



Lesson Plan

STEREOTYPES

Level, age of the students:	14 – 16	
Subject:	Any Subject	
Subjects involved:	All Subjects	
Aims:	Students will outline different categories of stereotypes. Students will anticipate and/or describe how stereotypes affect people	
Suggested # of students per group:	10 – 20	
Time of the main activity:	15 minutes	
Material:	Flipchart paper and Markers	
Competences:	Analytical thinking, Communication, Active listening, Problem-solving, Time management	
Preparatory actions if any:	Label flipchart papers with the following headings, “athletes are”, “overweight people are”, “doctors are”, “the elderly are”, “women should be”, “men should be,” “smart people are,” “rich people are,” “people who live in small towns are,” “people who live in large cities are,” “black families are,” and “white families are.” Teacher Creates a t-chart below, the left side labeled “stereotype” and the right side labeled “strategies to stop stereotypes.” Hang these around the classroom.	
Expected results:	Students will understand how making stereotypes can have demaging impacts in working environments	
Expected difficulties:	Some students may not be interested in the topic	
Follow up if any:		
TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHOD
3’	I. PREPARATORY ACTION	



CAREER COUNSELLING



PRACTICAL APPROACH

	<p>Objective: Draw the attention of the students to the topic</p> <p>Teacher asks students if they know what stereotype means.</p> <p>Students answer the question</p> <p>Teacher explains that stereotype is oversimplifying a group to a set of characteristics and these characteristics are generalized to the entire group of people. In other words, it is making assumptions about a group of people.</p> <p>Teacher asks students how can stereotypes be damaging to individuals in the workplace.</p>	<p>Individual work</p> <p>Question - Answer</p>
15'	<p>II. STEREOTYPES AND STRATEGIES TO OVERCOME THEM</p> <p>Teacher instructs students to get into small groups and rotate around the room, carousel style to each chart. At each chart under the “stereotype” students should write down different ways each group of people are stereotyped.</p> <p>Under the ‘strategies to stop stereotypes’ they should write down things or actions that can be taken to stop stereotyping.</p> <p>After each group has been to each category, the class should have a discussion about their findings.</p> <p>Are these stereotypes necessarily true for every member of the group?</p>	<p>Individual work</p> <p>Reflection</p>
TIME	PROCEDURE (T: TEACHER; SS: STUDENTS)	METHOD
2'	<p>III. CLOSING ACTIVITY</p> <p>Teacher wants students to write a 1-2 paragraph reflection discussing an example of a time that their own personal stereotype influenced how they worked with a classmate.</p>	<p>Group Work</p>

