LESSON PLAN – STEREOTYPES

TIME	ACTIVITY	AIDS
2 minutes	**INTRODUCTION** **WARM-UP CONVERSATION** - What stereotypes do others have about people from your country?	MAP 1 computer, projector, board, marker
3 minutes	**POWERPOINT PRESENTATION** - Definition - Why do we stereotype - What makes a stereotype (appearance,behaviour, attitude) - Positive/negative stereotypes	computer, projector, board, marker
10 minutes	**BRAINSTORMING** Students confront and dispel stereotypes about various groups of people - Each student is given a pen and an index card. Students are asked to create a list of at least three stereotypes about various groups of people that they have read or heard about, or have seen. - Students are informed that that their cards will remain anonymous, and that they do not have to agree with the stereotypes they write. Students are asked to use appropriate language. - Students should write the stereotypes on their index cards in the following format: "I've heard that [group of people] are all [stereotype]." - Once students have completed their lists, their index cards are collected and then randomly distributed to every student. - Students read the stereotypes aloud to the class.	Index cards, pens
10 minutes	**GROUP WORK AND DISCUSSION** - Students are divided into 3 groups - 1. Racial/culture (British, American, Indian, Black people) - 2. Gender stereotypes (Men, Women) - 3. Group stereotypes (Goth, Gangster, Teenager, Skateboarders) - Students works in groups and are asked to create a list of at least 5 stereotypes about a given groups of people - Each group presents their list aloud to the class	PICTURE 1 PICTURE 2 PICTURE 3 computer, projector
10 minutes	**QUIZ** - Everyone receives a short quiz on stereotypes - They compare their answers in pairs - Once they finish comparing, correct answers will be shown to them Source of the quiz: https://quizizz.com/admin/quiz/5e6fb0842bc4f3001f4e3639/stereotypes	Papers with quizzes, computer, projector

5 minutes	**VIDEO** 70 People Reveal Their Country's Most Popular Stereotypes and Clichés https://www.youtube.com/watch?v=4MRZbWuUmkk	Computer, projector
5 minutes	**FINAL ACTIVITY AND CONCLUSION** - Discussion in pairs (comments on the video)	

MAP 1

The World According to Americans

https://www.theguardian.com/artanddesign/gallery/2012/feb/17/stereotype-maps-yanko-tsvetkov

PICTURE 1

Examples of Racial/ Culture Stereotypes
British people stereotype
American people stereotype
Black people stereotypes
Indian people stereotypes

https://prezi.com/gpupgio0iyi-/stereotypes/

PICTURE 2

Gender Stereotypes

There are actually a lot of stereotypes on what each gender should and shouldn't do. Homophobic stereotypes also relate to gender stereotypes.
Gender Stereotypes: Female
Gender Stereotypes: Male

SHUTTERSTOCK

PICTURE 3

Examples of Group Stereotypes
Goth stereotype
Gangster stereotype
Teenager stereotype
Skateboarders Stereotype

https://prezi.com/*gpupgio0iyi-*/stereotypes/

VIDEO

In this episode of Many People from Many Countries Say Things, 70 people from 70 countries say their country's most popular stereotypes and common clichés. Find out how the world pigeonholes the Chinese, Indian, Brazilian, Indonesian, Pakistani, Nigerian, Russian, Japanese, Mexican, Australian, German, French, Italian, Spanish, and other nationalities.

https://www.youtube.com/watch?v=4MRZbWuUmkk

READING - OPTIONAL

Over the last 30 years there has been growing research into the concept of implicit stereotypes. Particularly using the Implicit Associations Test, it has been demonstrated that experimental participants show a response bias in support of a stereotypical association, such as "young" and "good" (and "old" and "bad") indicating evidence of an implicit age stereotype. This has been found even for people who consciously reject the use of such stereotypes, and seek to be fair in their judgement of other people. This finding has been interpreted as a "cognitive bias", implying an implicit prejudice within the individual. This article challenges that view: it is argued that implicit stereotypical associations (like any other implicit associations) have developed through the ordinary working of "the predictive brain". The predictive brain is assumed to operate through Bayesian principles, developing associations through experience of their prevalence in the social world of the perceiver. If the predictive brain were to sample randomly or comprehensively then stereotypical associations would not be picked up if they did not represent the state of the world. However, people are born into culture, and communicate within social networks. Thus, the implicit stereotypical associations picked up by an individual do not reflect a cognitive bias but the associations prevalent within their culture—evidence of "culture in mind". Therefore to understand implicit stereotypes, research should examine more closely the way associations are communicated within social networks rather than focusing exclusively on an implied cognitive bias of the individual.

Traditionally a stereotype has been defined as overgeneralized attributes associated with the members of a social group (such as the reserved English or the geeky engineer), with the implication that it applies to all group members (Hinton, 2000). A large body of research, particularly in the United States of America (USA), has focused on the (negative) stereotypes of women and African Americans, which are linked to prejudice and discrimination in society (Nelson, 2009, Steele, 2010). Psychological researchers have sought to identify why certain people employed stereotypes and, in much of the twentieth century, they were viewed as due to a mental fallacy or misconception of a social group, an individual's "biased" cognition, resulting from proposed factors such as "simplicity" of thought (Koenig and King, 1964) and arising from upbringing and social motivation (particularly "authoritarianism", Adorno et al., 1950). A considerable amount of effort has been made subsequently to persuade people to avoid stereotype use, by highlighting its inaccuracy and unfairness (for example, Brown, 1965). However, since the 1960s, cognitive researchers, such as Tajfel (1969), have argued that stereotyping is a general feature of human social categorization. Despite this, it has been argued that individuals can consciously seek to avoid using negative stereotypes and maintain a non-prejudiced view of others (Devine, 1989; Schneider, 2004). Indeed, Fiske and Taylor (2013) claim that now only ten percent of the population (in Western democracies) employ overt stereotypes. Unfortunately, recent work, specifically using techniques such as the Implicit Associations Test (Greenwald et al., 1998), has shown that stereotypical associations can implicitly influence social judgement, even for people who consciously seek to avoid their use (Lai et al., 2016). These implicit stereotypes have provoked questions of both the control of, and an individual's responsibility for, the implicit effects of stereotypes that they consciously reject (Krieger and Fiske, 2006). This article explores the nature of implicit stereotypes by examining what is meant by "bias" in the psychological literature on stereotyping, and proposes an explanation of how culture influences implicit cognition through the concept of the "predictive brain" (Clark, 2013). The present work argues that, rather than viewing implicit stereotypes as a problem of the cognitive bias of the individual (for example, Fiske and Taylor, 2013), they should be viewed as "culture in mind" influencing the cognition of cultural group members. It is also proposed that combining the research on implicit cognition with an understanding of the complex dynamics of culture and communication, will lead to greater insight into the nature of implicit stereotypes.

Sources

https://www.youtube.com/watch?v=4MRZbWuUmkk

https://www.womenshealthmag.com/life/a19934409/gender-stereotypes-study/

https://www.overcomingobstacles.org/portal/en/curricula/middle-school/lesson-5-avoiding-stereotypes

https://prezi.com/gpupgio0iyi-/stereotypes/

https://quizizz.com/admin/quiz/5e6fb0842bc4f3001f4e3639/stereotypes

https://www.nature.com/articles/palcomms201786#citeas