

BRIDGE MAPS



TYPE & NATURE:

- Initiation Individually as extra activity
- And then
- In presence of teacher as part of learning session

DURATION:

Preparation of trainer - before the activity: App. 2 hours to watch "Grace & Frankie" (Episode 1 Season 1 & Episode 10 Season 5) + time to print the bridge maps before class.

Preparation of trainees - before the activity: App. 2 hours to watch "Grace & Frankie" (Episode 1 Season 1 or Episode 10 Season 5).

In class provided that the students have watched the episodes and prepared the mind maps: ± 45 minutes.

OBJECTIVES:

The purpose of this activity is for trainees to realise that even though it is easy to fall in the trap of stereotyping, i.e an oversimplified approach of life and social interaction and that there are risks entailed in this process, this could be overcompensated. It is imperative to keep in mind that all people are multi-dimensional, multi-faced, complex and over-changing and to remember that by stereotyping, people neglect important aspects of people's personalities.

Through the current training activity trainees are invited to attribute characterizations to the heroes of the series after having watched 2 different episodes – one group has watched E1S1 and the other E10S5. After comparing their results, which are expected to be different, it is easier to understand that characterisations are the result of a limited perspective, they are restrictive and it is advisable to avoid the barriers and limitations they create.

LEARNING OUTCOMES (EASY Course Framework)- Learners:

K_02.4.4: know and understand that stereotypes can be rigid and inflexible

A_01.1.4: find and verify stereotypes present in their own thinking and acting

S_01.4.5: explain the risks associated with the use of stereotypes

K_02.5.6: know and understand that we are influenced by bias in our decisions

S_01.1.6: identify examples of stereotypical assessment of social groups from their personal and professional experiences

A_01.1.6: identify processes that have significantly influenced the construction of stereotypes in their own beliefs

K_02.1.7: know and understand that 'stereotyping' is a generalization

A_01.2.7: verify their way of organizing information about a person as a member of a categorized social group

RECOURES & TOOLS NECESSARY:

- Access to the Series Grace and Frankie Episode 1 Season 1 & Episode 10 Season 5
- PC, speakers, Projector
- Bridge map template (a tool used in educational/ training contexts in order to illustrate relationships between pairs or concepts. It allows to identify and visualize
 - o Conceptual understandings (show how different concepts are related to central ideas or principles)
 - o Comparative analysis (compare and contrast different items or ideas)
 - o Critical thinking (encourage thinking about and articulating connections between different concepts)
- Copies of bridge map (1 hard copy or digital copy per trainee – one per character Frankie, Grace, Robert, Sol)

SHORT DESCRIPTION:

The participants are going to identify the characters of 4 personas from the series, by relating to 3 factors:

- Characteristics per role (personas)
- Writing a short paragraph about each one of them
- Thorough collaborative process and guided discussion,

The trainer will encourage the participants to identify their own linguistic representations of stereotypes and categorizations of social groups.

IMPLEMENTATION

1. INTRODUCTION (time: 5 min.):

- As homework trainees are assigned to watch an episode from the TV series and are introduced to the activity they have to perform after having watched the Episode.
- Half of the trainees are invited to watch S1E1 and half S5E10 in order to have two groups with different stimulus for the development of their bridge maps.

2. BRIDGE MAPS DEVELOPMENT BY TRAINEES (time: 20 min.):

- After watching the episode each trainee will have to build a Bridge Map – Identify the characters by relating ideally 3 relating factors i.e. characteristics to each character. It is important that the trainees work independently in this stage and have no interaction so as that they can display original thoughts.
- Each trainee has in addition to write a few words, a short paragraph about each character *How were they talked about in the episode? What are their personalities like?*
- The steps to be followed to build each bridge map are
 1. list the specific details, attributes, or characteristics of each character,
 2. Write down the short paragraph about each character
 3. Check the bridge map for clarity and completeness: Each trainee should cross check the two sections and make sure the relationships are logical and the map is easy to understand.
- Upon the completion of the bridge map each trainee has to send his/her bridge map to the trainer by e-mail

3. PREPARATION AND PRESENTATION OF DILEMMAS BY THE TRAINER (preparation time 1 hour in classroom time for implementation: 5 min.):

- After having gathered all bridge maps the trainer sets the scene for the main session of the activity: The trainer prepares alternative sentences by using the words used by the trainees i.e.
If you had to choose to cooperate with a or a who would you select?
If you had to select a new colleague / employee in your company in the department of would you choose a or a?
If you had to choose someone to support you so as to get prepared for an interview for a new job position would you choose a or a?
*If you had to take the consultation of a or a whom would you choose? **
- The Trainees are invited to declare their selection from the two options/dilemmas in the sentences that the trainer presents.

! The two selected characteristics identified in the same sentence from which trainees are asked to choose have to be words provided by the trainees in order to characterize always the same character in the bridge maps!

**the questions/quotes may differ based to the responses received; the theme of the training activity; the type of trainees that attend the course etc.*

4. MIX – MATCH AND REVEAL (time: 45 min.):

- Trainees are asked to choose and then to guess whom each characteristic concerns and justify their choice.
- Trainees are invited to actively engage during the discussion expressing their agreement or disagreement in connection to the shared opinions. During the activity trainees are encouraged and guided to realize that different people might have different perceptions for the same character as well as that no person/character is only one-dimensional and on the contrary people are multi-faced, complex and ever-changing.
- The same words are also used as tools in order to then ask trainees to identify stereotypes/ stereotypical perceptions and discuss about them.

CLOSURE (time: 20 min.):

- Time is dedicated to questions and responses that may allow for each trainee to share own reflections/interpretations and pose questions or ask clarifications.
- The trainer asks the trainees how this activity made them feel.
- Trainees are asked to identify and share new viewpoints that the above process might have initiated. Has the sharing of thoughts and perceptions changed their subjective opinion about the characters?
- The session closes by summarizing the core ideas, making sure that all trainees realise that all people are multi-dimensional, multi-faced, complex and ever-changing and that by stereotyping we neglect important aspects of peoples' personalities.

RECOMMENDATIONS:

The activity may serve as an intro to

- ✓ EASY Module 2 *Typology of stereotypes* with a special focus on 2.2 *Linguistic representations of stereotypes* and
- ✓ EASY Module 3 *The Mechanism of "Giving Up" Stereotypes*

The

activity can be organised for four different groups/levels of audience, the implementation of the activity will require minor adaptation (in terms of terminology used, contextualisation etc) to the needs of the learners, which will be done by the educator.