

# **Tasty Taboos: Making PARSNIPs Palatable for Teachers and Students Alike**

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**P** olitics

**A** lcohol

**R** eligion

**S** ex

**N** uduity/narcotics

**I** sms

**P** ork

# Off the menu...

1. Institutional policies
2. Local culture/societal norms
3. Lack of materials
4. Language level



# Off the menu...

1. Institutional policies
2. Local culture/societal norms
3. Lack of materials
4. Language level
5. Fear of students' reactions

# Essential ingredients...

- **Language:**
  - Politically correct/incorrect speech
  - Functional language, e.g. giving opinions, describing trends, clarifying, agreeing and disagreeing etc.
  - Sub-skills, e.g. 'hedging', polite interruption, turn-taking etc.
- **Skills/values:**
  - Empathy
  - Critical thinking
  - Intercultural awareness

coloured

black

half-caste

mixed race

queer

LGBT

blind

visually impaired

chairman/woman

chair(person)

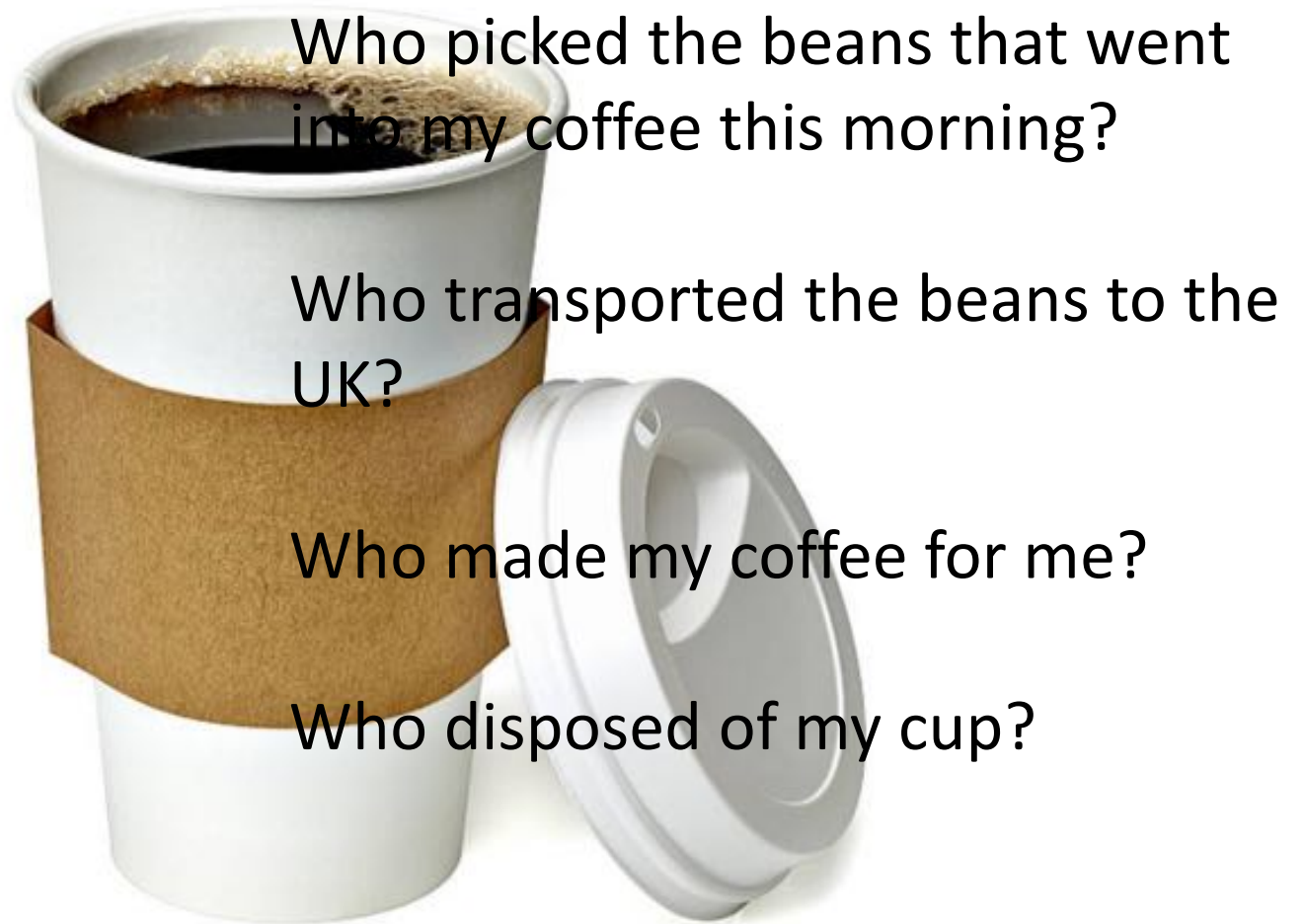


# Developing Empathy...

- Radical listening
- The human angle
- Shoe swap







Who picked the beans that went into my coffee this morning?

Who transported the beans to the UK?

Who made my coffee for me?

Who disposed of my cup?







## Useful Language

13.1  
curb = to limit or control (v)

discrimination (n.)

hate crime (n.)

under-reported (adj)

spike (n.)



home secretary (n.) ♀

"up yours"

When shit goes down  
= something happens

Discrimination	Adjective	Noun (person)
ableism	ableist	ableist
ageism	ageist	ageist
homophobia	homophobic	homophobe
Islamophobia	Islamophobic	Islamophobe
racism	racist	racist
sexism	sexist	sexist
xenophobia	xenophobic	xenophobe

1. Do the police believe the statistics are accurate?
2. Are the papers likely to do more?
3. How do the British government react to these attacks?
4. What other kinds of violence are mentioned in the article?



# Serving Suggestions...



Side dish



Main dish



Raw

# TABOOS and ISSUES

PHOTOCOPIABLE LESSONS ON  
CONTROVERSIAL TOPICS

Richard MacAndrew  
and  
Ron Martinez



STRAIGHTFORWARD, EASY-TO-USE MATERIAL FOR BUSY TEACHERS

# INSTANT DISCUSSIONS

PHOTOCOPIABLE LESSONS  
ON COMMON TOPICS

Richard MacAndrew

STRAIGHTFORWARD, EASY-TO-USE MATERIAL FOR BUSY TEACHERS



**a** **Natasha**  
@EverydayAbleism  
I get called 'inspirational' at events and when I write but it's often just for 'getting on with my life' as I would if I wasn't sick.

**b** **Anonymous**  
Just had my arse grabbed by some horrible man whilst walking down Oxford Street. Reported to the police, they've been brilliant and are coming to see me. Hopefully he is captured on CCTV and they can get him  
Tags: Public space



**e** **Anon**  
I am currently a first year student. When I discussed with my friend the reason for my high achievement in assignments, it was suggested that my male lecturer fancied me. Would the achievements of a male student be questioned in this way?  
Tags: University

**f** **Jorja**  
One of the sales guys at work just explained to me how payment terms work... I'm the accountant.  
Tags: workplace



**g** **Caroline Marie @carolinemarie2000**  
I don't use a wheelchair, so I must not be disabled #shutablesstaysay

**i** **Jeff**  
A woman said i wasn't a man because i had a pink phone  
Tags: University

**j** **Graham**  
I was on a news website looking at the news and I found an article about mental health. They depicted the psychiatrist as a man and the nurse as a woman and I felt that they were using gender role stereotypes.  
Tags: Media

### Post-Reading

3. Talk to your partner.

What assumptions have been made about the message writers above?  
Is it fair to make these assumptions?

### Writing

4. Do the message writers use formal or informal language?

Underline examples in their messages to support your answer.

5. Work alone. Choose one of the texts above.

Imagine you are the person in the situation the message writers have described.

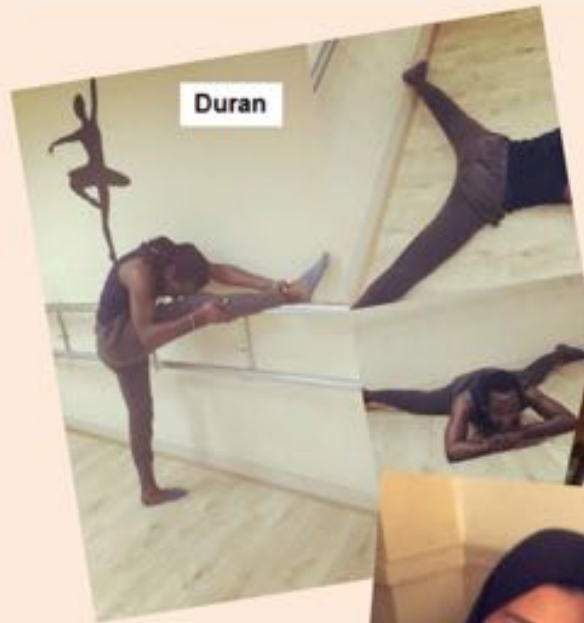
Write an informal message back to the writer in the box below. In your message, explain:

- Why you did or said those things
- How you feel about the situation now (the same or different)
- How you would act in a similar situation in the future

💡 **Pre-Listening**

1. You are going to listen to three people talking about something or someone that makes them proud.

Look at the pictures and guess *what* or *who* makes each person proud.  
Talk to your partner. Do they agree?



# Sourcing Materials...

<b>Websites</b>	Everyday Sexism Project
<b>Social Media</b>	#Everyday Ableism
<b>Art</b>	'Microaggressions' - Kiyun Kim
<b>Festivals</b>	Brighton Pride
<b>Literature</b>	Pride and Prejudice

# Difficult customers...

**Teacher:** Who usually wear high heels, men or women?

**Class:** Women.

**Class joker:** Except sometimes men, if they are *gay*!

**Teacher:** Yes, some gay men wear high-heels. But others don't. I have lots of gay friends and none of them wear high-heels. And some straight men wear high-heels too sometimes. Do you know what we call this...?

# Reacting to difficult customers...

- Acknowledge the contribution
- Challenge the statement, not the individual
- Exploit the statement for language
- Encourage a plurality of perspectives
- Use real life examples/personalise the situation
- Have realistic expectations
- Prepare to have your own opinions challenged!

# How would you react to...?

“All the world is run by Jews.”

“She’s slow, because she’s a woman.”

“He looks like a Muslim terrorist in that photo.”

# Recommendations for teachers...

- Face your fears
- Be proactive not reactive
- Move from 'sides' to 'mains'
- Hone your conflict resolution/devil's advocate skills
- Share best practice
- Be prepared for a wide range of reactions



What did you like most about your morning lessons?

about ~~and~~

I liked the <sup>TOPICS</sup> ~~theses~~ we spoke

What did you like most about your morning lessons?

Talking about Manchester with Rose

What did you like most about your morning lessons?

about Manchester.

In particular a project

What did you like most about your morning lessons?

YORK AND MANCHESTER.

I LIKED THE LESSON ABOUT

What did you like most about the social programme?

HAVING THE CHANCE TO TALK TO PEOPLE WHO LIVE IN CHESTER AND THE PRESENTATION ON THE CITIES WE VISITED. I LIKED SO MUCH TALKING ON THE

Is there anything you would change? DISCRIMINATION ISSUES AND EQUALITY.

# Recommendations for trainers...

- Inclusion of critical thinking/critical pedagogy sessions on initial teacher training courses, e.g. CELTA
- Discuss 'critical incidents' using real-life classroom dialogues, anecdotes and students' written work
- Share ideas in materials adaptation workshops



# Thank you!

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