

Learning area 2

Challenging stereotypes and discrimination



John and Ellen's day

- John and Ellen are twins.
- They are 16 years old.
- Read the story about their lives on a normal school day.
- Which twin does what?



John and Ellen's day

- What is a stereotype?
- A stereotype is a fixed belief about a particular group of people.
- Here are some examples of stereotypes:
 - Girls are better at cooking than boys
 - Children don't like healthy food
 - Boys are messy.

John and Ellen's day

- In other words stereotyping is believing that people of a certain group (such as gender, race, religion or age) are all the same, when they aren't.
- These beliefs are also sometimes based on traditional ideas (e.g. that women should stay at home and not work) or untrue ideas about groups of people which were repeated until people thought they were true.

John and Ellen's day



- Stereotypes are unfair because we are all individual, and we should be treated as individuals.

John and Ellen's day

- It's important to look for stereotypes and to challenge them when we hear them.
- If people around us say something that we think is a stereotype (e.g. Girls can't be builders) – ask yourself:
 - Can't they?
 - Never?
 - Why not?
 - Have people who say this met every builder in the whole wide world?

Challenging stereotypes

- What words or phrases do you think of when you hear 'man' and 'woman'?



Challenging stereotypes

Man	Woman

Challenging stereotypes

Man	Woman
Active	Pretty
Sporty	Caring
Strong	Cries a lot
Builder	Likes flowers
Short hair	Likes pink
Earns the money	Long hair
Fixes things in the house	Does the cleaning

Challenging stereotypes

- Is it fair to say *all* men or *all* women are a certain way?
- Have you met all the men and all the women in the world?
- Is anything you have written down a stereotype?

Challenging stereotypes

- What do you think the stereotypes might be around these groups of people?
 - Teenagers
 - Young children
 - People who wear glasses
 - Old people
 - Women with blonde hair
 - Scientists



Challenging stereotypes

- How can we ‘challenge’ or ‘question’ stereotypes?
- Here is an example stereotype: ‘Young children are noisy!’
- When somebody makes a statement like this, ask yourself:
 - Always?
 - Every child?
 - Have people who say this met every child in the whole wide world?

Silent statements

- Cross your legs / stand up if you ...
 - have ever been called names
 - have been left out of a game at playtime
 - have ever had somebody say nasty things about you
 - have ever had somebody say something nasty about your family
 - have ever said something nasty about another person.

Silent statements

- How did those things make you feel?
 - Hurt?
 - Sad?
 - Angry?
 - Ashamed?



Silent statements

- Sometimes this kind of behaviour is known as discrimination. This is where someone is picked on or left out for being different.
- But everyone is different and special so nobody should ever be bullied for this reason.

Silent statements

- Bullying other people and making them feel hurt or sad is wrong.
- Think about how you would feel if you were treated in the way you are treating someone else.
- If it would make you feel bad then do not treat anyone else in that way.

Silent statements



- We are all special members of our class and must not hurt each other's feelings.

Silent statements

- What could you do to make someone else happy?
- For example talking to someone in the class who feels lonely.



Geeta's story

- Sally and Jo were walking past Geeta when a group of girls walked past going the other way.
- The girls noticed Geeta and one said “Don’t talk to her. You know what they say about her sort. Everyone says they don’t belong round here!”
- Geeta said nothing; she just looked at her feet.
- “I wonder why they said that?” Jo asked.
- “I don’t know” Sally replied, “I wonder how Geeta feels.”

Geeta's story

- Why do you think the group of girls behaved like this?
- Who is 'Everyone..'
- What do you think they mean by 'her sort'? Is there such a thing as a 'sort of person'?
- How do you think Geeta feels? Think of as many feelings as you can.
- Which of these feelings hurt?

Geeta's story

- Is it okay to hurt people in this way?
- Is it true that *sticks and stones can break my bones but words will never hurt me*?
- Why do you think Geeta doesn't say anything?
- Should Sally or Jo say or do something? What?
- Should they tell someone? Who?

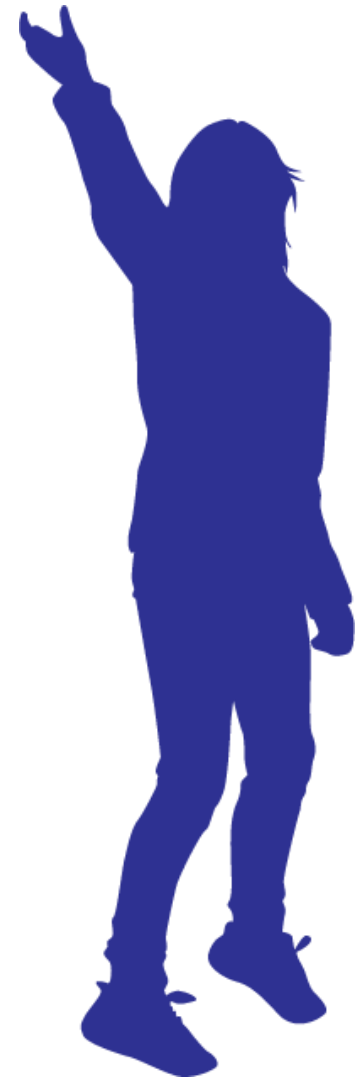
Geeta's story

- Imagine you were watching this and Sally and Jo asked what you think – what would you say?
- If Sally, Jo or Geeta asked for your advice what would you say?
- What would you say to the group of girls?



Molly and Me

Approved by the National Deaf
Children's Society



My name is Jayden. I am 22 years old. I have a younger sister called Molly.

Molly was born early and because there were problems when she was born, she is almost completely deaf.



Molly and I were really close when we were little. We played together all day long.

Our parents realised there might be a problem with Molly's hearing quite early on, because she didn't turn round, or come running when they called, but it was only when she was about two that we figured out how little she could actually hear.

Molly used to cry a lot when she was little because she wanted to tell us things, but she couldn't talk.

We all learn to talk by listening to other people speaking, so if you can't hear, it's pretty difficult to learn how to talk yourself.



She would get very irritated,
angry even, and she would often
burst into tears.

After Molly had her hearing aid fitted, things changed.

She also started working with a speech therapist, who was specially trained to help deaf children to learn to speak.

Molly became more confident and she loved being able to tell me all about her day.

Not long after, she started in the same school as me. Because of her hearing aid and the speech therapy she was doing, she was able to go to the same classes as any other kid.



She was full of dreams. She loved school and animals, especially her pet guinea-pig Banjo, and she wanted to be a vet when she grew up.

When she was eleven and I was thirteen, we moved house. We were still great friends. We both loved football, and computer games and we'd spend hours in the back garden, or on my games console, playing.



Molly started to get the bus to school from our new house. I was at secondary school by then and I went on my bike.

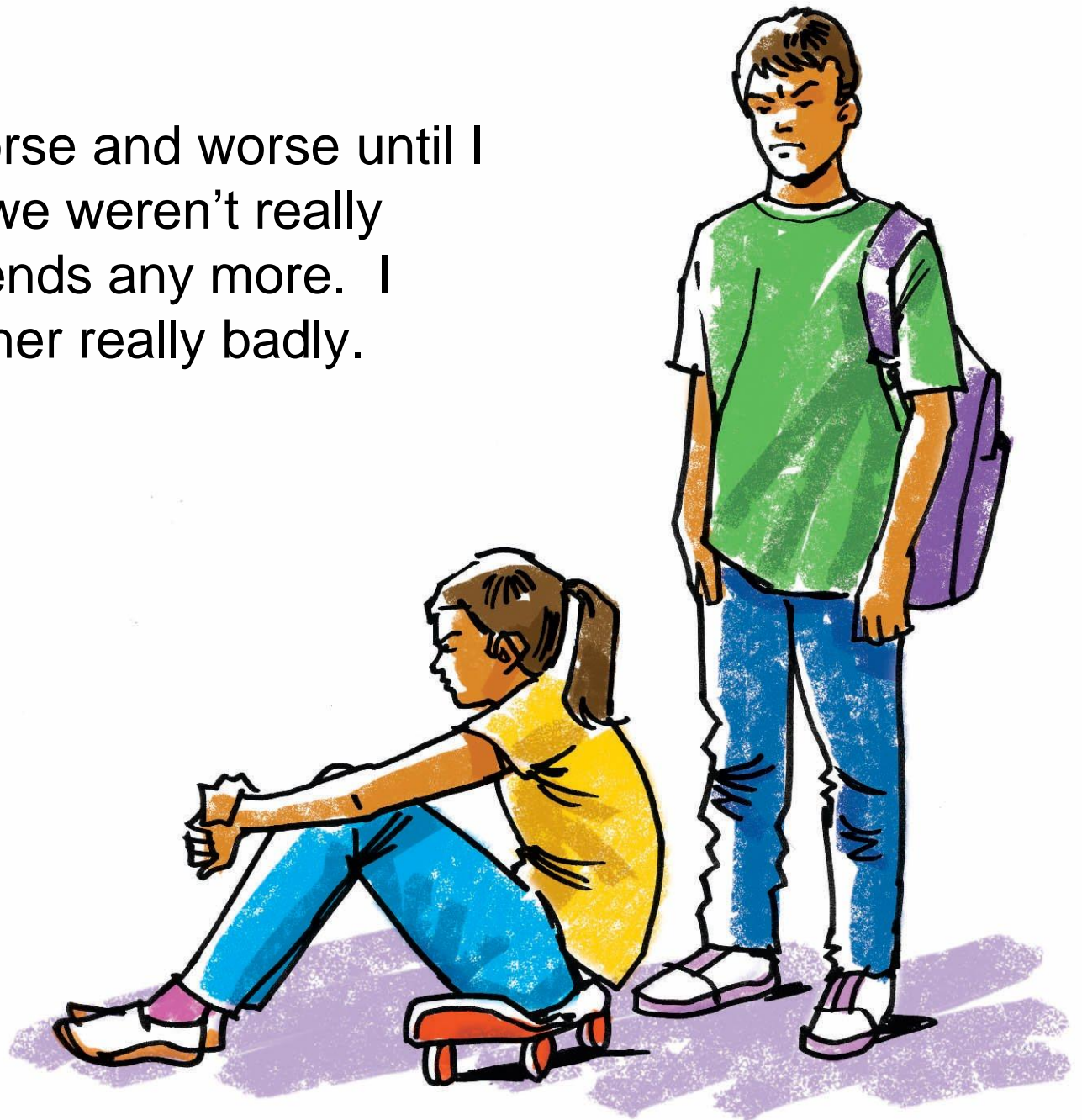


I didn't notice the change in her at first, but as the months went by, it started to become obvious that there was something wrong.

She didn't want to play with me much any more, and she spent a lot more time alone in her room. She became secretive. She stopped telling me about her day at school, and got angry with me when I asked.

Mum was really worried and said she thought Molly might be depressed, but Molly wouldn't talk to her either.

It got worse and worse until I felt like we weren't really even friends any more. I missed her really badly.



One day, I was riding home from school on my bike, and I happened to be going past the bus-stop, just as Molly's school bus pulled up and dropped everybody off.

Molly got off, followed by three other kids who I'd never seen before. One of them, a girl with long brown hair in a ponytail, pushed her.

“Hurry up dumbo,” she said.

The other two laughed. Molly just kept on walking with her head down.



“What a loser,” one of them said, pointing to Molly’s hearing aid. “She has to wear a special thing on her ear for thick kids.”



The girl with the black ponytail laughed and put her hand on Molly's shoulder to pull her round to face her. "You can't hear us though can you div? Read my lips - we're saying you're pathetic."

One of the others came round to face Molly too. “Yeah,” she said, “you’ll never go to college, or get a job, and you’ll definitely never get a boyfriend – I mean, who’d want you? Who’d give you a job? You’re just going to spend the rest of your life living with your parents.”

Molly was just looking down at her shoes. I threw my bike down on the pavement. “Hey!” I shouted. “That’s my sister, and she’s ten times smarter and more interesting than you’ll ever be.”

Molly looked up. I could see she'd been crying. Then she threw her arms around my neck and gave me a massive hug. We played football in the garden for two hours that evening.



I've never been embarrassed of my little sister's hearing loss. In fact, I've always been proud of how clever she is and how well she manages by herself.

Those girls were mean to her because they didn't understand her condition and they didn't know how amazing she is.



They were wrong about her future too. Molly is at university now, studying to be - you guessed it – a vet! She's top of her class and she has loads of friends and a boyfriend who loves her.

I'm so proud to be able to say she's my sister.

Molly and me

- Why did Molly cry a lot when she was little?
- How might it feel to be deaf?
- What do you think is wrong with Molly? Why isn't she playing with Jayden as much?
- How might Molly feel when the girls are talking to her after she gets off the bus?
- How are they discriminating against her because of her disability?
- What are the stereotypes?

Discrimination role-play 1

- **Characters**

- Jack - 10 years old. Lives on a big estate in London
- Ian - 10 years old. Jack's neighbour and best friend

- **Scenario**

- Jack and Ian are hanging out on their bikes. Jack tells Ian that he wants to be a doctor when he grows up. Ian says that hardly anybody on their estate (including Jack's family) has a job, so it's silly to think he could be a doctor.

Discrimination role-play 2

- **Characters**

- Corey - 9 years old
- Three girls

- **Scenario**

- Corey loves small children and wants to work with them when he leaves school. He goes to talk to one of his teachers during break about careers in childminding or nurseries. He doesn't notice the three girls sitting at the back of the class catching up on work. When the teacher's not looking, one of them holds up a piece of paper saying: "Are you a girl or something?"

Discrimination role-play 3

- **Characters**

- George - 11 years old
- Ben - 11 years old. George's friend
- Josh - 11 years old, Ben's friend

- **Scenario**

- George tells Ben that his dad stays at home to look after his baby brother. Ben says that only mums should do that. Josh says it's weird and that George's Dad isn't a real man.

Discrimination role-play 4

- **Characters**

- Ethan - 11 year old boy
- Ethan's Dad - 40 years old. Doctor
- Ethan's Mum - 38 years old. Doctor
- Ethan's Aunt
- Ethan's Uncle

- **Scenario**

- Ethan's aunt and uncle have come over for lunch. His aunt asks him whether he's thought about what he's going to do after school. He says that he really enjoys sport and he's thinking about going to sports college. Everybody round the table goes quiet and stops eating. Then his dad says that Ethan is going to study to be a doctor, like his mother and father, and that's final.

Discrimination role-play 5

- **Characters**

- Lily - 9 years old
- Lilly's dad - 36 years old, car mechanic

- **Scenario**

- One Friday, Lily's off school and her dad takes her with him to the garage where he works. Lily helps her dad by passing him tools. She finds what he's doing really interesting and she tells him that she wants to be a car mechanic too. He laughs and says that's very cute, but she wouldn't really like to get all messy and greasy every day. Wouldn't she rather be a hairdresser like her mum?

Discrimination role-play 6

- **Characters**

- Sarah - 10 years old, has been in a wheelchair all her life
- Ellie - 10 years old, Sarah's friend
- Kara - 10 years old Ellie's friend

- **Scenario**

- Sarah, Ellie and Kara are in the canteen during lunchbreak. Sarah tells Ellie she wants to be a professional athlete when she grows up. Ellie asks how she's going to do that when she can't run or even walk. Kara says that she should think of a job for disabled people instead.

Discrimination role-play 7

- **Characters**

- Amy - 14 years old
- Dan - 14 years old, Amy's friend

- **Scenario**

- It's a lovely sunny day and Amy and Dan are sitting on the playing field during lunch-break. Dan asks Amy if she's going to come on the school trip to France. Amy says she can't. She explains that their family can't afford it because her dad's not around and her mum's job doesn't pay very well. Dan says that's a shame. Amy says that when she grows up, she's going to be an important business-woman and earn lots of money so she can always afford to do what she wants. Dan says that's a nice idea, but it's always men who make the most money and maybe she should try to find a rich husband instead.

Discrimination role-play 8

- **Characters**

- Archie – 11 years old, dyslexic
- Kai – 11 years old, Archie's classmate

- **Scenario**

- Archie's teacher has invited some people in to the class to talk to the children about what they do. One of the people is a writer for their local newspaper. Archie thinks his job sounds really interesting and he tells Kai that he wants to be a writer for a newspaper when he is older. Although Archie has dyslexia, which makes the letters muddled up when he reads or writes them on the page, he is very imaginative and good at writing stories. Kai says that's stupid – Archie can't even write words that a baby could write properly, so how is he going to write something to go in a newspaper?

Discrimination role-play

- What stereotype is being shown?
- Which person is being discriminated against?
- How might that make them feel?
- What should others do to make sure that this doesn't happen?



Discrimination role-play

- Why is the person discriminating against them behaving like that?
- Why is what they're doing wrong?
- What should the person being discriminated against do to deal with the situation?

Three things

- Write down three things under the following headings:
 - What I've learnt
 - What I've done well
 - What the group has done well
 - What I'd like to find out more about