

## LESSON PLAN – STEREOTYPES

Time	Activity	Aids
5 minutes	<p style="text-align: center;"><b>Introduction</b></p> <p style="text-align: center;"><b>Warm-up question:</b></p> <ul style="list-style-type: none"> <li>Can you think of a time when someone made assumptions about your appearance, background, or interests? How did it make you feel, and what did you learn from that experience?"</li> </ul>	
5 minutes	<p style="text-align: center;"><b>Making the groups</b></p> <p style="text-align: center;"><b>Mind Map:</b></p> <ul style="list-style-type: none"> <li>What comes to mind when you think of the word 'stereotype'?</li> <li>Can you identify different types of stereotypes (e.g., gender, cultural, racial)?</li> <li>Are stereotypes always negative, or can they have positive aspects too?</li> <li>What role do media, culture, and education play in perpetuating or challenging stereotypes?</li> <li>Have you ever witnessed or experienced someone breaking free from a stereotype? What was that experience like?</li> </ul>	Paper, markers
15 minutes	<p style="text-align: center;"><b>Video, Pictures – Discussion</b></p> <p style="text-align: center;"><b>Video</b></p> <ul style="list-style-type: none"> <li>Borders are defined as “real or artificial lines—political boundaries—that separate geographic areas.” What other types of borders do you see the students crossing in these clips?</li> <li>How were the students in these clips able to cross borders to gain a better understanding of one another?</li> </ul>	Video, Pictures

	<p style="text-align: center;"><b>Pictures</b></p> <ul style="list-style-type: none"> <li>• I will show you some pictures of people and your task is to describe your feelings about it on paper. After we finish you will compare your paper with your neighbour to find similarities/differences.</li> <li>• You can describe anything related to stereotypes (clothes, body, appearance, gender, job, role, nationality..)</li> </ul>	
15 minutes	<p style="text-align: center;"><b>Role-playing game</b></p> <ul style="list-style-type: none"> <li>• Reading the script, preparation</li> <li>• Presentation</li> </ul>	Script
5 minutes	<p style="text-align: center;"><b>Wrap up – the final activity – Discussion about role-playing game</b></p> <ul style="list-style-type: none"> <li>• Did we stereotype some of these people? How?</li> <li>• What assumptions did we make about individuals?</li> <li>• What sorts of things cause us to stereotype people?</li> <li>• How does it feel to be stereotyped?</li> <li>• Are stereotypes accurate or do they cause us to believe things that aren't based on facts?</li> </ul>	

#### VIDEO:

<https://education.nationalgeographic.org/resource/crossing-borders/>

#### PICTURES:





## SCRIPT:

- Source: <https://www.harmony.gov.au/get-involved/schools/lesson-plans/lesson-plan-stereotypes>

## What to do?

1. Read out the following scenario:

Buck's Bar and Grill is full of diners. The owner discovers that a bag of money has been stolen from an area that only staff has access to. The owner suspects that the employee responsible for taking the bag is still in the restaurant as nobody has left the restaurant in the last 30 minutes and Buck saw the bag of money 20 minutes ago.

2. Nominate six students to act as the employees and hand each of them a profile. The rest of the class are to act as diners.
3. The six students introduce themselves to the diners, using the information in the profiles.
4. Invite the 'diners' to ask the employees questions to try to determine which one is guilty. The 'employees' improvise their answers.
5. After a period of questioning, the diners form small groups (4-5) and are asked to discuss the information that has been presented and reach consensus on who the guilty employee is.
6. Each group presents their decision and reasoning to the whole class.
7. The true culprit is revealed.
8. Lead a whole group discussion on stereotyping, asking students to reflect on their own thinking, rather than reporting on what other individuals had to say in the small group.

## Stereotypes profile sheet

**Name:** Serhat

**Age:** 15

**Gender:** Male

**Background:** Serhat left school 3 months ago because his mother needed him to help earn some money after his father returned home to Turkey. He has been working 6 days a week at the restaurant as a kitchen hand and waiter.

**Name:** Sally

**Age:** 19

**Gender:** Female

**Background:** Sally has been working for Buck for the last 14 months as a waitress. Buck leaves her in charge on Sundays and Mondays. Sally has a charming personality and gets on well with her customers.

**Name:** Liz

**Age:** 54

**Gender:** Female

**Background:** Liz has worked for Buck for the last 2 years as his assistant chef. Liz only works part time as she also cares for her grandchildren while their parents are at work. Liz is reliable but is sometimes argumentative with other staff.

**Name:** Hyun Jin

**Age:** 27

**Gender:** Female

**Background:** Hyun Jin works for Buck on a casual basis. She is not allowed to work Sundays due to her religious commitments and is often unavailable on Saturdays because of her large Korean family get-togethers. Hyun Jin gets along well with all staff and customers but sometimes has problems communicating due to the level of her English.

**Name:** Bilal

**Age:** 18

**Gender:** Male

**Background:** Bilal was working as a waiter but lately has been working as a kitchen hand due to some customers who refuse to be served by 'that extremist'. Bilal is hard working but has had trouble getting time off on Fridays to go to the Mosque.

**Name:** Drew

**Age:** 36

**Gender:** Male

**Background:** Drew has been working as Buck's head chef for the last 7 years. He is friendly with all the staff and often laughs and jokes. His meals are famous in the town.

Not to be revealed: He has been stealing money from the restaurant for the past few months because Buck won't agree to increasing his salary.