

## LA 2.4: Discuss Stereotypes and Culture

### Using Learned Vocabulary



| Learning Outcome   | Pedagogical Intent  | Student Position   |
|--|---|--|
| Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.<br><br><b>Assessment: 25 pts.</b><br><br><b>TA: 20 Minutes</b> | Teachers can use new vocabulary in meaningful and relevant ways to discuss the impact and influence of stereotypes, culture, and student lives on their learning. | Teachers have read the articles on culture and created their interactive glossaries. They have also participated in a learning activity on Thin Slicing. They are now prepared to participate in a group discussion on "The Dangers of Thin-Slicing" using new vocabulary. |

### Instructions

1. In your groups, you will now be given 10 minutes to discuss what you learned from thin-slicing and the word associations to the words provided by the instructor. learned about
2. As you discuss use the vocabulary terms from the interactive glossary (HW 1.3). The recorder at your table will keep a continue scoring the use of the vocabulary terms your group is tracking. In this new discussion, each word can be scored a maximum of three times (this is a new count so it can be added to the last time). Remember to get a score, words must be used correctly in a sentence.
3. After your discussion, the recorder will give your current count for using the vocabulary words. Notice words you are not using.
4. Each group will share their most interesting ideas from the discussion.



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