

Unit #1 Title: Interacting With Others In Ways That Respect Individual and Group Differences

Lesson Title: Bursting Stereotypes

Lesson 2 of 8

Grade Level: 9

Length of Lesson: 30 - 45 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting with others in ways that respect individual and group differences.

Grade Level Expectation(s) (GLE):

PS.2.B.09.a.i: Explore cultural identity and world views within the community

American School Counselor Association National Standards (ASCA):

Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills

Materials (include activity sheets and/ or supporting resources)

2-dozen multi-colored balloons inflated
2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
Thumbtacks (optional)
Crayons or markers
Common pin (safety)

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems 5. Reason inductively from a set of specific facts and deductively from general premises

	6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States 3. Analyze the duties and responsibilities of individuals in societies 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	7. Identifying and evaluating relationships between language and culture
	Mathematics	
X	Social Studies	2. Continuity and change in the history of Missouri, the United States and the world 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence):

Formative assessment relates to the summative assessment for unit (performance outcome for goals, objectives and GLEs). Assessment can be question answer, performance activity, etc.

Ask students to write in their journals a reflection on what did they learned about “bursting stereotypes.” What actions will each individual take to continue “bursting stereotypes.”

Lesson Preparation

Essential Questions:

Why is respect for others important?

Engagement (Hook):

Walk into room popping balloons.

Procedures

Instructor Procedures:	Student Involvement:
<p>Before starting the lesson, cut paper for sentence strips (paper or tag board cut to lengths approximately 2 inches wide and 12 inches long), and inflate about two dozen small balloons. Store inflated balloons in a plastic trash bag in a closet.</p> <p style="text-align: center;">Or</p> <p>Cover a classroom bulletin board with white paper. Spread colorful balloons over the bulletin board; use thumbtacks to attach each balloon. This bulletin board is sure to arouse students' curiosity if it is left up for a couple of days prior to the activity.</p> <ol style="list-style-type: none">1. Divide chart paper or blackboard into two columns by drawing a vertical line down the middle of the chart, creating a two column chart. Write "man" at the top of one column and "woman" at the top of the other.2. Ask students to write words or phrases that describe the qualities or characteristics of a man or woman under the appropriate column. Give students several moments to write down their ideas. <p>Examples:</p> <ul style="list-style-type: none">• Man – tough, don't cry, sports, breadwinner, strong, policeman, and doctor.• Woman – emotional, nurturing, weak, cries, shops, child care, nurse, and teacher. <ol style="list-style-type: none">3. Arrange students into small groups and ask them to share their lists. Give each group two minutes per column to brainstorm additional words or phrases.	<ol style="list-style-type: none">1. Have students set up a piece of writing paper in the same way as you (i.e. two columns)2. Students will write the words or phrases in what they view at the appropriate column3. Students share their individual lists and brainstorm additional adjectives. A common consensus list will be developed by each team.

<p>4. Bring the class back together to create a master list of the adjectives students used to describe men and women. Write the adjectives on the chalkboard or chart paper.</p> <p>5. Instructor asks some of the following questions:</p> <ul style="list-style-type: none"> • Are you happy with the master list that we have created? Do you see any changes you would like to make to the lists? • Are there terms that do not belong under the heading they are under? Are there any terms that might fit under both headings. • Is it fair to say that all men _____ or that all women _____? <p>6. Write the word “stereotype” on the chalkboard or chart. Ask students if they know what the word means. Share with the students the dictionary definition. (Definition: Noun: an overly simple picture or opinion of a person, group, or thing. Example: It is a stereotype to say that all old people are forgetful.)</p> <p>7. Share the following phrases with students:</p> <ul style="list-style-type: none"> • Men are better at math than women • All politicians are crooks • African-American men are the best basketball players. • Asian men are born to be scientists <p>Ask students to share their reactions to the list above and the master list. What do they observe i.e.: commonalities and differences? Are the statements true? What evidence did students use to form their opinions about the lists? Is it fair to make these sweeping generalizations about groups of people?</p> <p>8. Send students back to their small groups and ask them to come up with additional stereotypes about people they have heard.</p>	<p>4. Each group will share its consensus list</p> <p>5. Students will participate in the discussion.</p> <p>6. Students share their definitions of the meaning of stereotype.</p> <p>7. Students participate in discussions.</p> <p>8. Students write down additional stereotypes.</p>
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<p>9. Bring class back together to share ideas. Write each stereotype on a sentence strip. Examples that you may see:</p> <ul style="list-style-type: none"> • Computer kids are geeky. • Young kids are noisy. • If you wear glasses you are smart. • Poor people are lazy. • Women are better cooks than men. • Boys are more athletic than girls. • Asians excel in math and science. • Blondes are dumb. • Doctors are rich. • Tall people are great basketball players. • Indians live on reservations. • All Americans love baseball. <p>Bursting Stereotypes</p> <p>10. Instructor produces bag of balloons. Have each student holding a sentence strip come to the front of the room and read his or her statement aloud.</p> <ul style="list-style-type: none"> • Hold up a balloon as the student calls on classmates to refute the stereotype. • Once satisfied that the stereotype has been blasted, pop the balloon with common pin(s). <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Instructor stands by the colorful balloon bulletin board. • Ask each student to read her or his sentence strip aloud and staple/tape it next to a balloon on the bulletin board. <p>11. When task is complete, lead a class discussion about each stereotype.</p>	<p>9. Students share stereotypes and write each one on a sentence strip.</p> <p>10. Students will participate in activity.</p> <p>11. Students will participate in discussion. Following discussion students will write in their journals describing new understandings as they relate to stereotypes and changes they will make in their lives to help “burst stereotypes.”</p>
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Teacher Follow-Up Activities

The teacher might want to take a look at information about stereotypes that can be found on the Internet. Such information might be incorporated in future lessons or discussions.

Counselor reflection notes (completed after the lesson)