

HUMAN RIGHTS

LEARNING OBJECTIVES/WALT

- About common myths and gender stereotypes related to work
- To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
- About some of the skills needed to do a job, such as teamwork and decision making

KEY VOCABULARY/LANGUAGE

- POSSIBLE STEM SENTENCE
- *Is this a myth or stereotype...?*
Can I challenge this stereotype?
- Stereotype
- Skills
- Career
- Profession

WHAT YOU WILL NEED

- Lesson 5 resources doc ([link](#))
- Flipchart paper with a job written in the middle slide 15
- Paper and pens
- Instruments - tuned percussion

LESSON 5 - LIVING IN THE WIDER WORLD - BELONGING TO A COMMUNITY - Human rights and shared responsibilities

Lesson Content	Time guide	Outcomes
EXPLORE - Walls - Assign one wall as AGREE and the other wall as DISAGREE (slide 3 diagram) Everybody has to choose one or other wall, to be done in complete silence when asked the following questions: 1. All girls like pink 2. Only boys can be football players 3. Only boys can be astronauts 4. Only girls can be ballet dancers 5. Only boys can be builders 6. Only girls can be hairdressers	8 mins	Capture of initial opinions and introduction of the idea of stereotypes
EXPLORE - What is a stereotype? Slide 4, 5 and 6 prompts - definition and example Do we as a class fit any stereotypes? having done some of these earlier, now you can encourage discussion ASK Stand up if your favourite colour is pink? The stereotype is that girls love pink. Is that the case here? ASK Stand up if you play football? The stereotype is that football is a boys sport. Is that the case here? ASK Stand up if you want to be a doctor when you grow up? This used to be mostly men but now lots of women do this too. Have we got an even split of boys and girls wanting to be doctors? ASK Stand up if you want to be an astronaut? The stereotype used to be that it is a job for boys. What is the case in our class? Discussion - might a stereotype ever be a good thing?	10 mins	Establishing accurate learning and vocabulary Developing the concepts of stereotypes and looking at our class for examples
EXPLORE - Challenging stereotypes Follow slides 7-14 prompts - collect discussion points	8 mins	Challenging ourselves to think differently
IDEATE - Job profile creation - Split class into groups and hand out flip chart paper with a job written on it (slide 15 prompts) - For the job written on their paper the group must write down answers for the questions on slide 15 - Build this into a character who has this job using slide 16 prompts (4 steps)	20 mins	Characters created for specific job roles. Thinking about skills and qualities needed.
EVALUATE - Perform your character to the class - Have we thought about the skills and qualities of the person for the job? - Is there anything you would challenge as being a stereotype? E.g. gender/age/physique etc.	10 mins	Class discussion and feedback
EVALUATE - Repeat Walls ASK assessment statements of the group and get them to agree or disagree - You understand what a stereotype is? - Are skills and qualities more important than gender and what someone looks like? - Do all girls like pink? (hopefully the answer is no.... anybody can like pink)	4 mins	Testing their learning and measuring their success