

Operation250 Lesson Plan Series

Title: Stereotypes, Prejudice, and Discrimination

Age/Grade: 13-14 (8th grade)

Length: 45 minutes

In this lesson, students will:

- Understand the psychology of in-groups and out-groups.
- Be able to articulate examples of prejudice.
- Be able to articulate examples of discrimination.
- Understand the link between prejudice and discrimination.
- Understand ways in which *hate* impacts an individual.
- Be able to recognize in- and out-groups present in their lives and how this impacts behavior.

Overview:

The use of a stereotype is one way we simplify a complex world. Psychologically, it reduces the amount of processing necessary for situations, people, places, and things. The dark side of stereotypes is how it can impact one's ideas of a *person* – simplifying them into a simple image and applying it to everyone that falls under that umbrella. In what Op250 identifies as *The Pathway of Hate*, stereotypical thoughts can become prejudicial attitudes and discriminatory action in a swift course of processing. This lesson lends understanding to how stereotypes are formed naturally in our society, and a deep look into real examples of them and the impact they can have.

This lesson seeks to address the following questions:

- What is an in-group and an out-group?
- What does it mean to be in an in-group and out-group?
- How does hate impact an individual and community?
- What are ways that hate can change our behavior?
- How does hate transition from thoughts and attitudes to action?

Materials:

- Examples of stereotypes, prejudice, and hate.
- White Board & Markers

Checkpoints:

- Activity: Shared Identity
- Debrief: In-Groups & Out-Groups

Operation250 Lesson Plan Series

- Discussion: Stereotypes & Prejudice
- Activity: From Stereotypes to Hate
- Discussion: How to Protect from Hate

Activity: Shared Identity

10 minutes

To start this particular lesson, begin by having a quick discussion about the importance of listening and being open to everyone's opinions. There should be an increase in maturity when talking about sensitive topics and make it clear that you expect that from them for the day.

Once this is all set, ask the students to ask themselves “*Who am I?*” Give the students some time to think about this. Ask them, *what are you asking when you ask that question? Are you asking what your name is? Maybe. Or is it something more, something deeper than that?* Allow a couple of students to answer the question. Write the word identity on the board and ask the students what it means. Some students might find it easier to give an example of what their identity is and allow that. Once the students do this, apply a definition to the word.

Identity – the memories, experiences, relationships, values, characteristics, and qualities that creates one's sense of self.

Make sure that this definition makes sense to the students. Once they seem to have grasped at this, tell them to all write down a few potential identities. Not a whole list, but a few. You as the teacher can start with a couple yourself on the board to get the students going. Once they have been given a couple of minutes to do this, tell the students to stand up, and walk around the room. Find a couple of other students and share your identities together. Once you do so, if you find someone that has the same identity as you, talk about your shared identity, what makes you believe it is positive, and even possibly your thoughts about those who have an identity different than yours. For example, if two students find each other and they are both identifying as sports fans, have the students talk about the benefits of this and possibly negatives of someone who doesn't identify as a sports fan at all. Give the students a few minutes of doing this and then ask them to sit down.

Debrief: In-Groups & Out-Groups

5 minutes

Once the students have sat back down and the activity ends, ask the students what they learned in walking around the room? Ask what some of the things are that make up their identity. What you are looking to get from the students is:

- Race
- Religion
- Sports fandom
- Family

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- Friend
- Hobbies
- Gender
- Sexual orientation
- Clothing style
- Community
- Nationality
- Physical appearance
- Etc.

Allow for the some of the students to share. If a student shares something that is their specific identity, try to get the students to generalize or categorize it (Christian → Religion).

Once they share and identify some of the things that make up each of our identities, ask about some of the conversations that were had with people who had the same identities to us. *What was said in those conversations? Were they positive about your shared identity or where they more negative statements about those who don't have that identity?* Make clear it is okay if it is the latter and that it is common for that to happen. Tell the students that what identity does, both positively but sometimes negatively as well, is it draws boundaries around those who have the same or similar identity. This is a normal process, but it creates something called in-groups and out-groups around us. So, in that activity, all of you that talked about other groups that don't have your identity are the out-group to your in-group.

Again, make sure the students are following the discussion. While in-groups and out-groups are natural, they can also be a root reason hate and discrimination happen. When someone is part of the out-group, it can lead us to view them as an *other*, or that they are not normal. This is not the case, but rather just that everyone comes from different background, situations, and experience and that is okay.

Discussion: Prejudice & Stereotypes

5 minutes

The way we treat an out-group can be telling and impactful. Whether it is the language we use, the biases we hold (both explicit and implicit), or overt discrimination against them, our treatment of the out-group can have immense impact. Ask the students what a stereotype is. This can be an example or a definition. Next ask for an example or definition of prejudice. The definitions are below:

Stereotype – A widely held but fixed and oversimplified image or idea or a particular type of person or thing.

Prejudice – An irrational attitude of hostility directed against an individual, group, race, or supposed characteristic.

Discrimination – The act, practice, or an instance of prejudicial treatment.

Ask the students to reflect on some of the discussions that were had during the introductory activity. When we met someone with the same identity, let's think about what was said in that discussion. Then bring up an example, as if being an iPhone owner/user is part of your identity and you meet someone who also is an iPhone user and identifies as such. When you meet, you say “well all

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Android users are poor”. What is this an example of? This is an example of stereotypes because it takes a single idea or case about someone and applies it widely to all users of an Android.

Similarly, taking this stereotypical thinking about a group of people, and applying a hostile attitude to it is an example of a prejudice. For example: “I cannot stand people who use Androids; they think they’re *cool* because they use something different but they’re annoying and I hate them”. There is a clear hostile attitude toward someone because of their phone usage. While this is a relatively mundane example of a prejudice, it is also a simple example everyone can understand to some extent.

Lastly, this becomes a case of discrimination when there is an action applied to these hostile feelings and fixed beliefs. In the iPhone/Android case, ask the class if they can think of an example of discrimination? Make sure that the group is keeping the previous examples in mind. The main element of a discrimination is the carrying-out of an action, or actively avoiding an action, against someone (or something, i.e. damaging the property owned by someone they’re looking to harm)

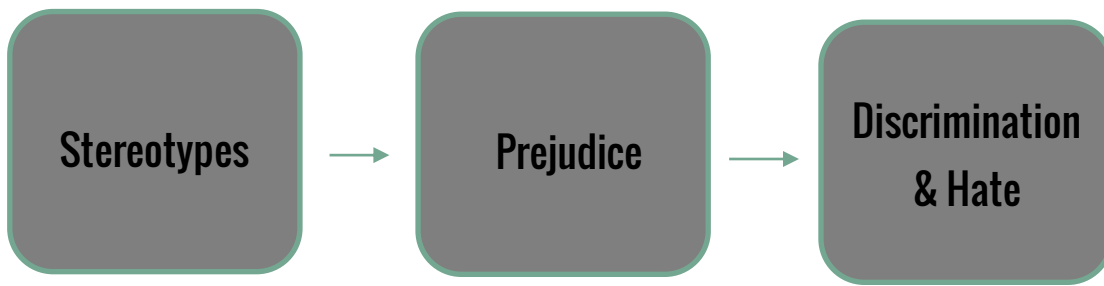
Activity: From Stereotypes to Hate

10 minutes

For the next activity, you want the students to understand the differences and connection between stereotypes, prejudice, and discrimination. Hand out a pre-made card to each student (appendix of this lesson). None of them are the same card, but rather each has either a Tweet, headline, Facebook post, text, Snapchat, etc. explaining a situation or depicting the views of a specific question. Each “situation” has three cards applied to it, meaning that there is a stereotype card, prejudice card, and discrimination card surrounding the same issue at hand (e.g. sexism, racism, xenophobia, etc.) The purpose of the activity is for the students to identify the pathway from stereotypes to discrimination. This is for the students to distinguish the difference between prejudice and discrimination – a learning objective of the lesson. Once the students have a card, split the board into three sections: stereotypes, prejudice, and discrimination. Explain to the students that your intention is to go over the post-it they’ve received, place it somewhere on the board that it should be categorized into and have a brief discussion on whether the card is in the correct place. (Social media posts, texts, snapchats, and emails are all originally created and aren’t real people).

Make sure to explain to the students that each card is part of a series of three (3), one being a stereotype, leading into becoming prejudice, and ultimately becoming discrimination at the end. Some of them are quite clear, others will be a little abstract and it is asking all the students to utilize their critical thinking skills. Make sure there are no questions before you ultimately begin.

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Discussion: How to protect from hate

5 Minutes

Review the board of cards and ask the students what they see in the transition between stereotypes and discrimination. It would be useful to take an example of a stereotype that clearly explains it is a “thought” or an “attitude” and ask how it differs from an explicit “action” from the discrimination column. The main takeaway should be that stereotypes start as a thought or attitude and can transition to becoming an action. Now just because they might view the action as being more harmful, it is important to note that continued developed attitudes can become action. It is not okay to *just* stereotype or hold prejudice as long as it does not become hateful action. You can ask the students of a tangible impact that stereotyping can have on someone even if it doesn’t become prejudice or discrimination (feel free to refer to a situation on the board)

Ask the students what are some ways that these attitudes can become stronger and eventually lead to actions? Use an example from something not related to hate – such as an idea about a movie. You watch a movie that you liked, but afterwards your opinions about the movie become stronger and stronger. What might be a reason these ideas get stronger? What you hope the students eventually recognize is that surrounding yourself with like-minded thinking, or more specifically the internet, can just strengthen thinking and sometime for the worst.

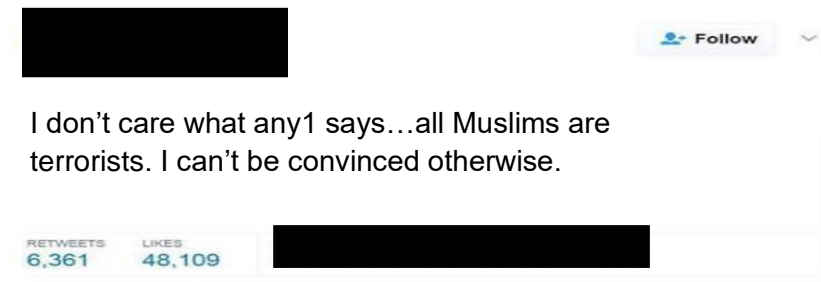
Something that is important to think about when you feel yourself to start stereotyping, holding prejudice, or even acting on these things (such as using hate speech) is to self-reflect on those feelings/ideas. How would you feel if someone disregarded who you were as a *person* and thought of you as an entire group, thinking of you based on a single thought, idea, or perception of what and who you are.

These ideas can and often do start with in-group attitudes toward the out-group, as we said in the beginning activity. We should remain open minded, considerate, and understanding that everyone around us comes from a different background and set of experiences. And just because someone is part of an out-group on one thing, does not mean they’d be part of an out-group on everything. Learn and understand from each other.

Think about this problem and ways to remain safe of hate – both yourself and of the ideas others hold. How can we become safer and more inclusive? How can we understand other’s perspectives better?

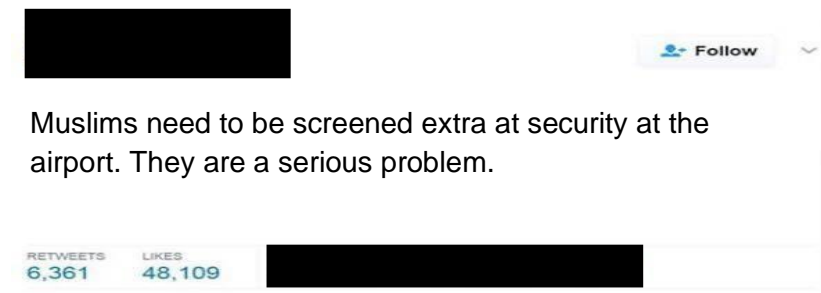
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Appendix: Notecard Activity



A screenshot of a Twitter post. The user's profile picture and name are redacted with a black box. The text of the tweet reads: "I don't care what any1 says...all Muslims are terrorists. I can't be convinced otherwise." Below the text, the statistics show 6,361 retweets and 48,109 likes. A "Follow" button is visible in the top right corner.

Stereotype

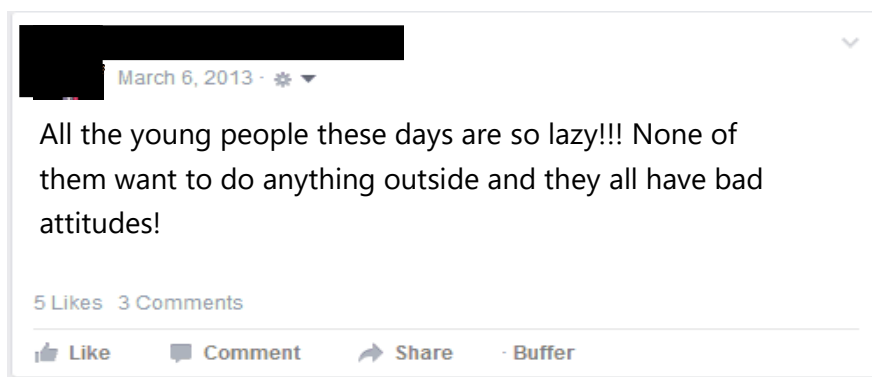


A screenshot of a Twitter post. The user's profile picture and name are redacted with a black box. The text of the tweet reads: "Muslims need to be screened extra at security at the airport. They are a serious problem." Below the text, the statistics show 6,361 retweets and 48,109 likes. A "Follow" button is visible in the top right corner.

Prejudice



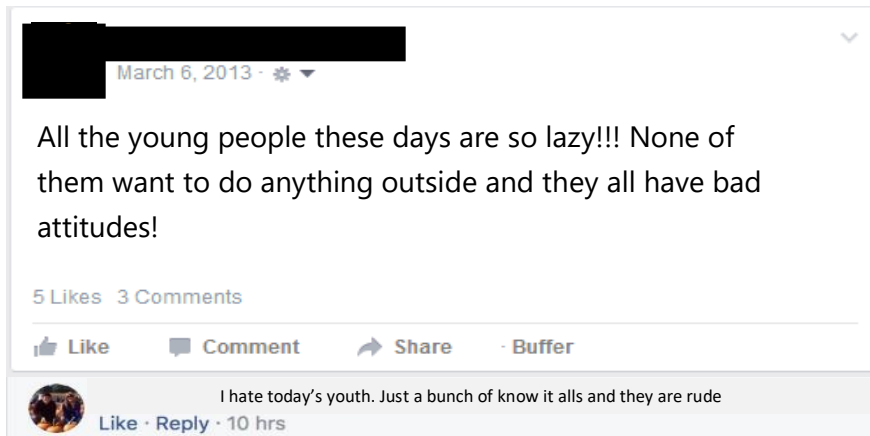
Discrimination



A screenshot of a Facebook post. The user's profile picture and name are redacted with a black box. The post is dated "March 6, 2013". The text of the post reads: "All the young people these days are so lazy!!! None of them want to do anything outside and they all have bad attitudes!". Below the text, it shows "5 Likes 3 Comments". At the bottom, there are buttons for "Like", "Comment", "Share", and "Buffer".

stereotype

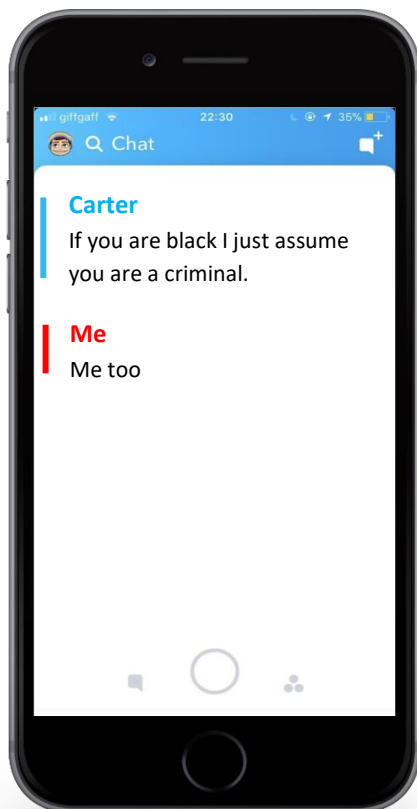
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Prejudice (comment)



Discrimination

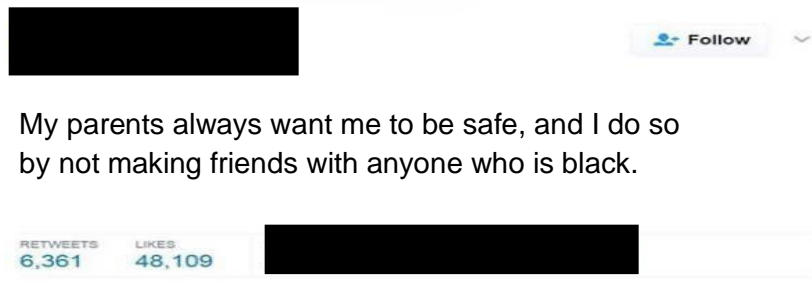


Stereotype

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Prejudice

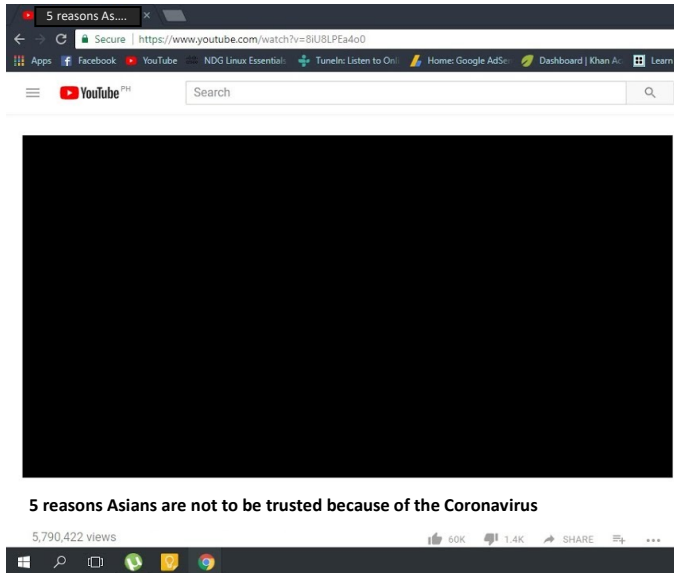


Discrimination



Stereotype

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Prejudice

Asian man spat on in latest coronavirus hate crime in Brooklyn station

By Tina Moore and Olivia Bensimon

March 25, 2020 | 12:13pm | Updated



Discrimination



+ SUBSCRIBE

Jews are all greedy and thankless

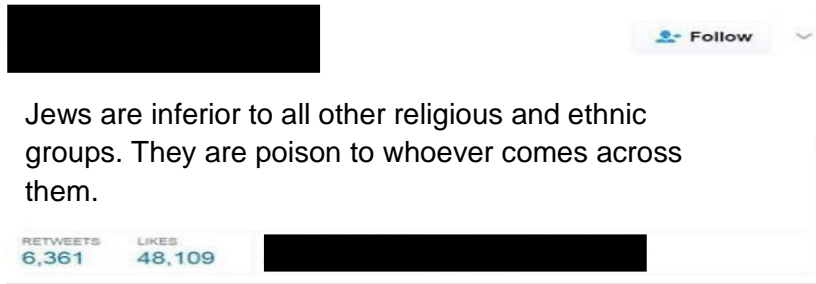
The Jews are made up of a bunch of greedy, thankless, selfish people. Why have I gone so long not knowing all of them are so greedy?

Stereotype

↑ Vote ↓ 65 Share Award

BEST COMMENTS

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Prejudice

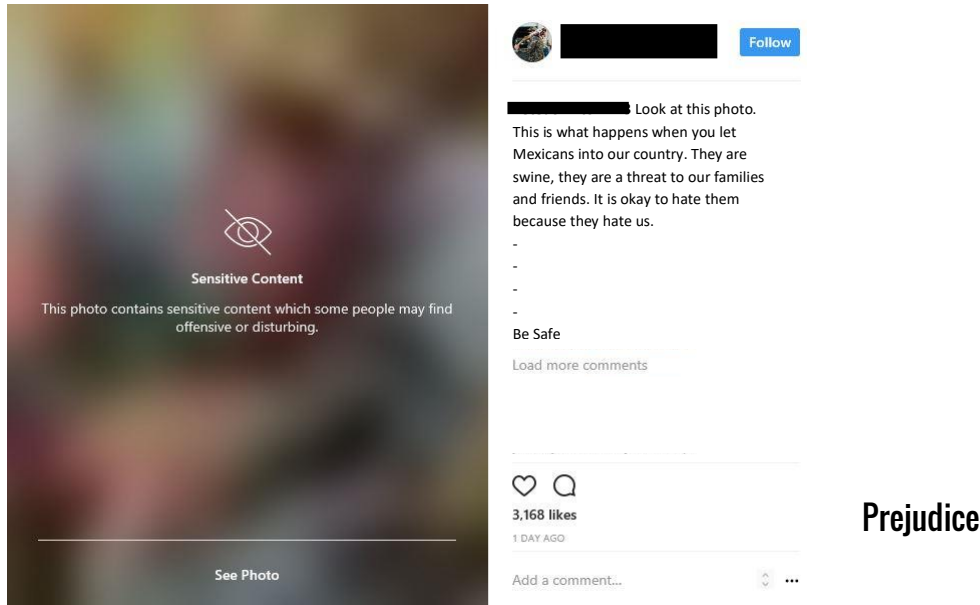


Discrimination



Prejudice

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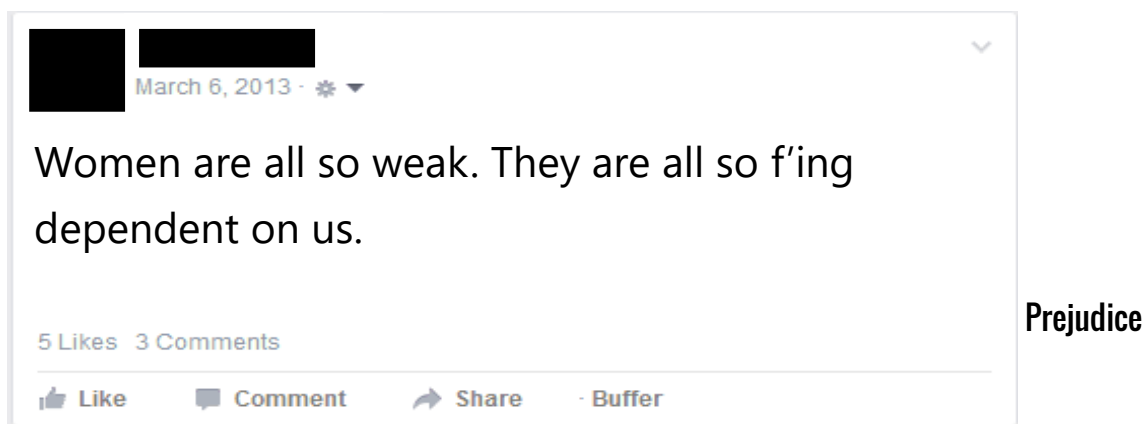
A screenshot of a Facebook post. On the left, a large, blurred image is shown with a 'Sensitive Content' warning overlay that reads: 'This photo contains sensitive content which some people may find offensive or disturbing.' To the right of the image is the post's text: 'Look at this photo. This is what happens when you let Mexicans into our country. They are swine, they are a threat to our families and friends. It is okay to hate them because they hate us.' Below the text are three dashes, a 'Be Safe' warning, and a 'Load more comments' link. At the bottom of the post, it shows '3,168 likes' and '1 DAY AGO'. A 'See Photo' link is at the bottom left of the image area. The word 'Prejudice' is written in bold black text to the right of the post.

Man charged with hate crime after pursuing Mexican woman with a knife in her front yard

Travis Spike Senner, who has a criminal history in three states, has been charged with second degree assault and malicious harassment, the latter of which is a hate crime in Washington state. But it is not always easy to investigate and process such cases.



A screenshot of a tweet from María Sánchez Díez, dated April 13, 2017. The tweet includes a profile picture, the name 'MARÍA SÁNCHEZ DÍEZ', a 'Follow' button, and a 'COMPARTE' button with icons for Facebook, Twitter, and email. The word 'Discrimination' is written in bold black text to the right of the tweet.



A screenshot of a Facebook post from March 6, 2013. The post text reads: 'Women are all so weak. They are all so f'ing dependent on us.' Below the text, it shows '5 Likes' and '3 Comments'. At the bottom, there are buttons for 'Like', 'Comment', 'Share', and 'Buffer'. The word 'Prejudice' is written in bold black text to the right of the post.

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[Redacted] 1h

+ SUBSCRIBE

Women are not athletes. They are just trying to take over men's hobbies

We are pretending that women are athletes, but they are just trying to take over men's hobbies and activities and they shouldn't be rewarded for doing so. We as a society should stop this, not promote it.

↑ Vote ↓

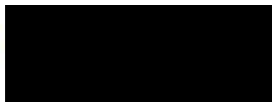
65

Share

Award

BEST COMMENTS ▼

Prejudice



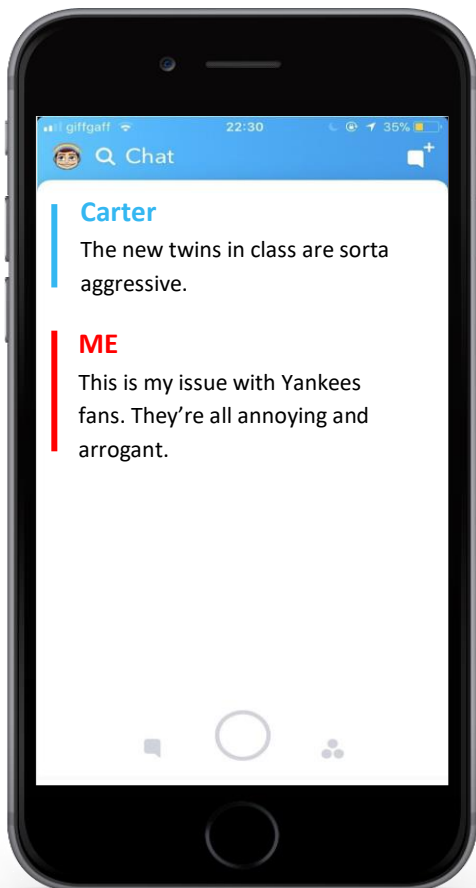
Follow

The US women's soccer team is being paid less than the men's team for the same number of games and they're actually winning. Good! Women don't deserve the same pay on anything!

RETWEETS 6,361

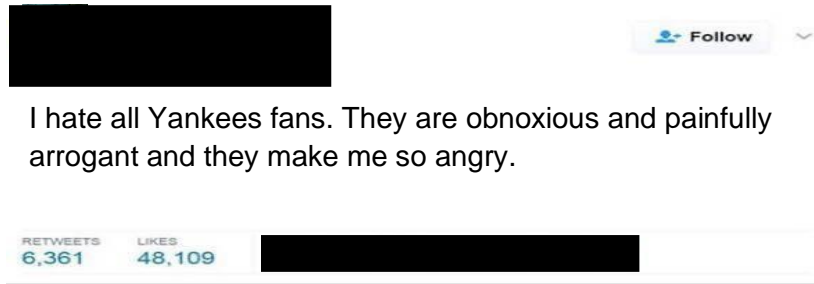
LIKES 48,109

Discrimination



Stereotype

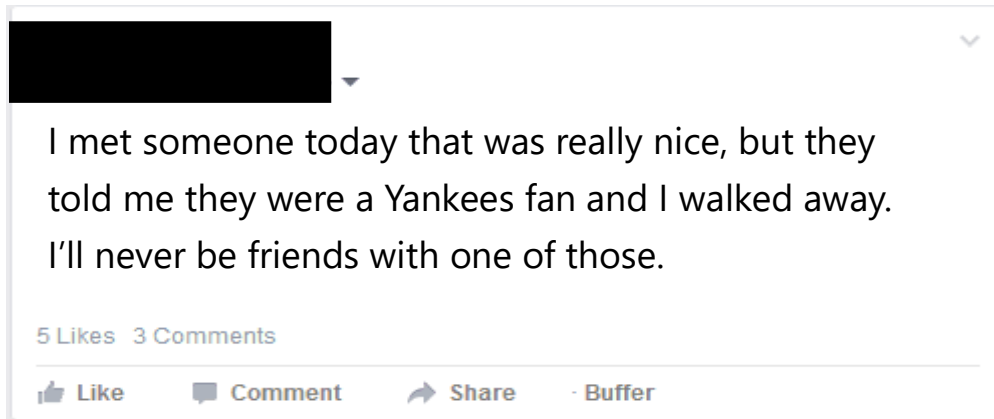
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I hate all Yankees fans. They are obnoxious and painfully arrogant and they make me so angry.

RETWEETS 6,361 LIKES 48,109

Prejudice



I met someone today that was really nice, but they told me they were a Yankees fan and I walked away. I'll never be friends with one of those.

5 Likes 3 Comments

Like Comment Share Buffer

Discrimination