



Activity title	Breaking Down Myths			
Overview	Students are encouraged to be critical of their own beliefs and reject prejudices and stereotypes as they consider their potential involvement in various trades and occupations. We often have pre-conceived notions about vocational trades and occupations. Guiding students to become more aware of prejudices and stereotypes may encourage them to consider new opportunities.			
Duration	50 min	Materials	<i>What I know about stereotypes and prejudices</i> reproducible <i>Myths and Realities</i> organizer	
ICT	<i>Hats Off to You! Contest</i> - www.mesrs.gouv.qc.ca/en/colleges/etudiants-aucollegial/concours-chapeau-les-filles/ <i>Women in non traditional occupations</i> - alis.alberta.ca/pdf/cshop/winto.pdf <i>Women defy stereotypes on construction sites</i> - www.canada.com/business/Women+defy+stereotypes+construction+sites/3181926/story.html <i>Holmes Makes It Right</i> - makeitright.ca/Mike_Holmes_Online/crew.php <i>HeadingForSuccess.com</i> - www.headingforsuccess.com inforoutefpt.org - www.inforoutefpt.org/default.aspx?langue=en Smartboard, projector, computer, etc. (if available)			
Grouping	👤 individual	👤 👤 pairs	👤 👤 👤 small groups	👤 👤 👤 👤 whole class
Teaching	👤 👤 👤 👤 whole class	👤 👤 👤 small groups	👤 👤 pairs	👤 individual
Student product	<i>What I know about stereotypes and prejudices</i> reproducible <i>Myths and Realities</i> organizer			

Links with the *Exploration of Vocational Training* program

Competencies	Competency 1 Explores vocational training	Competency 2 Contemplates his/her suitability for vocational training
Key Features	Consults different sources of academic and career information: Makes connections between elements of information gathered Takes stock of his/her discoveries: Adjusts his /her perceptions of the trades and occupations explored and of vocational training	

Explo Program Content

Program Content <i>QEP: pp. 26-30</i>	Using tools	Adopting attitudes	
	Information gathering and documentary research tools Reflection and follow-up tools	Open-mindedness - rejection of prejudices and stereotypes Introspection - reflectiveness	
	Learning strategies	Acquiring concepts	Considering socioeconomic and cultural factors
	Information gathering - consulting reference tools Metacognitive strategies - gauging the impact of stereotypes and prejudices on his/her representation of vocational training Career-planning strategies - envisioning new possibilities Communication strategies - discussing his/her discoveries and reflections with classmates and parents	Concepts related to vocational training - vocational training in the school system	Students' immediate context: - family influence

Evaluation Criteria (Updated framework for the evaluation of learning)

* For feedback purposes, not to be considered in the student's report card mark.

Information clarifying the criteria

Proficiency of subject-specific knowledge targeted in the program content (QEP)*

Effectiveness in exploring vocational training

Use of a variety of sources of information as they explore vocational training sectors and careers

Relevant summary of discoveries

Use of information gathered during experiential learning, information gathering and workplace observation activities

Relevant reflection

Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training

Evaluation tools

• checklist

• observation

• reflection

• peer evaluation

• self-evaluation

• organizer

 Process		
	Role of teacher	Role of student(s)
Before	<p>To prepare for the activity, view the following websites in light of whether or not they perpetuate prejudices or stereotypes in the vocational training sectors.</p> <p>Resources: <i>Hats Off to You! Contest</i> www.mesrs.gouv.qc.ca/en/colleges/etudiants-au-collegial/concours-chapeau-les-filles/ <i>Women in non traditional occupations</i> alis.alberta.ca/pdf/cshop/winto.pdf <i>Women defy stereotypes on construction sites</i> www.canada.com/business/Women+defy+stereotypes+construction+sites/3181926/story.html <i>Holmes Makes It Right</i> makeitright.ca/Mike_Holmes_Online/crew.php <i>HeadingForSuccess.com</i> www.headingforsuccess.com inforouteFPT.org www.inforoutefpt.org/default.aspx?langue=en</p>	<p>Students should prepare for this activity by thinking about and answering the questions from the reproducible <i>What I know about prejudices and stereotypes</i>.</p>
1	<p>Show the website <i>Hats Off to You</i> (www.mesrs.gouv.qc.ca/en/colleges/etudiants-au-collegial/concours-chapeau-les-filles/). Use the website and the students' answers to <i>What I know about prejudices and stereotypes</i> to lead a discussion about students' general understanding of prejudices and stereotypes. Guide the discussion to help students understand how prejudices and stereotypes cloud the decision making process with misinformation.</p>	<p>Students share their understanding of <i>prejudices and stereotypes</i> with their classmates. They participate in a teacher led discussion that clarifies the importance of using clear and verifiable information when making decisions.</p>
2	<p>With the class, create a list of criteria that make a prejudice and/or a stereotype, for example, generalization of a trait or attribute, applied to everyone in the category regardless of individual traits, based on myths rather than facts, etc. Finish the discussion by creating and posting a list of the ways prejudices and stereotypes can limit our choices and how this can have a huge consequence on our future. Explain that it is important to make choices based on one's personal profile and to not allow decisions to be limited by misinformation.</p>	<p>As a class, students work with the teacher to create a list of criteria that identifies a prejudice or stereotype. They create a list of ways that prejudices and stereotypes can limit one's point of view. They can use this list to remind themselves to keep an open mind when making decisions.</p>

<p>3</p>	<p>Present the following websites (some reviewed in the <i>Before</i> section above) to the students.</p> <p><i>Women in non traditional occupations</i> alis.alberta.ca/pdf/cshop/winto.pdf <i>Women defy stereotypes on construction sites</i> www.canada.com/business/Women+defy+stereotypes+construction+sites/3181926/story.html <i>Holmes Makes It Right</i> makeitright.ca/Mike_Holmes_Online/crew.php <i>HeadingForSuccess.com</i> www.headingforsuccess.com <i>inforouteFPT.org</i> www.inforoutefpt.org/default.aspx?langue=en <i>The POP Index</i> www.repertoireppo.qc.ca/en/ <i>Career Cruising</i> www.careercruising.com</p> <p>Ask students to review these websites and use information they gather to fill in the <i>Myths and Realities</i> organizer. Have them work in pairs to review their discoveries.</p>	<p>Students review several websites and complete the <i>Myths and Realities</i> organizer. They share their discoveries with a classmate.</p>
<p>4</p>	<p>Have students choose one of the trades or occupations that they listed in the <i>Myths and Realities</i> organizer but have not yet explored. Instruct them to prepare a short presentation on why that trade or occupation is suitable for individuals with appropriate aspirations and aptitudes and why students should not be limited by the myths associated with the trade or occupation.</p>	<p>Students select one of the trades or occupations they listed and consider it in light of suitable aspirations and aptitudes. They prepare a short presentation that demonstrates how the consideration of personal aspirations and aptitudes can override the limiting point of view associated with unsubstantiated myths.</p>
<p>Follow-up</p>	<p>At a later date and after students have completed more explorations, ask them to select another trade or occupation that they think is generally perceived incorrectly by students and/or the public. Have them discuss their ideas with the class.</p>	<p>When students have had an opportunity to explore several trades or occupations they update their classmates about any new prejudices, stereotypes or myths they have uncovered.</p>



Name: _____

Date: _____

What I know about stereotypes and prejudices

What is the difference between a stereotype and a prejudice?

How do prejudices and stereotypes begin?

Why should we be weary of prejudices and stereotypes?

How can we tell fact from myth?

What influence do prejudices and stereotypes have on your choices?

How can prejudices and stereotypes limit your opportunities?
