

## Lesson 3: Stereotype Me! But I Am My Own Person.

by Katie Jardine

### Desired Results/ Overview:

<p><b>Unit Title:</b> Cluster 1- Diversity and Pluralism</p> <p><b>Pedagogical Theme:</b> The Social Domain of Who am I? <i>What is my story? I am Canadian, but where does my individual narrative fit within Canada?</i></p> <p><b>Lesson Title:</b> Stereotype Me! But I Am My Own Person.</p>	<p><b>Lesson Objective:</b> As a result of this lesson, students will be introduced to some of the various stereotypes that exist within Canada as portrayed be social media domains, print and CBC. Students will be introductions to some of the ways stereotypes can influence the direction of a narratives. Students will be encouraged to use their imagination when exploring the multiple impacts stereotypes can have on the development of a narrative.</p>
<p><b>GLO's:</b> Identity, Community, and Culture Power and Authority, The Land: People and Places, Historical Connections</p> <p><b>SLO's:</b> VI-005, KI-016, KI-019, VH-009, KI-020, KI-022,</p>	<p><b>Rationale:</b> In order to understand another factor in the development of a stories, it may be beneficial for students to understand the importance stereotypes play in the development of narratives. The idea that stereotypes can impose viewpoint on people therefore potentially influencing their narratives.</p>
<p><b>Inquiry Question(s):</b></p> <p>To what extent do stereotypes play a role in my own life? To what extent do stereotypes directly impact the development of my own personal narrative?</p>	<p><b>Potential Discussion Questions:</b></p> <p>What is a stereotype? Who might be effected by these stereotypes? What are the stories behind stereotypes?</p>
<p><b>Accommodations:</b> Depending on the direction the discussions go, the activities for the class may take longer or shorter than planned. (There is a good chance this class may take 1 to 2 periods) If more time is required on certain activities the lesson can be continued in the next class or time frames for activities can be adjusted.</p>	<p><b>Assessment:</b></p> <p>(Focus Areas: Communication, Active Democratic Citizenship, Managing Information) -jumping around to different tables listening and responding to students discussions/deliberations -journal responses - using a checklist to keep tabs on who is participating and communicating -what is the process of the discussions?</p>

### Introduction/ Learning Plan:

Time:	Activity Plan:	Materials:
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(70-100 mins)	<p><b><u>What is a Stereotype?</u></b></p>	
(15-25 mins)	<p><b>Purpose:</b> This activity is designed to get students to begin to engage in thinking about what social media is and the various domains that count as social media.</p> <p><i>Discussion in table groups:</i> Each group will come up with their own definition of answering the question “What is a Stereotype.”</p> <p>After the discussion students will be introduced to many of the different definitions of stereotypes, as well as a very brief history/ background of how the concept of stereotype became part of society.</p> <p>Different definitions of a Stereotypes: “A stereotype is a judgment about an individual based on the real or imagined characteristics of a group.”</p> <p><a href="https://www.facinghistory.org/holocaust-human-behavior/stereotyping">https://www.facinghistory.org/holocaust-human-behavior/stereotyping</a></p> <p>“-a widely held but fixed and oversimplified image or idea of a particular type of person or thing.” (According to Webster’s English Dictionary)</p> <p>Use an exemplar: Show students propaganda or images that speak towards different Canadian stereotypes that are published by CBC, MacLean’s Magazine or other social media domain. (All of these stereotypes should be printed by Canadians)</p> <p>Exemplars to be used and discussed:</p> <p>Image one “Oh Canada Our Home and Cliché Land” - <a href="http://www.macleans.ca/society/mapped-o-canada-our-home-and-cliche-land/">http://www.macleans.ca/society/mapped-o-canada-our-home-and-cliche-land/</a></p> <p>Image two “Justin Bieber a Canadian with a Hit Song Called Sorry” - <a href="https://www.pinterest.ca/pin/95490454577637252/">https://www.pinterest.ca/pin/95490454577637252/</a></p>	<p>-projector, power point, picture of social domain icons, computer</p> <p>-</p>
(40-60 mins)	<p><b><u>The Stereotypes (as a Jigsaw)</u></b></p> <p><b>Purpose:</b> The purpose of this activity is to introduce students to some of the projected stereotypes that exists for Canadians. The idea is to expose students to how stereotypes play a role and may have influence over the perceptions and creations of personal</p>	

(15-20 mins)	<p>narratives. What is the function of stereotypes in Contemporary Canada in the development of a story.</p> <p><i>How it works:</i></p> <p>- This activity will be completed in the form of a jigsaw. Students will begin in their table groups and will draw an envelope from a bin which will hold a collection of articles and images from a variety of sources that relate to a specific stereotype of Canadians. Students will be introduced to some of the historical background on the stereotype and need to use their creative and critical thinking skills to think of what this stereotype means for individuals within Canada. Once the table groups are mixed up, students will share their newly acquired knowledge as a group and will need to answer the question, "To what extent do stereotypes impact the development of individual narratives?"</p> <p><i>Some stereotypes could include:</i></p> <p>Canadian Language- Politeness and the Origins of Eh Hockey Beavers – The Origins of the Beaver Dietary Needs- Maple Syrup, Tim Hortons, &amp; Poutine Living- We all live in Igloos Language- Francophones and Anglophones Methods of Transportation – Polar Bears, Dog Sleds, etc. Weather- Snow all year around cold</p> <p><b><u>The Connection:</u></b></p> <p><b>Purpose:</b> Students will explore how the stereotypes make them feel as individuals.</p> <p>Journal Response: Students will compose a journal response answering the questions: "To what extent do stereotypes play a role in my own life? To what extent do stereotypes directly impact the development of my own personal narrative? "</p> <p>Exit Slip/ Survey</p>	-paper, markers etc.
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