



Equal Choices

Equal Chances



## Learning area 2: Challenging stereotypes and discrimination

### Overview

Moving on from the last learning area, in which pupils explored their own identity and were encouraged to celebrate similarities and differences between one another, this unit begins to look at how different groups of people can be stereotyped and discriminated against.

Pupils are asked to challenge their own preconceptions, as well as those of others throughout the unit, and to think about the negative effects of both stereotyping and discrimination on others.

The unit kicks off with an activity that reveals that the children themselves will already have formed some stereotypical opinions around gender. Activities 4 and 5 begin to draw in thinking around how stereotypes can affect how children perceive their breadth of opportunities, and start to dispel this. An inspiring short film called *Pass it On* which examines some of the many different career routes pupils could take is available to help support and consolidate the learning outcomes within this section.

### Learning outcomes

#### Pupils:

- know that different things contribute to our identity, including our membership of different groups
- demonstrate respect for difference and communicate this to others
- know the meaning of the words 'stereotype' and 'discrimination'
- identify stereotypes and challenge stereotypical thinking
- know that it is wrong to tease or bully someone because they are different
- develop strategies to support others who may encounter prejudice or discrimination.





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## Activity 1: John and Ellen's Day

### Learning objectives

#### Children will learn:

- = To identify stereotypes
- = To challenge stereotyped attitudes, including their own.

### Links to the ACEG framework (KS2)

- = Be aware that you have the right to the same access to opportunities in learning and work as other people.

### Subject links

- = PSHE
- = English
- = Citizenship

### Resources

- = PPT: Learning area 2
- = Worksheets 1 – 2: John and Ellen's day

- 1 Split the class into pairs and hand out a copy of worksheets 1 and 2: 'John and Ellen's day' to each pair.
- 2 Either ask pupils to read through the story in pairs or read it as a class.
- 3 After reading through the story, the pairs should complete worksheet 2. You may wish to adapt the materials if you think the story will be too long for your pupils or you won't have enough time to discuss each point.
- 4 After pupils have finished their work, either tally their responses on the board, or go straight to whole class discussion.
- 5 Pupils may have assumed a number of gender stereotypes in their responses which can be explored (e.g. Why did they think it was Ellen who did well in the cookery lesson? Why would they assume John didn't make his own bed?)
- 6 Using the slides, explain the meaning of the word 'stereotype' and that we can 'catch' stereotypes from other people.
- 7 With more able children you could explain why we stereotype (*i.e. We stereotype because it is 'easier' to put people in groups than it is to look at everybody as individuals. For example, your mum and your sister might like shopping, so your brain 'generalises' and assumes all women and girls like shopping.*)

## Activity 2: Challenging stereotypes

### Learning objectives

#### Children will learn:

- = To identify and challenge stereotypes.

### Links to the ACEG framework (KS2)

- = Be aware that you have the right to the same access to opportunities in learning and work as other people.

### Subject links

- = PSHE
- = English
- = Citizenship

### Resources

- = PPT: Learning area 2
- = Worksheet 3: Challenging stereotypes

- 1 Write the words 'man' and 'woman' side-by-side on the board and draw a vertical line between the two words to create two columns (or use the slides provided). Ask pupils to do the same on a piece of paper and then write words or phrases that they associate with each of these words in the relevant column.
- 2 To get the activity started, you might want to ask pupils to share their initial ideas with their classmates or work in pairs. There are some example stereotyped responses on the slides. It's important that pupils understand that they are working in a 'safe-space' and that they won't get in trouble for any of their responses here.



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- 3 Discuss pupils' lists as a class using the slides. Is anything they have written down a stereotype?
- 4 Split pupils into groups of three or four. Hand out worksheet 3: 'Challenging stereotypes', which has a list of different groups that often have stereotypes attached to them.
- 5 In their groups, pupils brainstorm the stereotype that goes with each group and write their answers on the sheet.
- 6 Discuss what the groups have come back with as a class. The kind of stereotypes pupils might come up with are:
  - Teenagers (hoodies, disrespectful)
  - Young children (noisy, naughty)
  - People who wear glasses (intelligent, geeky)
  - Old people (forgetful, slow)
  - Women with blonde hair (less intelligent)
  - Scientists (male, geeky, mad scientist)
- 7 Offer (or ask pupils to come up with) some 'challenges' or 'questions' that they could use to challenge stereotypes. (E.g. Young children are noisy! Challenge with 'Always?' 'Every child?' 'Have people who say this met every child in the whole wide world?') With stereotypes there is often a spoken or implied 'All...' or 'Every...' and this should trigger an alarm bell within us.
- 8 You might like to write some of the most common stereotypes on individual pieces of paper (or get the groups to do this). The class could discuss and dismiss each of these statements as wrong and unfair. As they refute each statement, the group rips up, or crushes the piece of paper.

**Alternative:** You could source and inflate some balloons and symbolically burst them as each stereotype is refuted.

## Activity 3: Silent statements

### Learning objectives

#### Children will learn:

- = That it is wrong to tease someone because they are different
- = To develop strategies to support others who may encounter prejudice or discrimination.

### Links to the ACEG framework (KS2)

= None.

### Subject links

- = PSHE
- = English
- = Citizenship

### Resources

- = PPT: Learning area 2

- 1 Children sit in a circle.
- 2 Make sure pupils understand that this activity is taking place within a 'safe-space'. If you already run circle-time activities, you might want to tell pupils that this is what this is going to be.
- 3 Ask them to make 'silent statements', saying, "cross your legs / stand up if you ...":
  - have ever been called names
  - have been left out of a game at playtime
  - have ever had somebody say nasty things about you
  - have ever said something nasty about another person
  - have ever had somebody say something nasty about your family.
- 4 Afterwards, discuss as a class how those things made them feel. You might like to make a list on the board of the different emotions pupils identify (e.g. hurt, sad, angry).



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- 5 Using PPT slides, explain that making other people feel that way is wrong and why it is wrong, and that sometimes this kind of behaviour is known as discrimination.
- 6 To conclude positively, ask the class to list things they could do to make someone else happy (e.g. talking to someone in the class who feels lonely, including everyone in games at playtime, standing up for somebody who is being bullied, challenging someone who bullies others or deliberately leaves others out of their games etc).
- 7 **Note:** You'll need to exercise a little caution with this activity. If you have any doubts about whether this activity might remind a child of a nasty experience, use the alternative activity suggestion below to add a little distance.

**Alternative:** Using the slides, read through Geeta's story as a class and get pupils to answer the questions that follow. If you are not going to use this activity you will need to amend the PPT slides accordingly. If you are a particularly diverse school and want to deliver Geeta's story you may like to consider changing the ethnicity of some characters to reflect the diversity which pupils are accustomed to at school.



**Extension:** You might like to try to explore why we discriminate. You can explore 'brain traps' with the class, explaining things our brain does to try to help us but that can get us into trouble.

For example, *"Our ancient ancestors didn't have big teeth like wolves or sharp claws like lions. So we had to rely on being clever. One of the things our brain does is make us notice things that are different or new and because many years ago these could have been dangerous our brains would warn us by making us feel nervous. When we got nervous or even scared our bodies might have got ready to fight or run away. Unfortunately our brains sometimes still do this today. Many of us feel a bit nervous when we meet new people or people who are different to us. This is why it is really important to get to know lots of different people because as we become familiar with them and discover that they are really just like us our brains stop making us feel nervous. The warning signs to listen for are when you hear people say, "People like them... Those type of people... They are not like us... Everyone says..."*



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## Activity 4: Molly and Me

### Learning objectives

#### Children will learn:

- ≡ That it is wrong to bully someone because they are different
- ≡ To develop strategies to support others who may encounter prejudice or discrimination
- ≡ That disability does not have to hold you back.

### Links to the ACEG framework (KS2)

- ≡ Be aware that you have the right to the same access to opportunities in learning and work as other people.

### Subject links

- ≡ PSHE
- ≡ English
- ≡ Citizenship

### Resources

- ≡ PPT: Learning area 2
- ≡ Worksheets 4 – 6: Molly and Me

- 1 Either read Molly and Me to the class, or ask different students to read each page.
- 2 The story will give children a better understanding of what it means to be deaf, and show that deafness need not limit a child's horizons. There will be some children who do not have the emotional maturity and empathy to respond to this story, and you may need to offer them additional support.
- 3 You may like to stop reading the story at relevant points and ask the class the questions below:
  - Why did Molly cry a lot when she was little?
  - How might it feel to be deaf?
  - What do you think is wrong with Molly? Why isn't she playing with Jayden as much?
  - How might Molly feel when the girls are talking to her after she gets off the bus?
  - How are they discriminating against her because of her disability?
  - What are the stereotypes?
  - What would you do if you came across a similar situation to Jayden?
- 4 Explain that everyone in the world is different so no one should ever be picked on for this reason.
- 5 Explain to pupils what stereotypes are and discuss whether they can identify the stereotypes in the story. Are the stereotypes true? Some pupils may need guidance to help them identify stereotypes.





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## Activity 5: Discrimination role play

### Learning objectives

#### Children will learn:

- = To identify and challenge stereotypes
- = That it is wrong to tease someone because they are different
- = To develop strategies to support others who may encounter prejudice or discrimination.

### Links to the ACEG framework (KS2)

- = Be aware that you have the right to the same access to opportunities in learning and work as other people.

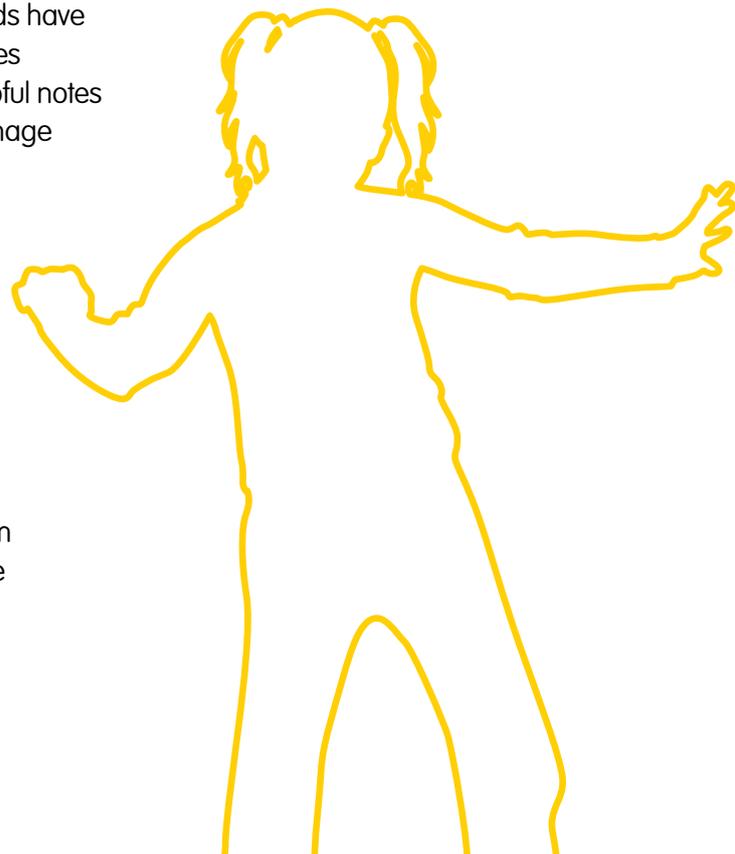
### Subject links

- = PSHE
- = English
- = Citizenship
- = Drama

### Resources

- = PPT: Learning area 2
- = Worksheets 7 – 8: Discrimination role play cards

- 1 Split the class into groups and hand out a discrimination role play card to each group. You may wish to assign pupils to groups before the lesson to ensure that there are enough roles for each pupil in the assigned scenario. Each card states the number of characters in that role play.
- 2 Give the groups some time to plan how to role play their scenarios. You may need to act out an example to highlight how you would like pupils to carry out the task.
- 3 When the time is up, groups should perform their role play for the class.
- 4 With each role play, the class should discuss:
  - What stereotype is being shown?
  - Which person is being discriminated against?
  - How might that make them feel?
  - Why is the person discriminating against them behaving like that?
  - Why is what they're doing wrong?
  - What should the person being discriminated against do to deal with the situation?
  - How can others help?
- 5 The scenarios depicted on the discrimination role play cards have all been selected with a view to addressing particular issues associated with careers and equality. There are some helpful notes / background in the support notes section to help you manage discussions that fall out of this activity. We suggest you read through them before starting the activity.
- 6 Once the class has discussed the role plays, you might like to ask the groups to role play how they think the person being discriminated against should deal with the situation. Some children are likely to respond very well here, others will need varying amounts of prompting.
- 7 Wrap up the activity by explaining that there are a whole host of different jobs available and no one is excluded from any of them because of where they come from or because of their race, religion, gender, disability, age or sexuality.





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## Activity 6: Three things

### Learning objectives

#### Children will learn:

- = To reflect and recap on learning.

### Links to the ACEG framework (KS2)

- = Identify how you have benefited as a learner from career and work-related learning activities and experiences.

### Subject links

- = PSHE
- = English
- = Citizenship

### Resources

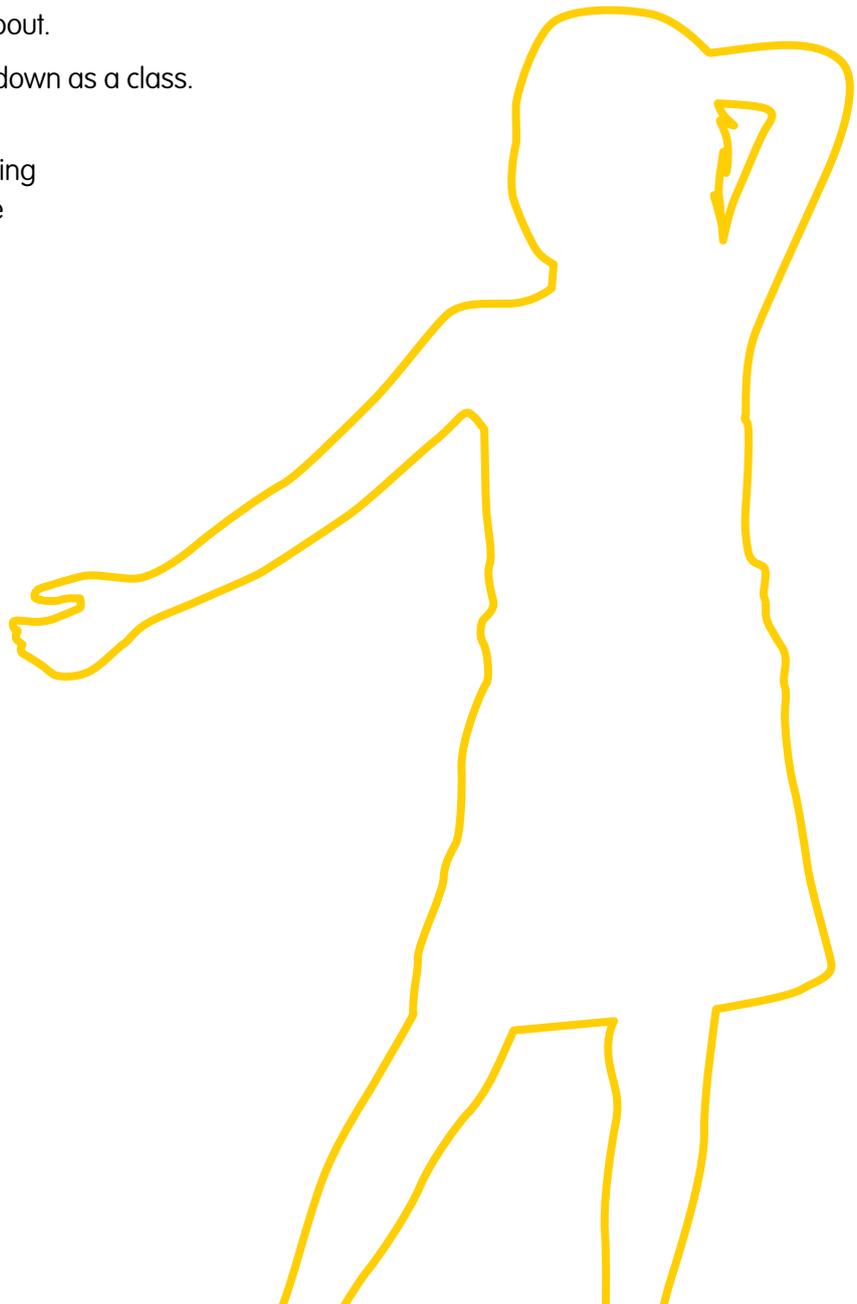
- = PPT: Learning area 2

- 1 To recap on their learning during this unit, ask pupils to write down three things under the following headings:
  - What I've learnt
  - What I've done well
  - What the group has done well
  - What I'd like to find out more about.

- 2 Discuss what pupils have written down as a class.

#### Alternative:

- Ask each pupil to name one thing they've learnt before they leave the classroom.
- Ask pupils to write five top tips or golden rules about the topic for students taking the lesson next year.





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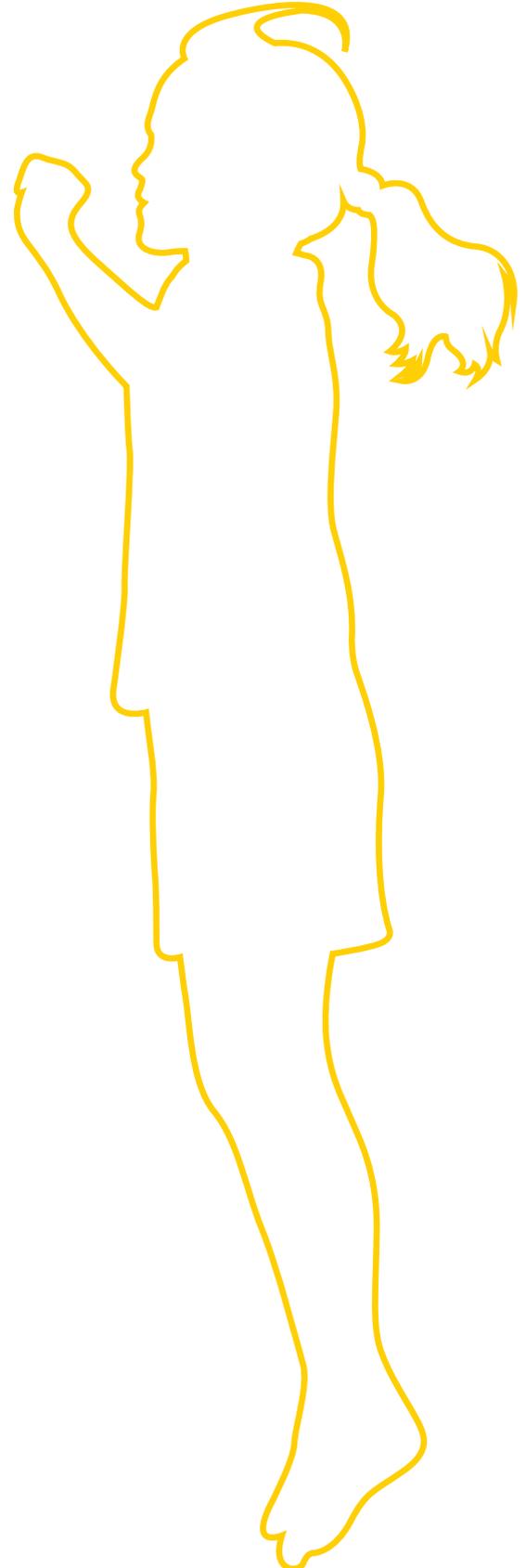
## Learning area 2: Support notes

### Prior learning

- Learning area 1 – Who am I? will be good preparation for these activities, as it helps pupils consider similarities and differences with classmates and what constitutes identity / membership of certain groups.

### Preparation and planning

- Review the PowerPoint slides and tailor them to suit your teaching and class ability. One set of slides is provided for all activities within the learning area.
- Decide whether you will use the main activity or the alternatives suggested for activities 2 and 3.
- If you are a particularly diverse school and want to use the alternative for activity 3 you may like to consider changing the ethnicity of some characters to reflect the diversity which pupils are accustomed to at school.
- Photocopy enough copies of all worksheets for pupils. You'll need to cut out the role play cards for activity 5 and may want to assign pupils to groups before the lesson.
- Some of the activities in this section may generate challenging debate within the class and you might want to prepare for this by doing some background reading (see next page).
- Before starting teaching, it may be worth warning students that you will be covering some sensitive subjects during some of these activities. If anyone is upset by any of the content, they can speak to you after class. If a child makes a disclosure, you will need to follow your child protection policies.
- Activity 4: Molly and Me is a story about a deaf child being discriminated against. You might want to do some research around the condition and what it means for children on the NCDS website (see next page).
- The scenarios depicted in Activity 5: Discrimination role play, have all been selected with a view to addressing particular issues associated with careers and equality. You might like to read some supporting research about the national context to help you manage discussions that fall out of this activity (useful links on the next page).





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## Support notes for Activity 5: Discrimination role play

- 1 Role play 1 – Young people from socio-economically deprived backgrounds, particularly white males, are less likely to aspire to and to actually continue full-time education post-16. Explain to pupils that they don't have to follow the same path as their parents – it's okay to have a different kind of dream, but you have to make the right decisions to be able to achieve that.
- 2 Role play 2 – In research conducted by Ofsted, both boys and girls had considerable difficulty coping with the idea of a boy being a nursery nurse. Challenge pupils that have similar views – why shouldn't a boy be interested in childcare? What makes it a girl's job?
- 3 Role play 3 – It's statistically far less likely for a father to be the stay-at-home parent, but it is changing, with laws concerning paternity leave meaning that parents may be entitled to share more time off work to care for young children. Question children in your class that feel that fathers can't be the primary carer – why not? Does it make you any less of a man? What makes women better qualified for the job?
- 4 Role play 4 – Ethan's family have fixed ideas with regards to what constitutes 'success' in your working life. They are both doctors and want the same for their son, even though he is interested in pursuing a sporting route. Young people are often influenced by family expectations. The important thing is that pupils understand that ultimately, what they do with their lives is their decision.
- 5 Role play 5 – Children tend to view certain professions as either 'male' or 'female' from a very young age, including vehicular maintenance. Challenge your pupils - why is this a 'boys' job? What makes a boy better qualified than a girl to do it? Why shouldn't Lily follow in her dad's footsteps rather than her mum's?
- 6 Role play 6 – Disabled young people are less likely than others to feel able to achieve their potential, more likely to have considered dropping out of learning, and more likely to worry they will fail. There are so many examples of inspiring athletes with disabilities that you can use to show children that being in a wheelchair need not stand in the way of Sarah's dreams (e.g. Dame Tanni-Grey-Thompson, Ade Adepitan).
- 7 Role play 7 – Currently, women tend to be under-represented in higher paying sectors, and often within those sectors, do not earn as much as their male counterparts. This is a changing picture however. Ask pupils why Dan thinks Amy can't be a high-earner? Is that fair? Why should a man earn more than a woman?
- 8 Role play 8 – Dyslexia is a relatively common condition and there may be children within your class that suffer from it. Explain to children that it is something that can be managed, particularly with the aid of technology, and that dyslexia certainly doesn't mean you are less able.

### Useful links / further information

Visit the useful information section of Equal Choices, Equal Chances to access the following information:  
[www.equalityhumanrights.com/equalchoices/furtherinformation](http://www.equalityhumanrights.com/equalchoices/furtherinformation)

- Why teach careers and equality at Key Stage 2? includes supporting research to substantiate teaching these topics and statistics illustrating the national context
- EHRC's report on equality and diversity in careers education  
[www.equalityhumanrights.com/uploaded\\_files/research/71\\_careers\\_information.pdf](http://www.equalityhumanrights.com/uploaded_files/research/71_careers_information.pdf)
- Ofsted report on girls' career aspirations [www.ofsted.gov.uk/resources/girls-career-aspirations](http://www.ofsted.gov.uk/resources/girls-career-aspirations)
- The National Deaf Children's Society [www.ndcs.org.uk](http://www.ndcs.org.uk)
- Dyslexia Action, the biggest dyslexia charity in the UK [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)
- Two books that might be of interest are Bill's New Frock by Anne Fine and The Turbulent Term of Tyke Tyler by Gene Kemp, both of which explore role reversal and boy/girl stereotyping.