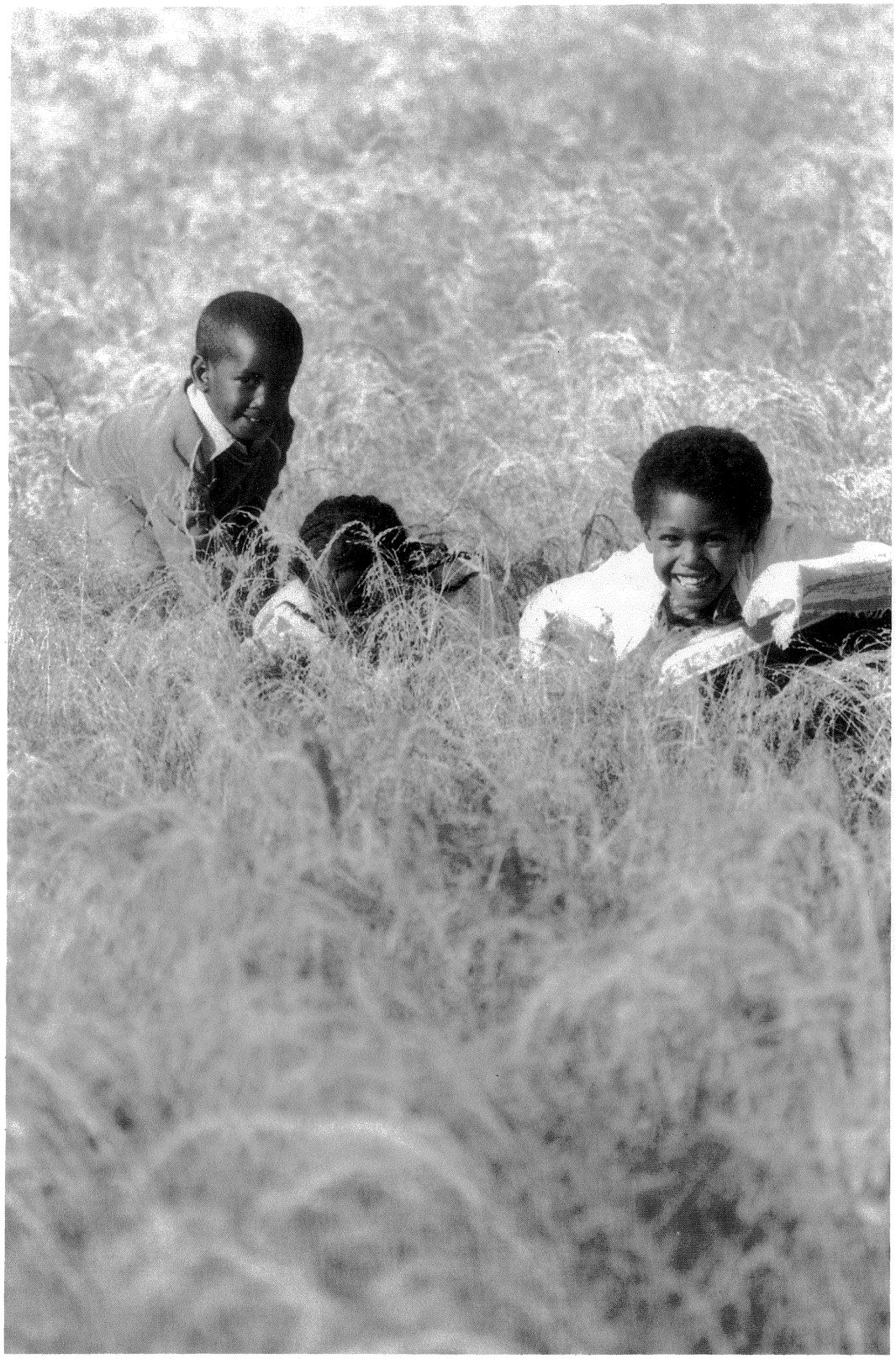
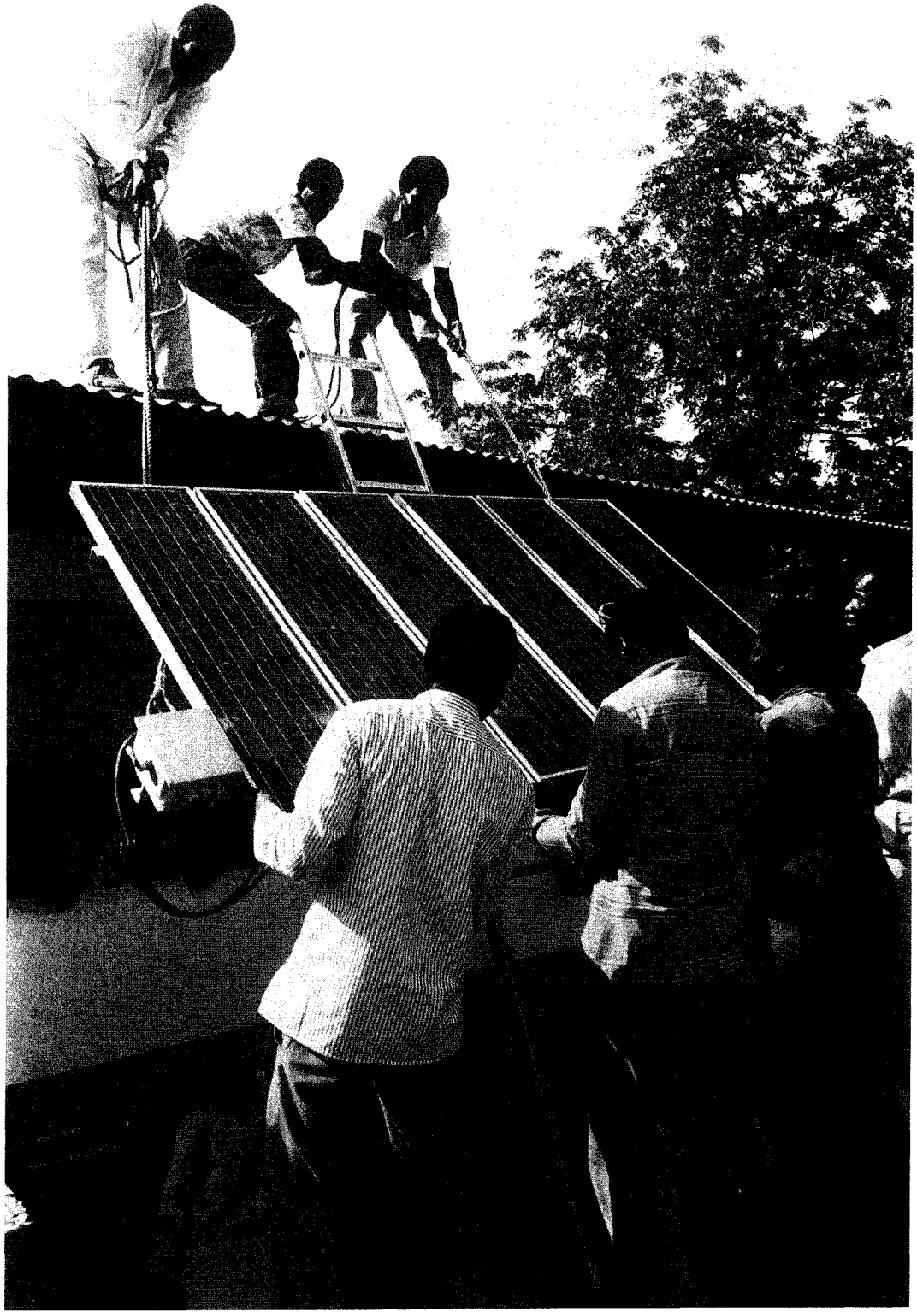


Photo 1

Photo 2



Nacimos para vivir!
Protejamos Ahora!
Nacimos para vivir!
Protejamos Ahora!

Photo 3

Photo 4

Activity 18 *The whole picture*

OBJECTIVES

To help students understand how the cropping of images may distort or manipulate one's perception of reality; to make them more aware of the importance of seeing the whole picture (literally and metaphorically) before making a judgement about it.

Age level 2: 12–15 years

MATERIALS

Two photos for each pair of students, one of which shows a detail of a scene, while the other shows more of the background surroundings (see samples on pages 110–19); a copy of the corresponding photo description for each pair (see page 109).

PROCEDURE

Step 1

Students form pairs. Each pair is given one copy of a photo showing a fragment or detail of a scene. Based on this detail, they draw what they think the rest of the picture shows.

Step 2

Pairs are given the second photo, which includes the detail of the first, but shows the context in which it is set. They also receive a copy of the description of the photo. They write a paragraph describing their reaction to the complete photo.

Step 3

Both photos and reactions are displayed around the room. Students circulate and look at each others' work.

Step 4

Pairs then report back to the whole class on their reactions to the activity:

- Did their first impression of the photo differ from their reaction to the second photo? Why?
- Were any stereotypes revealed?

- What techniques can be used to change the way a viewer perceives an image?
- What reasons might there be for people who edit and publish photos to want to provoke a particular type of reaction on the part of the viewer?

VARIATION

After looking at the photo fragment, students write a story telling what they think the whole picture is about, rather than draw their ideas.

FOLLOW-UP

1 The class collects photos from magazines and newspapers which can be used in the same way as in the activity.

2 They may also wish to examine images of other countries on television. What questions are raised by these newscasts and stories? What additional information would they like to receive about these countries? If possible, a visit to a television studio to compare finished news stories with the uncut footage they are based on would help students understand how editing changes the final image.

IN THE CURRICULUM

The activity uses observation, visualisation, writing, comparing, analysing and critical thinking skills. It can be used in a media studies or art class. It an also be used in an English class to raise the issue of how we interpret both visual and print media. It could be used in a humanities class to explore images that students have of developing countries.

Photo descriptions

worksheet

1 In Mexico, programmes are being set up to help children who live on the streets. Here a social worker plays with some children who work in the market; by making friends with them, she is better able to find ways to help them.

2 In Guatemala, this woman proudly shows her diploma. She has just completed a course teaching women how to take action to start development projects in their communities.

3 As part of a health care programme in Thailand, a student at school is being given a vaccination.

4 In Sri Lanka, the government has set up mobile libraries. These libraries visit slum areas so that children there can borrow books.

5 In Sudan, the government is working to provide nutritional assistance to people affected by the drought. Here, Nutritionist Fatma Jibril measures the height of a child.

Photo 1

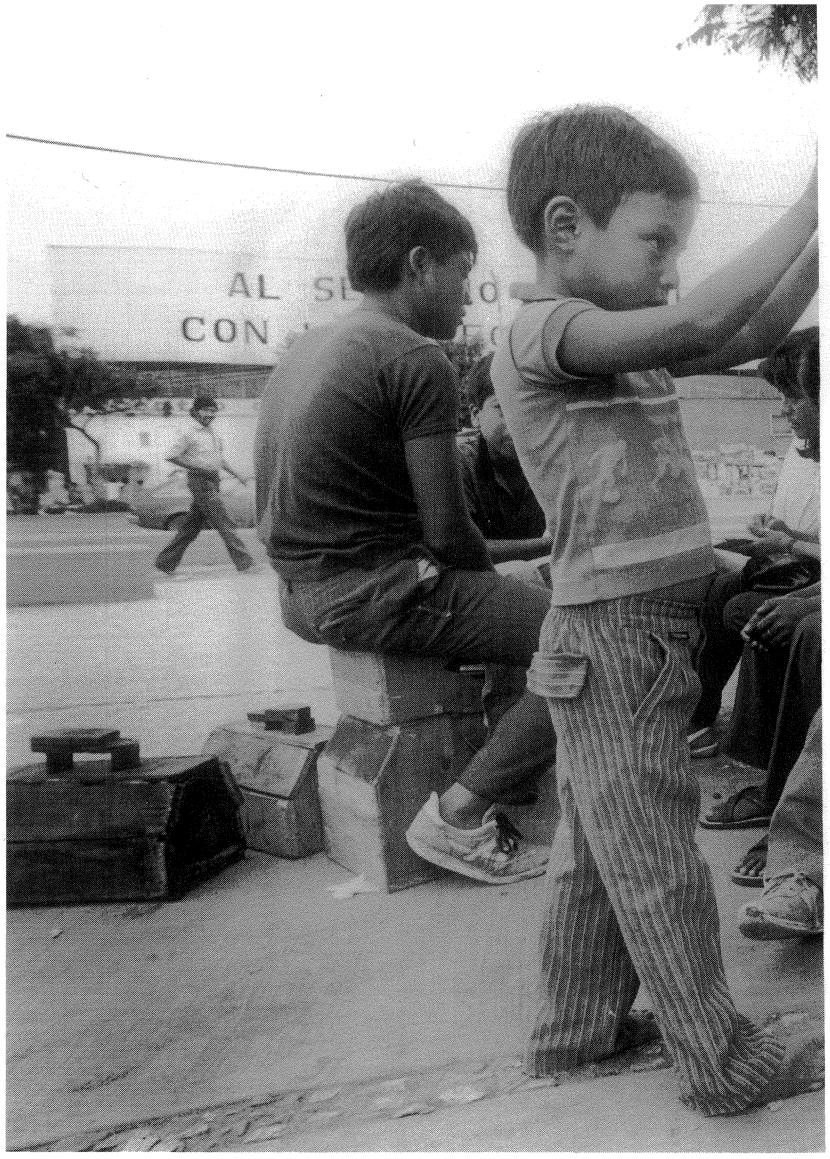
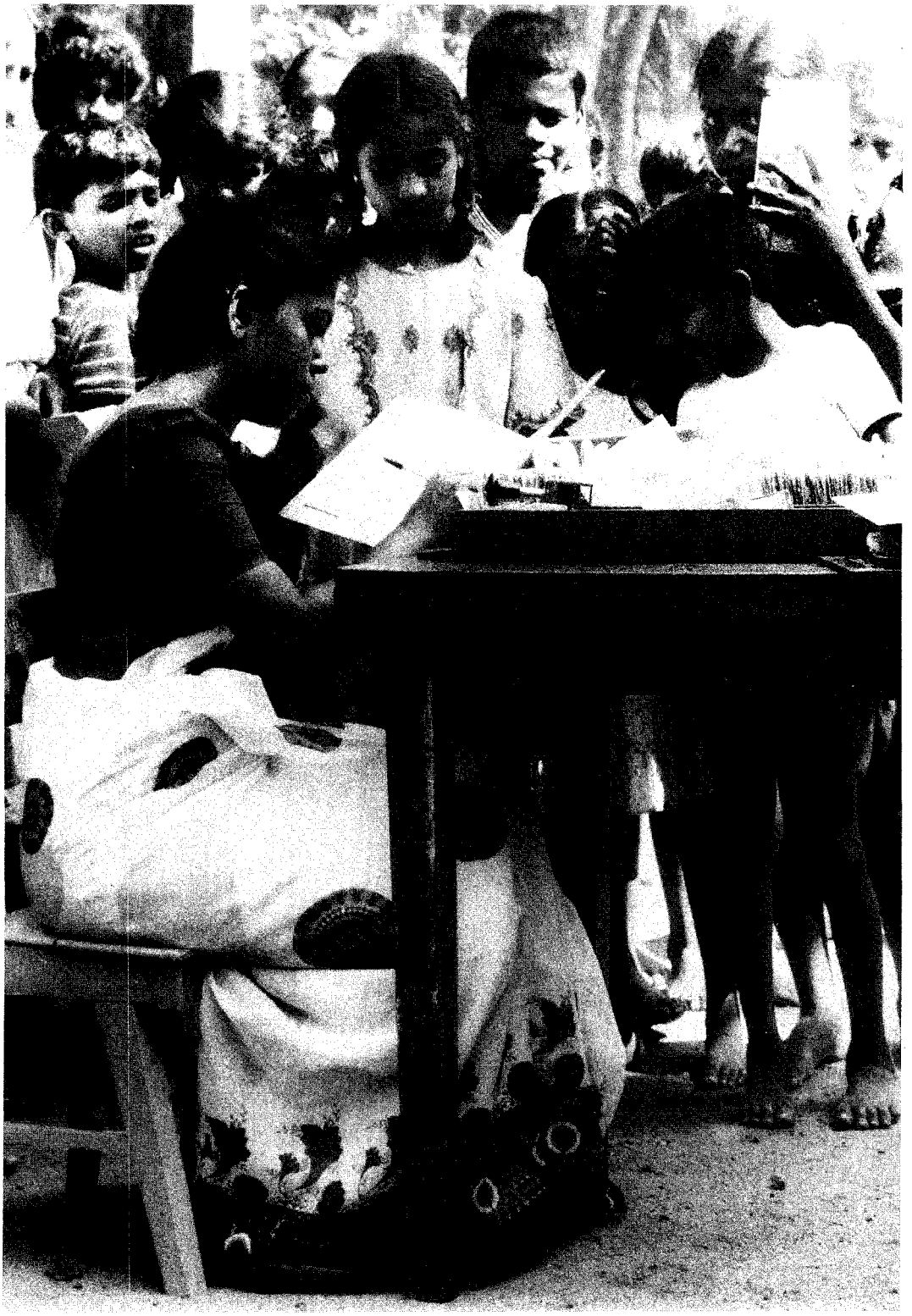


Photo 2

Photo 3

Photo 4



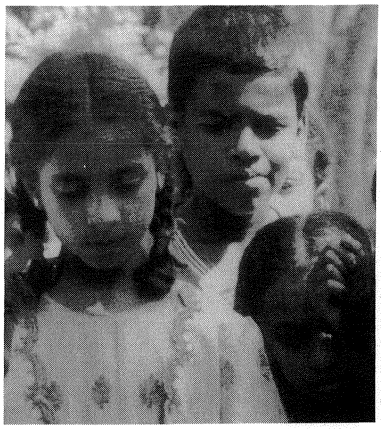


Photo 5

Activity 19

Analysing books

OBJECTIVES

To sensitise students to gender stereotyping in the text and illustrations of books for young people.

Age level 2: 12–15 years

MATERIALS

A **Book analysis** form for each pair (page 122); a collection of fiction books written for the class's age level or younger.

PROCEDURE

Step 1

Pairs of students choose a fiction book from the class, school, or public library. They read the book together, filling in the **Book analysis** form as they go along.

Step 2

Pairs report to the whole class on their findings. The quantifiable results can be compiled into a bar graph.

Step 3

The class then discusses:

- Were there more female or male characters in the stories?
- Did females and males have similar roles in the stories, or were there noticeable differences in the types of things they did?
- Were most of the **main** characters male or females?
- Were there gender differences in the types of concerns, problems or issues that the main characters had to resolve? Were they equally serious?
- Who were more often portrayed as the problem-solvers – females or males?
- Were there differences in the ways that females and males resolved their concerns? If so, what were the differences?
- Did analysing books written for young people teach you anything about gender stereotypes?

VARIATION

The book analysis form can be adapted to examine how other groups are depicted. For example, the column headings on the form can be changed to read:

- Children/Adults/Elderly adults;
- Able-bodied persons/disabled persons;
- Ethnic majority group/Ethnic minority group.

FOLLOW-UP

1 The students attempt to rewrite some of the stories in a non-biased way, or they create a collection of new stories with non-stereotypical characters.

2 With the permission of the school librarian, students insert a short summary of their analysis of each book inside the front cover; other students who read the book can consult this analysis and be alerted to the nature of the images, positive or negative, presented therein.

3 Students write to authors or publishers either to express their appreciation for books that avoid biased images, or to suggest ways of presenting more positive images in future publications.

IN THE CURRICULUM

The activity requires observation and recording, reading comprehension and analytical skills. It is appropriate for an English class, or a lesson on media studies. It could also be used in a humanities class to examine ways in which groups of people within one's country, or people from other countries, have been depicted. If graphs are used to present data on the number of persons from various groups that are represented in the books, mathematical skills can also be incorporated.

worksheet

Book analysis form

Title _____ **Author** _____

	Girls, women	***Boys, men***
How many are there?		
What do they do most often?		
Who is the main character?		
Describe any special concern, problem or issue that the main character has to resolve.		
How is it resolved?		
Who resolves it?		

Was there gender stereotyping in this book? _____

What comments or reactions do you have about this book?__

_____

_____

_____

Activity 20

Challenging stereotyping – role plays

Age level 2: 12–15 years

OBJECTIVES

To make clear to young people the negative impact that stereotyping can have; to help them develop the skills necessary to confront and challenge bias.

MATERIALS

One role play scenario (pages 126 and 127) for each group of four.

Note: The scenarios described are suggestions only. They deal with types of stereotypes which may be fairly common in many Western industrialised countries. They should be modified by the teacher to address stereotypes or issues which are more relevant to the class.

PROCEDURE

Step 1

The students form groups of four. Each small group is given one role play scenario.

Step 2

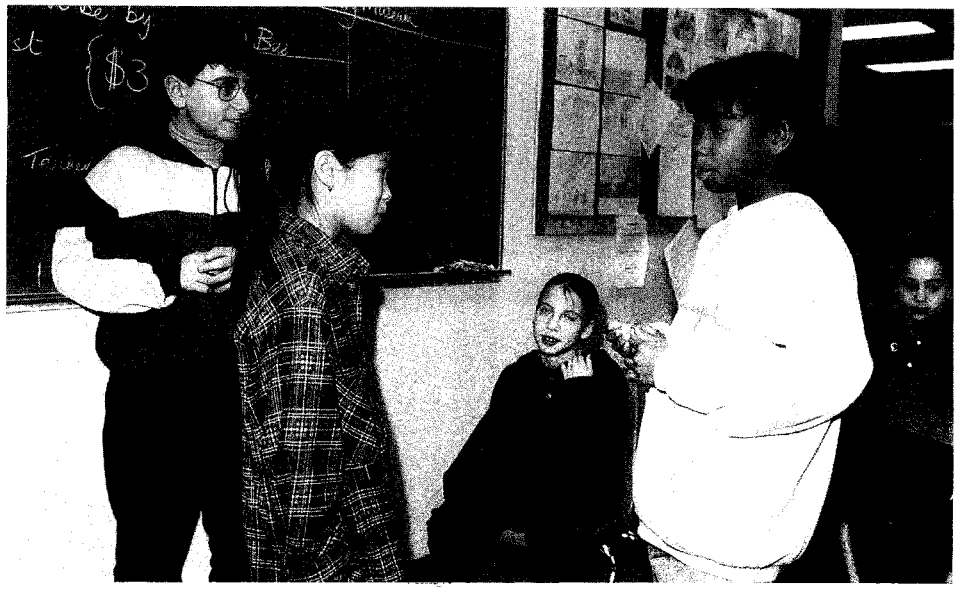
Everyone in the small group reads the card, and then two students volunteer to act out the scene. The other two students act as observers.

Step 3

Once the role play is completed, the small group members discuss it. The observers give feedback about what approaches they thought worked best in challenging the stereotype which was expressed.

Step 4

The small group can then act out a second scenario, with the two observers as actors. Alternatively, it may repeat the first scenario, with the observers playing the roles and confronting the biased person in a different way from the first role play.



Learning to confront bias

Step 5

The whole class then discusses the following questions:

- How were the various role play situations similar? How were they different?
- How did it feel to play the part of the biased person?
- How did it feel to play the part of the person who challenged the prejudice?
- What techniques were used in confronting the stereotype? Asking for clarification or more information about how the biased person is feeling and why? Reasoning? Attempting to persuade the person? Giving examples you know of persons who do not fit that stereotype? Providing factual information which counters the stereotype? Using concepts such as rights and justice? Arguing or threatening?
- What approaches were most effective in changing the biased person's attitude?
- Have you ever had to challenge prejudice in real life? What did you do?
- Have you ever been the object of unfair prejudice in real life? What did you do?

VARIATIONS

1 Students who are acting reverse roles half-way through the role play.

2 Role play scenarios can be derived from real incidents that the class knows of in their school or community. However, this should be done with awareness of the range of perspectives which may exist within the class on the incident in question; it may not be appropriate to use over-sensitive issues in this context.

3 Role plays may be enacted by a pair in front of the whole class if the students are familiar and comfortable with role play techniques.

FOLLOW-UP

1 The class discusses what types of stereotyping commonly go on in their school or community. They consider possible ways to raise the awareness of others about potential problems: by using the role play exercise as the basis for an article on bias in the school or local newspaper, for example, or a dramatisation to be presented at a school assembly.

2 Students use the role play scenarios as the basis for creative writing assignments.

IN THE CURRICULUM

The activity involves taking a variety of perspectives, decision-making, analysis and taking action. It may be used in a drama class, or in English as a way of exploring incidents of conflict and prejudice in literature. It could be used in the context of a humanities lesson on the experience of immigrants, or of other minority groups who have encountered prejudice from members of the dominant culture.

worksheet

Role play scenarios (1)

1 Your teacher has given the class an assignment to work in groups of four to write a report. Theo, whose family comes from a developing country, is in your group. As your group goes off to the library, another student, Marc, whispers to you, 'I wish Theo wasn't in our group. People from his country are all so lazy. They never do anything for themselves. We'll probably have to do his work for him.'

You respond . . .

2 The teacher is planning an all-day trip for the class. She tells the students to ask their parents if any of them would be able to come along for the day to help out. You say that you will ask your grandmother. The teacher says, 'This is going to be a very long trip, and we will be walking for quite a distance. I think it would be too tiring for your grandmother. Maybe your mother or father could come.'

Your grandmother is a very active and fit person. You say to the teacher . . .

3 Some families from a developing country have recently moved to your town, and their children go to your school. While walking in the corridor, one of your friends says to you, 'I don't like having all these poor people going to our school. My father says they all come to our country looking for work and they take jobs away from the people who live here. I think they should all go back to wherever they came from.'

You say . . .

Role play scenarios (2)

worksheet

4 It is Sonia's first day in your class. Sonia uses a wheelchair to move around. Just before recess time, one of your friends says to you, 'When it's time to go outside, I'm going to go help Sonia put her coat on. She probably can't do it by herself.'

You say . . .

5 Jena is a girl in your class who comes from another country. One day you are eating in the school canteen when one of your friends says to you, 'Look at the weird food that Jena brought for lunch! Doesn't it smell disgusting? How can people in her country eat that stuff?'

You answer . . .

6 You are a boy who has to do a chemistry experiment with one other boy and one girl, Rima. You are talking about how to divide up the work. One of the boys says to you, 'You measure the chemicals and I'll light the burner. Rima can take notes – girls have better handwriting than boys.'

Rima doesn't say anything.

You say . . .

Age level 3:
16–18 years

Activity 21

What kind of news?

OBJECTIVES

To help young people become aware of the different ways in which industrialised and developing countries are portrayed in the media; to encourage them to reflect on how this can perpetuate stereotyping.

MATERIALS

A collection of current newspapers and magazines, large sheets of sugar paper on each of which is written the name of one of the regions (listed below), glue, felt-tip pens, and A4 paper.

PROCEDURE

Step 1

The class is divided into groups of three. Each small group is assigned one of the following regions of the world:

Africa
The Middle East
Western Europe
Central and Eastern Europe
Countries of the Commonwealth of Independent States (former Soviet Union)
South Asia
East Asia, Australia, and countries of the South Pacific
North America
Central America, South America, and the Caribbean

Small groups look through current magazines and newspapers and collect articles about the countries of the region they have been assigned. (They may wish to exclude articles about their own country, or to limit them to the five or ten which they judge to be most significant, or to create a separate category for them.)

Step 2

Students glue their articles onto the large sugar paper, giving each a number.

Examining newspaper articles to see how different regions of the world are represented

On a sheet of A4 paper, they list the number of each article, followed by a few words or a short sentence summarising the topic of the article.

Step 3

The articles and summaries are posted on the wall around the room. The students walk around and look at each group's collection of articles.

Step 4

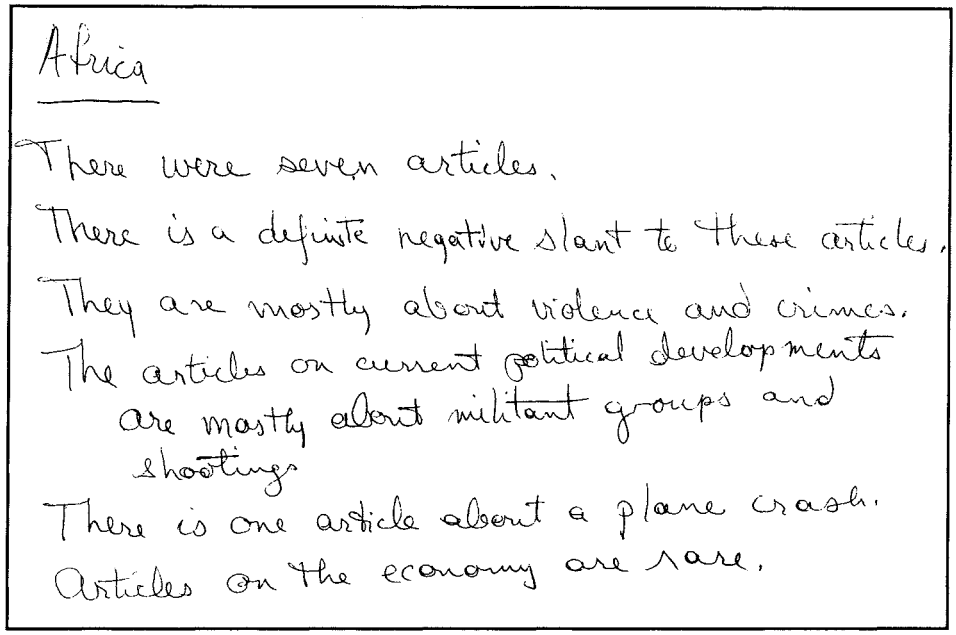
In a plenary, the class decides on what the dominant themes or topics of the articles from each region were.

Step 5

They then discuss the following questions:

- Were all regions of the world equally represented? What regions had the most news coverage? (How does this change if you exclude articles about your own country?)
- What regions had the least coverage? How do you account for the difference?
- What were the predominant themes or topics of news stories about each of the regions?
- How were developing countries portrayed?
- What proportion of the stories presented positive images of developing countries? Do you think this represents an accurate representation of life in those countries?

- What reactions might readers have to stories about typical life, or about positive changes in developing countries?
- How could exposure to negative news stories over time create or reinforce stereotypes about developing countries?
- What might be some sources of news about developing countries that would give a fuller picture of life there?


Africa

There were seven articles.
There is a definite negative slant to these articles.
They are mostly about violence and crimes.
The articles on current political developments are mostly about militant groups and shootings.
There is one article about a plane crash.
Articles on the economy are rare.

What kind of news do we receive about developing countries?

VARIATIONS

1 The same activity can be carried out using stories from international radio or television news broadcasts.

2 Reporting about developing countries which focuses on extreme poverty, famine, natural disasters, ethnic conflicts, etc., fails to give a full picture of life in those countries. Such reporting can create stereotypes because readers seldom have first-hand knowledge of typical events in those countries against which they can balance more sensationalistic stories.

To demonstrate this point to students, have them write about a typical day in their lives, in the style of a television news broadcast. Would such a story ever really be broadcast? Why or why not?

Then have students collect newspaper articles about an event in their own country, such as a flood, crime, an ethnic conflict, a drug problem, or a serious road or rail accident. What kind of image would such articles

convey to a person in another part of the world, who had no idea of what normal daily events in the students' country are like?

FOLLOW-UP

1 The class visits a travel agency to collect tourism brochures from developing countries. These can be compared with the collection of newspaper articles. How do they differ? What are the different intentions of the writers of news stories and tourist brochures? How are the audiences different? Why is it that neither of these sources of information gives a balanced picture of a country?

2 The class contacts organisations working in developing countries (such as UNICEF) to request material on successful programmes in those countries. This information can be contrasted with the prevailing themes found in news articles.

IN THE CURRICULUM

The activity requires skills in reading comprehension, critical thinking, categorisation and analysis. It can be used in a media studies lesson; a history or geography class on a particular country or region; or in an English class on styles of writing used in journalism.

Activity 22

Aid agency advertisements

Age level 3: 16–18 years

OBJECTIVES

To sensitise young people to the ways in which aid agency advertising, intended to encourage financial support of developing countries, often acts to perpetuate stereotypes.

MATERIALS

Copies of the six **Sample aid agency advertisements** on pages 134–5 for each pair of students. (The advertisements are based on materials used in actual fundraising campaigns in several industrialised countries.)

PROCEDURE

Step 1

Pairs read their sample aid agency advertisements together. They then list both positive and negative aspects of each one. They should give special consideration to any stereotypes of people in developing countries which might be inferred from these advertisements.

Step 2

As a class, students discuss any erroneous images that might be conveyed by the advertisements. These may include:

- Development problems can be solved simply by donating money (rather than by addressing the underlying political, social and economic causes of poverty).
- Only aid from the industrialised countries can 'save' poorer nations and their children.
- Since solutions to the problems of children in developing countries are so inexpensive, there must be something wrong with people in those countries if they cannot solve the problems themselves.
- All children in developing countries are poor, dirty, uneducated, in ill health, hungry, joyless and unloved.

Step 3

The class votes on which of the six advertisements are the best and worst, from the standpoint of how effective they would be at raising money.

Step 4

Students then vote again on which of the advertisements are the best and the worst, from the standpoint of how well they avoid negative stereotypes of people in developing countries.

Step 5

The class discusses the following questions:

- Why do you think aid agencies run these various types of advertisements?
- What response are they trying to provoke in their audience? Who is their audience?
- What are the characteristics of a 'good' fundraising advertisement?

Note: In discussing the advertisements, it is important that young people understand that the aid agencies do not intentionally set out to create negative stereotypes. Rather, they often use techniques which aim to encourage the public to donate money by appealing to the emotions. The class should also be made aware that the intent of this activity is not to deny the fact that there are children in developing countries who need help, but to show how aid agency advertising can unwittingly promote stereotypes.

VARIATION

Pairs attempt to write their own advertisements which do not perpetuate stereotypes. Is this possible to do? Are there any contradictions inherent in attempting to create advertising which will encourage donation while respecting the dignity of the recipients?

FOLLOW-UP

Young people examine advertising from aid agencies in their country. They could write to the agencies, suggesting changes in their advertising approach, and explaining why such changes are needed.

IN THE CURRICULUM

The activity involves reading comprehension and critical thinking. It can be used as part of a media studies lesson, a writing class, or a history or geography class on a developing country.

worksheet

Sample aid agency advertisements (1)

Little Jeni never celebrates her birthday!

For a young girl who lives on the dangerous streets of city A, every day could be her last.

But you can help. Sponsor little Jeni for just £10 a month. This will provide her with enough to eat, clothing, school fees, and medical care.

She just might live to see her next birthday.

Mira escaped civil war. Now she risks death from starvation.

Would you give £10 to keep her alive?

Your contribution of only £10 will provide a month's worth of food for a hungry refugee child in country B.

Send your donation today. Time is running out for Mira.

Help them help themselves.

AAA agency's irrigation project in country X has transformed drought-stricken land into thriving farms. The villagers of XX now produce almost 75 per cent of their food themselves.
These are hard-working people who want to be 100 per cent self-sufficient. Help them reach their dream.
Support the expansion of the irrigation project. Give to AAA today.

25 pence could save his life.

All over the world, children like Tomi are dying from dehydration. This condition, caused by diarrhoea, is one of the biggest killers of children in the developing world.
But 25 pence will buy a packet of oral rehydration salts – a simple mixture of salt and sugar – which can save his life.
If 25 pence can save Tomi, £25 could save 100 children.
It's that simple.

Sample aid agency advertisements (2)

worksheet

Think about how you live. In your home you have clean running water every day. You have plenty of electricity for cooking and heating. You have a cupboard full of nutritious food, and money to buy more at the corner shop.

Now think of how millions of people on the other side of the world live. They battle diseases caused by dirty water. They walk for miles to collect scarce wood for cooking fuel. Hunger and malnutrition cut too many young lives tragically short.

Won't you give – just a little – to help someone less fortunate?

Jane Smith was born and raised in country C. Today, she is a project officer there for XYZ agency. Jane talks about her work:

'My first project for XYZ was to work with the people of village CC on plans for a new school building. The old one was overcrowded, and the roof leaked badly when it rained.

Funds from XYZ provided the construction materials. The villagers provided the labour. What a sense of accomplishment when the roof went on!

The number of children who attend school in village CC has now doubled. More girls than ever before are attending. It makes me feel good to know that with an education, more of them will have the chance for the kinds of job opportunities that I have had.

We have a long way to go to improve education in my country. Too many people still believe that a girl's place is in the home, not in school. And too often children are taken out of school to help with farming. This has been especially true lately, since bad weather has caused several years of poor harvests.

But building a new school in village CC has caused many parents there to feel more involved in the education of their children. I hope to be part of many more projects like this one with XYZ.'

Activity 23

Terrorist or freedom fighter?

Age level 3: 16–18 years

OBJECTIVES

To help young people become more aware of the fact that there are differing perspectives on the same event; that news stories are often written from only one perspective and don't explore alternative points of view; and that stories can be written with the intent of provoking a particular emotional reaction in the reader.

MATERIALS

A copy of one of the **Reporter's Worksheets** (pages 139–141) for each pair.

PROCEDURE

Step 1

The teacher reads aloud to the class the two **Sample Newspaper Articles** on page 138.

Step 2

The class is then asked to compare the two articles, and discuss the fact that they describe the same incident.

- How do the two articles differ?
- What was your reaction to the first one?
- What was your reaction to the second one?
- What techniques were used in each of the articles to draw out your reaction?
- What might the intention of the writer of the first article have been?
- What might the intention of the writer of the second article have been?
- Can you tell from listening to the two articles which version is more accurate? What additional information might you need to help you decide?
- Are there any other possible perspectives on this same event?

Step 3

The students form pairs. Each pair is given a copy of one of the **Reporter's Worksheets**. They work together to complete it.

Step 4

Each pair joins with two other pairs to form a group of six. Each of the three pairs in this small group should have a different **Reporter's Worksheet**. The pairs take turns reading their work aloud to the others in the small group, and the group discusses it.

Step 5

The class then meets to discuss what was learned from the activity. The discussion should focus on the variety of perspectives that may exist on a given event, and the ways that language can be used to shape or manipulate emotions and reactions. Students can also consider:

- Can any news reporting be totally objective?
- How can young people obtain the fullest and most accurate information possible about local and global issues?

VARIATIONS

1 The class looks for articles in newspapers that it thinks provide only one perspective on a local or global issue. Students research alternative perspectives, and/or attempt to write an article that presents another point of view.

2 Students look for examples in different newspapers of an event that is reported from two very different viewpoints, and make a scrapbook or display of these.

3 They can also look for examples of articles that they feel represent balanced reporting of as many sides of an issue as possible, and make a scrapbook or display of these.

FOLLOW-UP

The class can write letters to local newspapers, commending them for balanced reporting, or encouraging them to include more diverse perspectives in their news coverage.

IN THE CURRICULUM

The activity involves listening comprehension, critical thinking, taking perspectives, and writing skills. It can be used in an English class to heighten awareness of point of view, or as a way of exploring controversial issues in humanities.

worksheet

Sample newspaper articles

VERSION 1

Vicious rioting took place last night in the Lakeview section of the city. Rock throwing youths confronted police officers, who attempted to calm the disturbance. After enduring an hour of hostilities, including shouted insults and threats to set fires, the police arrested five youths who seemed to be instigating the violence. The five are currently being held in custody while they await questioning. Leaders of the riot claim that the incident was triggered by an event earlier in the week, when a member of one of the local youth gangs was caught fleeing the scene of a suspected burglary, and was arrested. These leaders are demanding a public apology from the chief of police for the treatment of the youthful offender.

VERSION 2

Young people marched in the streets of the Lakeview section of the city last night to protest at the detention and beating of a 13-year-old boy. Youths chanted slogans calling for the release of the boy, and an end to police brutality. Police in riot gear attempted to confine the peaceful protest to a two block section of the city. When a rock was thrown by an unidentified protester, police threw tear gas at the young people, and dispersed them with clubs. Five of the demonstrators are being held without bail by the police. Community leaders say that because of the recent history of tension between the police and the young people, they fear for the safety of the five students who are being held. They report that outrage over the unjust arrest and mistreatment of the 13-year-old boy, who had been running to escape two men who attempted to rob him, has inflamed the residents of the neighbourhood.

Reporter's worksheet 1

worksheet

Event: A group of armed citizens enters a town that is occupied by soldiers, and drives out the occupiers.

A Write an article about this event that presents the group of armed citizens as terrorists who are disrupting the peace.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

B Write an article about the same event that presents the group of armed citizens as freedom fighters liberating the oppressed townspeople.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

worksheet

Reporter's worksheet 2

Event: A group of citizens temporarily halts the construction of a power plant and requests an environmental impact study.

A Write an article that presents the citizens as environmental fanatics who ignore the need for local economic development because they care more about wild animals.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

B Write an article that presents the citizens as concerned about the long-term development of the community, who feel that human progress must maintain harmony with the natural environment.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

Reporter's worksheet 3

worksheet

Event: A study of literacy rates in a developing country indicates that 60 per cent of girls complete primary education.

A Write an article that expresses outrage over the fact that in the last decade of the 20th century, 40 per cent of the girls still are not receiving basic education.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

B Write an article that shows that a 60 per cent literacy rate among girls represents a vast increase in the past ten years.

What kind of reaction would this article produce in the reader?

What might be the motives of the person who wrote it?

Activity 24

The Tourists and the Touyats – a simulation

Age level 3: 16–18 years

OBJECTIVES

To simulate the clash of cultures which can occur when tourists visit developing countries (or *any* countries), bringing stereotypes about the local residents; to help young people become more aware of the potential for conflict and misunderstanding that such a situation creates.

MATERIALS

Paper and coloured pencils for both groups; copies of **Tourists – background information** and **Questions for Tourists** for one half of the class, and **Touyats – background information** and **Questions for Touyats** for the other half (pages 145–8).

PROCEDURE

Before beginning the simulation, an extra adult should be asked to help out, so that one adult can work with each group. If two adults are not available, one young person who is a strong leader should take responsibility for the Tourist group, while the teacher works with the Touyats. The role of the two leaders during the simulation is to remind students of the characteristics of their group, and to help group members to adhere to them. The leaders should familiarise themselves with the background information of *both* the Tourists and the Touyats before starting the simulation.

Step 1

The class is divided into two groups, with an equal number of girls and boys in each group. The groups meet in two separate rooms, for approximately 20 to 30 minutes, to familiarise themselves with their background material and to prepare their roles.

Step 2 (5 minutes)

Tourists and Touyats return to a common room, and take positions at opposite ends of the room. Tourists use their pencils and paper to make paper money; they can also make sample 'photographs' to show to the Touyats. Touyats use their pencils and paper to draw geometric designs which simulate cloth that they are weaving.

Step 3 (3 to 5 minutes)

One Tourist who has been previously selected goes to the Touyats' side of the room and attempts to make friends, show photographs, and buy cloth.

Step 4 (3 to 5 minutes)

The Tourist returns to her side of the room and reports to the other Tourists on what the experience was like. The Touyats discuss among themselves their impressions of the visitor.

Step 5 (3 to 5 minutes)

Two more Tourists go over to the Touyats' side and attempt to make friends, show photographs, and buy cloth.

Step 6 (3 to 5 minutes)

The two Tourists return to their side of the room, and report to the other Tourists what their experience was like. The Touyats discuss among themselves this latest contact with the Tourists.

Step 7 (10 minutes)

The leader of the Tourists reminds them that they will only be in this village for a short time before their bus comes to collect them. The leader urges them to make the most of their time and get to know some of the natives, get as many photographs as possible, and try to buy plenty of handicrafts to take home as souvenirs. The Tourists all go to the Touyats' side of the room and begin interacting simultaneously. The Touyats attempt to maintain their standards of behaviour.

Step 8

The teacher calls a halt to the simulation. The two groups sit in one circle to discuss the activity – Tourists and Touyats should sit with members of their own group. Points for discussion can include the following:

- How are the Tourists feeling right now? Why?
- How are the Touyats feeling right now? Why?
- What do the Tourists think about the Touyats?
- What do the Touyats think about the Tourists?
- For the Tourists: explain what the Touyats did or didn't do that caused problems.
- For the Touyats: explain what the Tourists did or didn't do that caused problems.
- For the Tourists: what could the Touyats have done to make your visit smoother?
- For the Touyats: what could the Tourists have done to make their visit less disruptive?
- For the Tourists: if you came back on a trip, what should you know or do in order to be less upsetting to the Touyats?

- For the Touyats: if more Tourists come in the future, what should you know or do in advance in order to be ready?

VARIATION

A small group prepares the simulation as a role play to be presented to the whole class.

FOLLOW-UP

1 The class reflects on tourism in its own country. What are some of the benefits of tourism for the students' country? What are the benefits for the tourists? What are some of the problems of tourism for the students' country? What are the problems for the tourists?

2 Students interview members of their community who have visited other countries to find out more about their experience of the meeting of different cultures.

IN THE CURRICULUM

The simulation develops perspective-taking and communication skills. It would be appropriate for a drama or English class, or a humanities class in which the interactions of two different cultures – due to trade, immigration or tourism – is being examined.

Tourists – background information

worksheet

You are about to visit Touyatland! The information below will help you to make this special, once-in-a-lifetime trip an experience you will never forget!

Touyats are simple country people who live in small villages. They are very poor, and have no formal education system. They don't have any modern equipment such as televisions, cameras, or refrigerators, and use only simple hand tools. They don't speak any major world languages, so you will have to communicate with them by using sign language. They are hungry for contact with people from more advanced cultures, and after a while, they will be eager to get to know you. Be patient!

Bring your cameras and don't miss out on the opportunity to take photographs of these exotic people and their picturesque ways. Remember, as their country starts to become more developed, some of these old ways may be lost, so take photos of their quaint lifestyle before it disappears. Touyats may be shy at first around cameras, because they are unfamiliar with modern technology. If you bring sample photos to show them they will understand what being photographed is all about.

The one thing that the Touyats excel at is weaving cloth. They weave cloth with colourful geometric patterns which they use to make clothing, bed covers, and wall hangings. The Touyats are proud of their crafts; be sure to show your admiration of their clothing or weaving in progress.

There can be no more precious souvenir to take home with you than some samples of lovely Touyat cloth, shirts, skirts, or trousers. These can be purchased at bargain prices – the Touyats have a real need for currency from industrialised countries and should be happy to do business with you! Remember, native people love to haggle over prices. Don't be discouraged if your first offer for a piece of cloth or an item of clothing is refused – just keep trying, and offer a little more if you have to.

worksheet

Questions for Tourists

Tourists should consider the following questions before visting the Touyats:

1 How can you try to make friends with the Touyats, who don't know your language?
(Use lots of sign language; be patient with them; keep trying.)

2 What are the two most important things to bring back from a visit to the Touyat tribe?
(Lots of photographs; Touyat cloth and items of clothing.)

3 How can you encourage Touyats to let you photograph them?
(Show them a sample photograph so that they will understand what you want; keep trying!)

4 How can you let the Touyats know that you like their clothing if they can't understand your language?
(Again, use lots of sign language: gestures and touching their clothing in an admiring way will show your appreciation.)

5 What should you do if you offer a Touyat some money for their cloth, and they refuse it?
(Remember, primitive people love to haggle and bargain. Keep offering the original amount; offer more only if the Touyat is particularly stubborn about refusing to sell you the cloth.)

Note for the leader of the Tourists: After reviewing the **Background information** and **Questions**, ask for one volunteer who will make the first contact with the Touyat group, so as not to overwhelm them. Then ask for two additional volunteers to make the next contact. After this, the entire group of Tourists will visit the Touyats' village together. Remind them that they will not be able to use their language with the Touyats.

Touyats – background information

worksheet

You are members of the Touyat nation, an ancient and highly developed civilisation. You spin plant fibres into thread, through a complex process developed by Touyat scientists. This thread is woven into beautiful cloth which is famous worldwide. Touyats are proud of their skills as weavers. Your economy is based on trading this cloth. Touyats do not rely on money to trade with other countries. Rather, you exchange cloth directly for products which have value for you – food, tools, building materials, livestock, etc.

The barter system arises from your belief in the dignity of each individual. You show your respect for others by showing that you value the products they produce. Money is nothing but paper. Exchanging money does not show respect for another's work. Therefore, you trade goods directly. This system not only supplies you with everything you need, but prevents the problems that money brings (such as overpricing and theft).

You are quiet in public or with strangers. You feel that acting in a too familiar way with strangers indicates disrespect. If someone you don't know well tries to talk to you, you lower your eyes and turn your head away. You especially dislike casual conversation while you are working on your weaving – again, this indicates a disrespect for the seriousness of your work.

You are talkative, sociable, and physically affectionate with your family and friends. But physical contact of any kind between strangers is considered very rude. Touching another Touyat's weaving before it is finished is also rude. Weaving is a form of art which must be respected.

Because of your great respect for all people, you feel it is wrong to make representations of the human figure. To try to do so would be an insult to the individual. You do not have pictures of people on your walls or in your books, and your weaving contains only geometric designs.

Touyats are a close-knit group. In times of difficulty, they band together and make decisions as a group, rather than as isolated individuals.

In recent years, Tourists have visited your nation. You treat them with respect, but you do not forget the aspects of your culture that are important, such as the barter system, and the ban on images of the human figure. To show your respect for the Tourists, you have learned to say these words in their language: 'yes', 'no', 'hello', 'goodbye', 'please', 'thank you', 'shirt', 'skirt', 'trousers', 'camera'.

worksheet

Questions for Touyats

Touyats should consider the following questions before a visit from Tourists:

1 What is Touyat culture like?
(Ancient, highly developed, proud, sophisticated, scientific, wealthy, highly respectful of others.)

2 What is your economy like?
(Trade goods, but do not use money – this is considered insulting.)

3 What could you do if a Tourist offered you money?
(Refuse, walk away, consult with other Touyats, possibly even destroy it.)

4 How do you act with other Touyats?
(Warm, friendly, hugging; making important decisions as a group, not as individuals.)

5 How do you act with strangers?
(Respectful, reserved, quiet, don't have casual conversations – this would indicate disrespect; no physical contact.)

6 What could you do if a stranger tried to talk too much to you, or tried to touch you or your weaving?
(Lower your eyes and turn your head away, walk away, consult with other Touyats.)

7 What are your beliefs about making representations of the human figure?
(It is wrong, disrespectful.)

8 What could you do if someone brings a representation of the human figure into your culture?
(Lower your eyes and turn your head away, walk away, consult with other Touyats, take the picture and destroy it.)

9 What words can you say in Tourist languages?
('yes', 'no', 'hello', 'goodbye', 'please', 'thank you', 'shirt', 'skirt', 'trousers', 'camera'.)

Note for the leader of the Touyats: After reviewing the **Background information** and **Questions**, show the group how to use the paper and coloured pencils to draw intricate geometric designs – these are meant to represent the weavings that they as Touyats will be working on.