



# FIRST IMPRESSIONS & STEREOTYPES

## **What's the Big Idea?**

First impressions can be misleading. We can do our part to make sure everyone is not erroneously judged and is included.



## Curriculum Links

Language Arts, Social Studies, Character Education

## Learning Objectives

Students will be able to:

- Describe how first impressions can be misleading.
- Differentiate between self-perception and others' perceptions of ourselves.
- Recognize the abilities of persons with disabilities and that they can live rewarding lives.
- Recognize that misinformation can lead to false impressions and stereotypes.

## Lesson Overview

Students look at five different pictures and write their first impression of each picture. They share their first impressions and discuss how those impressions are formed. They learn that the pictures are of Rick Hansen at different ages, doing different activities both with and without a disability.

Students learn about the life of Rick Hansen and how first impressions affected him. They discuss their misconceptions.

## Lesson

### Opening Motivator

1. Show students the five pictures on [p. 5-7](#). Instruct students to write their first impression of the person in each picture.

2. Ask students to share what they wrote. Ask students, “How did you form an impression of the person?” (e.g. their appearance, presence of a disability, their surrounding environment).

### Lesson

1. Share the following information about the pictures:

**All 5 pictures are of Rick Hansen:** At age 15, Rick Hansen was in a car accident that left him paralyzed from the waist down.

That didn’t stop Rick from leading an active life. As a young man, Rick set out on the Man In Motion World Tour. He wheeled over 40,000 km through 34 countries, for two years, and raised over \$26 million for spinal cord injury research and rehabilitation. Rick is also well known for winning Paralympic medals and 19 international wheelchair marathons.

**Picture 1:** Rick Hansen preparing for a competition.

**Picture 2:** Rick Hansen as a young child, without a disability. Sometimes we forget that some people with disabilities didn’t always have a disability.

**Picture 3:** Rick Hansen celebrating the 25th anniversary of the Man In Motion World Tour in Australia. We may rarely see someone with a disability in professional settings.

**Picture 4:** Rick skiing (with adaptive equipment) with his wife Amanda and three daughters. Sometimes we are surprised to learn that someone with a disability can play sports and have a family of their own. Rick exemplifies how people with disabilities can have fulfilling lives like everyone else.

**Picture 5:** Rick Hansen racing. This photo was taken the same day as Picture 1. Note how you did not see Rick’s disability in the previous photos, even though he did have his disability in every picture except Picture 2. Rick doesn’t focus on his disability, and part of his work is to show others they don’t have to focus on their disabilities either.

**2. Rick Hansen and changing people’s perceptions.** Tell your students a little bit more about Rick Hansen. You can refer to [Appendix A: Biography of Rick Hansen, C.C., O.B.C.](#)

Rick Hansen knows first-hand how difficult it is to change others’ perceptions of you. When people have already formed an impression of what you are unable to do, it is difficult to make them understand your capabilities.

Because he uses a wheelchair, Rick was told he could not pursue a physical education degree at university. He was also told he was crazy for wanting to wheel around the world. He did both and continues to contribute to society's awareness of the abilities of people with disabilities through his work at the Rick Hansen Foundation.

He also continues to speak around the world inspiring others with his story.

### Conclusion

Students complete a 3-2-1 Summary (see [Appendix K](#) for more information and an example 3-2-1 summary).

### Optional Extension Activity

Review the definition of stereotyping with students.

Stereotyping is a mistaken generalization about a group of people. Stereotypes may be positive or negative but they are misleading and

unfair, and often lead to unfair treatment of individuals.

Discuss why is it important to not judge people before you have had an opportunity to get to know them, and write student responses on chart paper on the board.

Some suggestions:

- Judging a person does not define who they are, it defines who you are.
- We are more alike than different.

- No one is perfect.
- You may pass up an opportunity to make a friend.
- To feel good about myself; If I feel good about myself I have no reason to judge others.
- Being more tolerant is a good feature to have.
- We don't want to be judged.
- You could be treating someone unfairly and it could be hurtful.
- Getting to know people first gives you a better understanding of others.
- I set a good example.
- People who constantly judge others run the risk of being judged themselves.
- You could cause harm to someone.
- Opens our mind to new experiences and learning.
- I can feel good about myself.
- You can socially isolate people and this has long term harmful consequences. It can hurt people.

Think of a time when you were unfairly judged. How did you feel? Who judged you? Why do you think they judged you that way?

Did you make any assumptions about the person in the pictures we looked at earlier because in some photos you could see he had a disability? People with disabilities can do many things, some of which may surprise you. You should never assume that someone can or can't do something, just because they have a disability.

# First Impressions Photos

Picture #1



Picture #2



## First Impressions Photos *(continued)*

Picture #3



Picture #4



## First Impressions Photos *(continued)*

Picture #5



## Appendix A Biography of Rick Hansen, C.C., O.B.C.

### The Early Years – A “Boy in Motion”

Rick Hansen was born on August 26th, 1957 in Port Alberni and grew up in Fort St. John, Abbotsford and Williams Lake (which are all towns in British Columbia). Rick was a regular kid who loved playing outside every chance he got!

Growing up in British Columbia, he had loads of outdoor space to explore; mountains, forests, rivers, and lakes. In fact, Rick loved being outside so much that his mom would often have to insist that he come in for dinner! He was truly a “boy in motion.”



Rick loved exploring and learning about his environment. He really liked fishing, so he learned all he could about the fish that lived in local waters near his town. Like a lot of kids, Rick also loved sports – any kind of sport but especially those that involved dribbling, throwing, hitting or kicking a ball around.

When he was 15 he went on a fishing trip with his friend Don Alder. After having a great time and catching lots of fish, the boys rode on the back of a pickup truck to get home. Suddenly the truck crashed and toppled over on the side of the road. During the crash, Rick was hurt and Don was not. Rick was paralyzed from the waist down. He had a spinal cord injury and he would never be able to walk again.

Rick didn't give up! He was in the hospital for seven months. While he was in there, he learned how to use a wheelchair.

This was a very hard time for Rick, but he continued to believe in himself.

After a lot of hard work and determination, Rick returned home to be with his family. There, with the encouragement of his friends, family and coach, he learned that he could still enjoy the things he loved – like fishing and sports – just in a different way.



## Appendix A Biography of Rick Hansen, C.C., O.B.C. (continued)

### Sports Career

When Rick finished high school, he went to university. Because he wanted to help kids be active and live healthy lives, Rick decided to study to become a Physical Education teacher. Some people thought that he couldn't do it because he used a wheelchair. Rick didn't let that stop him one bit! During university, Rick continued to play sports and even tried a bunch of new sports he had never played before. He joined a wheelchair basketball team at his school and that's where he met his good friend – Terry Fox.

Rick also really liked racing his wheelchair. He started entering different racing competitions and won many championships around the world. Rick trained very hard and eventually he participated in both the Paralympic and Olympic Games.

### Making a Difference in the Lives of Others

#### Rick wanted to help others.

He had big dreams. One dream was to raise money to help find a cure for spinal cord injuries. The other dream was to help the world understand what people who use wheelchairs are capable of. So what did he do?

He decided to wheel his wheelchair around the world! Can you imagine how hard that would be? He wheeled through rain and snow and hot deserts. He wheeled uphill, downhill, and over

bridges. His hands were sore and his muscles were too. It took him two years, two months, and two days. His trip around the world was called the Man In Motion World Tour. When he arrived home to Vancouver, thousands of people welcomed him. His trip was over and had been very successful. Rick and his team of helpers raised 26 million dollars and showed people around the world what a person with a disability could achieve. Rick and his team used that money to help other people living with spinal cord injuries, to support research for a cure for spinal cord injury, and to help everyone live healthier lives. His journey inspired many people.

## Appendix A Biography of Rick Hansen, C.C., O.B.C. (continued)

### The End was Just the Beginning

Today Rick lives in Richmond, BC, with his family. His wife's name is Amanda and he has three daughters – Emma, Alana, and Rebecca. Rick is a great dad. He loves to spend time with his family and play sports with his girls. He even coached his girls when they played softball and volleyball.

Rick also enjoys coaching other teams. He has coached many teams, including wheelchair volleyball, wheelchair basketball, volleyball, basketball, and softball.

Even as a grown-up, Rick still enjoys fishing – it is one of his favourite hobbies! Rick likes

fishing so much that he even volunteers with organizations that help protect fish that are in danger – like sturgeon and salmon.

It has been more than 25 years since Rick started his journey to help people be healthy and to create a world where everyone counts. He is still working on his dreams and he has never given up. Since he started, he and his team have raised over 280 million dollars. As he says, “the best work is in front of us.” But he can't do it alone – he needs your help to make a difference!



Thousands assemble in Vancouver to thank and congratulate Rick upon completing the Man In Motion World Tour.

## Appendix K Differentiated Instruction Strategies

### Plus Minus Interesting

#### What is it?

Generally used as a creative thinking strategy, Plus Minus Interesting can also be used as informal assessment after a lesson or unit, to evaluate students' understanding of a concept, lesson or unit.

#### Why use it?

- Review lesson concepts as assessment for learning.
- See both sides of an argument.
- View things from a different point of view.
- Think broadly about an issue.

#### How to use it?

Students apply three questions to a statement or task provided by the teacher:

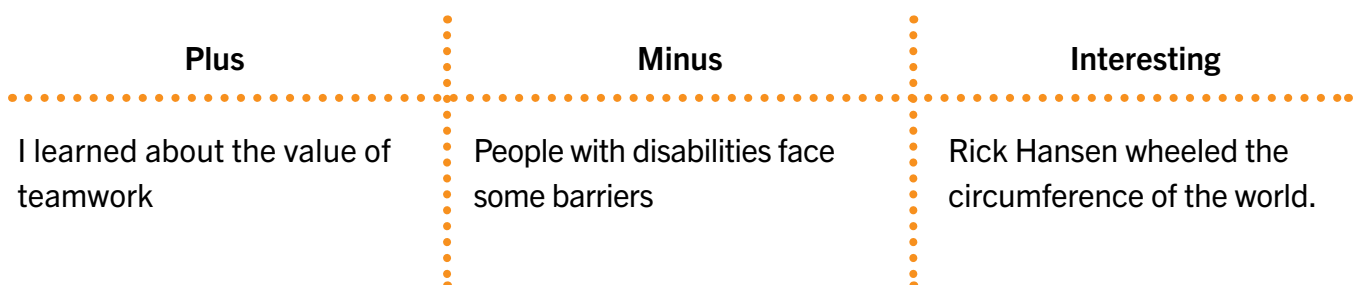
- What are the positive ideas about this?
- What are the negative ideas about this?
- What is interesting about this?

Students can work as individuals, in pairs, in groups or as a whole group activity.



#### Example:

Tell me about what you learned reading about the Man In Motion World Tour



## Appendix K Differentiated Instruction Strategies *(continued)*

### 3-2-1 Summary

#### What is it?

Students respond to three questions related to the lesson topic. Use this technique at the end of a lesson to show you what students are thinking and what they have learned.

#### Why use it?

- Check for understanding
- Reflective tool for both students and teachers
- Quick and efficient for assessing learning
- To determine readiness, misconceptions and learning gaps
- As a tool for planning instruction
- Summarize key points

#### How to use it?

- Emphasize the essential question for the day's lesson
- Create two categories from the lessons related to essential learning and create questions
- Create one category for asking questions

.....  
**Three things I learned**

.....  
**Two things I found interesting**

.....  
**One question I have**

## Appendix K Differentiated Instruction Strategies *(continued)*

Example:

.....  
**Three things  
I learned by  
completing the  
activities on  
accessibility and the  
barrier checklist**

- 1) There are barriers for people with disabilities,
- 2) People can overcome barriers
- 3) Teamwork helps us to overcome barriers

.....  
**Two things I found  
interesting about  
this activity**

- 1) Our school main floor is accessible
- 2) Our library is not accessible.

.....  
**One question I have  
after completing  
this activity**

- 1) How can we make our library accessible?

## Appendix K Differentiated Instruction Strategies (*continued*)

### What I Know Line

#### What is it?

What I Know Line is a survey organizer. Students stand on a line that represents their knowledge of a topic.

#### Why use it?

- Allows for movement
- Allows each student to share their knowledge at the same time and without oral communication
- Check for prior knowledge

#### How to use it?

- Introduce the students to a topic or issue for discussion.
- Provide students with a statement (e.g. What I know about disabilities).
- Designate an area where the line will form and state which end represents their understanding on a continuum (ie. know a lot, know a little).
- Have students move and stand on the line.
- Ask some students why they placed themselves at that location on the line.

## Appendix K Differentiated Instruction Strategies (*continued*)

### Talking Topic

#### What is it?

Students review information with other students by asking and answering questions. Assign students partners. Each partner has a fact card and asks the other partner a question about it, giving feedback. Partners take turns asking questions.

#### Why use it?

- Review of factual material
- Encourages greater participation
- Can be used to access prior knowledge or as a review of a current topic, unit or lesson

#### How to use it?

- Group students in pairs.
- Partner A quizzes.
- Partner B answers.
- Partner A gives feedback. Confirms if answer was correct or provides the correct information.
- Partner B quizzes.
- Repeat the process.

#### Example

After completing the “Calculating the Distance” lesson the teacher asks students to prepare some questions about what they have just learned, with answers. Students work in pairs, student A and student B.

**Partner A:** How far did Rick travel during the Man In Motion World Tour?

**Partner B:** The circumference of the world.

**Partner A:** Correct!

**Partner B:** How many gloves did Rick wear out?

**Partner A:** 50

**Partner B:** No, it was 94!

## Appendix K Differentiated Instruction Strategies (*continued*)

### Placemat

#### What is it?

Students work both alone and together around a single large piece of paper with the goal of sharing information, ideas and solutions.

#### Why use it?

- Creates a visual display of learning and knowledge
- Helps to foster group work with each student contributing equally.
- Identifies what students already know about a topic.
- Students focus on a key topic, issue or challenge.
- Placemats can be displayed to show different perspectives on the topic.
- Written record of students' conversations.

#### How to use it?

- Divide an 11x17 paper into equal sections based on the number of students in a group with a square in the middle.
- Write the topic of the activity in the square.
- Each member writes his/her ideas in an assigned section of the placemat.
- Each member shares their ideas.
- If a question or issue is raised, students come to a consensus or summary and write it in the square in the middle of the placemat.



### Exit Ticket

#### What is it?

An effective communication tool to assess student understanding after a lesson or unit to find out what students have learned.

#### Why use it?

- Reflective tool for both students and teachers.
- Quick and efficient for assessing learning.
- To determine readiness, misconceptions and learning gaps.
- As a tool for planning instruction.

#### How to use it?

- Select a central question or theme regarding the lesson or unit.
- Write the question on a 'ticket' or on individual cards.
- Students write their ideas and answers, and hand the ticket to the teacher on their way out of class.



## Appendix K Differentiated Instruction Strategies (*continued*)

### Parking Lot

#### What is it?

A chart or bulletin board placed in a strategic place in the classroom for students to post questions or ideas related to lessons and activities. Students record these on post-it notes and 'park' them in the lot. The teacher spends a few minutes answering the questions or discussing ideas at an appropriate time.

#### Why use it?

- Allows students to post questions anonymously.
- Can be used as an exit ticket to assess learning and understanding.

- Useful when time may not allow for discussion of all ideas.
- Encourages students to pose additional questions or ideas.

#### How to use it?

- Dedicate a place where students can post their questions and ideas.
- Explain the use of the parking lot, and provide sticky notes.
- The parking lot can have headings such as: questions, ideas.
- Use it during a lesson or as an exit ticket.
- Review the questions and ideas as time allows.

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### Graffiti

#### What is it?

Graffiti is a creative brainstorming process that involves collecting ideas and questions from all students.

#### Why use it?

- Compiles collective wisdom of students.
- Provides a visual display of learning.
- Allow everyone to participate.
- Is an active strategy.
- To check for students' understanding.
- Useful to clarify understanding, determine prior knowledge and check for understanding.

#### How to use it?

- Place students in groups and provide a large piece of chart paper for each group.
- Each group has a different coloured marker.
- Write the topic at the top of each chart. Topics can be the same or different.
- Students have 30 seconds to think followed by 60-90 seconds to individually but simultaneously record ideas on the chart.
- Students then move to a different chart.
- Repeat the process.

## Appendix K Differentiated Instruction Strategies (*continued*)

### KWL Chart

#### What is it?

A graphic organizer used to activate background knowledge prior to a lesson, set a purpose for the unit and assess learning.

#### Why use it?

- Assess prior knowledge.
- Activate curiosity regarding a topic.
- Assess learning and identify gaps.
- Can be used to drive instruction and guide student learning.
- Allows students to expand their ideas.

#### How to use it?

- Divide a piece of chart paper into three columns.
- The columns are: K for what I know, W for what I want to know and L for what I learned.
- Students complete the first two columns before a lesson or unit.
- After the unit or lesson the student complete the last column to indicate what they learned



### Conversation Circles

#### What is it?

Conversation Circles support discussion in which students take turns making a verbal contribution in a group setting.

#### Why use it?

- Allows each student to take a turn.
- Organized so one student is speaking at a time.
- Useful to access prior knowledge or review learning.
- Encourages the expression of thoughts and feelings on a topic within a structure.
- Enhances oral communication and listening skills.

#### How to use it?

- Place students in groups of 3 or more.
- Explain that students will take turns verbally to share ideas.
- Outline the order of the discussion (i.e. clockwise or counter clockwise).
- State the topic of discussion.
- Time responses with a cue to move to the next speaker.
- An alternative is to allow students to write their ideas.

## Appendix K Differentiated Instruction Strategies (*continued*)

### Two Stars and a Wish

#### What is it?

Students identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time in order to improve another aspect of the work.

#### Why use it?

- Helps activate students thinking about their own work
- Empowers students as owners of their learning,
- Leads to self-reflection and self-regulation
- Simple way to give specific feedback

#### How to use it?

- Review an anonymous piece of work with the entire class and have all students provide feedback.
- Model positive feedback.
- Break the class into pairs and have them review each other's work.
- Have each student assess their own work.



### Question and Answer Pairs

#### What is it?

Partners discuss a question, issue, idea or situation with one another. Discussion can be shared with the class.

#### Why use it?

- Actively involves the student.
- Enhances oral communication and listening skills.
- Increases accountability.
- Encourages reluctant participants.
- Useful for brainstorming, determining prior knowledge or checking for understanding.

#### How to use it?

- Place students in pairs.
- Ask a question, present an issue, describe a situation or offer an idea.
- Partners take turns sharing.
- Option to randomly ask class or partners to share with the whole group.

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