



**Title:** Stereotypes

**Grade:** 8

**Career Development Model:**

Self-Awareness • Career Exploration

**Nebraska Career Readiness Standards:**

- Makes sense of problems & perseveres in solving them
- Utilizes technology
- Manages personal career development
- Attends to personal & financial wellbeing

**Objective:**

- Students will outline different categories of stereotypes.
- Students will anticipate and/or describe how stereotypes affect people.

**Materials and Supplies Needed:**

- Butcher paper
- Markers

**Class Instructions:**

1. Label butcher paper with the following headings, "athletes are", "overweight people are", "doctors are", "the elderly are", "women should be", "men should be," "smart people are," "rich people are," "people who live in small towns are," "people who live in large cities are," "black families are," and "white families are." Create a t-chart below, the left side labeled "stereotype" and the right side labeled "strategies to stop stereotypes." Hang these around the classroom.
2. Ask students if they know what a stereotype means. Stereotyping is oversimplifying a group to a set of characteristics and these characteristics are generalized to the entire group of people. In other words, it is making assumptions about a group of people.
3. Ask students if they have ever been stereotyped. How did it feel?
4. Explain to students that often times the media supports stereotypes.

5. How can stereotypes be damaging to individuals in the workplace?
6. Instruct students to get into small groups and rotate around the room, carousel style to each chart. At each chart under the “stereotype” they should write down different ways each group of people are stereotyped. Under the ‘strategies to stop stereotypes’ write down things or actions that can be taken to stop stereotyping.
  - a. (Points to Remember)  
Remind students to be respectful and sensitive to their classmates. These stereotypes should not be personal or directed at any students.
7. After each group has been to each category, the class should have a discussion about their findings. Are these stereotypes necessarily true for every member of the group?
8. Ask students if they know what prejudice means. Explain that prejudice is an attitude that someone has towards members of a specific group based solely on the individual’s membership in that group.
9. Ask students if they can see how stereotyping leads to prejudice. Explain that the stereotypes are what create the person’s attitude toward members of a specific group. What can be done about this? Is there anything you can do to decrease your own stereotypes?
10. Optional homework: Assign students to write a 1-2 page reflection paper discussing an example of a time that their own personal stereotype influenced how they worked with a classmate or a coworker.

**Credits/Sources:**



“Making my Future Work: A College and Career Readiness Program”, U.S. Department of Education, Institute of Education Sciences.  
<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>