


Challenging Stereotypes ‘Let me be an ambassador!’

Topic Overview

In this topic, students will learn some basic expressions to talk about feelings and make comparisons between their own perceptions in the past and present. Students may also have the opportunity to present their opinions in class, at school and in the local community.

Task description

This task is for students to identify, brainstorm and, in some cases, challenge their views on common stereotypes regarding Ireland and Chinese-speaking countries.

Learning Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Identify and reflect on common stereotypes about the target culture, 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	<p>Before and After handout (attached)</p> <p>My Learning Experiences handout (attached)</p> <p>Decode the language handout (attached)</p> <p>Stereotypes Before and After: http://bit.ly/CNstereotypes</p>	<p>This activity could be arranged as a final task for the TY module to be carried out in class, as well as in the school or even a wider community. Link to the ‘What do I think and know about’ introductory unit. This activity aims to reflect students’ achievement in learning about Chinese language and culture as well as their growth in maturity and intercultural awareness. 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>4 to 5 hours but can be shortened</p> 	<p>The task time can be reduced if students do their research for homework and complete the worksheet at home.</p>

Comments

Expand the resources provided into student posters, so these can become part of their language portfolios. Encourage students to display their work in and out of the classroom, as well as to mediate and present their perceptual changes, progress of learning and achievement gained to their peers and the public. Work could be presented as part of the TY graduation ceremony or in a workshop/public lecture delivered by students, to which parents and the general public are invited. In this way, students can become ambassadors of the language and culture.

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Key Language	<p>你知道吗?</p> <p>我觉得/喜欢...</p> <p>我以前/现在觉得/喜欢...</p> <p>中国有/没有...</p> <p>中国人很/不...</p> <p>我们也...</p> <p>我们不...</p> <p>这很重要。</p> <p>谢谢。</p>
Suggested Scaffolding Activities	<p>Students present their work in the classroom.</p> <p>Students design posters and display them in the classroom/hall/corridor.</p> <p>Have lunchtime stands/workshops to allow students to present their work.</p> <p>Organise a public lecture/talk delivered by the students.</p> <p>Present students’ work to Spotlight on Schools through PPLI and showcase them to the wider learner community.</p>
Self-assessment: Can-do descriptors	<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. - Express myself and mediate information about the target language and culture to speakers of my own language/s and culture.
Key skills	<p>Being literate</p> <p>Managing information and thinking</p> <p>Being creative</p> <p>Communicating</p> <p>Working with others</p>

Additional Suggestions

A competition element for the portfolio or poster could be introduced. Consider a small-scale fundraiser with parents and the general public in conjunction with a public lecture/talk/event (for a local charity).

A reflection activity could be carried out to see if students’ opinions on common stereotypes regarding Chinese culture and traditions have changed.

An alternative direction would be guiding students to find cultural commonalities. This could be arranged as 1) a group interview with a third-level student or school graduate who has been to or lived in China, or 2) a discussion activity after watching a short video online.