

Growing Anti-racist UU's: A Curriculum for Children

www.uucharlotteville.org/anti-racist-curriculum/

Stereotyping - Lesson 10 for Grades 3-5+

by Linda Dukes and Dinny Jensen

LESSON OVERVIEW

Introduction

A stereotype is a generalization, usually exaggerated or oversimplified (and often offensive), of a particular group of people, based on certain qualities and attributes that a small number has been known to possess. These attributes are then applied to every person who belongs to the community. Prejudice is judging people before knowing them, based on stereotypes or what you may have heard, watched in movies, or read in books, about the community, ethnic group, or country they belong to. While making categories is something that comes naturally to us as humans, we also know that the practice of stereotyping is inappropriate. Even stereotypes that seem positive can have negative consequences. Judging someone on the basis of an action done by another, belonging to the former's race, ethnicity, or group, is absolutely unacceptable; yet, this practice has found a place in art and literature, and has led to destructive events in history.

Goals

- To have children understand the meaning of stereotyping.
- To help children recognize that it is unacceptable to judge someone on the basis of race, ethnicity, or group.

Acknowledgements

“Bursting Stereotypes” lesson from https://www.educationworld.com/a_lesson/03/lp294-01.shtml

<https://www.brainstamp.org/home/page/2> Used with permission of Yena Kim.

Youtube video <https://www.youtube.com/watch?v=ge7i60GuNRg>

Lesson at a glance

Opening	5 minutes
Activity 1: Stereotyping	20 minutes
Activity 2: Video, What Would You Do, Bike Theft	18 minutes
Closing	5 minutes

LEADER PREPARATION

Be sure to go over all the materials and prepare for this lesson carefully. Read “Stereotypes, Bias, Prejudice, and Discrimination, Oh My!” by Yena Kim It’s most quickly found at:

<http://psychlearningcurve.org/stereotypes-bias-prejudice-and-discrimination/>
but it’s originally from <https://www.brainstamp.org/home/page/2>

Materials for Lesson

- Write out the word **Stereotype** at the top of a large piece of paper and this definition below it:
A **stereotype** is a picture, idea or belief many people have about a person or a group that is based upon how they look, their religion, or other characteristic. It does not look at differences among individuals. Stereotypes may be untrue or only partly true. (Save this poster for next lesson.)
- Thick markers
- Sentence strips of paper or cardstock, approximately 2” x 18” (elementary teachers may have these ready-made, or you can easily cut an open manila folder into 6 strips). Depending on the size of your class, you may need 12-24 strips.
- Approximately a dozen small blown-up balloons (either thumbtacked to a blank bulletin board or hidden in a trash bag)
- pencils or thin markers
- big sticky notes (at least 3”x3”)
- tech set-up to show a you tube video, including laptop

LESSON PLAN

Opening (follow usual routine for class) (5 minutes)

- Light Chalice
- Reading:
“We are of course a nation of differences. Those differences don’t make us weak. They’re the source of our strength.”
-- Former President Jimmy Carter
- Share Joys and Concerns

Activity 1: Stereotypes (20 minutes)

This activity is from “Bursting Stereotypes” lesson from https://www.educationworld.com/a_lesson/03/lp294-01.shtml

Say:

It’s normal for people to put things into categories. Humans look for patterns. Probably in kindergarten you worked with patterns in blocks, for example. That’s the way our brains work, we try to fit information into categories.

Let’s talk about stereotypes. Have you heard that word before?

Here's one definition (post it on wall):


A **stereotype** is a picture, idea or belief many people have about a person or a group that is based upon how they look, their religion, or other characteristic. It does not look at differences among individuals. Stereotypes may be untrue or only partly true. Now what does that mean? (ask for children to explain what a stereotype is)

Here's an example of a stereotype: "Boys like legos." What do you think about that? (Be sure that someone says that girls can like legos, too, and that not all boys like legos.) How about "Old people forget lots of things." (Be sure that someone says that some old people – and some young people – forget a lot. Some old people have excellent memories.)

Clearly those statements (about boys and about old people) are not totally true, right? But might they have some truth in them?

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In small groups (ideally with an adult in each), ask children to list stereotypes they have heard or noticed in movies/on TV/in books (and have the adult write them down on strips of paper – one per strip). To make this easier, you could provide categories such as, education, men, women, children, art, music, sports . . .

 **Also say: We know that just because you say a stereotype, that doesn't mean you believe it!**

If they are stuck, you could suggest a couple of these:

Boys are better at math than girls.

Tall kids are good at basketball.

Black kids are great at basketball.

Poor people are lazy.

People who wear glasses are smart. People who wear glasses are bad at sports.

Women cook better than men.

After they have generated a few, ask them now to focus on stereotypes they've noticed about race/ethnic groups – they can use the same categories, if they want. **Again, remind them that saying a stereotype doesn't mean you believe it. We need to get out these racial stereotypes so we can examine them later and see why they are harmful.**

If they have a hard time getting started, you could prompt with one of these:

Black people don't like hiking and camping.


Asian kids are good at math.

Black people don't work to get ahead.

Share some of these with big group, either putting the sentence strips on the bulletin board (that has the balloons) or on an easel up front.

Say:

Are these stereotypes fair?

 What is a problem with stereotypes? What harm/damage do they do? (they can lead to people judging a group of people based on just a little knowledge – which might not even be true – this is called prejudice)

Even stereotypes that seem positive can have negative consequences. Can you think of an example? (Asian kids are smart. – problems could be that it implies Asian kids don't have to study, or could make some Asian kids feel bad if they don't feel smart, or could imply that other kids aren't naturally smart . . .)

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Choose a few of the stereotypes on sentence strips. One by one, have the whole group refute them, then burst a balloon for each one refuted, saying something like, "**We've burst that stereotype!**" and draw a line through the stereotype.

If you have time, and if you think your group will understand this series of cartoon drawings, show them "Stereotypes, Bias, Prejudice, and Discrimination, Oh My!" by Yena Kim and explain it as you go along. It is an effective and visual way to explain stereotypes, bias, prejudice and discrimination. (Even if you don't use it in class, be sure to see it yourself.) It's most quickly found at:

<http://psychlearningcurve.org/stereotypes-bias-prejudice-and-discrimination/>
but it's originally from
<https://www.brainstamp.org/home/page/2>

Activity 2: Video: What Would You Do? Bike Theft (White Guy, Black Guy, Attractive Woman) (18 minutes)

Say:

We're going to see a video with a combination of actors who are pretending to steal a bike and people who just happen to come across the scene. **The people in the video who are stealing the bike are actors, but the passersby are not.** Notice how the people react. Look out for any examples of stereotyping. If you see something, write it on a sticky note.

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Show bike video (5 min) <https://www.youtube.com/watch?v=ge7i60GuNRg>

- Which stereotypes did you notice in the video? (put your sticky notes on big sheet of paper with the definition of stereotype)
- How do you think it affects the people who are being stereotyped?
- How do you think this stereotyping would affect Black students in school?
- As UU's what are some ways we can we push back against stereotyping?

Say:

If you feel that you or someone else is being stereotyped unfairly, what can you do? (with partners or in small groups, writing ideas on sticky notes). Share with whole group, putting the sticky notes on an easel or front wall.

Closing (following your usual closing format) (5 minutes)

- Readings:
“I don't fit into any stereotypes. And I like myself that way.”
-- C. JoyBell C.
“Stereotypes are fast and easy, but they are lies, and the truth takes its time.”
– Deb Caletti
- Extinguish Chalice

Leader Reflection and Planning

When class ends, please stop for a minute with your co-teacher to...

- Take a deep breath together and acknowledge that you have done one thing today for racial justice. Sometimes the problems seem so huge that we need to find specific actions we can take, and this is one of them.
- Discuss if any children weren't fully included in the lesson and how they might be in the future.
- Note any issues that you want to follow up on in the next class.
- Note any issues that you want to mention to your congregation's racial justice curriculum planners or your religious educator.

Take It Home!

(for 10th Racial Justice Lesson)

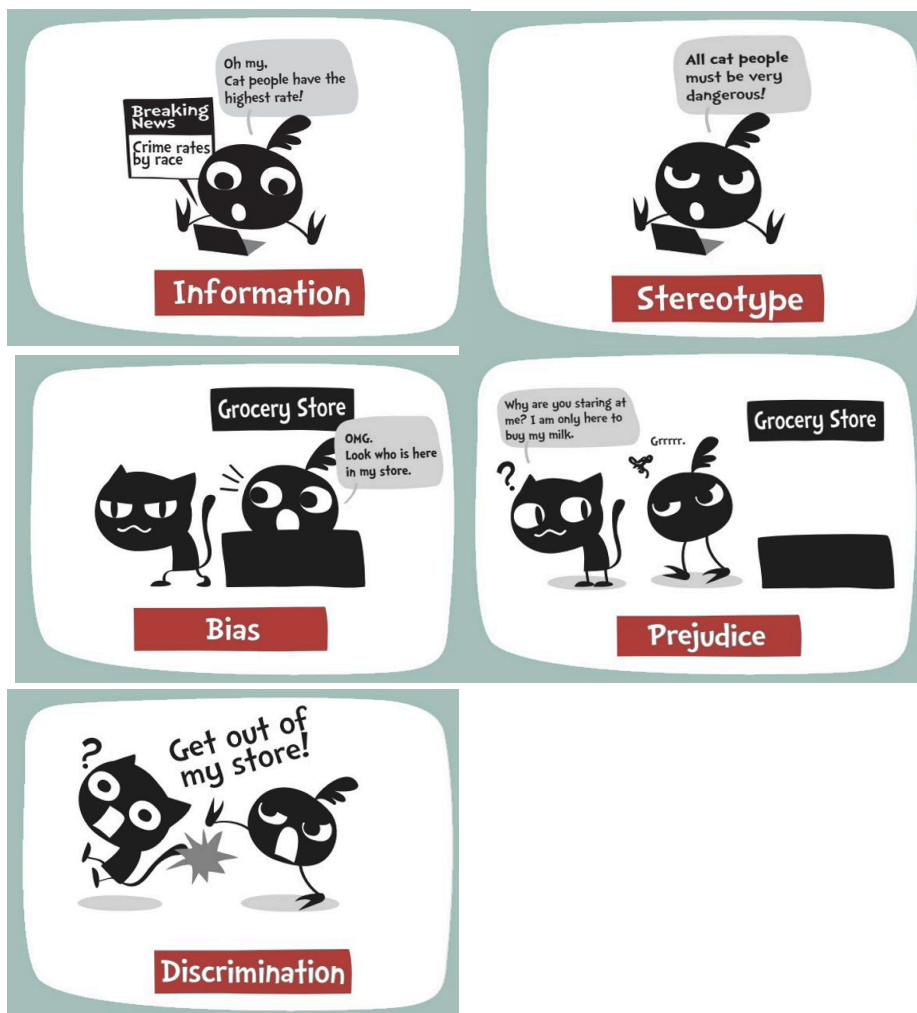
Today we explored stereotyping, using this definition:

A **stereotype** is a picture, idea or belief many people have about a person or a group that is based upon how they look, their religion, or other characteristic. It does not look at differences among individuals. Stereotypes may be untrue or only partly true.

We generated a list of racial stereotypes and burst a balloon once we had explained why each stereotype wasn't accurate or fair.

We saw a thought-provoking you-tube video that would be great to watch as a family and discuss: Search for "What Would You Do? Bike Theft (White Guy, Black Guy, Pretty Girl)" or go to <https://www.youtube.com/watch?v=ge7i60GuNRg>

Below, you'll find the visuals for an interesting way to explain how stereotypes can lead to bias, prejudice, and discrimination by Yena Kim. Search for "Stereotypes, Bias, Prejudice, and Discrimination, Oh My!" for an explanation. It's worth it!



LEADER RESOURCES BY YENA KIM

