

Year Four

Lesson 3

Lesson length: 60 minutes

Unit title: Understanding and appreciating positive relationships

Lesson title: Challenging stereotypes and misconceptions

Year
4

Learning Objectives

To recognise and challenge stereotypes and misconceptions

Relationships and Health Education

Learning Outcomes

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- the importance of self-respect and how this links to their own happiness
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

Suggested Activities

Activity Read the story about twins 'John and Ellen' (Equality and Human Rights Commission resource), explaining to pupils that they need to listen carefully as they will need to answer quiz questions afterwards.

Following the story, pupils answer questions identifying which of the twins did each thing in the story. (The story is not explicit, but the tendency is to assume the girl or boy did each thing based on stereotypes).

Discuss pupils' answers; i.e. why did they assume the girl baked the best cake and the boy forgot his ingredients?

Explain that these are stereotypical views of what girls and boys are like. Are these assumptions fair? Are they true?

Extend to other examples of stereotypes. Ask pupils to describe a person who would be a librarian, a scientist, a ballet dancer, a boxer, an astronaut, a nurse or a surgeon (for example).

Do they think they have chosen stereotypes or not?

Share some examples of non-stereotypical role models; i.e. Mae Jemison (an Afro-American astronaut) or Sergei Polunin (a Russian male ballet dancer).

Activity How can stereotypes be negative and destructive?

Discuss with pupils how stereotypes can limit our aspirations and self-belief. A girl may choose not to pursue a dream of being an astronaut, or a boy might feel he can't be a dancer.

Explain that damaging stereotypes are not only about careers and talents, but also about our own wellbeing and self-respect.

Activity Discuss expressions such as 'boys don't cry' and 'girly-throw'.

- Why are these unfair?
- How is it damaging to say girls are not good at throwing and boys shouldn't show their feelings?
- How are these attitudes disrespectful?

Possible extension activity: watch 'like a girl' film and discuss.

<https://www.youtube.com/watch?v=XjQBJWYDTs>

Debrief Teacher to pair up pupils- pupils to identify 'unique' qualities in their partners.

Unicef Articles

Article: 3,5,8,12,13,14,16,18,36

Resources:

Equalities and Human Rights Commission – 'Challenging stereotypes' Resource Worksheet 1 and 2

Key vocabulary

Stereotype
Assumption
Respect
Mutual respect
Aspiration
Negative
Destructive
Self-respect
Misconception

John and Ellen are twins. They are 16 years old. This is a story about their lives on a normal school day.

One twin gets up early at six in the morning, leaves the bed unmade and goes off to do a paper round. The other twin stays in bed until their dad knocks on the door at seven, gets up, makes the bed and goes down to the kitchen.

By this time, the twin that has done the paper round has come back to the house and the family has breakfast together. One twin makes their own toast and gets their own cereal. The other twin waits for the toast to be made by their dad.

The first lesson of the day is Maths with Mrs Brown. There is a Maths test today. One twin does really well on the test and the other makes a lot of mistakes.

The second lesson of the day is PE. Mr Edge lets pupils choose from three activities. One twin chooses football and the other twin chooses gymnastics.

During lunch break one twin goes out to the playing field to sunbathe and talk to friends. The other twin goes to the IT room and plays computer games.

After lunch, the twins have a cookery lesson. One twin bakes a really good cake, which the teacher says is the best in the class, and the other twin doesn't cook anything because they've left their ingredients at home.

It's afternoon break next. Both twins go to the toilet. One twin checks their reflection in the mirror and brushes their hair. The other twin doesn't look in the mirror at all and goes straight out to find their friends.

After dinner with their parents, one twin goes upstairs straight away to do their homework and the other twin watches TV for an hour or so. Before bed, one twin kisses their mum and dad good night, and the other shouts 'good night' down the stairs.

Year Four

Lesson 3

WORKSHEET 2

John and Ellen's day - Questions

Which twin do you think did what? Answer each question by circling the name of the twin.

- | | | |
|---|------|-------|
| 1. Who does a paper round in the morning? | John | Ellen |
| 2. Who makes their own bed? | John | Ellen |
| 3. Who gets their own breakfast? | John | Ellen |
| 4. Who does well on their Maths test? | John | Ellen |
| 5. Who plays football in PE? | John | Ellen |
| 6. Who plays computer games during lunchtime? | John | Ellen |
| 7. Who sunbathes and chats to their friends at lunch? | John | Ellen |
| 8. Who bakes a good cake? | John | Ellen |
| 9. Who forgets the ingredients for their cake? | John | Ellen |
| 10. Who checks their reflection in the mirror? | John | Ellen |
| 11. Who does their homework straight after dinner? | John | Ellen |
| 12. Who kisses their mum and dad good night? | John | Ellen |