

Activity 1: Teaching Language and Literature through the lens of critical literacy _
Group work on stereotypes - 60 m. – LO 1

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
1.	60'	<ul style="list-style-type: none"> - Divide students in groups of 4. - Present a collection of 5 (or more) jokes to students that focus on taboo issues or draw upon stereotypes (i.e. racial-, gender-, diet-, sexual-orientation, religious- stereotypes). - Mark the points given to each joke by each group. Then add the points given to each joke by all groups to produce a collective numbering of the jokes. - Ask students to discuss in their groups the following points: <ul style="list-style-type: none"> - Who has produced these jokes and why? - Who is the recipient of these jokes? - What messages do these jokes convey? How do they convey their messages? - In what ways does the language used in these jokes exert power and/or produces oppression? 	<ul style="list-style-type: none"> - Each group of students numbers these jokes from 1 to 5. (1 stands for the joke they liked the least, and 5 stands for the joke they liked the most). - Each group announces to the whole classroom their numbering, which they justify. - Each group discusses the questions posed. - Thereafter, each group discusses in what ways texts, language, power, and oppression are interconnected. Each group also discusses the relation between language and discourse. 	1.

Preparatory tasks for Students (if they needed):	Students may bring their own jokes. You may select 5 jokes from the ones brought in by the students.
Teacher's preparatory actions:	Find and prepare the jokes that you will bring in the classroom. Be careful to find jokes that draw upon stereotypes, but are not insulting to anyone.
Notes:	Instead of jokes you may use videos of stand-up comedy or other material.

