

SUBJECT AREAS:

Social sciences

ACTIVITY DESCRIPTION:

Psychological counseling in the classroom

OBJECTIVES:

- Self-awareness skills;
- Knowledge and skills of communication and assertive relationships;
- Social representations that are constituted in stereotypes;
- Critical analysis of situations of interpretation of stereotypes;
- Tolerant, non-discriminatory attitudes, respect for the diversity of human expression.

MATERIALS:

Worksheets, blackboard, laptops, printer

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 30 min.

Activity time: 50 min.

PLACE:

Classroom

AUTOR:

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Romania

Stereotypes

INTRODUCTION:

Four teams are created. Students are given the task of creating different people representing different emotions using free emotion templates that they must customize.

<https://www.storyboardthat.com/ro/crea%C8%9Bi/emo%C8%9Bii-flashcard-uri>

After the task is completed, they will exchange the created cards between the working groups and discuss some interpretive stereotypes, thus labeling them with them.

BACKGROUND:

A brief description will be given of what stereotypes are and how they influence us culturally and emotionally.

Procedure:

Outline: The theme of the lesson, its usefulness for personal development and the minimum objectives/skills proposed to be achieved following its implementation are described.

Instruction: The teacher present the information to the students, using different learning styles (encourage active learning; make a small group for learning; create a test; activities with cards etc.).

The teacher present the information to the students, will open discussion about some interpretative stereotypes, thus labeling them. Students are given the task of creating different people representing different emotions using free emotion templates that they must customize in order to encourage the active learning.

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After the task is completed, they will exchange the created cards between the working groups and discuss some interpretive stereotypes, thus labeling them with them in interpersonal relationships.

Guided Practice: The teacher will make connections between their responses. An attempt is made to define the mechanisms by which stereotypes are created, maintaining and their implications.

It will be highlighted that stereotypes arise due to the natural tendency to categorize and order useful social information about the immensity of existing people and cultures. Due to the emergence of generalizations and misinformation, often supplemented with malicious attitudes, stereotypes can become extremely problematic in interpersonal communication and relationships, attributing derogatory characteristics to people belonging to various groups and thus causing major damage to their image, acceptance and social integration. They create expectations regarding the behavior or style of relating of labeled people that can "program" their response in the expected direction or can provoke hostility and thus self-retain at a social level, sometimes causing damage to the integration and harmonious development of the targeted people.

Formative Assessment: The teacher will make sure that the students getting as much as possible from this lesson. He will appreciate the answers throughout the lesson of the students with immediate feedback and will encourage the diversity of opinions. He will ask questions related to what was discussed, will check and will make sure that everything is understood and how the students worked in the team will be evaluated.

Collaborative Process: Students will explore the concepts in small group discussions that stimulate active learning in school about various types of stereotypes: Gender stereotypes; Stereotypes regarding race, ethnicity, nationality, or membership in other groups; Religious stereotypes; other interpretative stereotypes, typical of the culture in which you live, such as "if..... then".

Independent Practice: Each student is invited to do a brief self-analysis of the most common stereotypes that they use in their daily lives.

FUN FACTS:

Present funny stereotypes about the culture of other countries and discover with them what negative effects these stereotypes can bring in individual's daily life

<https://youtu.be/wY4rAN5HIAk?si=GZKK4OrEZWZ7Sc1Z>

ASSESSMENT:

A series of self-knowledge and self-reflection questions will be used for evaluation:

1. Do you use stereotypes in your daily life?
2. How did you feel when someone used a stereotype against you?
3. Where do you think stereotypes come from?
4. What do you think are the most common stereotypes that you use?
5. How can we transform stereotypes into something positive?

EVALUATION:

The student performance will be evaluated through open questions, self-analysis, reflection, feedbacks and shared conclusions regarding their understanding of stereotypes.