

# LESSON: RACIAL STEREOTYPES & MICROAGGRESSIONS

This lesson plan and accompanying activity are designed to be taught after showing the jsk stories racial diversity presentation. Feel free to change, adjust, and customize these plans according to your classroom or circumstance. The lesson and activity go well together, but can be split into two days.

## CONCEPT 1

**STEREOTYPES AND MICROAGGRESSIONS  
LEAD TO HURT AND MISUNDERSTANDING.**

### **DISCUSS: HOW DOES IT FEEL WHEN SOMEONE MISUNDERSTANDS SOMETHING ABOUT YOU?**

> Stereotyping others is the opposite of appreciating racial diversity. We are surrounded by so many different people that show and celebrate their race and culture in unique ways.

> Racial microaggressions occur when stereotypes lead us to behave or say things that are racially insensitive. The difficult thing about microaggressions is that sometimes the behavior is unintentional. Nevertheless, it is still harmful.

> We should never assume that everyone in one race is the same. Making quick assumptions and judgements about someone is never appropriate. The less we judge, the less chance we have to participate in microaggressions.

### **DISCUSS: SOMETIMES IT'S HARD TO STAND UP TO BULLYING IN THE MOMENT. WHAT ARE SOME WAYS WE CAN OVERCOME OUR FEAR OF SPEAKING UP?**

> Remember to always treat others the way you want to be treated. Before you say something, think. Before you respond to someone who is being insensitive, think of a kind response rather than a mean one.

> A good response to someone stating a microaggression or stereotype may sound like this: "Hey you guys. I don't feel comfortable talking about this person in this way. We don't know their background, so we shouldn't make judgements based on their race. Let's change the subject."

> Just because everyone else is saying it, doesn't mean you have to. And sometimes responding to the stereotype to try and stop it doesn't always succeed. It's okay to walk away from a harmful situation. Walking away doesn't make you weak, it strengthens you.

## CONCEPT 2

**STEREOTYPING CAN  
STOP WITH ME.**

### **DISCUSS: BEING AN ALLY MEANS SUPPORTING OUR BIPOC FRIENDS IN THEIR CAUSE TO PROMOTE MORE OPPORTUNITIES FOR THEIR COMMUNITIES. WHAT DOES ALLYSHIP MEAN TO YOU?**

> Do your research and follow credible organizations that go about to make change. Talk to your BIPOC friends and peers about how you can make a difference.

> Sometimes we get caught up in social media and certain quotes and snippets of videos. Go beyond that! Read literature, articles, and watch educational films that can teach you more about racism, stereotypes, and how to be an ally.

## CONCEPT 3

**BECOME AN ALLY!**

# ACTIVITY: LIGHTS! CAMERA! ACTION!

Assign the students in groups of four or five. This activity is recommended to be done outdoors if the weather permits. After the students are grouped together, ask them to do the following:

Materials needed:

- > Notebook
- > Laptop or phone with filming capabilities
- > Projector

1. In your groups, you will be writing, directing, and filming a short video about stereotypes and microaggressions. You will be doing these roles as a team.
2. Your film could be informational, it could be how to respond to stereotypes, or it could be to raise awareness on stopping stereotypes and bullying! Your teacher will be coming around to approve your topic.
3. After it is approved, you will begin to brainstorm your film. The film should be no more than 3 minutes. Use a notebook to write down your ideas.
4. Once you are ready to film, your teacher will use their laptop or phone to film your videos.

After filming the videos, invite the students back inside. Filming the videos through a laptop is simple because it will save straight to the laptop. If you use your phone, have the videos uploaded to google drive or some other cloud based software. Tell the students to quietly write in their journals about their reflections on the activity as you get all the videos prepped. Using your projector, show each video! If you want to make things extra fun, have some popcorn for your class to eat (be aware of any allergies if you do this). Finally, talk about your students' reflections and what they learned.

