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# STEREOTYPES, PREJUDICES

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Type of module	Creative communication
Level	A2+
Target group	16-19 year-old learners
Written by	Csibi Erzsébet, Victor Mónika

A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humán erőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: [www.educatio.hu](http://www.educatio.hu) címen.

Szakmai vezető: Kuti Zsuzsa

Szakmai bizottság: Enyedi Ágnes, dr. Majorosi Anna, dr. Morvai Edit

Szakértő: Enyedi Ágnes, Tartsayné Németh Nóra

Idegen nyelvi lektor: Mark Andrews, Peter Doherty

Alkotó szerkesztő: Sákovics Lília

Felelős szerkesztő: Burom Márton

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Szerzők: Csibi Erzsébet, Csíky Anna, Dóczi Brigitta, Fehér Judit, Prievara Tibor, Victor Mónika

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# INFORMATION TABLE

<b>TYPE OF MODULE</b>	Creative communication
<b>DESCRIPTION OF MODULE</b>	In this module learners will be introduced to some typical national stereotypes and other prejudices and they will be made to think about the truth factor and the harmfulness of these stereotypes.
<b>AIMS AND OBJECTIVES OF MODULE</b>	<ul style="list-style-type: none"> <li>■ to develop learners' vocabulary related to the topic</li> <li>■ to develop their cultural awareness</li> <li>■ to develop learners' debating skills</li> <li>■ to challenge learners' previous views on the topic</li> </ul>
<b>TIMEFRAME</b>	4 lessons
<b>TARGET GROUP</b>	16-19 years-old learners
<b>LANGUAGE LEVEL</b>	A2+
<b>SUGGESTED LANGUAGE COMPETENCE</b>	<p>Learners can</p> <ul style="list-style-type: none"> <li>■ read authentic texts;</li> <li>■ guess the meaning of unknown words from context;</li> <li>■ share their experience or previous knowledge about the topic;</li> <li>■ express their opinions about stereotypes and prejudice;</li> <li>■ report back on a class survey.</li> </ul>
<b>LINKS OF THE MODULE</b>	
<b>Cross-curricular links</b>	Geography, history
<b>Links with other modules</b>	Who am I?
<b>Links with school-leaving exam</b>	It has links with the theme 'People and society'.
<b>FOCI OF SKILLS-DEVELOPMENT</b>	
<b>Communicative language skills</b>	<ul style="list-style-type: none"> <li>■ Discussing and justifying opinions;</li> <li>■ Accepting and rejecting suggestions;</li> <li>■ Expressing agreement, disagreement;</li> <li>■ Reporting back on a class survey</li> </ul>

**General, educational skills**

- Developing cultural awareness;
- Developing co-operating skills;
- Developing and building on Ls' real life knowledge;
- Developing and building on Ls' creativity;
- Developing research skills

**EVALUATION**

Learners reflect on their own and each others' work through discussion and by filling in an evaluation sheet.  
The teacher initiates a conversation about Ls' feelings and also about how their attitude to the theme has changed.

**SUGGESTIONS**

The teacher's role during the lesson is that of an organizer and facilitator. S/he prepares the task sheets, provides learners with materials and stationery. Differentiation can be achieved by carefully forming groups and pairs giving learners an opportunity to work at different levels. The teacher also builds on learner's previous knowledge and creativity.

**BACK UP SYSTEMS**

[http://the\\_English\\_dept.tripod.com/stereo2.htm](http://the_English_dept.tripod.com/stereo2.htm)  
<http://easyjetinflight.com/features/2004/nov/bizdebate.html>

# MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Reading a text with gaps and filling in the gaps</p> <p>Identifying word equivalences</p> <p>Discussing and justifying opinions</p> <p>Evaluating and reflecting on each other's work</p> <p>Developing co-operative skills</p> <p>Cultural awareness</p>	<p>Introducing the topic</p> <p>Learning and revising related vocabulary</p> <p>Finding examples for different national stereotypes and discussing them</p>	<p>New vocabulary related to stereotypes and prejudices</p> <p>National stereotypes – making generalisations</p>	<p>1.1 Joke handout,</p> <p>1.2 Vocabulary cards,</p> <p>1.3 Poster evaluation handout, 1.4 Vocabulary handout, four sheets of flip chart size paper and markers, Blu-tack</p>
2	<p>Paraphrasing newly learnt vocabulary</p> <p>Guessing words from context</p> <p>Identifying word equivalences</p> <p>Information exchange</p> <p>Cultural awareness</p>	<p>Revising vocabulary learnt in the previous lesson</p> <p>Reading and preparing for a debate</p>	<p>Useful words and expressions from the reading task</p>	<p>2.2.A 'Yes' handout, 2.2.B 'No' handout,</p> <p>2.2.C 'Yes' Table,</p> <p>2.2.D 'No' Table,</p> <p>2.2.E Big Debate flashcards</p>
3	<p>Paraphrasing newly learnt vocabulary</p> <p>Expressing agreement</p> <p>disagreement</p> <p>Cultural awareness</p>	<p>Revising vocabulary learnt in the previous lesson</p> <p>Examining how the personal characteristics of individuals match with national stereotypes</p> <p>Discussing whether stereotypes are true or not</p>	<p>Vocabulary describing personal characteristics, likes and dislikes</p> <p>Expressing opinions</p> <p>Agreeing, disagreeing</p>	<p>3.1 Vocabulary cards,</p> <p>3.2 'What are you like' questionnaire, 'The typical Hungarian',</p> <p>3.3 Questionnaire handout,</p> <p>3.4 Homework handout</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
4	Playing the guessing game with each other Reporting back on a class survey Research skills Sharing ideas and expressing opinions	Age, gender and other types of stereotypes Reflection on stereotypes and prejudices	Age, gender and other stereotypes – making generalizations Expressing opinions	3.4 Homework handout, 4.1 Report guideline handout, The four posters from Lesson 1

# PROCEDURE

## LESSON 1: NATIONAL STEREOTYPES

### Aims of the lesson:

- to introduce the topic
- to get learners familiar with some of the vocabulary related to stereotypes
- to develop learners' cultural awareness

### Materials and resources:

- 1.1 Joke handout, 1.2.A Vocabulary Cards, 1.4 Vocabulary handout, 1.3 Poster evaluation handout, four pieces flip chart size paper and markers

**Before the lesson:** Make enough photocopies of 1.1 Joke handout for each learner, cut up 1.2.A Vocabulary cards, make enough copies of 1.4 Vocabulary handout for each learner, and make enough copies of 1.3 Poster evaluation handout for each learner.

- Classroom arrangement: At Stage 3 it is advisable to put tables together to create four groups. If you do not want to lose time, you can arrange it that way before the lesson.

<b>STAGE 1</b>	<b>Warmer – Introducing the topic with a joke</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading a text with gaps and filling in the gaps Cultural awareness
<b>ORGANISATION</b>	Individual work Pairwork Frontal work
<b>AIDS AND MATERIALS</b>	1.1 Joke handout

### TEACHER'S ACTIVITIES

1. Ask Ls about jokes they know or like. Tell them that they are going to fill in the missing words in a joke.
2. Give out 1.1 Joke handout. Tell Ls that first they will only have to fill in the missing words. Walk around and monitor the task. When Ls are ready, they can check their work with the person next to them.

### LEARNERS' ACTIVITIES

1. Ls give examples of one or two jokes they know. They can tell a joke if they like.
2. Ls complete the first half of the task.

3. Check the task with the whole class.

Key:

*In Africa people didn't know what 'food' means.*

*In Eastern Europe they didn't know what 'honest' means.*

*In Western Europe they didn't know what 'shortage' means.*

*In China they didn't know what 'opinion' means.*

*In the Middle East they didn't know what 'solution' means.*

*In South America they didn't know what 'please' means.*

*In the USA they didn't know what 'the rest of the world' means.*

4. Get Ls to do the second part of the task – to find stereotypes that the joke applies to the different areas of the world. First, they work individually again then they can check it with their partners.

5. Check the task together when Ls are ready.

Suggested solutions e.g.:

*Africa: hungry, starving, poor*

*Eastern Europe: dishonest, lying*

*Western Europe: rich, wealthy*

*China: oppressed, undemocratic*

*Middle East: fighting, hostile*

*USA: ignorant, self-centred, selfish, big-headed*

4. Ls complete the second part of the task.

5. Ls offer different solutions.

**STAGE 2 Useful vocabulary**

**TIME** 10 mins

**SKILLS AND COMPETENCIES IN FOCUS** Identifying word equivalences

**ORGANISATION** Frontal work  
Whole group

**AIDS AND MATERIALS** 1.2.A Vocabulary cards

### TEACHER'S ACTIVITIES

1. Ask Ls about the meaning of 'Stereotypes'. Help Ls with the following questions: *What or who do stereotypes try to describe? Are stereotypes always negative? Can they sometimes be positive? Can you bring examples for some very common stereotypes?*
2. Tell Ls that during the next three lessons you are going to deal with stereotypes. So as to make it easier talk about them, you are going to learn or revise some useful vocabulary. Give each L a card from  
1.2 Vocabulary cards: either a word or a definition. Some Ls can have two cards. Ask them to mingle and read out their words or definitions. If they think they have found a matching pair, they should Blu-Tack it on the board. When all their cards are on the board they should go back to their seats.
3. Get Ls to have a look at the board. Ask them if they agree with the matching. Get them to suggest changes if it is necessary. Check if every vocabulary item is clear for them. Ask them which ones were completely new.

### LEARNERS' ACTIVITIES

1. Ls suggest definitions for "Stereotypes", e.g. Stereotypes usually describe a group of people. They characterize people. They say that people who belong to a certain group are like this or that. They are usually negative. They can be positive as well.
2. Ls mingle and try to match words with their definitions.
3. Learners work on the vocabulary of the worksheet.

#### STAGE 3 National stereotypes

TIME 20 mins

SKILLS AND  
COMPETENCIES IN FOCUS  
Discussing and justifying opinions  
Cultural awareness  
Developing co-operative skills

ORGANISATION Small groups, tables arranged for group work

AIDS AND MATERIALS Posters, markers, 1.4.A Homework handout, 1.4.B Homework handout

### TEACHER'S ACTIVITIES

1. Tell Ls that they will have to collect stereotypical views about four different nations. One will be Hungary but the class can choose the other three nations. Ask them to choose countries or nations that they have some knowledge or experience about: either because they are learning the language of that country, or because some of them have been to that country.  
Write on top of each poster: The typical (e.g. Germans) are ... Arrange them into four groups and get them to choose a table where they want to start. They will get three

### LEARNERS' ACTIVITIES

1. Ls suggest three other nations and give reasons for their choices. Each group of Ls choose a nation to start with, and discuss positive, negative and neutral stereotypical views about it. When they move on to the second table, they first read what the others have written about the given nation. They discuss whether they agree or disagree and add new ideas. Ls continue until they have been to all four tables.

minutes to write adjectives, whole phrases or even sentences to describe the nation on their poster. Ask them to put positive, negative and neutral stereotypes separately. When time is up, each group moves to another table. They read, what the others have written, discuss it whether they agree or disagree with it, and add new ideas. The task goes on, until each group has been to all four tables. Monitor and help Ls with vocabulary if necessary.

2. When all four posters are completed, display them in the classroom. Give out 1.3 Poster evaluation handout and ask Ls to read all four posters, reflect on them and complete the handout.

3. Ask Ls to discuss the result of the handout with the whole group. Focus on the Hungarian poster. Ask them how they feel about it. Would they like to be characterized like the typical Hungarian or not? Does the Hungarian poster reflect our view about ourselves or does it rather show how foreigners see us?

2. Ls go around the class and evaluate each poster.

3. Ls discuss the posters.

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	1 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Vocabulary building
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	1.4 Vocabulary handout

#### TEACHER'S ACTIVITIES

Give each L the photocopied table (1.2.B Worksheet) with all the words and definitions next to them and ask them to pair them at home.

Key:

1	2	3	4	5	6	7	8	9	10	11	12
C	H	A	L	I	B	K	F	E	G	D	J

#### LEARNERS' ACTIVITIES

## LESSON 2: THE BIG DEBATE – READING

### Aims of the lesson:

- to activate vocabulary that learners learnt in the previous lesson
- to prepare a debate on the issue of national stereotypes and prejudices
- to learn more useful vocabulary related to national stereotypes
- to further develop cultural awareness

### Materials and resources:

- 2.2.A ‘Yes’ handout and 2.2.B ‘No’ handout, 2.2.C ‘Yes’ Table, 2.2.D ‘No’ Table, 2.2.E Big Debate flashcards

**Before the lesson:** Make enough copies of 2.2.A ‘Yes’ handout and 2.2.B ‘No’ handout for each learner (i.e.: One extract for each learner. One table: for half of the class the ‘Yes’ for the other half the ‘No’ one; and also make one copy of the whole ‘Yes’ text with the vocabulary task and the ‘No’ text with the vocabulary task for each L.).

- Classroom arrangement: Normal

<b>STAGE 1</b>	<b>Warmer – Hot chair</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Paraphrasing newly learnt vocabulary
<b>ORGANISATION</b>	Whole class – One chair is put in front of the class with its back to the board
<b>AIDS AND MATERIALS</b>	–

### TEACHER’S ACTIVITIES

Explain to Ls that the chair in front of the class is the ‘hot chair’. Ask a volunteer to sit on it. Tell him/her that you are going to write a word on the board. S/he mustn’t turn back to see it. The rest of the class (who see the word) should try to explain it, paraphrase it so that the person in the hot chair can guess. When s/he has guessed s/he can choose the next volunteer to come into the ‘hot chair’.

Put vocabulary learnt in the previous lesson on the board, e.g.: *scapegoat, prejudice, hostile, xenophobia etc.*

### LEARNERS’ ACTIVITIES

Ls play the Hot chair game.

<b>STAGE 2</b>	<b>The Big Debate text – Reading</b>
<b>TIME</b>	30 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Guessing the meaning of idiomatic language from context Identifying equivalences between words and phrases Scanning for information from context Information exchange: requesting and giving information Cultural awareness
<b>ORGANISATION</b>	Frontal work Individual work Pairwork
<b>AIDS AND MATERIALS</b>	2.2.A ‘Yes’ handout, 2.2.B ‘No’ handout

#### TEACHER’S ACTIVITIES

1. Introduce the task by writing the following sentence on the board:  
*‘Is there any truth in national stereotypes?’* Call a vote to see who says ‘yes’ and who says ‘no’ to this question. (Some Ls may remain undecided, which is all right. Do not press them to take sides yet.)
2. Tell Ls that some of them will read extracts from a text which says ‘Yes’ to this question and the others will read extracts from another text which says ‘No’. Allow Ls who feel quite strong about either of the two opinions to choose from which article to read. However, make sure that the two texts are distributed equally. Arrange Ls into groups of three. In each group Student A gets Part 1, Student B gets Part 2, and Student C gets Part 3 of the same text.
3. Tell Ls that both texts have some new words and idiomatic expressions, which are underlined. Tell them that you are going to display these words and their definitions in a mixed order on the board (2.2.E Big Debate flashcards). Ask them to try to guess the meanings of these words and expressions from the context. Tell them to come out and match words with their definitions if they think they have worked them out.
4. When all flashcards are matched check them together. Ask Ls think of Hungarian translations.

#### LEARNERS’ ACTIVITIES

1. Ls vote on who says ‘yes’ and who says ‘no’ to this question.
2. Ls get together in groups of 3 and receive their extracts from the texts.
3. Ls read their own extracts and guess the meanings of words from the context and match the appropriate flashcards on the board.
4. Ls check the flashcards. They can suggest changes if they disagree.

Key:

'YES' text:

**BINGE:** Noun: a short period when you do too much of something, especially drinking alcohol

**EGALITARIAN:** Adjective: Believing that everyone is equal and has equal rights

**IRREPROACHABLE:** Adjective: so good that you cannot criticize it

**MEP:** Abbreviation: Member of the European Parliament

**POLITICALLY CORRECT:** Adjective: language, behaviour and attitude which are regarded right and acceptable because they are careful to avoid offending some groups of people

**ROUGE:** Noun: a man who behaves badly, causes trouble (often humorous)

'NO' text:

**BOOZE:** Verb: to drink alcohol especially in large amounts

**HARD-HOSED:** Adjective: of a person who is not affected by emotions and determined to get what s/he wants

**LAGER LOU:** Noun phrase: a young man who drinks too much (especially beer) and then behaves violently and rudely

**MIGHTY:** Adjective: strong, powerful, big, and impressive

**POSH TOFF:** Noun phrase: of a rich person with an upper class or aristocratic background who talks and behaves in that way

**SCROOGE:** Name: The main character in Dickens's Christmas Carol; a very mean old man who only thinks about himself

**STIFF UPPER-LIPPED:** Adjective: of a person who behaves calm and doesn't show his/her feelings in a situation where most people would become upset

5. Ls remain in their groups of three. Give each L the appropriate table to fill in: the 2.2.C 'Yes' table for Ls in groups reading the 'Yes' text, the 2.2.D 'No' table for Ls in groups reading the 'No' text. Ask them to read through the text again and fill in the table using their text as a basis. When each L is ready with his/her own part, ask them to share it within their groups.

At this point Ls are supposed to talk to each other about their parts of the text so that everyone in their group gets the information needed to fill in all parts of their table which is not marked with an asterisk.

5. Ls scan the text for specific information. They fill in those boxes in their table using their extracts, then ask each other to get the missing pieces of information.

6. Arrange Ls into new pairs so that in each pair one L has the 'Yes' table and the other the 'No' table. Ask them to tell each other what they have read or learnt from others in their groups about each nation. Ask them to get the missing information from their partner to fill in the empty boxes in their table. Monitor the task. Make sure Ls talk to each other and not just copy information from each other's table.

7. Check the final result.

Key:

**The French stereotype:** good at cooking, eat a lot of onions, romantic, good footballers and cyclists, superior, confident, irreproachable, arrogant

Fact: humble and generous (world's 3<sup>rd</sup> aid donor)

**The Irish stereotype:** lovable rouges, funny, great fiddlers/musicians, drunkards

Fact: fastest growing economy in Europe; (though, there must be some truth about their drinking: 2<sup>nd</sup> largest alcohol consumers in Europe)

**The English/British stereotype:** drunken football hooligans, binge drinkers/lager louts; ordered, tolerant, posh, stiff upper-lipped

Facts: there is more football hooliganism in Sweden; good at business and finances (largest stock market in Europe)

**The Scottish stereotype:** mean, careful about money, always look for good bargains

Fact: No fact is mentioned, but in the author's opinion it's not true

**The German stereotype:** ordered, industrious, hard working, good at engineering, bossy, military, no sense of humour

Fact: not the fastest growing economy in Europe; (author's view: they do have a sense of humour)

**The Italian stereotype:** loud, passionate, emotional, mafiosi, hate Germans, and eat pizza all the time

Fact: flourishing industry, well-organised beautiful country

**The Spanish stereotype:** lazy with their siestas

Fact: 2<sup>nd</sup> fastest growing economy in Europe

**The Dutch stereotype:** liberal minded (drug laws)

Fact: -

**The Swiss stereotype:** money-oriented, neutral, punctual, obsessed about cleaning, good at clock making

Fact: "Even Swiss trains don't always run on time."

6. Ls discuss in pairs the arguments for and against stereotypes based on the texts they read. Ls compare ideas that both of them have and share information that only one of them has.

7. Ls read out what they have written in their tables. They discuss ideas: stereotypes and facts about each nation mentioned in the text. They should be encouraged to add their own opinions. They can also compare the two articles with the posters from the previous lesson, especially if they chose any of the nations mentioned in these articles.

<b>STAGE 3</b>	<b>Comparing ideas in the posters with the texts</b>
<b>TIME</b>	5 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Discussing and justifying opinions Cultural awareness
<b>ORGANISATION</b>	Frontal work
<b>AIDS AND MATERIALS</b>	Four posters from previous lesson

#### TEACHER'S ACTIVITIES

Display the four posters from the previous lesson. Especially focus on those posters which display nations that are mentioned in the text. Ask Ls to compare and contrast these posters with the ideas and stereotypes listed in the text.

#### LEARNERS' ACTIVITIES

Ls compare the appropriate posters with their text. They point out similarities and differences and express their opinions.

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	1-2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reading Revising new vocabulary
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	Classroom handouts

#### TEACHER'S ACTIVITIES

Ask learners to list all the Yes and No arguments they remember from the class using the vocabulary they learnt.

#### LEARNERS' ACTIVITIES

### LESSON 3: THE BIG DEBATE – DISCUSSION

#### Aims of the lesson:

- to revise vocabulary learnt in the previous lesson
- to challenge stereotypical views
- to have a debate on the issue of national stereotypes and prejudices
- to further develop cultural awareness

#### Materials and resources:

- 3.1 Vocabulary cards, 3.2 ‘What are you like?’ questionnaire, 3.3 Questionnaire handout, 3.4 Homework handout, a big poster, a marker

**Before the lesson:** Cut up four sets of 3.1 Vocabulary cards and put each set into an envelope. Make enough copies of 3.2 ‘What are you like?’ questionnaire handout for each learner and make sure that the ‘Typical Hungarian’ poster from the 1st lesson is in the classroom. Make enough copies of 3.3 Questionnaire handout for each learner and make enough copies of 3.4 Homework handout for each learner.

- Classroom arrangement: normal

<b>STAGE 1</b>	<b>Warmer</b>
<b>TIME</b>	10 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Giving definitions to words and expressions
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	3.1 Vocabulary cards

#### TEACHER'S ACTIVITIES

1. Arrange Ls into four groups. Give each group a set of 3.1 Vocabulary cards in an envelope. Ask them to put the cards face down on the table. Tell them that each L has to pick a card in turns from the pile. They must not show their cards to the others. They will have to give a definition so that the other Ls in their group can guess their word. When the word is guessed, they can put it on the desk and the next L continues. Explain that they will have to be fast because it is a competition and the groups finishing first are the winners.
2. Monitor the task and make sure Ls give correct definitions and they keep the rules and they share the task equally.

#### LEARNERS' ACTIVITIES

2. Ls pick the cards one by one from the pile and they take their turns to give definitions.

3. Announce the winners and give a small prize to them, like a couple of sweeties. If necessary, go through those words again which caused some problems.

<b>STAGE 2</b>	<b>Lead in – What are you like?</b>
<b>TIME</b>	15 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Playing the guessing game with each other Cultural awareness
<b>ORGANISATION</b>	Whole class
<b>AIDS AND MATERIALS</b>	3.2 ‘What are you like?’ questionnaire, a big poster, a marker

#### TEACHER’S ACTIVITIES

1. Give each L a copy of 3.1 ‘What are you like?’ questionnaire. Give them two minutes to fill it in. Then collect the questionnaires and redistribute it so that no one gets his/her own questionnaire.
2. Ask Ls to read out their questionnaire aloud, and encourage the class to guess who each questionnaire was written by.  
As Ls are reading out the questionnaire, take notes of the qualities, likes and dislikes of each person. Put these words on a big poster. Write on top of the poster: ‘What are we like?’
3. Put this ‘What are we like?’ poster next to the poster made in the first lesson about the ‘Typical Hungarian’, and ask Ls to compare and contrast the result. Help them with questions: *Are you like the typical Hungarian person? In what ways are you similar, or different? What does this say to you about stereotypes?*

#### LEARNERS’ ACTIVITIES

1. Ls fill in the questionnaire. They are supposed to write legibly, or perhaps in block capitals so that their handwriting cannot be recognized easily.
2. Ls read out their questionnaires and make guesses about the person.
3. Ls compare and contrast the ‘Typical Hungarian’ poster with the ‘What are we like?’.

<b>STAGE 3</b>	<b>Questionnaire and debate</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Expressing agreement, disagreement Cultural awareness
<b>ORGANISATION</b>	Frontal work Individual work Pairwork Whole group
<b>AIDS AND MATERIALS</b>	3.3 Questionnaire handout

#### TEACHER'S ACTIVITIES

1. Tell learners that now they are going to prepare a similar 'Big Debate' about stereotypes. Before they start the discussion you want to give them some help to think it over again. Give out 3.3 Questionnaire handout. Ask Ls read it through and check if they have understood each statement. They may need help with some of the vocabulary. Then give them three or four minutes to complete the questionnaire.
2. When they are ready, get them to discuss these questions in pairs. Encourage them to use their questionnaires, as well as the articles from the previous lesson. Monitor the task.
3. In the last 5-7 minutes give some time for each pair to share their opinions with the whole group. Help Ls to develop a group discussion about the topic.

#### LEARNERS' ACTIVITIES

1. Ls get the questionnaire and complete it.
2. Ls discuss the questions. They express their own opinions, agree or disagree with each other.
3. Ls share their opinions with the whole class.

<b>STAGE 4</b>	<b>Homework</b>
<b>TIME</b>	2 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Completing sentences in a creative way
<b>ORGANISATION</b>	–
<b>AIDS AND MATERIALS</b>	3.4 Homework handout

### **TEACHER'S ACTIVITIES**

1. Give out 3.4 Homework handout. Tell Ls that in the following lesson you are going to talk about other kinds of stereotypes, not national ones. Ask Ls to complete the sentences at home. Ask them to write legibly so that others will be able to read it.

### **LEARNERS' ACTIVITIES**

## LESSON 4: AGE, GENDER STEREOTYPES

### Aims of the lesson:

- to get learners analyse a class survey and report on their findings
- to further develop cultural awareness
- to make learners reflect on what they have learnt during the past four lessons

### Materials and resources:

- 3.4 Homework handout, 4.1 Report guideline handout, four posters from the 1st lesson, Blu-tack, poster markers

**Before the lesson:** Make enough photocopies of 4.1 Handout and make sure the four posters from the 1st lesson are in the classroom.

- Classroom arrangement: Classroom should be arranged for group work, as in the 1st lesson.

<b>STAGE 1</b>	<b>Age, gender and other stereotypes</b>
<b>TIME</b>	25 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Reporting views Reporting back on a class survey Research skills Cultural awareness
<b>ORGANISATION</b>	Pairwork Whole class
<b>AIDS AND MATERIALS</b>	3.4 Homework handout, 4.1 Report guideline handout

### TEACHER'S ACTIVITIES

1. Ask Ls to Blu-tack their homework (3.4 Homework handout) on the walls of the classroom. Arrange Ls into pairs and let each pair choose a theme from the homework i.e.: one pair should focus on men, another on *women*, the third on *city dwellers*, the fourth on *country folk* etc. Ask the pairs to walk around the classroom, read each other's homework, and take notes about their own topic. Tell them that they will have to prepare a short report on the theme of their choice. Give them 4.1 Report guideline handout. Ask them to try to answer the questions asked in the handout, and tell them to share the task equally. Both Ls of each pair should have a chance to speak.

### LEARNERS' ACTIVITIES

1. Ls walk around the classroom and read each other's homework.

2. When Ls finished reading each others' handouts, ask them to sit down with their partners and start preparing their report on their findings. Draw their attention to the last part of the report, which asks them to share a personal experience with the class.
3. Ask each pair to give their report. Make sure that Ls share the task and both Ls from each pair get a chance to speak. Allow time for comments from the class.

2. Ls analyse their notes and prepare the report.
3. Each pair of Ls give their report and share their own experiences about stereotypes and prejudices. They also make comments about the other pairs' report.

<b>STAGE 2</b>	<b>Reflections</b>
<b>TIME</b>	20 mins
<b>SKILLS AND COMPETENCIES IN FOCUS</b>	Sharing ideas and expressing opinions Making accepting and rejecting suggestions Creating visual interpretations of ideas (designing a poster) Developing co-operative skills Cultural awareness
<b>ORGANISATION</b>	Group work
<b>AIDS AND MATERIALS</b>	Poster markers

#### TEACHER'S ACTIVITIES

1. Display the four posters from the first lesson in the classroom. Arrange Ls into four groups. *Ask them to consider the following questions: What are the most important, or most interesting things you learnt in the past four lessons? Has your opinion changed about this issue? If so, how?* Ask each group to choose a spokesperson to summarise their group's opinion.
2. Monitor the task. Help Ls if it is needed.
3. Group leaders summarise their group's opinion. Ask the whole class to follow these summaries carefully. Tell them that they can ask the spokesperson questions if they want to hear more about something or if they do not understand something. Ask them to take notes because after the summaries they will be given a couple of minutes to reflect and write down the most important idea or message of the past four lessons in one or two sentences.

#### LEARNERS' ACTIVITIES

1. Ls share their reflections with the others in their groups.
2. Groups choose their leaders or spokespeople. They discuss what s/he should tell the class.
3. Spokespeople summarise what their group have been talking about. Other Ls listen, take notes, and perhaps ask questions at the end of each summary.

4. Give each L a coloured A5 sized sheet of paper and a marker. Ask them to write the most important message down legibly with relatively large letters. Ask them to come out to the front when they are ready and Blu-tack their small pieces of paper on a large sheet to make a poster. While they are writing, you can play some quiet music. Monitor the task. Help Ls if it is needed. When everyone is ready you can read out all the sentences.

4. Ls write down the idea or message that they have found most important.