What Would You Do?
Individual Project

Project Objective

Determine the impact of stereotyping and prejudice on behavior

Project Instructions

If you came across somebody in need, would you stop and help them? If you're like most people, your immediate answer would be "yes" but what if you were late for work? What if you were on your way to pick up your child from school? What if it was late at night and the situation was a possible danger? Factors like these might change your mind, and at times may end up rationally justifying our unwillingness to help. So what would you do? Each student will watch the following video clips from the Primetime TV show, "What Would You Do?" and discuss factors that influence behavior. These are posted in Week 11 in the Weekly Schedule:

- Bullied for Being Gay
- Female Drops Powder in Drink
- Bike Thief

Part 1 Due Date: no later than **Wednesday** in Week 11

Before you watch the videos you will predict your own behavior, as well as the behavior of others in the group discussion area for this project. In your Group Discussion forum you will post your predictions for each of the videos by answering these questions:

Bullied for Being Gay Video

1. If you saw an adolescent male being harassed and bullied because of his apparent homosexuality, would you intervene? What if it was a female? What if the person being harassed was an adult? What if the person being harassed was a child being raised by two-same sex parents?

2. What factors would increase the chances that you would intervene? What factors would decrease your willingness to help?

3. What type of person do you think is the most likely to intervene (e.g. young vs. old, liberal vs. democrat)?

Female Drops Powder in Drink Video

1. If you saw a woman secretly put some sort of powder into a man's drink at a bar, would you tell the man? What if a man put the powder into a woman's drink?

2. What factors would increase the chances that you would intervene? What factors would decrease your willingness to intervene?

3. What type of person do you think is the most likely to intervene (e.g. young vs. old, liberal vs. democrat)?

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Bike Thief Video

1. If you saw a young male in a park trying to steal a bike by cutting a lock, would you try to stop him? What if the thief was a woman? Would the race (or ethnicity) of the perpetrator matter?
2. What factors would increase the chances that you would intervene? What factors would decrease your willingness to intervene?
3. What type of person do you think is the most likely to intervene (e.g. young vs. old, liberal vs. democrat)?

Feel free to discuss your initial thoughts with others in your group – do you agree or disagree? Why or why not. The more engaged you are in this project, the higher your points!

Part 2 Due Date: by **Sunday** in Week 11

After posting your initial responses to these videos you should then watch them. After watching the videos you will continue the discussions with your group by answering the follow questions for each video:

1. Were you surprised at what you saw in the video? Why or why not?
2. Using what you learned in Module D Lesson 3, what factors influenced people's behavior in the video?
3. Is there any indication that cultural biases may influence behavior (e.g. gender bias, heterosexual bias)?
4. Could stereotyping or prejudice explain how people did (or would) behave in this scenario?
5. What factors from Module D Lesson 3 can explain why some people intervened, and others didn't?
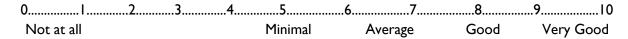
You will be scored based on your active engagement (i.e. did you post your answers and reply to others) as well as the quality of those discussions (i.e. did you apply the concepts from the lessons).

Grading Rubric

This project is worth up to 50 points and students will be evaluated using the questions below.

- Did the student complete the project as described (e.g. followed all directions)?
- Was the student actively engaged with their peers in the learning process?
- Did the student <u>accurately</u> apply the concepts from Module D Lesson 3 in their discussions?
- Did the student critically <u>evaluate</u> the various factors that influence behavior?
- Did the student positively contribute to the learning experience?

Each of these questions will be scored using a 10-point Likert scale:

0...............1............2............3.............4.............5................6...............7................8...............9.................10
Not at all   Minimal   Average   Good   Very Good

[Turn to the next page for some tips on how to maximize points!]

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Tips to Maximize Points

Apply concepts and theories. Anytime you are asked to post an analysis in a project you will be scored on your demonstrated understanding of the concepts you've learned as they relate to the topics you are discussing. Therefore to maximize points you should discuss concepts that were presented in the lesson(s) and underline them clearly when answering posted discussion questions. You are not expected to apply all of the concepts but you will be scored on how well you explain the ones that you do choose to apply in this project.

Stay actively engaged. You should be sure to pick projects that you find interested because you will feel compelled to engage in discussion with your group. If you are regularly participating in the process you will be creating opportunities to earn points by applying the concepts and theories you are learning about. There is no formula for how many times you have to post, however as a general rule it would be impossible to maximize points if you have only posted one time.

Pay attention to project deadlines. All of the projects require discussion and/or cooperation with others and the deadlines are designed to facilitate this process, so pay close attention to those deadlines. Although the Friday deadlines do allow for late submissions by Sunday (with a 5 point penalty), there are no late submission for Sunday deadlines.