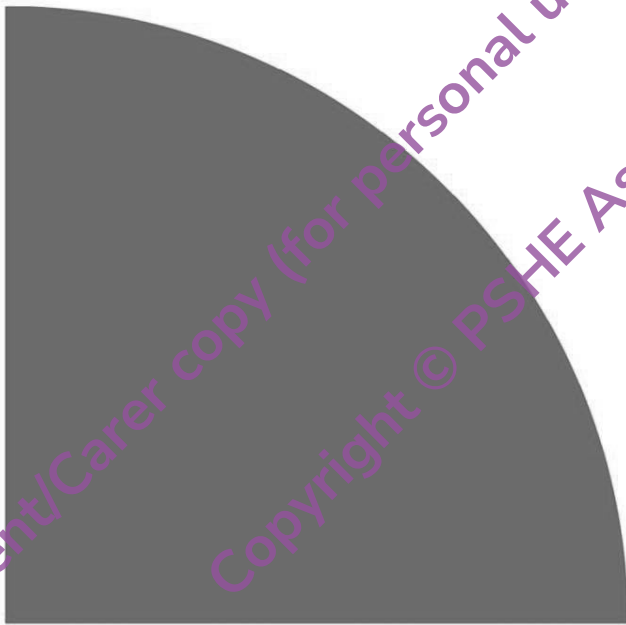


Belonging & community: addressing discrimination and extremism

KS2, Y5–6 Lesson 3: Challenging stereotypes



Challenging stereotypes

This is the first of two lessons for upper key stage 2, within a series of lessons exploring respectful and cohesive communities, inclusion, belonging and extremism. This lesson focuses on the negative impacts of stereotyping and supports pupils to challenge stereotypes.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning on recognising and challenging prejudice and discrimination, media literacy, careers and respectful relationships (including online).

Learning objective

To learn how stereotypes can influence behaviours and attitudes towards different groups of people.

Learning outcomes

Pupils will be able to:

- identify what a stereotype is
- explain the effects of stereotyping, including on someone's behaviour, aspirations and feelings
- suggest positive actions to challenge stereotyping

Resources required

- Box or envelope for questions
- Resource 1: *Challenging stereotypes* [one set of prompts per pair]

Lesson summary

Activity	Description	Timing (Total: 60 mins)
1. Baseline assessment	Pupils revisit ground rules and show their understanding of the term 'stereotype'.	5 mins
2. Introduction	Introduce the learning objective and outcomes. Pupils decide on a shared definition of stereotyping.	5 mins
3. Different types of stereotyping	Pupils compose sentences which reflect their understanding of stereotyping.	10 mins
4. The impact of stereotyping	Pupils consider the effects of stereotyping, including on people's behaviour, aspirations and feelings.	15 mins
5. Challenging stereotypes	In small groups, pupils use strategies to challenge comments that show stereotypical thinking.	15 mins
6. Reflection and signposting support	Remind pupils how to access further advice, guidance, and support in relation to the lesson.	5 mins
7. Endpoint assessment	Pupils revisit their baseline assessment responses and add to or amend them.	5 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on ground rules, the limits of confidentiality, communication, assessment and handling questions effectively.

Key words

stereotype

typical

behaviour

characteristics

assumptions

discrimination

Baseline assessment



5 mins

Baseline assessment activity [slides 9–10]

Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson. Ask pupils to respond to **slide 10** in their books using a single page, separated into four sections. They will return to this activity at the end of the lesson, so will need enough space to add to or change their ideas.

The purpose of this activity is to help you find out pupils' starting points, so they should work individually and without any additional input or prompting. Circulate to get a sense of pupils' existing understanding and beliefs and adapt the lesson as needed (e.g., to address gaps or misconceptions).



5 mins

Introduction: Defining 'stereotype' [slides 11–12]

Introduce the learning objective and outcomes and explain that today's lesson will be exploring stereotypes.

Remind pupils that the question box is available for them to add any questions they have, anonymously if they prefer, at any time.

Take feedback from pupils on the first box of the baseline activity ('What does the word 'stereotype' mean?'). As a class, agree a shared definition of what a stereotype is. Share the following definitions if helpful:

A stereotype is an assumption about what someone will be like (e.g., their personal qualities, behaviour, or attributes) based on a group they belong to.

Cambridge Dictionary definition:

A set idea that people have about what someone or something is like, especially an idea that is wrong.

Write your agreed definition on a class working wall/flipchart paper and keep it on display throughout the lesson.

Emphasise that one of the reasons stereotypes form is because people's brains tend to put other people into categories (for example, based on their age, sex, colour, religion, job etc.), as a quick way of predicting what someone will be like or how they will behave. These stereotypes can be reinforced, for example by the media.

Core activities



10 mins

Different types of stereotyping [slide 13]

Explain to the class that you want them to think about the different types of stereotyping they may have seen or heard (while reminding them not to share their own or others' stories). Ask pairs to think of ways the sentences on **slide 13** could be completed if stereotyping were taking place.

Note: It is important to allow stereotypes to come from the pupils themselves, rather than sharing any stereotypes with them that they may not be aware of. Try not to give your own ideas or prompts – instead, use the examples pupils supply as the main discussion points for the lesson.

Once pairs have completed the sentences, ask them to consider the discussion questions on **slide 13**:

- How do you know these are examples of stereotypes?
- What different types of stereotyping have you identified?

Take feedback, drawing out key learning:

- *The word 'all' at the start of each sentence is a good clue that these are stereotypes, as it suggests that assumptions are being made about these people just because they belong to a certain group or have certain characteristics.*
- *These sentences focus on sex and age, but stereotyping can relate to many things, such as sex, age, religion or belief, race, nationality, sexual orientation (who someone is attracted to), and disability. Explain that these are all examples of 'protected characteristics' – special characteristics that are protected by law (specifically by the 2010 Equality Act). Stereotypes can exist based on other characteristics too – for example, someone's job or where they live.*



Support: Click on **slide 13** to reveal a word bank to help prompt pupils' thinking.



Challenge: Ask pupils to rewrite some of the sentences from a non-stereotypical viewpoint (e.g., People can like any colours – there is no such thing as boys' colours or girls' colours).



15 mins

The impact of stereotyping [slides 14-15]

Ask pupils to look back at the stereotypes they identified in the first activity and consider the impact that these stereotypes – and others – might have on those people being stereotyped. Give small groups a large piece of paper and ask them to brainstorm all the reasons why, and the ways in which, they think stereotypes can affect people's behaviour, feelings and aspirations (what someone wants to achieve in future). Take feedback.

Pupils might suggest: stereotypes can be rude or offensive; they are not true of everyone in the group; stereotypes can stop people doing what they want to do, or limit their hopes and aspirations for themselves; people might get bullied for not 'fitting in'; they put people under pressure to behave in certain ways, and don't recognise people's individuality.

During this discussion, pupils might identify stereotypes that they think are 'good' or 'positive' (for example, that girls are good at art). Establish that even stereotypes that seem to make positive assumptions about groups of people can be unhelpful and harmful, for example by putting pressure on people within that group to behave in a certain way or achieve certain things.

Using **slide 15**, explain that stereotyping can also lead to:

- *Prejudice – an unfair and unreasonable opinion, feeling or attitude about a person or group of people, especially when formed without experience, thought or knowledge* [adapted from the Cambridge English Dictionary]
- *Discrimination – treating someone differently because they belong to a particular group or have a particular characteristic – often because of stereotypes and/or prejudice*



Challenge: Give pupils the statement: 'Stereotypes don't only affect the people they are about – they also impact the people who believe the stereotypes.' Ask them whether they agree or disagree and to explain their thinking (e.g., *they might not get a chance to really know the person because they make incorrect assumptions about them, it might affect their relationships with others*).



15 mins

Challenging stereotypes [slide 16]

Explain that one way to reduce the impact that stereotyping can have on people is to recognise when it happens and challenge it where possible.

Show **slide 16**, which contains comments that promote stereotypical assumptions. Give each small group of pupils **Resource 1: Challenging stereotypes**. Allocate one speech bubble from

slide 16 to each group and ask them to work through the questions on **Resource 1: Challenging stereotypes**, in relation to their overheard comment.

Ask groups to feedback to the rest of the class on their discussion about their comment.

Highlight that everybody can help to challenge stereotypes if it feels safe to do so. This can be done by communicating assertively and respectfully, or even by using humour. For example:

- In response to comment 1, where gender stereotyping is taking place, a person who overhears this could say, 'That sounds like stereotyping – anyone should be allowed to play football.'*
 - In response to comment 2, where the granny is being stereotyped because of her age, a person in this conversation could say, 'Anyone can get a sports car – just as long as they're old enough to drive and can afford it!'*
 - In response to comment 3, where the boy is being stereotyped because of his religion, a possible response might be, 'You don't know that though. Why don't you invite him and check with him, and everyone else you're inviting, if they have any foods they can't eat?'*
- Draw out that online comments, like this one, can be challenged in the same way as offline comments when it feels safe to do so. People online can also be blocked or reported.*

Reflection and signposting support



5 mins

Reflection and signposting support [slides 17–18]

Ask pupils to consider one strategy, from those they have discussed today, that they think they could use in their own lives to challenge stereotypes. This is a private reflection and does not need to be shared with other pupils.

Remind the class that although they have learned about things they can do to recognise and challenge stereotypes, they can also speak to an adult if they witness or experience stereotyping or discrimination, including online. This could be an adult at home (such as a family member) or in school (such as a teacher, lunchtime supervisor or support staff). Give pupils a moment to silently reflect on an adult they could speak to.

Finally, remind the class that as well as adults, there are also children's websites and helplines such as Childline: 0800 1111 and www.childline.org.uk/kids who have online counsellor support.

Endpoint assessment



5 mins

Endpoint assessment activity [slide 19]

Remind pupils that the learning outcomes for the lesson were to be able to identify what a stereotype is, explain the effects of stereotyping (including on someone's behaviour, aspirations and feelings), and suggest positive actions to challenge stereotyping. Working on their own in a different colour pen or pencil, ask them to revisit their baseline assessment activity, make any changes they want to and add their new learning relating to the learning outcomes, as well as any questions they still have.

Use this endpoint assessment to assess pupils' progress and note any gaps or misconceptions that may need addressing in future lessons.

Extension activity

Checklist [slide 20]

Ask pupils to write a short checklist for how to identify and challenge stereotyping that someone they age could refer to and use in future.