

<b>PROPOSED TEACHER'S LESSON PLAN</b>		<b>Subject:</b>
<i>Method:</i>	<b>STEREOTYPES</b>	<b>Date:</b>
<i>Example:</i> <i>Unit:</i>	<b>MONTENEGRINS</b>	

<b>GOALS</b>		
<b>EDUCATIONAL:</b> <ul style="list-style-type: none"> <li>▪ Acquiring basic knowledge about the Montenegrin national minority in BiH,</li> <li>▪ Introduction to Montenegrin culture, language and literature, tradition and symbols of the Montenegrin people,</li> <li>▪ Learning new terms: stereotype</li> </ul>	<b>FUNCTIONAL:</b> <ul style="list-style-type: none"> <li>▪ Developing interpretational and analytical skills based on a problem-related question through individual and joint work,</li> <li>▪ Learning to recognize and overcome stereotypes</li> </ul>	<b>UPBRINGING:</b> <ul style="list-style-type: none"> <li>▪ Recognizing stereotypes and their negative impact on relations between people and nations,</li> <li>▪ Motivation for learning about different nations and their cultures,</li> <li>▪ Sensitizing students to the importance of nurturing cultural heritage,</li> <li>▪ Development of tolerance towards and among members of different ethnic and cultural groups</li> </ul>

<b>METHODOLOGICAL APPROACH</b>	<b>TEACHING MATERIALS</b>
Working with texts, combined individual and group work, discussion with an interpretational and analytical approach alongside elements of the problem-based approach, working with illustrations, working with maps.	<ul style="list-style-type: none"> <li>▪ Workbook texts</li> <li>▪ Illustrations/ pictures on CD/</li> <li>▪ Map of BiH</li> </ul>

<b>PROPOSAL FOR ORGANISING A LESSON</b>
<p>Combined individual/group work is suggested to address the topic, which is aimed at establishing self-educational background for the class - tested through individual or group work. This gradual approach increases pupils' capacity to accept and broaden knowledge of a selected topic - according to the pedagogical approach, "from simple to complex, from general to detailed".</p>

<b>STRUCTURE OF A LESSON:</b>
<p><b>Introduction</b> <i>Time envisaged: 15 minutes</i></p> <p><b>Motivation</b> At the beginning of the class, the teacher/moderator might ask the students to tell a joke about Montenegrins. For an even greater element of surprise, the teacher could tell a joke himself. The actual aim is to motivate students to discuss the subject of stereotypes, which would be covered in the introductory part of the lesson. After telling jokes, the teacher might introduce the term 'stereotype' and explain its meaning and the consequences of stereotyping. The topic may be extended to everyday life, social surroundings and students' friends, so as to enable the students to better understand the meaning of the term 'stereotype'.</p> <p>The teacher/moderator ought to explain in familiar terms the sociological dimension and meaning of the stereotype. They should focus specifically on attitudes toward national minorities, that is, stereotyping's role in creating views and opinions about members of national minorities.</p>

**Statement**

After the introductory part, the teacher/moderator specifies the topic by stating it – e.g. Montenegrin National Minority, and makes a connection between the introduction and main body of the lesson by explaining the social dimension of stereotypes using Montenegrins as an example. Students may mention stereotypes about other people, which they are familiar with. In doing this, the sociological meaning of stereotypes will become clearly defined.

**MAIN PART:****Tasks**

*Time envisaged: 25 minutes*

First of all, students should become familiar with the circumstances and period in which Montenegrins settled by reading the text in the section titled *SKETCHES FROM THE PAST*.

In the meantime, the teacher/moderator may prepare a wall map of BiH and a large sheet of paper for students to graphically illustrate the answer to the first task, which is described in the section below. One student may mark the outlines of BiH on the poster, and others can actively get involved in the activity by marking the areas of Montenegrin settlement in BiH. Students could proceed with the activity by noting on the poster - outside of the outlines of BiH - the most significant details from the text or just key words. At the end, someone may summarize to the class what has been learnt through this activity based on the drawing and keywords on the poster. The teacher/moderator may ask students if they have any questions on the topic, what else on this topic they would like to learn, or, at least, to answer the remaining questions listed in the Student Workbook below the text.

Similarly, students can be introduced to the section entitled *TELL ME A STORY*. They would read it and then select and write down the unknown or less familiar words. These words could be written down on the same sheet of paper as the map along with their definitions. Together, these would explain the meanings of those words. Once again, the theme of stereotypes could be examined in the story, which should be explained by the teacher/moderator.

Further on, the students would deal with three sections in three groups, or in three queues, depending on the classroom's setting. The topics may be as follows:

1. PROTAGONISTS – distinguished members of the Montenegrin national minority in BiH
2. BITS OF TRADITION – about the name of Montenegro
3. SYMBOLS TURNED INTO REALITY – Montenegrin national anthem pointing out the natural beauty of Montenegro

Each group reads the texts and writes down the most important keywords, which would be presented to all the students later on. The first group, in the section titled PROTAGONISTS, analyzes the Montenegrin traditional folk dance called 'Oro' and its origin. The second group lists old names of Montenegro and details the historical evolutions of these names. The third group has to find elements in the Montenegrin national anthem praising the homeland and its natural beauty. The attached photograph of the city of Perast will help with that task. Questions offered below the anthem may serve as guidelines for the task.

**Interpretation**

At the end of the group work, results ought to be presented to the whole class. Each group writes down briefly keywords on the remaining blank areas of the poster.

**Final part**

*Time envisaged: 5 minutes*

At the end of the class a general image of the elaborated topic will be created on the sheet of paper. Space inside the outlines of BiH may be filled with pictures used for work in groups. Time permitting, everything learned in the lesson can be summarized verbally using the poster created by students in the course of the class.

## **MATERIALS USED**

Excerpts of text from the Workbook as well as all other kinds of text and illustrations, maps etc., may be used in class for group work as described above. The Workbook offers texts specifically for this topic. To help the teacher/moderator better organize the lesson and apply this type of lesson to other topics, texts for group work are specified by topic.

### **1. PROTAGONISTS** - outstanding members of Montenegrin national minority in BiH

#### **Outstanding members of the Montenegrin national minority in BiH**

Montenegrins who came to live in BiH were mainly involved in social professions, in particular education, culture and science. Many of them became experts in their scientific and social disciplines and fields, actively contributing to the prosperity of BiH. During the former SFRY, many teachers and professors came from Montenegro to teach in schools, got families and settled down in BiH. Citizens of Montenegrin origin made careers, acquired valuable knowledge, experience and material foundation for life in Bosnia and Herzegovina.

We will mention here only one of them: Professor Marko Vešović - Montenegrin novelist, poet and essayist, born in a small village Pape, near Bijelo Polje (Montenegro), in 1945. Professor Vešović lives and works in Sarajevo, and teaches at the Faculty of Philosophy of Sarajevo University. He wrote several books and is known as a prominent figure in cultural life of BiH.

### **2. BITS OF TRADITION** - about the name of Montenegro

#### **ABOUT THE NAME OF MONTENEGRO**

Montenegro is a very interesting name for a country. However, it has not always been the country's name – a long time ago, it used to be called 'Duklja'. It originates from the name of an old Roman settlement, Dioclea, whose ruins still today testify about the old times. The name 'Duklja' was later replaced with 'Zeta'.

#### **MORE ABOUT THE HISTORY OF DUKLJA**

Duklja extended from Boka Kotorska to Bojana River and Lake Skadar. It was named after a Roman city *Dioclei*. From the 11<sup>th</sup> century, the area was called Zeta, by the river of the same name.

It was in the 11<sup>th</sup> century that Zeta reached the height of its growth, owing to the weakening of the Byzantine Empire. Duke Stefan Vojislav led the uprising against the Byzantium, waging a war with varying degrees of success from 1035 until 1042. He managed to preserve independence and extended his rule to Travunia and Zahumlje. Thus, his state extended from Neretva to Bojana River. Duklja grew even more during the reign of his son Mihajlo (approx.1050-1081) and grandson Bodin (1081-1101). In those times, their rule was extended to Raška and Bosnia. Mihajlo succeeded in receiving the royal crown from Pope in 1077.

(Andrija Veselinović, *Serbia and Europe in selected medieval sources*, Novi Sad, 2003)

### **3. SYMBOLS TURNED INTO REALITY** - Montenegrin national anthem describing the natural beauty of Montenegro.

Text of the anthem and photos of Montenegro on CD

## DIDACTIC COMMENT

The combination of individual and group work envisaged in this section offers a great opportunity for interactive work, as well as a firm basis for individual engagement. Group work always leaves space for a greater or lesser degree of individual student involvement. In the combined method, group work is based on individual engagement in getting to know the topic and tasks. It offers room for individual reflection and stimulates critical thinking (if the questions are well-formulated), which may be later checked in the course of the group work and presentation of the results.

In this topic, the social upbringing of students is the central theme, supported by all the usual materials. This social upbringing objective, emphasized as one of the important outcomes of this topic, is to explain the definition, sociological importance and social and individual consequences of stereotypes and their recognition. Thus, the beginning of the class is envisaged as putting students into a stereotyping mindset, for example, through telling the joke about lazy Montenegrins. Elaboration of the topic on stereotypes should lead to a gradual understanding of stereotyping and recognition of this social phenomenon by the students themselves. The teacher/moderator should in no way get involved in explaining to students how to recognize stereotypes - this should be achieved through discussion and joint conclusion.

It is therefore crucial that the teacher/moderator has a good understanding of the definition of a stereotype, in order to have a discussion with students.

**A Stereotype** in a sociological sense is usually defined as a simplified, rigid attitude towards someone or something. It is particularly evident in societies with existing racial, ethnic, social and other tensions. In such societies, a stereotype finds a fertile ground for deepening the intolerance towards different communities. It may also be a result of a lack of knowledge and awareness, of uncritical acceptance of certain claims and allegations. Therefore, stereotypes are reinforced by generalizations, especially when epithets are used to refer to a people as a social community. Thus, we know such stereotypes as: the cold English, the stingy Scots, the lazy Montenegrins, the stupid Bosnians, as well as stereotypes about smaller communities, such as the self-important people from Zagreb, the cunning people of Foča, the entrepreneurial people of Visoko etc. Stereotypes permeate all segments of society and affect even relations between individuals.

All these points are important to mention in the discussion with students. Furthermore, discussion throughout the whole lesson should aim at learning to recognize stereotypes. Perhaps the best way to achieve this goal is to ask students to find stereotypes in their everyday lives, in their attitudes toward friends, toward new students in class or at school, new neighbors etc. This will be a good basis for understanding stereotypes at a higher level.

During the main part of the lesson, while students read their assigned sections, the teacher/moderator should prepare a large sheet of paper (drawing paper), which would serve as a transparent table of the lesson. Most modern blackboards are covered with metallic paint, so the paper could be fixed to the blackboard with magnets. If a flip chart is available, even better. Finally, the transparent table may be fixed with duct tape. In any case, it would be good to use highlighters of different colors for work on the table, in order to make the results of each group and each task more visible.

It is also necessary to prepare illustrations for group work which can be found on the CD, or some other resource which could help broaden and enrich the topic. Photos should be neither too big - because they would later be put on the table - nor too small for the analysis of the photos to be successful.

It is important that teacher/moderator draws students' attention to the importance of folk dances in the culture of a people throughout group work, such as presentations, the writing down of keywords, explanations and putting up photos. The questions and discussions should lead toward a familiarization with the cultural heritage of a nation, a tolerant attitude toward culture of all nations, as well as towards the recognition of the importance of nurturing culture.

The poster created in the course of the lesson is a great achievement of the stated social upbringing objective. It can be used for a variety of purposes - to relate to any of the peoples or to any topic of such nature; as a project or a presentation of results and methods of class work or; in teaching a subject dealing with this topic. It can be a positive indicator of the accomplished work that could be presented at a school day or an open door day.