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| **Lesson plan - Stereotypes and the Model minority** | |
| Time | Activity |
| 5 minutes | **Warm up exercise**  <https://www.merriam-webster.com/games/quordle/#/>  Guessing four 5-letter words at the same time |
| 10  minutes | **Brain storming**  1) Stereotype – what is it and why do people use it?  2) Do you think stereotypes can be also positive?  3) What do you think is the most used stereotype in your country?  4) How often do you encounter stereotypes in traditional or social media?  5) Have you ever been stereotyped? |
| 5  minutes | **Reading**  Topic – Stereotype threat |
| 5 minutes | **Discussion in pairs**  1) What is the stereotype threat, were you familiar with this issue?  2) What experiment did the scientists use to show the influence of this threat?  3) What others examples can you come up with? (For example – Women being portrayed as bad drivers, possible stereotype threat during driving tests?) |
| 5 minutes | **Watching a video – Model minority**  <https://www.youtube.com/watch?v=aFXmyNUaXFo&ab_channel=TED-Ed> |
| 10 minutes | **Discussion in groups**  1) What stereotypes did the teachers use about their students and what were their based on?  2) Do seemingly positive stereotypes have positive influence?  3) Who is the model minority typically associated with?  4) What were the reasons for creating the model minority?  5) How would you describe differences between the so-called model and problem minorities? |
| 5 minutes | **Summary**  Final comments and opinions. Sharing experiences, possibly giving advice to each other on concerned topics. |

Reading – Stereotype threat

Stereotype threat is a process that influences people who are in an environment where they feel like they are stereotyped. A student in a class would always unconsciously look for signs that would tell him he doesn’t belong there. Then, his ability to perform, for example when writing a test, would be lower because he is using his cognitive resources which could be used for learning instead. On the other hand, student who feels like he belongs and is valued not only by his students, but teachers too (as teachers can also use stereotypes on their pupils) will perform better.

This topic was first tackled by psychologists Claude Steele and Joshua Aronson in 1995. They carried out a series of experiments with African American and Caucasian students. In the experiments, both group of students would be first given a test that was described as diagnostic of intellectual ability and then another test described as a problem-solving exercise. In the first examination, Caucasian subjects would perform better than their African American counterparts. On the other hand, during the second test that was as challenging as the first one, African-Americans were as successful as the other tested subjects. (Steele & Aronson, 1995)

Stereotype threat does not have to be associated only with race, but also with gender, age, sexual orientation etc. Basically, being put into a situation which we care about and where there is a relevant negative stereotype, we can experience stereotype threat.

Steele, C. M., Aronson, J. (1995). Stereotype threat and the intellectual test performance on African Americans. Journal of Personality and Social Psychology. 799-801. <https://greatergood.berkeley.edu/images/uploads/Claude_Steele_and_Joshua_Aronson,_1995.pdf> (retrieved 27. 11. 2023)

Heaning, E. (2023, 10th October) Stereotype threat: Definition and Examples. <https://www.simplypsychology.org/stereotype-threat.html> (retrieved 27. 11. 2023)

University of Colorado Boulder (n.d) Stereotype threat. <https://www.colorado.edu/center/teaching-learning/inclusivity/stereotype-threat> (retrieved 27. 11. 2023)

Stereotype threat: A conversation with Claude Steele. In: Youtube (19. 7. 2013). Channel: Not In Our School. <https://www.youtube.com/watch?v=failylROnrY&ab_channel=NotInOurSchool> (retrieved 27. 11. 2023)