**Topic: Stereotypes**

**Length:**

30 minutes

**Students:**

16

**Level:**

intermmdiate

**Instructor:**

Sunny Kim

**Materials:**

* 16 copies of the text “About Stereotypes”
* 16 copies of worksheet: T/F questions
* Pictures: (woman is doing house work and man works in the office and take a rest in house
* White board and board markers

**Aims:**

* To be familiar with key vocabulary through T’s explanation and C.C.Q
* To be able to get the main idea by skimming the reading text and answering guiding question
* To improve scanning skills by answering true and false questions
* To improve speaking and listening skills by sharing ideas in group

**Language Skills:**

* Listening: listening to the instruction, demonstration or the other students’ ideas
* Writing: answering true & false question
* Speaking: sharing the answers and ideas in group works
* Reading: reading the text “About Stereotypes”

**Language Systems:**

* Lexis: key vocabulary( belief, objective truths, particular, prejudge)
* Phonology: key vocabulary( belief, objective truths, particular, prejudge)

**Assumptions:**

Students already know:

* How the class is set up and run ( there will be 3-4 students in each group)
* The teacher’s style of teaching and the pace of the course
* Most students have know some types of stereotypes
* Most students have experienced or seen stereotypes in their life

**Anticipated Errors and Solutions:**

* Students may not be able to understand the word ‘stereotype”
* Define the word “stereotype” with simple examples to easily understand.
* Students may need more time to work on the worksheet
* If it takes longer than 5 minutes, cut the answer-checking short by sharing the answers
* If time is short
* Cut post-activity discussion short and only ask 2-3 students to share their opinions
* If students finish the tasks earlier than anticipated
* Ask as many students as possible about the stereotypes that they have experienced

**References:**

The Text from workbook. It is not from website.

Image from NAVER website

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| **Lead-In**  |
| **Materials: Board and markers** |
| **Time****3min** | **Set Up****Whole Class** | **Procedure:****Greeting** Hello everyone? How do you feel today?Tired? Or Great? In our society, there are still some misunderstanding things existed. Show two pictures ( woman does house work, man works in the office and take a rest in house)Ask students how does these picture look like Also making a relationship between foreigners is hard For example, to African how do people act? Some of people do not try to get relationship with African because of appearance or smell. But to Western, it is quite different. Therefore there are still misunderstanding things.**Introducing today’s topic**“Stereotype”Based on these kinds of examples, we are going to learn about “Stereotype” |

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| **Pre-Activity**  |
| **Materials: white board and makers** |
| **Time****10 min** | **Set Up****Whole Class****Pairs****Whole Class** | **Procedure:**Before reading the text, you need to consider few key vocabulary.1. **Pre-teach vocabulary**

 BeliefEliciting – Is there any person who go to church? Or is Christian?  If yes, ask them what is the most important thing? Give similar words Write the word on the board Make students repeat after me Analyze part of speech **CCQ**Belief is the most important in relationshipObjective truths Eliciting- people can have their own belief  What can we call?  It is more like personal belief Write the word on the board Make students repeat after meAnalyze part of speech **CCQ**Is it good to have your own objective truth?Particular group Eliciting- As giving example, there is a group. But the member of group has their own objectives. It is something special. If students cannot get the word, give them the hint (It is two words including the word ‘group’Write the word on the board Make students repeat after me Analyze part of speech **CCQ**Have you ever belonged to particular group?PrejudgeEliciting- When you meet someone, but it is the first time. You have no information of him or her.Then basically what would you do? Before knowing him or her. Write the word on the board Make students repeat after me Analyze part of speech?**CCQ**Don’t prejudge when you meet someone at the first timeIs it good to prejudge a person?  |
| **Main Activity**  |
| **Materials: text and True & False questions** |
| **Time****3min****7min** | **Set Up****Whole Class****Individual****Whole Class****Group****Whole Class** | **Procedure:**1. **Guiding questions**

“Why does the author believe that stereotype is not always true?”Write the question on the board**Instructions**What did I write on the board?Let’s read together. Now you are going to read the text. Just skim the text and try to answer the question. Do not read the text in details Also when you find the answer, underline that.I will give 3 minutes to read. Also read individually. **CCQ**Are you working in a group?How much time do you have?What should you do if you find the main idea?(After 3 minutes)Ask studentsDo you need or time? If yes, give them one more minuteAfter finish reading, check the answer together.1. **Read the text again and doing worksheet**

**Instructions**I am going to hand out the worksheet.This is True and false questionsAt this time, read the details. Also when the answer is false, write down the right answer.It is not individual work. You can work in pairsI will be 7 minutes Hand out the worksheet (True & false questions)**CCQ**Do you work alone?What do you need to do if the answer is false? After 7minutes, ask students they need more time or notIf they need give them 1 more minuteCheck the answers together  |

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| **Post-Activity**  |
| **Materials: White board and makers** |
| **Time****12min** | **Set Up****Whole Class****Groups****Whole Class** | **Procedure:**1. **Free Production**

Discussion in groupTopic: in group, discuss about the story that you have experienced stereotype. And give a reason why it is good or bad to you. **Instructions**Now you work in group. This is group discussion. Topic of discussion is talking about your experience which is related to stereotype. And explain it is bad or good to you.Make a group with 3-4 students  I will give 10 minutes. **CCQ**Are you working alone?How much time do you haveAfter finish discussion, share some interesting story with students 1. **Conclude lesson**

Review the text (asking the Y/N questions)Review students’ opinions Asking question to students to get their interests“Do you enjoy the class? Having fun?”  finish the class |

Text

About Stereotypes

 Asians are smart and work hard. Kenyans run very fast. Boys are better at math ad science than girls. Do you believe that these things are true? They can be true in some cases, but in every case. A common belief or idea about a particular group of people is called stereotype. Stereotypes are not usually based on objective truths but our world is full of them

 Stereotypes can sometimes be helpful. If you believe, for example, Germans always arrive on time, you will try to be punctual in Germany. With the stereotype in mind, you can act more carefully and politely. Mostly, however, stereotypes are harmful. They can keep you from making friends with people you meet. You may prejudge a person based on stereotypes instead of getting to know him or her.

 How can you stop yourself from using stereotypes? The best way is firsthand experience.

The more you interact with people from different backgrounds, the more you will realize that stereotypes are not true. Everyone is different. Everyone is special.

**Worksheet**

**True & False questions**

1. Kenyans run very slow (True/False)
2. Asians are smart and hard work (True/False)
3. Germans always arrive on time (True/False)
4. You will not be punctual in Germany (True/False)
5. Girls are better at math and science than boys (True/False)
6. You may prejudge a person based on stereotypes (True/False)
7. It is the best way to interact with people from backgrounds

For stop you from using stereotypes (True/False)

1. Stereotypes are always true. (True/False)

**Pictures**

**(used in Lead-in part)**



