

STEREOTYPES

Activities for Before, During and After a Field Trip to UMOCA

By Ana Antunes

Utah Core Standards:

- **FACTS Strand 4:** Students will identify and discuss social skills related to Human Services careers needed to develop personal independence and interpersonal relationships. **Standard 1:** Identify skills needed to develop and strengthen interpersonal relationships.
- **HEALTH Standard 1:** Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others. **Standard 4:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.
- **ADULT ROLES AND RESPONSIBILITIES Strand 1:** Students will participate in activities that help increase their self-awareness, values, goals, decision-making strategies, and career options. **Standard 1:** Explain how self-concept and self-esteem are built and preserved and how this relates to the perception of individual strengths and weaknesses.
- **WRITING:** the final writing assignment can be modified depending on the grade to fit different writing standards.

Grades:

While the core objectives covered by this lesson are most pertinent to middle and high school students, this lesson can be easily adapted to elementary school students.

Objective:

Use the exhibitions *Cities of Conviction* and *The Hijab Project* to talk about stereotypes.

How:

Use instructional scaffolding technique to build on what students know about stereotyping and labeling.

Materials:

Crayons, Markers, Paper

Pre-Field Trip Activity: (20-30 minutes)

- Ask students to write or draw the first thing they think people see when looking at them (This does not have to be a deep point. It can be: soccer player, boy, girl, tall, short. The older students are, the deeper they will be able to go here.)
- If they feel comfortable sharing, ask students to share with a partner.
- After students have had time to talk, ask students who are comfortable to share with the whole group. When they share, ask them further questions related to how they think others see them. What are some assumptions we can make from our first impressions of people? Are they usually right or wrong?
- Write key words students use to answer the questions on the board.

Field Trip: (45-75 minutes at the Utah Museum of Contemporary Art)

The Hijab Project is on display at UMOCA until November 18, 2017.

Cities of Conviction is on display at UMOCA until January 6, 2018.

- Free guided tours of the galleries are available for all ages. We ask that tours are scheduled two weeks in advance. Tours are limited to a maximum of 60 people, and we require an adult chaperone to student ratio of 1:10. Financial assistance for school transportation may be provided on a first-come, first-served basis.
- To schedule a school field trip to UMOCA, download the field trip request form at: www.utahmoca.org/school-tours-2
- For questions about school field trips and to submit your tour request form, contact Elly Baldwin at 801-328-4201 x124 or elly.baldwin@utahmoca.org.

Post-Field Trip Activity: (20-30 minutes)

- Write the words students used in their pre-field trip answers on the board again. Ask students how those words relate to the exhibit they just experienced.
- Ask students to write what they knew about Mecca and Saudi Arabia before the field trip. How have their ideas changed? How about their ideas of Muslims? What were some assumptions they had previous to the exhibit? What did they learn during the visit that is contrary to their assumptions?

Ideas for Other Disciplines:

- **Math:** Saudi Arabia uses the Metric system. Use the forecast for Salt Lake City and Mecca to teach students to convert from Celsius to Fahrenheit. Use Google Maps to calculate the area of the Makkah Masjid and compare it to the area of Temple

Square. You can use maps and scales to calculate the distance between the two buildings, as well.

- **Geography:** Use maps of vegetation, climate, and altitude to compare Salt Lake City and Mecca. What are the similarities? What are the differences?
- **Environmental Sciences / Biology / Chemistry:** The *Cities of Conviction* exhibit references oil and oil-made products. You can use this starting point to work with 3D molecule models of petroleum, or to talk about the properties of substances. How does petroleum become plastic? How about gum? Another interesting concept in the exhibit is how trash becomes art and art becomes trash. This is a good starting point to talk about recycling and repurposing products.

Homework Guide: *Cities of Conviction* and *The Hijab Project* Exhibitions

Before the field trip:

What do I know about the exhibits?

What do I assume the exhibits will be about based on the exhibit names?

During the field trip:

The artwork that is most interesting to me is _____
because _____

An artwork that I still have questions about is _____
because _____

Something new I learned today: _____

After the field trip:

How were my assumptions about the exhibits right? _____

How were my assumptions about the exhibits wrong? _____

Think about how the exhibits differed from your expectations. Why did you make the assumptions that you did? How did the artworks in the Museum change your assumptions?
