

Date: October 18th & 25th, 2017	GHS Seminar
Grade Level: 9th	
Recommended Sequence	Seminar Meeting NOTE: This is a two-week lesson so you don't have to rush to get through it and you may need to find a natural breaking point to stop on the 18 th and pick back up on the 25 th .
Objective(s) / Learning Target(s):	By the end of the session, students will be able to: <ol style="list-style-type: none"> 1. Acknowledge stereotypes they have learned and sometimes act on 2. Examine ways that people learn stereotypes 3. Examine the relationship between stereotypes and biased behaviors
Materials Needed:	Materials <ol style="list-style-type: none"> 1. White board or Chart Paper 2. Markers 3. LCD Projector/Powerpoint (see Seminar Site for Powerpoint download "9th Seminar Powerpoint Oct. 25, 2017")
Suggested Process:	<ol style="list-style-type: none"> 1. Before you start the activity, ask your students to share any pieces of good news they have (something good that's happened to them since your last meeting – from school, personal lives, extracurriculars, etc.). Not everyone has to share, but give kids a chance to do this. You can model this by sharing a piece of good news that you have. 2. Ask your students if someone can explain what it means to "stereotype" someone? Have a few students share their ideas. 3. Take them through the Powerpoint (on the Seminar Website) and let them share thoughts and ideas as you go through each slide to ensure they have a good understanding of the terms. 4. Have them think of a time when someone made an assumption about you based on your real or perceived gender, race, ethnicity, age, physical or mental ability, physical appearance, sexual orientation, religion, economic status, or some other characteristic. 5. Turn to the person next to you and describe the assumption to them and how it made you feel to be perceived that way (allow time for students to share their personal experiences – before moving on, make sure students have a blank sheet of paper and a pen or pencil ready.) 6. Let's consider the stereotypes we might hold about other people or groups. We're going to participate in an activity called "First Thoughts." I will read a list of descriptors (one at a time) and after each is read aloud, write the first word that pops into your mind (but not the names of actual people). BE HONEST WITH YOURSELVES – these will not be shared with anyone else.

	<p>7. Read the following descriptors, allowing about 20 seconds between each so students can write down their responses:</p> <table border="0"> <tr> <td>* teenage mother</td><td>* single parent</td></tr> <tr> <td>* honor student</td><td>* cheerleader</td></tr> <tr> <td>* person on welfare</td><td>* alcoholic</td></tr> <tr> <td>* senior citizen</td><td>* disabled person</td></tr> <tr> <td>* gang member</td><td>* someone who's unemployed</td></tr> <tr> <td>* wealthy businessperson</td><td>* undocumented immigrant</td></tr> <tr> <td>* star athlete</td><td>* illiterate person</td></tr> <tr> <td>* homeless person</td><td>* someone who's extremely religious</td></tr> </table> <p>5. After completing the exercise, have a discussion with the whole group (use the questions below).</p>	* teenage mother	* single parent	* honor student	* cheerleader	* person on welfare	* alcoholic	* senior citizen	* disabled person	* gang member	* someone who's unemployed	* wealthy businessperson	* undocumented immigrant	* star athlete	* illiterate person	* homeless person	* someone who's extremely religious
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<p>OTHER CONSIDERATIONS:</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How did you feel about participating in this exercise? 2. Were you surprised by the first thoughts that came to mind when a "category" was called out? 3. Do you think that if we tallied the responses for each of the descriptors, the answers would be similar? Why or why not? 4. What are ways that people learn stereotypes? (List student responses on the board). 5. What is an example of a seemingly "positive" stereotype? How is it that assumptions that appear positive can still be harmful to groups of people? What's an example? 6. Do you think that people are always aware of the harmful effects of stereotyping? Explain your thinking. 7. What relationship, if any, exists between stereotypes and the way groups of people have been discriminated against in the past and the present? 8. Have you ever challenged yourself to avoid accepting or repeating a stereotype that you have learned? If so, explain the situation. 9. What could be the impact of stereotypical thinking? (<i>for example, relating students' economic status or race to intelligence can result in students being placed in less challenging classes where they might be bored or have fewer opportunities</i>). 10. What steps can you take when you catch yourself stereotyping someone? What can you do if someone is stereotyping you? <p>Wrap-Up:</p> <ol style="list-style-type: none"> 1. At some time or another, we have all made assumptions about someone and thought of or treated this person according to some stereotype. And at sometime in our lives, this has happened to each one of us. And it will happen again. 2. We as a society need to work toward respecting differences in others. It's very hard work and it starts with each one of us. 																

REMINDER: October 25th

REMIND STUDENTS ABOUT TRIMESTER FINALS:

Trimester Finals are scheduled for Thursday & Friday, November 16th & 17th.

On Thursday, students will take their finals for periods 1, 3, & 5. On Friday, students will take their finals for periods 2, 4, & 6.

However, if students have a student assistance center (SAC) or study center (SC), they may use that period to study in the media center or may use that time as open campus. The schedule for both days of trimester finals is as follows:

Test 1: 8:30-10:00 AM

Test 2: 10:15-11:45 AM

(Lunch 11:45-12:30 is open or students can eat in the cafeteria)

Test 3: 12:30-2:00 PM

- Students may not take their final earlier than normal unless an emergency exists and will only be excused with a call from a parent (*they will need approval from Ms. Durbin or Mr. Seney*)

- Students tardy to a test will need to make the test up with their instructor at 2:00 each day.

- Students will need to be in their classes for the full periods and remember that your tests should be comprehensive.