

Exploring Stereotypes
7th Grade TAA Activity
Estimated time: 20-30 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 affect that making stereotypes can have on one's perception of others.

Materials: Chalk, chalk board, white board or flip chart.

Activity: This is a short activity. You may want to have something else to do with your students, take care of some individual issues, allow some "free" reading, discuss a school-related issue or upcoming event, a news-worthy discussion, or one of the activities in the icebreaker file.

1. *Say:* Good morning students, welcome to advisement. While in school and later in college or other postsecondary options, you will meet many different types of people. Especially when you begin your career, 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 or flip chart. Elicit that a stereotype is a general statement about a group of people based on incomplete information.*

2. *Ask:* Do you know of any individuals, groups or things that are thought of in a certain way, even though you may not personally know about that person, group or thing. For example, ask students: What can you tell me about wolves? *Students will probably describe wolves as "mean, vicious, prowler, etc."* Ask the students why they feel this way? *Students may generate, or perhaps you can suggest that they have heard negative things about wolves through literature or television (cartoons, or movies)*

3. *Ask:* Can you think of some fairy tales that depict wolves in negative ways: ex. The Three Little Pigs, Little Red Riding Hood, Never Cry Wolf. *Inform students that when people make impressions or judgments about persons, professions, things, and animals in general---- they are stereotyping.*

4. *Say:* We do this in many different ways. We are influenced to believe things about people or things by our experiences, by the TV we watch, the songs we listen to, the people we associate with, the movies we watch, and the books we read to name just a few.

5. *Ask:* Why or how stereotypes can hurt people? *Generate a list on the board or chart paper on how stereotyping can hurt people in the short term and in the long term? Some possible answers might include: create low self-esteem, causes people to give up, can create anger, people can become sad or depressed, people hide their identity (deny who they are), people can become confrontational, etc. None of us like hearing untruths about ourselves.*

6. Ask: What have you heard about First Nations People (American Indians)? *You should be prepared to handle this in a sensitive manner, however the classroom should allow for honest answers from the students. You may hear the words: dirty, jobless, lazy, alcoholics, live on welfare, etc. You may hear the opposite: cheated, mistreated, robbed, be prepared either way! Ask students if this is a FAIR thing to say about ALL Native people?*
7. Say: Stereotyping can give you a false impression of a person before you get to know them. Don't let some general idea you've heard about a person or persons determine your attitude towards that person. Have a great day! See you next time we meet.