

18 Explore the Negative Impact of Stereotyping

TRANSITION OBJECTIVE

Students will discuss the negative effects of stereotyping.

RELEVANCE TO SUCCESSFUL TRANSITION

Stereotyping, a negative description of a group of people based on appearance and other superficial characteristics, causes intolerance. Identifying the similarities among people and groups will diminish stereotyping and intolerance.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

When I feel different from everyone else, I . . .

❑ STEP 2: Convene Roundtable

"When someone points out how I am different, I feel ____."

❑ STEP 3: Advance Organizer

"Today we will discuss the many ways people are similar regardless of their group affiliation or personal characteristics."

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CAREER MANAGEMENT: Unit 1 LESSON 28

Alike or Different

With your partner, make a list of the typical labels that are used for people who are different:

Choose a label for each chart and show how a person with this label is like you and then how this person is different from you.

Label
Like Me
Different

Label
Like Me
Different

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board and add others as needed, i.e.: skin, hair and eye colors, disabled, gay, age, culture, religion, female, homeless, poor, fat.

Draw a diagram on the board to match the diagram on the handout **Alike or Different**. This will show the words, "Alike" and "Different," with a line between and above them to form a "T." From the list on the board, write one of the labels at the top of the "T." Students compare the labeled group with themselves and list the similarities and differences. Compare the lists and ask, "Are we more alike or different? What causes conflict over these differences?" Using the worksheet, have pairs repeat this activity using other labels.

❑ STEP 5: Activity - 20 Minutes

Using the **Labels & Stereotypes** worksheet, have students share experiences in small groups of three to four students. Circulate through the groups encouraging students to share. Have groups report their overall reactions to this activity. Discuss accepting differences in others. Extend the discussion by relating key words to each other such as how stereotyping can lead to fear or rejection.

❑ STEP 4: Activity - 25 Minutes

In pairs, students will define and create an example of the key words, "label" and "stereotype." As students share, write their examples of labels and stereotypes on the

❑ STEP 6: Evaluate Outcomes

Are people more alike or different " ____ ?"

□ STEP 7: Connecting Activity

Watch the movie, *Miss Fourth of July*. Students should work in pairs to develop a short report about how the events of the movie apply to their lives today.

Have students look up the term “stereotype” in an online encyclopedia and find three facts to share with the class.



CAREER MANAGEMENT: Unit 1
LESSON 18

Labels & Stereotypes

In your group, answer the following questions.

1. Describe a situation when you were considered different from everyone.
2. Explain what happened and how you felt.
3. How could you handle this situation differently in the future?
4. Describe a time when you were involved with a group who acted unkind toward someone who was different from the group.
5. How did you feel?
6. How did you act in this situation?
7. How could you act differently in the future?

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KEY WORDS

label**stereotype****fear****prejudice****rejection**

MATERIALS AND PREPARATION

- Student Handouts: **Alike or Different**, page 51; **Labels & Stereotypes**, page 52.
- Prepare for a discussion about stereotypes. Become familiar with the handout.
- Prepare for sharing activity using the handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Reasoning
- Personal Qualities: Sociability