

5

LIVING IN THE WIDER WORLD - STEREOTYPES - Common myths, stereotypes and role models



YEAR GROUP:
3/4



DURATION:
1 hour



LEARNING OBJECTIVES – students will learn...

- 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 - *We should resist thinking certain types of people are more or less suitable for certain jobs*
- Gender stereotype
- Skills are needed for vocations/jobs



WHAT YOU WILL NEED

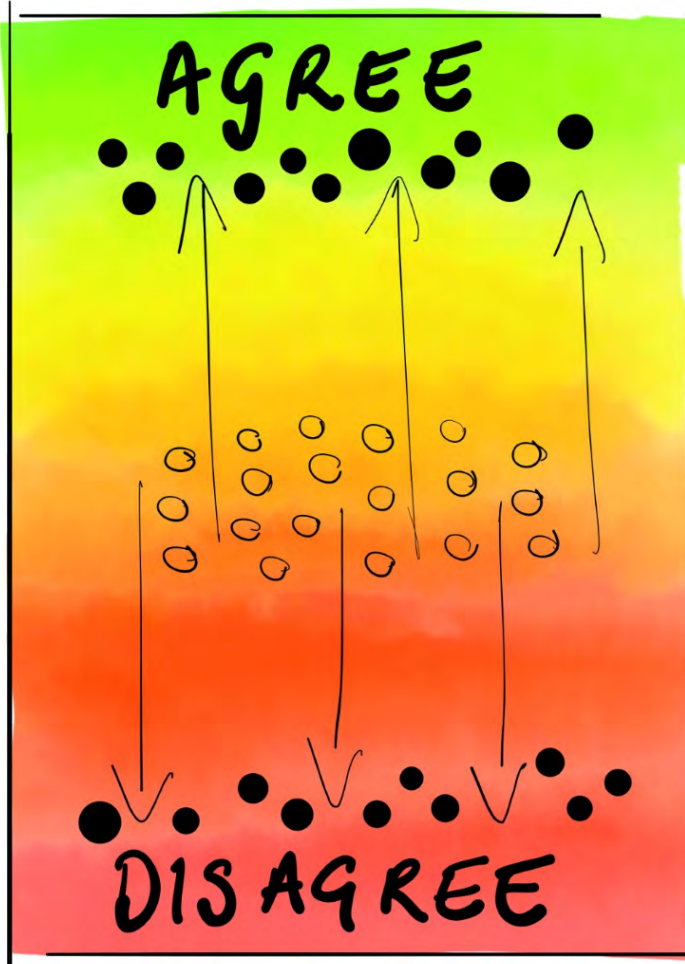
- Lesson 5 resources doc
- Flipchart paper what a job written in the middle
- Paper and pens
- Instruments - tuned percussion
- Red flags from previous lesson

Walls

Assign one wall as AGREE and the other wall as DISAGREE

In answer to the questions, it is important that everybody has to choose one or the other

This is to be done in complete silence - they will want to comment and at this stage they are not allowed



➔ Ask 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

ACTIVITY 1 / EXPLORE

10 MINS

What is a Stereotype?

→ Look at the slides

A widely held but fixed belief that a particular type of person is suitable for a particular job. (slide 4)

For example,

"the stereotype of a woman as the carer" (slide 5)

But we know that men can also be carers..... (slide 6)



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?
- Stand up if you play football?
The stereotype is that football is a boys sport
Is that the case here?
- 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?
- 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?

ACTIVITY 2 / EXPLORE

8 MINS

Challenging Stereotypes (slides 7 - 14)

Nurses:

- Q: What are their jobs? (A: Nurses)
- How do you know they're nurses? (A: kind and smiley and their uniforms?)
- Is there anything missing?
- (show next picture - image including male nurses) Q: What do you notice?

Train driver:

- Q: What's this person's job?
- How do you know?
- What qualities do they need to have for this job?
- (new image of female train driver) She has the same qualities.

Astronaut:

- Q: What's this person's job?
- New image (lots of astronauts from diverse backgrounds and male and female): What do we now notice?

Farmer:

- Q: (same - profession, qualities etc)
- New image (female farmer and tech farming)

ACTIVITY 2 / IDEATE

20 MINS

Job Profile Creation

→ A flip chart paper per group with a job written on it

- Professional dancer
- Interior designer
- Accountant
- Teacher
- Supermarket manager
- Vet

→ Pens

→ Split class into groups and hand out flip chart paper

For the job written on their paper the groups must answer and write down answers for the following questions: (on slide 15)

- What sort of personality do I have?
- What skills do I need to have?
- What do I look like?
- Am I male or female?
- What age am I?

Drama presentation: Create the character of this person doing their job (slide 16)

→ Underline one answer to each of the questions e.g. Caring, excellent mathematician....

→ Decide on the name of your person

→ Pick 3 underlined answers and all say them together and create a gesture for each e.g. "I am Mo, I am caring" - putting yourself into the character of this person (like the touch and tell tableaux exercise - toolbox video)

→ One member of the group chooses and plays an instrument that makes the sound of that person e.g. a short rhythm on a drum might illustrate strength and decisiveness; jingle bells might illustrate playfulness; a single triangle ting might illustrate precision and focus.

Toolbox Tutorial Tableaux

ACTIVITY 3 / EVALUATE

10 MINS

DISCUSSION and FEEDBACK

→ Perform your animated person profile 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.

ASSESSMENT QUESTIONS / CAPTURE

4 MINS

Do the wall game and ask assessment statements of the group

You understand what a stereotype is and how skills and qualities are more important than gender and what someone looks like?

→ So, who is most likely to like pink?

(hopefully the answer is....anybody)