


Intercultural Awareness: Challenging Stereotypes

Task description

Students identify, brainstorm and in some cases, challenge their views on how they think about stereotypes from Ireland and from the target country/ies.

Learning Outcomes	<p>Students will :</p> <ul style="list-style-type: none"> - identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving - analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as food, hobbies, holidays, festivals etc. 	
Resources	<ul style="list-style-type: none"> - List of stereotypes statements - 'Challenging stereotypes' reflection sheet 	<p>These resources give the teacher the option to do this exercise orally in a class group or in a written format in small groups</p>
Expected time taken	<p>40 minutes</p> 	<p>The task time can be reduced if students do their research for homework and complete the worksheet at home</p>

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<p>Task Outline</p>	<ul style="list-style-type: none"> - Teacher & students complete sentence starters (All/Most/Some/A few Irish/ Italian/ Spanish, Polish, German people.....) on a slip of paper anonymously. The statements should relate to knowledge, attitudes, values, culture of target country/ies & Ireland. - Statements could also include reference to the themes covered in the module - sport, food, pastimes etc. - All of the statements are put into a hat and drawn out & read aloud one by one. - Students can express their opinions by completing a walking debate / a skipping rope activity / mini whiteboards (see right hand column for explanation). - The statements and discussion that ensues should draw out students' thoughts of how they view Ireland & other countries. 	<ul style="list-style-type: none"> - This activity could be done at the beginning of the module and revisited throughout the module to challenge what they initially thought. - Teachers can use the list of stereotype statements (resources) if necessary. <p>- Walking debate teacher puts posters stating 'Agree/ Disagree/ I don't know' in three different places in the classroom. On hearing the statement, students walk to the poster which most represents their opinion. A discussion takes place about the statement and students may change their mind and move position, if required.</p> <p>- Skipping rope activity An area is cleared in the classroom and the teacher places a long skipping rope here. Teacher puts 'Agree' and 'Disagree' signs at either end of the skipping rope. On hearing the statement, students go to the end of the skipping rope which most represents their opinion. In this activity students can choose to stand at different points of the rope depending on how much they agree/disagree with the statement. After discussing the students' viewpoints about the statement, students are allowed to change their position on the skipping rope.</p> <p>- Mini whiteboards activity On hearing the statement, students write 'agree/ disagree/ or I don't know' on the mini whiteboard. They share their answers with their classmates and discuss their thoughts.</p>
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<p>Self-assessment: Can-do descriptors</p>	<p>I can</p> <ul style="list-style-type: none"> - identify and reflect on common stereotypes about the target culture/s, including my own, and explain if and how my attitude towards the target country/countries is evolving - analyse similarities and differences in relation to my peers' lives in the target language country/countries in areas of daily life such as food, hobbies, holidays, festivals etc. 	
<p>Key skills</p>	<p>Managing Information and Thinking Being creative Working with Others Communicating</p>	

Teacher's Notes



Notes and Observations
for teachers

