

IC-4 Play List - Stereotyping

SUBJECT	GRADE	LENGTH
SL Classroom	8-12	~1 hour

OVERVIEW/RATIONALE

Our experiences shape how we view and interpret the world. As knowledge is constructed through a lens coloured by our previous experiences and biases, it is important to understand how we interpret phenomena, in particular novel phenomena grounded in a different culture. Becoming aware of our interpretive lens will then help us to avoid unproductive overgeneralizations and combat stereotyping. In this lesson, learners will confront their own stereotypes by analyzing the reasons they attributed a particular preference to a series of pictured individuals.

TEACHER GUIDE

<p>OBJECTIVES</p>	<p>Students will be able to develop a play list of preferred music and movies for a group of pictured individuals.</p> <p>Students will be able to recognize the potentially harmful influence of stereotyping.</p>
<p>MATERIAL</p>	<p>Print off resource IC-4.1 for each student in the class.</p> <p>Have resource IC-4.2 available to confirm the actual preferences of the people pictured.</p> <p>Prepare one copy of IC-4.3 for each student to complete at the conclusion of the lesson.</p>
<p>ACTIVITIES</p>	<p>As a whole class brainstorm a list of different types of music. If students are struggling to identify genres of music, highlight the following: hip-hop, rap, classic/<i>classique</i>, rock, punk, metal, pop, indie pop, reggae, jazz, afrobeat, country, techno, electro house, chillwave etc. Ask learners if there are particular artists or groups that are famously associated with each genre of music. <i>Pouvez-vous nommer des artistes ou des groupes musicaux qui sont célèbres pour chacun des genres musicaux?</i> Write the genres and artists'/ groups' names on the board.</p> <p>Have learners list the different genres of movie they know. If they are struggling to come up with genres, include the following in the list: comedy/<i>comédie</i>, action, drama/<i>drame</i>, family/<i>familial</i>, adventure/<i>aventure</i>, romantic/<i>romantique</i>, animation, thriller/<i>film à sensations</i>, suspense, western, documentary/<i>documentaire</i>, action, historical/<i>historique</i>, mystery/<i>mystère</i>, fantasy/<i>fantastique</i> etc. For each genre identified, ask learners to identify famous movies that fit into the category. <i>Quels films célèbres peut-on associer à chacun des genres identifiés?</i></p> <p>Provide learners with IC-4.1 and ask them to identify music and movies they think each individual would like. They can include genres or the specific names of artists/ groups and movies. After completing their lists, ask them to share with a partner and compare their responses.</p>

TEACHER GUIDE

	<p>As a whole class, discuss the lists established for each individual pictured. After developing a list for each pictured individual, ask students why they came up with the list they did and use their reasoning as a source for discussion. The purpose of the discussion is to have students think about their biases and stereotypes and how they apply them to other people based on appearance. It can become very easy to use generalizations based on previous experiences to interpret new stimuli and if unchallenged can lead to unproductive stereotypes. It is important for the teacher to facilitate discussion to highlight that just because something may be common to a group of people, does not mean that all people within that group prescribe to/fit that generalization. Prompts to support facilitating the discussion have been provided below.</p> <p>Conclude the lesson by having students complete Exit Slip IC-4.3. The exit slip includes the following prompts: 1) What is your favourite music? <i>Quel est ton genre musical préféré?</i> 2) What are your favourite movies? <i>Quels sont tes films préférés?</i> 3) Is it possible to accurately guess a person’s preferences or behaviours based solely on their appearance? Explain. <i>Est-ce possible de deviner de façon précise les préférences ou comportements d’une personne en se basant uniquement sur son apparence? Expliquez.</i> 4) What are some possible negative outcomes of making overgeneralizations or stereotyping? <i>Quelles sont des conséquences des surgénéralisations ou de la stéréotypie?</i></p>
<p>PROMPTS</p>	<p>What about the person’s appearance caused you to identify the particular preference? <i>Comment avez-vous identifié une préférence particulière de la personne en vous basant sur son apparence?</i> Why would you make the connection between that characteristic and preference? <i>Pourquoi feriez-vous le lien entre ce trait et la préférence?</i> Do all people with a particular characteristic (e.g., colour of hair) like the same thing? <i>Est-ce que toutes les personnes ayant un trait particulier (ex., couleur de cheveux) aiment les mêmes choses?</i> Do all people from the same race or gender like the same thing? <i>Est-ce que toutes les personnes de la même race ou du même sexe aiment les mêmes choses?</i></p> <p>Students could also be prompted to discuss the nature of preferences. For example, although Person #5 prefers Black Metal and Rock, does this mean that he is not open to other genres of music? <i>Parce que la personne #5 préfère le black metal et la musique rock, est-ce que cela veut dire qu’elle n’est pas ouverte aux autres genres musicaux?</i> Does this mean that all people who look like him would prefer the same type of music and movies as he does? <i>Est-ce que cela veut dire que toutes les personnes qui lui ressemblent préféreraient elles aussi les mêmes types de musique et de films?</i> Although it may be true that people within a certain group have things in common with each other, does this mean that every single person in a group has the exact same preferences? <i>Bien que des personnes provenant d’un certain groupe puissent avoir des choses en commun, est-ce que cela veut dire que chaque personne dans un groupe a les mêmes préférences?</i> Does it mean they all hold the same values? <i>Est-ce que cela veut dire qu’elles sont toutes porteuses des mêmes valeurs?</i></p>

RESOURCES

- IC-4.1 Play List
- IC-4.2 Play List Answer Key
- IC-4.3 Exit Slip/*Billet de sortie*

NOTES