**Lesson Plan**

**Topic:** Grade 11 Sociology, racism and its’ impact on socialization.

**Curriculum Expectations:** D3.2 explain the ways in which social structures (e.g. economy, family, class, race, gender) affect individual and group behaviour

**Specific Objectives:** the students will:

* **Attitudes:** be aware of the presence and variety of gender based stereotypes in society, be conscious of the fact that stereotypes are based in perceptions and past experiences and beliefs
* **Skills:** know and understand ways to combat stereotypical behaviours, and identify when those behaviours are present
* **Knowledge:** understand the historical origins of basic stereotypes that are present, know that there is a wide range of stereotypes present

**Resources:** video and video player, PowerPoint Presentation on Stereotypes and their origins, handout with definitions, worksheet on ways to identify and combat stereotypes, set of 4 colours of sticky notes, 2 half-sheets (both halves of a sheet cut in half) of construction paper per student, markers, tape, and an empty wall in classroom

**Introductory Activity:** give each student a sticky note, evenly disperse the colours among everyone, and tell the students to get into groups that they think make sense. Typically each colour will group together according to the colour sticky notes they were given. This shows a bias towards wanting to be around people who are the same as you are.

**Development Strategies:**

1. Introduction Activity (5-10 mins)
	* If class all grouped together according to the colour sticky note: explain the trend of being around similar people, and excluding those who are different
	* If class got into groups that were more evenly distributed: explain that they are very inclusive and did not fit the norm
2. Introduce Definition of Stereotype (5-10 mins)
	* Explain what it is and that there are many different kinds of stereotypes
3. Video (10-20 mins)
	* Show video to class then discuss what some of the other various kinds of stereotypes that the students think there are
4. As Class: First Explain and then Discuss the most prominent forms of stereotypical behaviour (5-15 mins)
	* Briefly explain historical origins, and the fact that all present stereotypes have a basis in history
5. Ask each student to write down any ways that they can think of to combat stereotypes and then open a discussion to the class (10-15 mins)
	* Let students work independently at first, then work in pairs or small teams to share ideas and narrow the list of possible solutions, finally discuss as a class the main themes students came up with to combat stereotypes
	* Reiterate the fact that stereotypes are inevitable and the most important thing to start with is to recognize when you have a stereotypical thought, then work from there to begin the solution.
6. Assign Worksheet on how to identify and combat stereotypes for homework. (2 mins)
7. Concluding Activity (5-10 mins)

**Concluding Activity:** individually students take two sheets of construction paper

* + On the first sheet, students write a word that they feel describes them as an individual.
	+ On the second sheet, students write a word that they feel as been prescribed to them stereotypically, and they believe that they are NOT.
	+ When done each student tapes each sheet to the board under the headings “What I Am” and “What I Am NOT” accordingly.
	+ Read out a few after everyone is done. Keep it confidential.

**Methods of Evaluation:**

* + **Informal**: assess participation and discussion that arises from questions posed by the teacher, infer understanding from the words placed on the board in the concluding activity
	+ **Formal**: grade homework assignment (worksheet on identifying and combatting different stereotypes) according to level of completion and quality of answers

**Follow-Up Ideas:** learn about more influences of socialization: gender/sexism, and social class

**Self-Reflection:**

Fighting Stereotypes Worksheet

Definitions

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: simplified traits given to a person or group.
	1. Believe that all people with a similar characteristic are the same
	2. Don’t see people as individuals, but generalize them accordding to group.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: internal thoughts, feelings, attitudes, and beliefs about a group, and occurs when a person adds value to stereotypes.
	1. Often deny that we have these because society tells us that they are bad.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: actions based on prejudices against other social group or individual.

Thinking Questions

1. Give an example for the five different kinds of stereotypes talked about in class:
	1. Racial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. Gender: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. Cultural: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. Group/Individual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	5. Sexual: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List three ways you, as students, can stop stereotypes if you see them:
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_