



**Different countries, different cultures, different people
– stereotypes and tolerance.
ERASMUS+ project
“English in Modern Times of Fluid Change”**

Subjects: stereotypes, tolerance, inclusion, living in the multicultural society

Age group: 13-15

Time: 45 to 90 minutes/ depending on the students cooperation

Brief Description: Teach about stereotypes, tolerance, getting to know the processes taking place between people coming from different cultures;

After the lesson the students will be able to:

- know the processes taking place between people coming from different countries and cultures;
- tell what is „tolerance”;
- tell what is „stereotype”;
- talk about „exclusion” vs „inclusion”;
- talk about similarities and differences between them;
- talk about the feelings of a person who is not included into the group;
- work in groups and cooperate.

Materials Needed

- colourful sheets of paper – one for each student (24 sheets);
- the flipchart or the board;
- the definition of a „stereotype”;

- stickers with different symbols (it can be a star, a flower, a heart, a square, etc.);

Lesson Plan – the main aim is to make students understand that regardless our differences depending on our skin colour, our religion or our culture we have the same rights, and we have to tolerate and respect each other to make the world a better place;

Exercise 1 - My hand” / students are given colourful sheets of papers and they are asked to draw their hand and write on each of the fingers certain information, for example:

- **Thumb** – name / **index finger** – things I’m good at or things I’m bad at ... / **middle finger** – favourite kind of music/ film/ sport/ actor or actress / **ring finger** – favourite day of the week or favourite school subject / **little finger** – favourite free time activity or favourite season of the year – you can choose any topic you like depending on the group, their age and the objectives of the lesson.
- Students talk to each other and write the names of people who have the same or similar answers; not all of the answers have to be the same.
- Teacher collects all the papers and puts them on the board so that everybody can see them.
- To sum up the exercise the teacher asks students some questions such as: **Was it difficult to find something similar between you? Is it good or bad that we are different? Why are we different?** The teacher can show that the biggest differences are because of different cultures, traditions, students’ backgrounds and the way they were brought up by their parents and families.

Exercise 2 - Inclusion vs exclusion

- Students stand in a row, the teacher stands behind them and sticks each student a „star sticker”, a „heart sticker”, a „square sticker” and a „triangle sticker” so that they can form 4 groups. One student is left without any sticker.

- We ask the students to find other students with the same sticker. One student is left and we start a mini discussion. We ask students questions such as: **Do all of you have the group? / Did anyone notice that there is someone who is left alone? /** we ask the student without a group - **How do you feel? /** we ask other groups **Would like to „host” the student to your group?** At the end of this exercise we ask **Is such situation possible in real life? Have you ever been in such situation in real life?**
- To sum up we say that such situations often happen because of the **stereotypes**. We often don't want to talk to or sit with someone because of his/her appearance, before we get to know him/her.

Exercise 3 - "The stereotypical Portuguese – the stereotypical Pole"

- We divide our students into four groups – two groups of only Portuguese students and two groups of Polish students only.
- We put an empty flipchart on the board and we ask the students to imagine that a new student from Portugal (it's a question for Polish students) / Poland (it's a question for Portuguese groups) is going to join their class/ group soon.
- Then we ask them to tell us what do they know about Portugal or Portuguese people – it's a question for Polish students and what do they know about Poland or Polish people – it's a question for Portuguese students. We give them about 10 minutes to write their answers on the paper.
- We write the answers on the flipchart. Then we ask: **Have you ever been to Portugal/ Poland? Do you know anyone who lives/ comes from Portugal/ Poland? And finally so How do you know all the information? Do you know what is a stereotype?**
- We put the definition on the board so that everybody can see it - **Stereotype is to believe that someone has a particular character only because this is what many people believe and not because you know anything about their personality.**
- Mini discussion – we can ask students a question: **Were the information about Portuguese and Polish people true or false?** Polish students work on the

information collected by their Portuguese colleagues and try to find the answers, whereas Portuguese students try to verify the info prepared by Polish students about Portugal and Portuguese people.

- After about 10 minutes we ask our students to present their ideas and we check if the information collected by the other group was only a stereotype or maybe it was true?

We have to tell the students, make them aware that stereotypes are not always true and that they can be harmful.

The summary of a lesson – we sum up the work of the students and ask them **what do they find out during the lesson? Was it difficult or easy? Was it interesting? Did they find out anything new?**

Based on: <https://epedagogika.pl/warsztaty-psychoedukacyjne/swoi-czy-obcy-rowiesnicy-odmienni-kulturowo.-scenariusz-dla-klas-78-1985.html>

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