

Exploring Stereotypes: First Thoughts 7th Grade Advisement Activity Estimated time: 30 Minutes

Georgia Teachers-As-Advisors Framework

Goal 7-3.2 - Develop positive, highly-developed interpersonal skills.

- d. Demonstrate ways to respect and work cooperatively and collaboratively with others.
- g. Recognize that one should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
- h. Recognize that the ability to interact positively with diverse groups of people may contribute, positively, to learning and academic achievement

Objectives:

- Students will explore the power and effect that making stereotypes can have on interpersonal communication

Materials:

- Chart paper/newsprint (the newsprint is much cheaper)
- Markers or crayons

Activity:

1. *Say:* Good morning students, welcome to advisement. While in school and later in college or any other postsecondary option, you will meet many different types of people. It will be important that you know how to get along with others. Sometimes we meet people and decide within the first few seconds or minutes that we wouldn't get along. That is most likely because we have just stereotyped them. What do we mean by "stereotype"? *Write the word on the board of flip chart. Elicit that a stereotype is a general statement about a group of people or person based on incomplete information; or, where you label certain people, groups, or things in a certain way. It may be good or bad. You have already formed your impression of who that person or group is, perhaps without ever coming in contact with them.*
2. *Say:* Today we're going to explore stereotypes through an exercise called "First Thoughts". *Have the students work in groups of four. Each group needs a piece of chart paper(newspaper) and markers (crayons). In their groups the students write the word "teenager" in the middle of the chart paper and draw a circle around it. Then, fill the paper with their first thoughts about teenagers.*
3. *Give the groups five or ten minutes to complete their "first thoughts" charts. Then give each group a chance to share what they came up with. After all of the groups have presented, write "Teenagers" on the chalkboard, elicit from the class the main points that have emerged from their "first thoughts," and write them down. Your description might look something like this:*

Teenagers:

- like loud music
- are addicted to junk food
- talk on the telephone a lot
- are rowdy, rude, and disrespectful
- won't let anybody tell them what to do
- are totally into themselves

4. *Discuss with the Class:*

- Do some teenagers fit this description?
- Do all teenagers fit this description?
- Who can describe a teenager you know who is not like this?
- Is it fair to say or imply that all teenagers are like this?
- What negative results could come from people by stereotyping teenagers?
- Are types of music stereotypical? Country? Rap?
- Have occupations been stereotyped? Nurse? Army General? Pilot? (gender typed)

Filler: If time permits, let students create a motto for your advisement group.

5. *Say:* I hope you will not find yourself making generalizations about people or things prior to getting the facts. As you say so many times, it's just not FAIR! See you next time we meet. Have a great day!

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