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| 3.5.5 | Knowing what to say |

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| Big question:   * How can I know what to say when people say things based on stereotypes? |  | Key vocabulary:   * challenging stereotypes, assumptions, prejudice |
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| Skills:   * Identifying unhelpful ‘thinking traps’ (e.g. generalisation and stereotyping) * Discernment in evaluating the arguments and opinions of others (including challenging ‘group think’) |  | Resources:   * PowerPoint 3.5.5 * Resource Sheet 3.5.5 |

*It is sometimes difficult to know what to say when you encounter stereotyping. In this lesson, pupils are given words and phrases which they can use to challenge stereotyping if they wish.*

Introduction (10 mins)

* Remind pupils of the groups of people who may be stereotyped by society and about whom people may have prejudices, just like in Grinadod. Refer to the list made in the last lesson.
* Look at **Slide 1**. Ask pupils what the message is here.
* Play ‘Where Do You Stand?’. In this game, all pupils stand in the centre of the room in a rough line. Tell them that one side of the room is ‘Agree’ and the other side is ‘Disagree’. Explain that you are going to read out statements and they must decide where they stand on the issue. The more strongly they feel about a statement, the further away from the middle of the room they stand. So, if they feel very strongly, they should be as far as possible away from the middle. Ensure that all pupils understand the ground rule about respecting the views of others and explain to pupils that they all have the right to their own opinion.
* Read out the statements from **Slide 2**. When pupils have moved, ask if anyone wants to speak on this issue to defend their opinion. Use a beanbag or ball for pupils to hold when they speak and throw to others who wish to speak. Explain to pupils that after the first pupil has spoken, they must preface what they want to say with, ‘I agree with ...’ or ‘I disagree with ...’. This keeps a conversation going. Explain to pupils that it is all right to change their mind based on what they have heard, and they can move again.
* At the end of the game, give pupils time to let other pupils know that they are still friends, even if they disagreed with them.

Activities (25 mins)

* Use **Slide 3** to talk about knowing what to say if someone has said something which constituted stereotyping.
* Give out a copy of **Resource Sheet 3.5.5** to pairs of pupils. They must talk about and then write responses to statements which encourage others to consider the effects of their words. Talk over the example on the sheet to help pupils fully understand what to do.
* Bring the class together and ask pupils to share any ideas they wish.

Plenary (10 mins)

* Use a talking object and ask pupils to share what they have learned from this unit of work.

Assessment Opportunities

* Listen to or record the Plenary. If you have a TA, they could take notes.