

UNDER
THE
SURFACE



National Student Conference 2023 Agenda

Time: 9.30-1.00 pm | Place: Online (Zoom or YouTube)

- 9.30am Introduction to theme '*Under the Surface: Encouraging a critical exploration of global justice issues*'
- 9:40 am Global Citizenship and WorldWise Global Schools: Examples of GCE taking place in schools around Ireland.
- 9.45am Panel discussion: 'Media literacy'
- 10.15am In-class activity
- 10.45am *Break*
- 11.00am Debrief of in-class activity
- 11.05am Panel discussion: 'Story of stuff'
- 11.40am Quiz post panel discussion
- 11.45am *10 min stretch break*
- 11.55am Global Citizenship and WorldWise Global Schools: Examples of GCE taking place in schools around Ireland.
- 12.10pm Panel discussion: 'Allyship and activism'
- 12.40pm Close
- 12.50pm SAT and feedback



#WWGSSC23



@WorldWise_Irl



@worldwise_global_schools

WorldWise Global Schools Online Student Conference:

Teacher support document for in class activities.

Pages 2-6: Media literacy in class activity. More than one option is provided. Please read before the conference to decide which option/s will suit your class best.

Page 7: Optional in class activity as part of 11.45-11.55 break

MEDIA LITERACY IN CLASS ACTIVITY 10.15-10.45

TIMEKEEPING! This in class activity is **30 minutes long**.

This session can be facilitated based on the interest and level of your students. All activities do not need to be covered, and optional questions are provided, if you opt to stay longer on one activity.

Overall aim of this in class activity: To critically think about bias, hate, and oppression in society.

[Facts Matter resource](#)

ACTIVITY 1: 'The Reality Behind the Words' worksheet.

1. Students individually fill out 'The reality behind the words' worksheet.

Options for the worksheet:

-Print for each student (PDF copy has been emailed to you with this pack)

-Project worksheet onto screen.(The worksheet image is provided on the next page of this document)

2. At the end of the activity, discuss the answers, while providing an explanation of the terms. If the class is unsure of a term, we recommend looking it up as a group.

3. *Optional question if opting to stay longer on Activity 1:*

De-escalation: *When we challenge biased attitudes and behaviours in ourselves, others, and institutions, we can interrupt passive and 'normalised' behaviour. This makes it more difficult for the escalation of bias and discrimination to happen.*

Using the examples provided in 'The Reality Behind the Words' worksheet, discuss how they could be 'de-escalated?'

NB Make sure to pay attention to the systems and structures that these injustices operate within eg. government policies which perpetuate gender inequality, policies that don't fully support human rights eg. Direct provision, media portrayal of women, cultural and societal 'norms' that prejudice a certain sector of society etc..

Encourage students to keep 'digging deeper' and go 'under the surface'

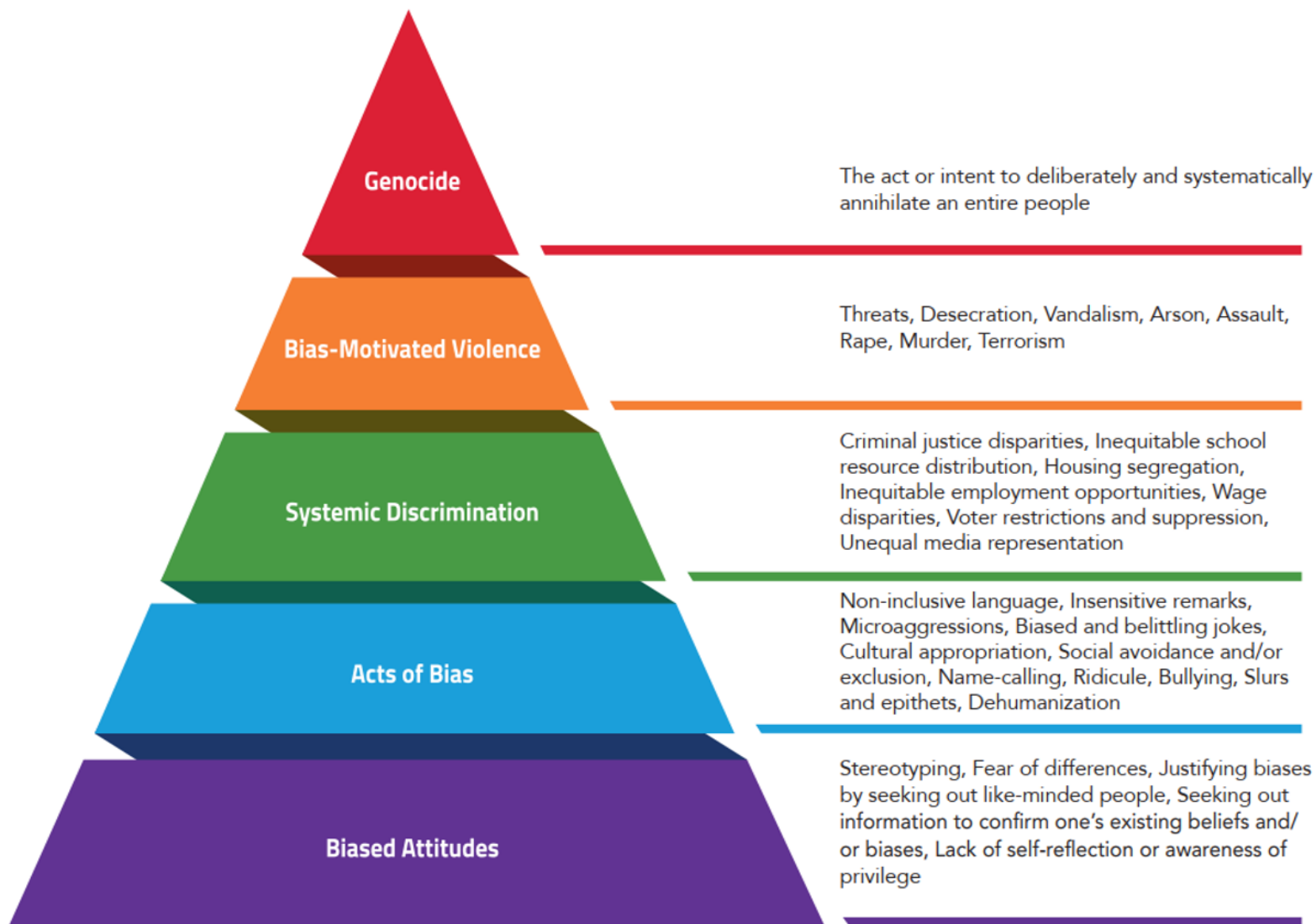
The reality behind the words



Match the terms with the relevant example.

Terms	Examples
Discrimination	1. Fashion magazines rarely include photographs of plus-size models in a positive way.
Genocide	2. A group of LGBTQ teens who attend a peaceful rally in support of same sex marriage are taunted and violently attacked by a group of teens.
Hate Crime	3. In Rwanda in the 1990s, the ruling majority Hutus engaged in efforts to systematically destroy their nation's Tutsi population, brutally killing 800,000 Tutsi through violent executions, murders with clubs and machetes and massacres in churches and hospitals.
Prejudice	4. An employer does not hire a male candidate who is otherwise qualified because the candidate is wearing a turban as part of his religious tradition.
Scapegoating	5. A teacher does not recommend one of her top students for an internship in Dublin because she believes the family could not afford the required expenses.
Stereotyping	6. A synagogue in a Cork city is spray-painted with swastikas and hateful graffiti about Jews.
Bias-motivated Violence	7. An education centre installs a metal detector by the front entrance of the centre because of a perceived increase in students' carrying weapons. Many of the students are upset with the new procedures this creates and blame Muslim students at the school because of people's concerns about terrorism.

ACTIVITY 2: The Pyramid Of Hate



The Pyramid of Hate: Overview for Teachers:

The Pyramid of Hate shows the frequency of bias, hate, and oppression in our society. It is organised by escalating levels of attitudes and behaviour, that grow in complexity from the bottom up. Like a pyramid, the upper levels are supported by the lower levels.

Bias at each level negatively impacts individuals, institutions, and society. As behaviours escalate, they become increasingly difficult to challenge and dismantle. When bias goes unchecked, it becomes normalised. This contributes to a culture of passivity, which contributes to a pattern of accepting discrimination, hate, and injustice in society.

While every biased attitude or act does not lead to genocide, each genocide has been built on the acceptance of attitudes and actions described at the lower levels of the pyramid.

Part A: Exploring the Pyramid of Hate

1. Draw or project the Pyramid of Hate on the classroom board. Alternatively it can be drawn on a large piece of paper.
2. Provide a general overview about the Pyramid of Hate. Starting from the bottom up, describe the meaning behind each level, and write any further explainer prompts, where necessary.
3. In pairs or groups, ask students to think about examples of injustices they have seen in the papers, or read online, for each level of the pyramid**
4. Ask students to write out these examples on post-its, and place them on the pyramid.

*****Newspaper headline images are provided on page 7 of this document as prompts if needed***

Part B: De-escalating the Pyramid of Hate

When we challenge biased attitudes and behaviours in ourselves, others, and institutions, we can interrupt passive and 'normalised' behaviour. This makes it more difficult for the escalation of bias and discrimination to happen.

1. Using the examples the students provided in Part A, discuss how negative behaviours, attitudes and biases can be 'pushed back' and de-escalated?

NB Make sure to pay attention to the systems and structures that these injustices operate within eg. government policies which perpetuate gender inequality, policies that don't fully support human rights eg. Direct provision, media portrayal of women, cultural and societal 'norms' that prejudice a certain sector of society etc..

OPTIONAL ACTIVITY during 11.45-11.55 break

This activity is an optional energiser during part of this break.

WHO HAS THE POWER? (freeze-frame)

Purpose: To facilitate students to reflect on who has the most power in making big decisions that affect all people on the planet.

1. This is a quick activity to encourage students to think through movement. There is no right or wrong interpretation.
2. Ask students to form small groups of 3-4 participants. Explain that they will create a freeze frame. A freeze frame is like a photo where participants take on different poses to create a message. .
3. Drawing on today's conference, ask students to create a freeze frame which depicts a power inequality.
4. Once complete, ask a student to explain the rationale behind their freeze frame
5. Take a photo! Feel free to share as part of #WWGSSC23

[From Financial Justice Ireland, How The World Works p45](#)