

Lesson 5:

Negative attitudes

Overview

This lesson starts with a thinking skills activity which aims to reveal students own prejudicial and stereotypical views in order to introduce the concepts. Students then explore stereotypes of different genders and of teenagers to appreciate how it feels to be labelled. This enables them to empathise with other groups that can be stereotyped and to challenge the negative labels. You can then explore prejudice through the media. Extension 1 provides a role-play activity that could be a separate lesson and effective way of developing learning through drama. Although this lesson is focussed on negative attitudes rather than behaviour, which is explored further in lesson 6, you may find that discrimination is introduced through your discussion

Starter

Activity 1 (10mins): Choose your apprentice (Slides 3-13)

Use the slides for this thinking skills activity which aims to reveal some subtle prejudicial thinking and stereotypes within the class. Provide each student with the six cards from worksheet 14 that each contains a first name and line them up in front of them. Alternatively they could just write their names on paper. Explain that students are working in the role of an entrepreneur, like Alan Sugar, on The Apprentice. They need to recruit an engineer to go into space and set up life on the moon. Each time you reveal a layer of information on the slides, they have to 'fire' someone by removing them from their line up until they have one left who is 'hired'. The final slide reveals each person's qualifications. Discuss their choices, highlight any prejudice and stereotypes and conclude you can't prejudge on such little information.

Main

Activity 2 (Option 1) (10mins): Gender stereotypes (Slides 14-19)

Using imagery from Billy Elliot, explore students' attitudes towards a boy doing ballet. You could play a clip from Billy Elliot to engage them. You can find footage on You Tube. Introduce gender stereotypes. Students work in pairs, introducing themselves as stereotypical 'girls' and 'boys' using statements on the slides. Discuss the stereotypes and the associated problems with these labels. Highlight that we are all individuals. Video 3 shows a scenario of gender discrimination. If you have time, you could play this and use the discussion points in the video background notes to explore the issue.

Activity 2 (Option 2) (10mins): Labelling teenagers (Slide 20-21)

Students work in pairs to create stereotypical views of teenagers or different groups of young people. Select some students to present their images / statements and explore how it feels to be labelled in that way. Discuss issues relating to prejudice against young people, e.g. hoodie wearers being banned from shops, young people gathering in large groups being considered intimidating etc. How is this reflected in the media, and how does it affect adults' attitudes and behaviour?

Learning objectives

- ▶ Understand that people have negative attitudes and what is meant by prejudice and stereotypes.
- ▶ Be able to recognise my own and others' stereotypical and prejudiced attitudes.
- ▶ Be aware of the negative consequences of prejudice and stereotypes.

Subject links

- ▶ Citizenship
- ▶ PSHEE
- ▶ English
- ▶ Drama
- ▶ RE

Resources

- ▶ Worksheets:
 - 14 - The Apprentice
 - 15 - Prejudice news
 - 16 - Prejudice script (Extension 1)
- ▶ Slides: Lesson 5
- ▶ Video 3
- ▶ Video background notes
- ▶ Stop Sexual Bullying extension resource (Extension 8 & 9)

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Activity 3 (10mins): Challenging stereotypes (Slides 22-23)

Now that students have an appreciation of how it feels to be stereotyped, they should explore the negative effects of labelling other groups of people. Using a list of statements on the slides, students work in pairs to role-play one person making a stereotypical statement and the recipient explaining how it makes them feel, and why it is wrong or unfair. They choose five statements each. Select some students to perform to the class and discuss.

Activity 4 (20mins): Read all about prejudice (Slides 24-26)

Using worksheet 15, students read extracts from newspapers that feature prejudicial views towards a particular group. Students should use pens to highlight the prejudicial views and think about the negative consequences of this attitude. Use the slides to discuss.

Plenary

Activity 6 (5mins): Gender riddle (Slides 27-31)

As a fun plenary, quickly present the riddle on slide 28 followed by the questions that will reveal prejudicial and stereotypical thinking. Highlight that it is important to be aware of our own prejudicial and stereotypical attitudes and to think about how they will make other's feel.

Support notes

Extension/homework/extra activity ideas

Use these ideas as inspiration for alternative, differentiation or homework activities, or to develop learning in other subjects or lessons.

Extension 1: Prejudice party

Working in groups of 6, get students to role-play a script on worksheet 16 where young people are thinking about who to invite to a party and making prejudiced comments about different people. Each group should then present their sketch and you should have class discussion around what is wrong with some of the people's attitudes.

Extension 2: Prejudging disabled people - celebrity interview

Play the interview of Alison Lapper talking about how society judges her as disabled and 'different' before her talent as a famous artist: www.youtube.com/user/EqualityHumanRights#p/search/1/z9kdCqTIVW4

Discuss society's prejudiced views towards Alison. How do people treat her? How does it make her feel? Were your attitudes challenged by the video?

You could also play the Tanni Grey Thompson (famous athlete) video: www.youtube.com/user/EqualityHumanRights#p/search/2/I_7gQE5bRw8

Extension 3: Gay love poem

Provide students with the love poem written by W H Auden, Stop all the clocks: www.npr.org/programs/death/readings/poetry/aude.html. The author is a man talking about his love for another man. After students have read the article, question them to reveal that they assume it is about a man and woman and then reveal it is two men. Explore their reactions and attitudes.

Useful links/further information

Visit the useful information section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation

► **How fair is Britain?** - www.equalityhumanrights.com/key-projects/how-fair-is-britain/ - The Equality and Human Rights Commission Triennial Review provides lots of statistics that demonstrate inequality and discrimination in the UK.

► **Glossary** - definitions for stereotypes, prejudice and discrimination.

Visit the training section of Equal Rights, Equal Respect to access this information:

www.equalityhumanrights.com/equalrightsequalrespect/usefulinformation

► **Equality and human rights training video** - training tips for delivering sensitive and controversial topics.

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Extension 4: Religion and stereotypes

In RE, explore how different religious groups can be labelled. What prejudiced attitudes and behaviour does this lead to? Are these true or fair? What can be the problem with these attitudes? How could these stereotypical and prejudicial views be tackled?

Extension 5: Freedom of expression

If you have studied human rights (lessons 8-10), in activity 4, discuss whose human rights are being breached and whose are conflicting. How could their rights be balanced? If they respected each other's rights and differences, would they have the same negative attitudes? Debate the conflicting nature and limits of specific rights, such as Freedom of Expression (Article 10) and Freedom of Thought, Conscience and Religion (Article 9). More information on balancing human rights can be found in lesson 10.

Extension 6: Can't judge a book

Following on from activity 1, you could discuss the statement 'You can't judge a book by its cover'. Is this true? Is it right or fair to judge people on face value? Highlight the importance of understanding and finding out facts.

Extension 7: Gay!

Extending from activity 3, discuss what the word gay means. When do students use it? How do you think that makes a gay person feel? Imagine if someone was acting in a negative way, and your name or identity was used to call them a name. How would you feel? Students could pledge to not use the word in inappropriate ways.

Extension 8: Gender debate

Refer to page 2 of the Stop Sexual Bullying resource, produced by Womankind Worldwide, and use the stats to debate whether the gender statements are stereotypes or biological differences in girls and boys.

Extension 9: Gender questionnaire

Refer to page 6 and 7 of the Stop Sexual Bullying resource, produced by Womankind Worldwide, and get students to complete the questionnaire about gender equality and sexual bullying in your school. Gather the results and discuss students' answers. If gender inequality or sexual bullying does exist, what ideas do students have to improve it?

Differentiation ideas

- ▶ All activities will be differentiated by outcome.

Prior learning

- ▶ No essential prior learning.
- ▶ Understanding of human rights (Lessons 8-10) could enable extended discussions around human rights – see Extension 5.
- ▶ Understanding of characteristics and identities will aid learning (Lesson 3).

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Preparation and planning

- ▶ Review the PowerPoint slides and tailor them to suit your teaching and class ability.
- ▶ Photocopy worksheet 14 and cut out the cards so that each student has seven cards with the seven different names.
- ▶ Decide which activities you will deliver for activity 2.
- ▶ Consider any sensitivity amongst students. You could inform students that you will be exploring some controversial subject matter and it is not your intention to upset anyone but if anyone is affected during the class, they can speak to you or email you afterwards. If any disclosures are made, you will need to follow your school's child protection procedure.
- ▶ Be aware that some students may express negative attitudes. It is important to allow them to voice their views and they should be probed, but this should be followed by clearly stating that as a community of learners, you don't tolerate offensive and harmful attitudes and promote the importance of respect towards difference. If any remarks are directed toward specific students, then it may be necessary to follow up after the class, following your school's bullying policy.