

Learning outcomes

- ◇ Students will gain an understanding of stereotypes, prejudice, assumptions and discrimination – and how these play out in real-life situations
- ◇ Students will consider and reflect upon different strategies for dealing with prejudice-related incidents
- ◇ Students will learn that it is not only the victims of prejudice but also the perpetrators who lose out

Lesson in brief

In small groups, students will look at different prejudice-related scenarios and ways of dealing with them using a worksheet to guide their thoughts.

National curriculum

Citizenship – key stage 4 – unit 03 – Challenging racism and discrimination
This exercise is though perhaps best suited to slightly younger students.

Materials

A list of scenarios, the 'Solving the Problem?' list, and worksheet for each group (or for each student if you would like each to have copies)

Lesson Plan

Starter

Discuss the following terms – with a focus on how they are different and how they are also related

Stereotype – image of a group that ignores individual differences within that group

Prejudice – negative opinion about a group that isn't based on facts

Assumptions – conclusions drawn from limited knowledge of the facts or without proof

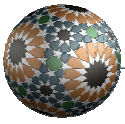
Discrimination – prejudice in action. Treating people in a negative way because they are members of a particular group

Activity

- ◆ Split the class into small groups and hand out the list of scenarios, asking them to consider each one in turn and filling out the worksheet up to the 'Solving the problem?' section in each case
- ◆ Give out the 'Solving the problem' list which corresponds to the list scenarios again asking them to consider each one in turn and filling out the 'Solving the problem?' section in each case

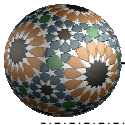
Plenary

Conduct a discussion around what the students have learned when it comes to dealing with stereotypes in day to life.



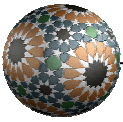
Scenarios

1. Mark's parents always tried to give him and his sister the chance to try similar things. They had both started ballet – Mark's sister gave up and he carried on. He was a very good ballet dancer. Ballet kept him fit and he had lots of friends from his ballet class. When some boys at school found out though, they started making fun of him and calling him a girl. Mark gave up ballet.
2. Jacob, a 9-year-old Jewish boy, doesn't eat pork because his religion doesn't allow it. When some of the other kids at school found out they started making 'oink, oink' noises each time they saw him. Jacob decided not to tell his parents or a teacher and just tried to ignore it. But when they started leaving bits of pork – sausage and ham – on his chair and in his locker, and even throwing it at him, he was really upset.
3. Kelly fell over on the way back from school. She really hoped someone would stop and help. But when a darkish man with a beard asked if she wanted help, she was reminded of pictures of terrorists she had seen on the TV. She mumbled that she didn't need help and limped away.
4. Nadia is Lebanese. Her mum gives her a packed lunch every day. But some people at school makes fun of her food – they say it smells. Nadia wishes her lunches had normal things in, like theirs. Sometimes Nadia throws away her lunch on the way to school and goes hungry to avoid having the others laugh at her.
5. Jack is new at the school. Everyone asks him where he is from. He is getting fed up with it. He knows it is because he is black. When he says that he is from here, from Britain, they usually say, 'No, where are you *really* from? Where are you *originally* from?' Jack knows he is British – he was born here and he has a British passport. His parents were originally from the Caribbean. Jack has been to visit but Britain is his home.
6. Lucy was having trouble in her science classes and often couldn't understand what she was meant to do for homework. When Lucy plucked up the courage and went to her teacher for help, he said that it wasn't a big deal because girls don't do well at science.
7. The class is going on a trip to the seaside. Selma is an Arab Muslim and she wears a veil to cover her hair. She is really looking forward to the trip. She has a special swimming costume that she wears. The teacher says, 'Selma, I know you are not allowed to swim because you are veiled, so I have arranged with another teacher that you can join his class for the day while we are at the seaside.'
8. Ben and his friend John make fun of Alex because Alex never has new clothes and his shoes are always scruffy. They know that it is because his mum can't afford to get him new clothes and shoes.
9. Some of the people in Omar's class make comments to him calling him a Paki. When he gets upset about it, they say that they are just joking and he needs to get a sense of humour. Omar knows though that it is no laughing matter – his father and older brothers have lots of stories of being called Paki and spat on and being beaten up. But how can Omar explain all this to the people in his class?
10. The class has to split into groups to do a project. Some Polish girls ask Lydia if she wants to be in their group, but Lydia thinks that because their English isn't very good and they have a funny accent, that they can't be that smart. In the end, their group did well and Lydia's didn't.



Solving the problem?

1. Mark was really down because he missed doing ballet and seeing his friends. He started going to his ballet classes again in secret, and if it came up at school, he lied about it.
2. Jacob is ashamed and doesn't want to tell anyone about it. Sometimes though, he gets really angry, lashing out at his bullies. His teacher tells him off. Jacob doesn't tell her what is going on. He gets in trouble, the students who are being mean to him don't.
3. The man is upset but not surprised. He has given up trying to persuade people that they shouldn't be prejudiced against him – it is too much energy, he feels.
4. Nadia tells her teacher who arranges a 'world food' day where each student has to bring in a different type of food to share. Nadia is happy to see her fellow students – including the ones who made fun of her – tucking in and enjoying the food that she brought in.
5. Jack is not sure whether to try and prove to his classmates that he is British – why should it be his problem that they are closed minded? In the end, he does bring in his passport to prove to them that he is just as British as them even if he is not white.
6. Lucy believed her teacher until she saw a successful scientist on TV, who to Lucy's surprise was a woman! With some friends she set up a girls' science group. Sometimes they help each other with homework, but mostly they give one other confidence.
7. Selma is really disappointed but doesn't say anything. She spends the day when her classmates are at the seaside sulking and writing a story about what she likes to do at the seaside. When she gives it to her teacher the next day, the teacher is very confused.
8. John thinks that making fun of Alex is mean and unfair. But Ben is really popular and John goes along with it because he wants Ben to like him. Whenever Alex sees either of them, he hides.
9. Omar tells his older brother about it and he scares the people in Omar's class by threatening to come after them. Whenever Omar is picked on after that, he says he will set his older brother on them, and then they leave him alone.
10. The next time the class has to split into groups, Lydia wants to join the group with the Polish girls, but they don't want her to be in their group.



Scenario number:

What is at play in this scenario - stereotyping, prejudice, assumption, discrimination?

Is it on the basis of their sex, race, nationality, or religion or something else?

Harm caused to each person in the situation:

What could the student do? What could the other students do? What could the teacher /school do?

Solving the problem?

What do think about how the situation has been dealt with? (is it aggressive, avoiding the issue, getting help etc)

Are there advantages /disadvantages to the approach taken?

Do you have suggestions as to how it could be better dealt with?

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