

Slide	Things to look out for	Remarks
<p>Slide 10</p> 	<p>The aim of this slide is for Scouts to identify which component(s) (dimension) makes up their identity.</p> <p>There is no right or wrong answer, we all have different aspects that makes us – us.</p> <p>So as long as there is at least one item in the green section, full credit should be given.</p>	<p>Some terms can have an ambiguous meaning. For example, “My Class” it could mean the class they are in school or their social class.</p>
<p>Slide 11</p> 	<p>The Scout should identify a term on the previous slide (10) that influenced their decision.</p> <p>This slide is to ask the Scout to reflect on internal motivations of their identity, and how it influences how they perceive and interact the world around term.</p> <p>Most of the section in this slide should be filled up. Although some may be one word or one sentence answer. As long as the Scout shows some attempt at connecting the decision with the term, full credit should be given.</p>	<p>Although the instructions says the previous slide; if the Scout chose something that is not on their previous slide (e.g. their family structure), assess it as if it was.</p> <p><u>The terms are non-exhaustive.</u></p>
<p>Slide 12</p> 	<p>The Scout should identify a term on slide (10) that caused them to be treated differently.</p> <p>This slide is to ask the Scout to reflect on the interactions between their identity and how these <u>mainly socially constructed dimensions affect other people’s treatment and perception of them</u>. This experience may be a positive or negative one. When assessing you may encounter a situation where you do not agree or think that the term they chosen affected this situation (e.g. A Scout could say because they are short their leader treated them differently, when in fact it is because they don’t come for CCA). Assume that they have made the correct connection. Do not feel personally attacked.</p> <p>Most of the section in this slide should be filled up. Although some may be one word or one sentence answer. As long as the Scout shows some attempt at connecting the treatment with the term, full credit should be given.</p>	<p>This slide is based on Kimberlé Williams work on intersectionality.</p> <p>Although the instructions says the previous slide; if the Scout chose something that is not on their previous slide (e.g. their family structure), assess it as if it was.</p> <p><u>The terms are non-exhaustive.</u></p>

Slide 15

They key to this is to slide is to get the Scout to examine their identity and the stereotypes associated with that identity then challenging those stereotypes.

This slide aims to ask the Scout to internalise a typical stereotype associated with a term and challenge it. Hopefully when seeing something for the first time or is novel in nature, they would learn to see beyond the stereotype associated with the group and see the person for who they are.

As long as the Scout fills up this section, full credit should be given.

The word(s) following “I am” can be anything – not limited to the terms on slide 10.

Slide 20

In this slide the Scout is supposed to examine the dimensions that makes up another person’s identity. It should be quite different from theirs’s on slide 10.

There is no right or wrong answer, we all have different aspects that makes us – us.

So as long as there is **at least one** item in the green section, full credit should be given.

Some terms can have an ambiguous meaning. For example, “Their Class” it could mean the class they are in school or their social class.

Slide 21

This slide is a convergence between slide 11 and this. The Scout should think about the differences in the dimensions that could make up one’s identity and what those differences entails.

We do not expect the Scouts to understand the differences fully – that’s not the point of the activity. Instead, so long as they so some attempt at thinking about the differences, full credit should be given.

Slide 25

Being S.A.F.E.R.

Think of a situation where the SAFER model could be applied. This could be conversing with a peer that has a different viewpoint or addressing someone from a different culture doing something you do not understand.
Note: Fill up the following table with your thought process (what you can tell yourself) and your action (what you can ask/ say)

	What you can tell yourself (think to yourself)	What you can ask/say (to the person)
Suspend Judgment	[Click me to edit]	[Click me to edit]
Ask and Learn	[Click me to edit]	[Click me to edit]
Finding Common Ground	[Click me to edit]	[Click me to edit]
Empathise	[Click me to edit]	[Click me to edit]
Respect	[Click me to edit]	[Click me to edit]

The Scout should be able to apply the SAFER model to this. This is where the bulk of your feedback should be focusing on. There are no standard answers to this, it is more of a mental framework that the Scout should learn to apply unconsciously after being exposed to it for a while.

If the Scout does not answer the question or fill up this section “correctly” do let them know in the feedback section and propose ways in which it could be done.

As long as more than 7 cells are filled, full credit should be given.