

ETHICAL CHOICES

RESPECTING DIVERSITY

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ETHICAL CHOICES

**Honesty ... Responsibility ... Loyalty ...
Independence ...**

**What do these words mean to
today's teenagers?**

The ETHICAL CHOICES series challenges high school students to question their beliefs and to consider the impact of their choices on society. Drawing on the experiences of teenagers who confront critical issues involving violence, health, and cultural diversity, among others, ETHICAL CHOICES promotes the development of ethical reasoning, higher-level thinking, effective communication, conflict resolution, and responsible decision making. ETHICAL CHOICES utilizes the Socratic method, in which participants are asked to examine their values and assumptions in a question-and-answer forum. ETHICAL CHOICES originated from Thirteen/WNET's Teen Leadership Institute, a highly successful symposium for high school students in the New York-New Jersey-Connecticut area.

PROGRAM OVERVIEW

ETHICAL CHOICES: RESPECTING DIVERSITY delves into teenagers' views on racism and cultural bias in America. Moderator Kim Taylor-Thompson, associate professor of law at Stanford University, brings seven teenagers together, along with community leader Roy Innis, educator Dr. Luis Reyes, and diversity specialist Joyce Herman. The panelists explore their views on hypothetical situations based on real-life incidents that involve ethnic slurs, freedom of speech, multiculturalism, and affirmative action, among other issues. The hypotheticals focus on the story of Kim (role-played by the moderator), a high school student and editor of a high school newspaper. Like the moderator who plays various roles in the scenarios, adult and teenage panelists assume roles, playing Kim's parent, principal, or newspaper staff member. None of the responses is scripted. Each participant reacts spontaneously to the situations presented. As the program begins, we learn that an essay has been submitted to the school newspaper which seems to stereotype young white men. Guided by the panelists, Kim handles one racial crisis after another as they arise in her school. Ranging in topics from hate slogans to tensions at lunchtime in the cafeteria to the effects of affirmative action on a teenager's chances of getting into college, this 60-minute program will prompt debate on the impact of racism and cultural bias on teenagers and their lives.

OBJECTIVES

Students will:

- Engage in classroom discussions on racial and cultural diversity.
- Develop critical reasoning and communication skills.
- Analyze their values and ethics and evaluate how these in turn make an impact on decision making.

HOW TO USE THIS TEACHER'S GUIDE

This Teacher's Guide provides suggestions for developing lessons on issues relating to cultural diversity and is to be utilized in conjunction with the 60-minute videotape **ETHICAL CHOICES: RESPECTING DIVERSITY**. Designed for use with high school students, this Teacher's Guide is divided into four general discussion segments: The Impact of Stereotypes, My Culture, Affirmative Action, and Visions of the Future. These segments correspond to sections of the videotape, and may be used in one or more class periods. If you choose to use some but not all of the segments and/or use them nonsequentially, it is important to provide students with an overview of preceding events.

The following steps are recommended for effective interactive use of the Teacher's Guide and videotape. Keep in mind that the segment breakdowns are broad and general in scope. Apply the techniques below to shorter segments you may adapt to your students' needs.

1. Pre-screen the program to determine its suitability for your class.
2. Review the Background to the Socratic Method (page 7), utilized by the moderator in the program.
3. Conduct pre-viewing activities, such as Introducing the Topic of Diversity (page 3).
4. Begin each program segment by discussing the pre-viewing questions.
5. Give students a focus for viewing, i.e., tell students to listen to opinions expressed by the panelists, or direct students to keep the pre-viewing discussion in mind as they watch the segment unfold.
6. Play the program as instructed.
7. Pause at cue. (The pause function provides an opportunity to check on student comprehension, ask questions, call for predictions, and have students write down their observations or raise questions.)
8. Ask questions that are listed in the discussion section.*
9. Resume playing the program to the next pause cue or to the end of the segment, and lead a discussion as noted.
10. Allow students time to discuss any outstanding questions or concerns in pairs or small groups before moving on to the follow-up activities.
11. Conduct follow-up activities to apply and reinforce the concepts discussed.

Be flexible. Do not follow the pause points strictly. Adapt the content of the program to your students' needs. Because of the sensitive nature of **ETHICAL CHOICES** topics, you may wish to pause the video after each panelist's response to slow down the discussion and fully explore students' reactions. To develop dialogue on topics specific to your class, refer to Using the Socratic Method in Class (page 7).

*Questions may also be used after viewing the program in its entirety.

Special Note on RESPECTING DIVERSITY

ETHICAL CHOICES: RESPECTING DIVERSITY may provoke emotional responses in students. Be sure to set ground rules that call for respect, consideration, and confidentiality. Be aware of your own cultural influences and possible prejudices. To encourage a feeling of privacy, you may wish to break students into small groups to allow them to share and reflect on the issues raised in the program. Invite support staff or outside professionals to your classroom to handle potentially unsettling situations or to extend discussion of topics.

CROSS-CURRICULAR USE

ETHICAL CHOICES: RESPECTING DIVERSITY may be used in a variety of subject areas, such as ethics, social studies, debate, language arts, and extracurricular activities as well as community-based programs for teens and parents.

INTRODUCING THE TOPIC OF DIVERSITY

Objective: To encourage open dialogue about how teenagers feel about the roles that race and culture play in their lives.

Initiate a discussion on identity. Ask students to define it and give examples. Which factors, such as ethnicity, race, religion, gender, economic class, occupation, interests, and values, help describe a person's identity? Is identity given to one by others or developed by oneself? Who is the inner person? Ask students to describe their identities in a paragraph. In which situations might their identities change or be challenged by others? Share paragraphs and discuss.

START VIDEO

and play until **Kim** says:

"Our hope is that as you watch, you will do the same."
(approx. 2 min.)



THE IMPACT OF STEREOTYPES

Pre-Viewing

Initiate a discussion on stereotypes. Write the word “stereotype” on the chalkboard. Ask students to define the word and to offer examples. Do stereotypes always convey negative images of a group of people? Explore the burden of positive stereotypes. Then discuss where stereotypes originate. Are stereotypes based on truth? Ask each student to recall an incident when someone first used a stereotype about someone else. How did it make the student feel? Have students themselves ever been victims of stereotyping? Share and discuss.

PLAY VIDEO for approx. 4 min.

PAUSE VIDEO after **Rabin** says:

“And I mean, considering that you’re a fair editor,” and Kim says, “Of course! The fairest!”

Discussion

- Ask students if “White Boys Can’t Jump” should be published in a school newspaper. Why or why not? If not, are there any other forums in which its appearance would be acceptable?
- Explain and discuss the First Amendment of the Constitution. What is its purpose? How does it apply to Kim’s dilemma?

RESUME VIDEO for approx. 3 min.

PAUSE VIDEO after **Johnny** says:

“As a school newspaper, we would want to bring our school together.”

Discussion

- Ask students how they feel about the rap poem. How does it compare to the “White Boys Can’t Jump” essay?
- Ask students if an author’s intent matters in terms of how we evaluate his or her work? If so, how? Should the work stand on its own? What about the readers’ response? Ask students to weigh “intent” vs. “impact.”
- Ask students if the author’s race or ethnicity affects how we evaluate his or her work. If so, how?

RESUME VIDEO for approx. 3 min.

PAUSE VIDEO at **FACE THE HATE**

Discussion

- Ask students if they agree with Roy’s statement about positive stereotypes.
- Ask students to list guidelines for a school newspaper. How should offensive language be handled? Should it be expressed or suppressed?

PLAY VIDEO for approx. 3 min.

PAUSE VIDEO after **Rabin** says:

“...and I want to find out who did it, and I want some sort of action to be taken.”

Discussion

- Ask students how they feel about the Jock Club ad. How is this ad similar to, or different from, the rap poem and the essay?
- Ask students if they agree with Rabin’s response. If so, what type of action should be taken? Do students agree with Megan’s suggestion to have a special edition of the newspaper with student responses to the ad? What might be the reaction from students? How might the authors of the ad respond?

RESUME VIDEO for approx. 3 min.

PAUSE VIDEO after **Rabin** says:

“I wouldn’t do it, but I would encourage you to come forward.”

Discussion

- Ask students to explain Rabin’s response. What does she mean? Then ask students to describe how they would approach the author of this ad. Would students reveal to school authorities the identity of the person who wrote the ad? Why or why not? Would students’ responses be different if the author of the ad were a friend of theirs?

RESUME VIDEO for approx. 4 min.

PAUSE VIDEO after **Luis** says:

“...because their being in this environment may very well put them or any other students in danger because of the anger, and I would expect to sit down with the parents.”

Discussion

- Ask students to discuss how they now feel about the person who wrote the ad. Where did this person get his ideas? How do racial hatred and fear spread? Do students agree with Florencia that the author of the ad should speak to an adult?
- Ask students to discuss how they might respond to this situation. How could they become involved individually, or with the help of the school administration, to help this situation? Should the authors of the hate ad be punished? Why or why not? What type of program might help change racially prejudiced thoughts and behaviors?

RESUME VIDEO to the end of the segment, approx. 4 min.

Discussion

- Ask students what they think about the racial division in the cafeteria. Is this a typical response to a racially motivated incident in school? Why or why not?
- Ask students to put themselves in Raymond's place. Would they join Matthew at his table? What about Matthew's response to his friend who wants to exclude Raymond? (Matthew says he will talk to his friend later.) Ask students to role play that discussion. How can they structure a constructive discussion on race and prejudice? What approach would they take?

Follow-up Activity

Names and Labels

Break students into small groups. Give each member of the group a hat with a label of a stereotype: for example, nerd, jock, good-looking, etc. The stereotypes should be positive as well as negative. Don't let students see the label they are receiving. Give students a dilemma to discuss among themselves in their group, i.e., "You are trying to decide where you will go after a school dance." Then have students discuss the dilemma, and treat each member of the group according to the label they are wearing. Afterward, bring students together as one group to share their experiences. Was the individual able to guess his or her label, based on the way he or she was treated during the activity? Did students learn anything about being stereotyped?

Pre-Viewing

Initiate a discussion on culture. Have students examine their surroundings at school, home, and in the community for examples of things that represent or come from particular cultures. Ask students to list examples of "surface culture," such as music, food, literature, clothing, etc. Then ask students to list examples of "deep culture," such as conceptions of beauty, attitudes toward family and gender roles, conception of status, approaches to problem solving, etc. What do students feel about these?

PLAY VIDEO

for approx. 5 min.

PAUSE VIDEO

after Luis says:

"And if you bought into a negative stereotype about yourself, you're going to play that out with everybody else."

Discussion

- Ask students what they think about Kim's idea. Then ask students to discuss the pros and cons of clubs based on ethnicity or race. Ask students if they would join this type of club. Is it okay to exclude members based on race or ethnicity?
- Ask students to discuss the history of race in America. What does it mean to be in the majority? To be in the minority? How does the dominant culture affect minority cultures?

RESUME VIDEO

for approx. 4 min.

PAUSE VIDEO

after Luis says:

"It's about talking about some of the problems that have existed between one group and another."

Discussion

- Ask for a show of hands from students if they like the idea of the Unity Wall. Is it a good idea? Why or why not? How might the Unity Wall be used to serve a positive purpose?
- Ask students if religious messages belong on the Unity Wall. Matthew mentions that he is an advocate of the separation between church and state. What does he mean? How does a religious message on the Unity Wall challenge his position? How is religion different from race or ethnicity? What about sexual orientation? Are these a part of one's culture?

RESUME VIDEO

for approx. 2 min.

PAUSE VIDEO

after Andrea says:

"I learned about these countries in relation to Europe and the great leaders there and what they did."

(continued)



photo: Kate Kurtz

Discussion

- Ask students to reflect on their own school experience. Do students feel that they are represented in the curriculum? What kind of education have they received so far? To what degree does inter-action/discussion among students, parents, and community members contribute to the educational environment? Which aspects of students' education might be improved or changed?

RESUME VIDEO to the end of the segment, approx. 3 min.

Discussion

- Ask students to respond to what Roy and Luis said about education. Because America was once a British colony, should the history curriculum focus on British history and law? Is it possible to include a more global history in the curriculum? If so, how? Ask students to put themselves in an administrator's place. What would they do?

Follow-up Activity

What's the Story?

Tell students that they are reporters for a magazine. Their assignment is to write a feature story about their high school and answer the questions: "Should the curriculum change to address the needs of a diverse society? Why or why not? In what respects?" Have students develop a survey form, poll other students, and analyze the data collected. What kind of conclusions can students draw from the results? Encourage students to include charts and graphs of the data along with the article.

AFFIRMATIVE ACTION

Pre-Viewing

Initiate a discussion on affirmative action. Describe what it is and explain its history. Bring in articles debating the pros and cons of affirmative action. How do students feel about the principles behind it? How do they feel it is being implemented? Ask students how they feel affirmative action affects their lives. What would happen if it didn't exist?

PLAY VIDEO for approx. 2 min.

PAUSE VIDEO after Kim says:

"...and we provide a financial aid package. Does that sound like something your students would be interested in?"

Discussion

- Ask students how they feel about college recruitment programs for a particular race. Would they attend Ivy University? How would they feel?
- Ask students if they believe that a diverse student body contributes to the life of a college campus.
- Ask students to analyze how affirmative action affects the larger community in which they live. Does affirmative action have benefits, disadvantages, or both?

RESUME VIDEO for approx. 4 min.

PAUSE VIDEO after Kim says:

"What happens if we do away with affirmative action?"

Discussion

- Ask students to envision a future without affirmative action. What do they think might happen in the short term? Long term?

RESUME VIDEO to the end of the segment, approx. 7 min.

Discussion

- Ask students to discuss how they would determine which college to attend. What issues should students consider? What do they want in a college education?

Follow-up Activity

Debating Pros and Cons of Affirmative Action

Divide students randomly into two groups. Have one group take a position in favor of affirmative action and the other group take an opposing position. Have the groups research and develop arguments in defense of their positions. Then have each side present its position to the other. Afterward, discuss what each group believed prior to researching its position, what students learned as they developed their arguments, and if opinions were reinforced or changed after hearing the opposing view.



photo: Kate Kuntz

VISIONS OF THE FUTURE

Pre-Viewing

Initiate a discussion on solutions to racial tensions. What can we as individuals do to fight prejudice and foster peace? How might students become involved with school or community efforts to fight racism and stereotypes?

PLAY VIDEO for approx. 3 min.

PAUSE VIDEO after Johnny says:

"There are the problems, but there are also good things coming out of it."

Discussion

- Ask students for a list of names of people that students influence—from family members to friends and neighbors—in small and large ways. How might students involve parents, teachers, elected officials, and others to increase understanding and cooperation?

RESUME VIDEO to the end of the segment, approx. 2 min.

Discussion

- Ask students what they would include in a speech to their graduating class. What encouragement or advice would they give their peers? What lies ahead in the future for our diverse society? What groundwork might be laid today for a peaceful tomorrow?

Follow-up Activity

Future World *

Divide students into small groups. Give each group a large poster-size piece of paper and color markers or crayons. Tell students that each group is a new "nation" in an imagined future. Have each group create the following in a limited time frame (thirty minutes or less): a name for their "nation," a flag, and an anthem. Also, have students select a national treasure for their "nation" and write a paragraph introducing their "nation" to other "nations." Then have each group present its "nation" to the rest of the class. Afterward, ask students to describe their experience of working together in their groups. What did they learn about cooperation, compromise, etc.?

*Special thanks to Professor Philip Milio of the State University of New York, Fashion Institute of Technology, who developed the CREATE A NATION exercise from which FUTURE WORLD was adapted.

THE SOCRATIC METHOD

Background

Essential to the ETHICAL CHOICES educational package is the use of the Socratic method, which is attributed to the Greek philosopher Socrates (ca. 470-399 BC). Known today as the "Father of Ethics," Socrates transformed philosophy from the study of the external universe to the study of human beings and their relationships. He sought to establish ethical truth through absolute standards of conduct and a system of morality independent of opposing doctrines, a system that was valid for everyone regardless of individual religious or civic views.

Socrates' method of challenging the claims of those who participated in his dialogues was to search for truth by discussion. He was able to expose ignorance by claiming his own ignorance ('Socratic irony') at times to elicit honest answers. Using inductive reasoning, Socrates centered the discussion on the individual he was questioning and on that individual's beliefs.

Using the Socratic Method in Class

Keep the following points in mind:

- Act as a facilitator rather than an authority figure, or allow a student to be a facilitator while you act as an observer.
- Draw from students' experiences to select an issue that is both meaningful to them and may evoke many different points of view.
- Set up a hypothetical situation specific to your school and/or community that frames the ethical dilemmas raised by the issue.
- Devise a sequence of questions that progressively challenges students to examine their own thinking.
- Guide students by utilizing the questioning tips below.
- Follow up the Socratic dialogue with a discussion on the insights gained from the experience and their possible applications.

Questioning Tips

- Keep your questioning strategy flexible.
- Begin with general questions, and move toward specific and delving questions.
- Ask open-ended questions.
- If possible, share your own relevant experiences.
- Allow students time to think about answers before responding.
- Draw answers by innuendo, suggestion, and/or paradox.
- Probe students' responses by challenging their statements.
- Restate and reflect the students' statements in order to clarify and validate their thought (e.g., "I hear you saying that...").
- Where there is an agreement among students, take on the role of devil's advocate to enliven the discussion.
- Encourage students to ask questions or challenge other points of view.
- Avoid classifying students' answers as right or wrong.
- Insist that students explain how they reached their conclusions.
- Prompt students to draw from their personal experiences and observations.

Organizations

Anti-Defamation League A World of Difference Institute

823 United Nations Plaza
New York, NY 10017
(212) 490-2525

Founded 80 years ago "to seek justice and fair treatment for all." Through fact finding, research, advocacy, the monitoring of extremist groups and the development and dissemination of human relations materials, training and consultation, the ADL struggles against bigotry in every form. The A World of Difference Institute is the culmination of ADL's years of experience working with schools to promote intergroup understanding and our country's democratic ideals. Materials are interdisciplinary and grade specific.

Building Roads to Intercultural Diversity, Growth & Equality (BRIDGE)

c/o The African-American Institute
833 United Nations Plaza
New York, NY 10017

Contacts: Mark Dempsey, Adult Program Coordinator, (718) 624-7461; Rabin Nickens, Youth Program Coordinator, (718) 529-3102.

A joint effort of concerned young people, administrators, educators, social workers and business people in New York City acting in their private capacities with the support and cooperation of The African-American Institute. BRIDGE is dedicated to promoting racial harmony by focusing on New York City's diversity to break down cultural barriers, educate and empower youth and develop political awareness to benefit the generation of tomorrow.

Children's Creative Response to Conflict (CCRC) Box 271

Nyack, NY 10960
(914) 353-1796

Dedicated to the training of teachers and students in the skills of conflict resolution, problem solving, peer mediation, bias awareness, communication, cooperation, and affirmation. Conducts on-site workshops and provides curriculum materials for those who are involved with teaching children skills they need to deal with conflict nonviolently.

Congress of Racial Equality (CORE)

30 Cooper Sq.
New York, NY 10003
(212) 598-4000

Seeks to establish, in practice, the inalienable right of all people to determine their own identity. In essence, CORE's aim is to bring about equality for all people regardless of race, creed, sex, age, disability, religious or ethnic background. In pursuing its aim, CORE seeks to identify and expose acts of discrimination in the public or private sectors of society.

Education Development Center, Inc. (EDC)
55 Chapel St.
Newton, MA 02160
(617) 969-7100

Dedicated to promoting human development through education and through a wide range of projects. EDC works to address educational, health, and social problems and improve the quality of life for people of all ages and from all racial, ethnic, and cultural backgrounds.

Educators for Social Responsibility (ESR)

23 Garden St.
Cambridge, MA 02138
(617) 492-1764

Dedicated to children's ethical and social development. Its primary mission is to help young people develop a commitment to the well-being of others and to making positive difference in the world.

Global Kids, Inc.

561 Broadway, 6th floor
New York, NY 10012
(212) 226-0130

Contact: Carole Nichols, Executive Director

Supports young people in gaining the knowledge and skills they need to address issues of social equity, economic justice, human rights, and the environment. The organization empowers young people to take an active role in social change while introducing teaching strategies to schools and educators that engage students in the learning process and motivate them to stay in school.

The Human Connections Institute Inc.

237 W. Walnut St., Ste. 2-J
Long Beach, NY 11561
(516) 889-1994

Committed to working with individuals, small groups, schools, hospital community agencies, and businesses that are servicing the educational and social service needs of communities. Helps people develop skills and techniques to build their own sense of self-esteem and self-worth, and to empower people to live their lives and do their jobs more effectively and enthusiastically. Offers conflict resolution workshops for young people, anti-bias/prejudice reduction workshops, and violence prevention, among other programs.

National Association for Mediation in Education (NAME)

205 Hampshire House, Box 33635
UMASS
Amherst, MA 01003
(413) 545-2462

Promotes the development, implementation, and institutionalization of school- and university-based conflict-resolution programs and curricula. It is the primary national and international clearinghouse for information, resources, technical assistance, and training in the field of conflict resolution in education.

National Institute for Dispute Resolution (NIDR)
1726 M St., NW, Ste. 500
Washington, DC 20036-4502
(202) 466-4764

Advances the field of conflict and dispute resolution through technical assistance, educational programs, publication, demonstration projects, and limited grant making. Promotes multicultural understanding and violence prevention by bringing dispute resolution and cooperative problem-solving tools to youth.

The Peace Education Foundation, Inc.

1900 Biscayne Blvd.
Miami, FL 33132
(305) 576-5075

Believes in teaching children the skill to find creative and nondestructive ways to settle conflicts that children learn best in a caring environment where their self-esteem is nurtured as they are challenged to become responsible decision makers.

Glossary

culture: integrated pattern of human behavior that includes thought, speech, and action; the customary beliefs, social form, and material traits of a racial, religious, or social group.

oppression: systematic and pervasive mistreatment of human beings on the basis of their membership in various groups.

prejudice: unfavorable opinion formed without knowledge, thought, or reason.

racism: an attitude, action, or institutional structure which subordinates a person or group because of their ethnic or cultural identity. Unlike racial prejudice, hatred, or discrimination, racism is having the power to carry out discriminatory practices through major institutions of society, such as government, business, unions, etc. Racism as a term may mislead people into believing that human beings belong to biologically different species. In truth, human beings belong to one race.

stereotype: (*noun*) a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion; (*verb*) to develop a fixed, unvarying idea about someone or something.