

# LA 2.4: Using Vocabulary to Discuss Stereotypes and Culture



## Learning Outcome

Interpret the historical context of diversity and discrimination and evaluate how it impacts current practices.

**Assessment: 25 pts.**

**TA: 60 Minutes**

## Pedagogical Intent

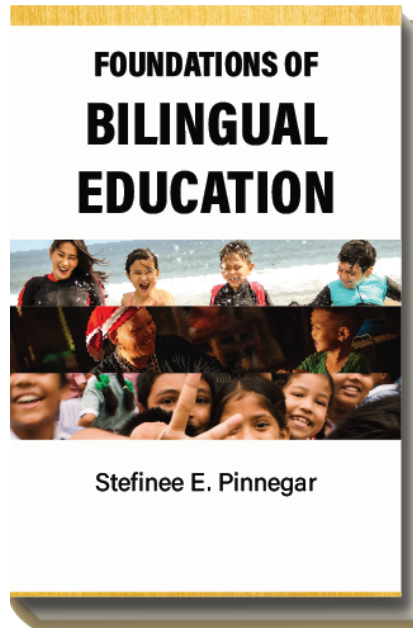
Teachers can use new vocabulary in meaningful and relevant ways to discuss the impact and influence of stereotypes, culture, and student lives on their learning.

## Student Position


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. Form table groups of 4-5 participants
2. Tables will now be given 5-7 minutes to discuss what they learned about Thin Slicing from the previous learning activity (2.3) using the vocabulary terms from the interactive glossary (HW 1.3).
3. A designated person at each table will keep a record of the vocabulary terms used on the score card. Each word can be scored a maximum of three times. Words must be used correctly in a sentence.
4. The facilitator will lead a whole class discussion asking for thoughts/ideas from the tables.
5. The score card will be kept for future discussion during this session.



Pinnegar, S. E. (2019). *Foundations of Bilingual Education*. EdTech Books.  
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