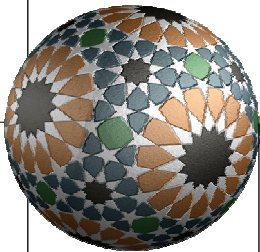


# Do stereotypes matter?



## Learning outcomes

- ◇ Students will recognise the need for mutual respect and understanding.
- ◇ Students will explore how stereotypes affect the self-perception and behaviour of those stereotyped
- ◇ Students will understand how stereotypes affect the possibilities of forming positive and constructive relationships.

### Lesson in brief

Each student will be assigned a stereotype indicated by a sticky label on their forehead. Not knowing what their stereotype is, they will interact with others in their group to fulfil a task, treating each person that they speak to according to their assigned attribute.

### National curriculum

Citizenship – KS 4 – Unit 03 – Challenging racism and discrimination  
Also suitable for Citizenship KS 3

**Materials:** Sticky labels

## Lesson Plan

### Activity

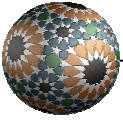
- ◇ Write a different stereotype onto each adhesive label, then attach a label onto each student's forehead so that they cannot see what is written on it.
- ◇ Some examples of stereotypes include:  
Incompetent, violent, over-emotional, stupid, dirty, oppressed, materialistic, crafty, two-faced, closed-minded, overly religious, anti-women, anti-freedom, lazy, untrustworthy, sleazy, backward, witty, intelligent, competent, open-minded, creative, cute, athletic, musical, good at maths, optimistic.
- ◇ Split the students into groups (with each group consisting of those with both negative and positive stereotypes). Assign a task for each group, such as designing a poster for an upcoming event, planning an event, or assign an issue for them to discuss – such as an ideal school trip, ways to improve the school community etc.
- ◇ Explain to the students that they should treat who they speak to according to that person's label but without using the word itself (so for example, rather than saying 'you are irrational', they could discount everything their interlocutor says and say something like 'you never think things through properly.')

### Plenary



Discuss either as a class or in small groups:

- ◇ Whether the label was what they guessed or whether they were surprised
- ◇ How they felt during the exercise – how did it feel to stereotype others, how did it feel to be stereotyped?
- ◇ When you were stereotyped, were you able to ignore it and forget about it? Did you try to disprove the attribute – did it work?
- ◇ How did you feel towards the person stereotyping you?
- ◇ What the effects of the stereotypes on how you interacted?



**N.B.**

Make clear to the students that the labels are being assigned randomly and have no relation to the students' actual attributes.

It is important to be sensitive when assigning the stereotypes – for instance, someone who is not very hard-working should not be given the lazy label.

**Homework/following up**

Explain to the students that the negative stereotypes are ones which are often used to describe Arabs.

These were: incompetent, violent, over-emotional, stupid, dirty, oppressed, materialistic, crafty, two-faced, closed-minded, overly religious, anti-women, anti-freedom, lazy, untrustworthy, sleazy, backward.

Ask them to think about or write a short piece (such as a couple of diary entries) imagining how they would feel if they were of Arab origin and were treated according to these stereotypes.