



Name: Ashley Tomlinson Date: March 30, 2010

LESSON PLAN

Title: Introduction to Stereotypes - Labels Grade: 6
Subject: Social Studies Topic: Introduction to World Cultures

DESCRIPTION

<p>Curriculum Expectations / Outcomes</p> <p>✓ 6.1.3 Recognize the importance of cross-cultural understanding</p>	<p>Assessment Tasks Product <input type="checkbox"/> Process <input checked="" type="checkbox"/> Performance <input type="checkbox"/></p> <p>Assessment Strategies: Observation</p> <p>Recording Device(s): Anecdotal Records</p>
<p>Resources: Teacher's Materials Chalkboard or Whiteboard Post-It Notes [one package per 1-2 students; have on students' desks prior to the lesson to ease transition time] Tape or Magnets Labels [one per student] Extra Pencils/Pens/Markers/Erasers</p>	<p>Resources: Learner's Materials Post-It Notes [one package per student or shared between two students] Pencils/Pens/Erasers/Markers Labels [one per student]</p>

TEACHING / LEARNING

<p>Groupings: Independent Work Partners Whole Class</p>	<p>Prior Knowledge: N/A</p> <p>Strategies: Think-Pair-Share Discussion Brainstorming</p>
---	--

Steps:

1. Have two images posted on the chalkboard. Some suggestions for images are: a boy and a girl, a teacher and a student, etc.
2. Provide students with a package of Post-It Notes [sticky notes]. Have students write down as many words, qualities or characteristics as they can think of to describe the images.
3. After a few minutes of individual brainstorming, have students pair up. With their partner, see if they can brainstorm any more ideas and write those on Post-It Notes.
4. When it seems students are struggling to come up with more ideas, bring them back together as a class. Have students share their responses and bring up their Post-It Notes to stick to the board. Ask a few discussion questions stemming from their compiled list.
5. From there, write down the word “stereotype.” Ask students to write down one thought about what the word means on a Post-It Note. When they have their idea, have them bring it up to the board and place it under the word.
6. Then provide students with a definition of the word “stereotype.” Write this on the board or chart paper. Provide an example as well. Use the student responses to see how close they were to the definition you provided them with. Then, discuss the definition and example together.
7. Provide students with a few more example stereotypes. Some suggestions for examples are: “Women are the best cooks,” “All Canadians watch hockey,” “Boys are better at science and math than girls,” etc.
8. Have students return to their partners and together brainstorm a list of five stereotypes. When students have had sufficient time to brainstorm their ideas, have each partner group share one idea with the class.
9. When all the pairs have shared, provide each student with a label. On it, have them write down one of their statements [stereotypes] they brainstormed and put the label on.
10. Indicate that stereotypes are very similar to a label; a bias; a prejudice. Use one of the previous examples you provided students with here to demonstrate this. For example, if I used the example that “women are the best cooks,” I have labeled all women as being excellent cooks. However, this is not true, as many of the best chefs are men and many women do not cook.
11. Have students present their stereotype, one at a time. The class will discuss/debate each statement. When students have discussed the statement to your liking, have the student peel off the label.
12. When every student has had a chance to share and all the labels have been peeled off, discuss the importance of eliminating stereotypes. Further extension questions may centre on how stereotypes begin or how they are perpetuated.
13. Be sure to ask students how they felt while participating in this activity. What did they learn? You may wish to have students write you a reflection on the activity, describing their thoughts, feelings and new learning.

Lesson adapted from the “Bursting Stereotypes” lesson plan, available at the following link:

http://www.educationworld.com/a_lesson/03/lp294-01.shtml

You may wish to change this activity to focus extensively on cultural stereotypes. This lesson is simply meant as a means of introducing students to the concept of stereotypes.