

SOCIAL JUSTICE: STEREOTYPES OVER AND ABOVE

Author:
Tim Flanagan

SUMMARY

SHORT DESCRIPTION

Students will work with their partner to choose a stereotype that they both can relate to. They will plan and create a five-panel comic strip that demonstrates the stereotype and challenges it. Students will share their comic strip with another group and discuss them.

GOALS

- Students will work with their partner to choose a stereotype for the assignment.
- Students will create a comic strip that challenges a stereotype.

LANGUAGE GOALS

- Students can create a plan for their comic strip.
- Students can read and discuss comic strips from other groups.

DURATION

2 weeks

LANGUAGE

English

MATERIALS

- Lesson Worksheet: CHALLENGING STEREOTYPES THROUGH COMICS
- Paper for drawing comics
- Drawing materials such as pencils, colored pencils, markers
- Access to a slideshow program

MEDIA

The students use the established communication channel for the exchange with their partner.

The students will share their comics on a slideshow.

DIFFICULTY



DESCRIPTION

Students will make a list of common stereotypes in their schools, communities and countries. They will choose one stereotype that they can both relate to and use it as the topic of their comic strip. They will plan and create a five-panel comic strip that identifies the stereotype and challenges it. They will plan for what will be in each panel and who will complete each part. Once everything is finished and compiled, they will take a photo of each panel and upload it to a slideshow for sharing. They will meet with another group to share and discuss each other's comic strips.

TEACHER PREPARATION

- Decide on groupings of exchange partners.
- Choose a comic strip to share with students.
- Print and make copies of the student worksheet for each student or provide students with a digital copy.

CLASS INTRODUCTION

- Share a favorite or popular comic strip that students can relate to. Read the comic strip with the students and ask them what they notice about it, what parts make up the strip, and what might make it successful.
- Provide their students information about the procedure, duration, and contents of the project. Explain the task to their students, give them the contact information for their partners.

EXCHANGE

Students will start by meeting with their partner and brainstorming a list of common stereotypes in their schools, communities and countries. They should look back on the work done in previous lessons for examples and add more ideas that they think of. Partners should then choose one of the stereotypes from the list as the topic for their comic strip.

Students should create a detailed plan for a five-panel comic strip that includes an example of the stereotype and a message about challenging the stereotype. They will decide who is responsible for each part of the comic strip and work independently on their parts. When finished, they will meet again to combine their parts, make any necessary changes, take photos of each part and put them into a slideshow for sharing. They will meet with another group to share and discuss each other's comic strips.

REFLECTION

Students should reflect on the following:

- What similarities and differences were there in the stereotypes from one country to another?
- How can stereotypes be harmful?

