

# RELATIONSHIPS EDUCATION

## MODULE C Respectful Relationships

O23 - What stereotypes are and the impact  
of them

Year 5  
Spring Term: Lesson 2



# Lesson Overview

## Lesson 2: What stereotypes are and the impact of them

**Engage  
&  
Activate**

Paired & Whole Class Activities

Stereotyping

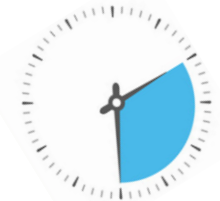


10 minutes

**Explore  
&  
Explain**

Paired & Whole Class Activities

Gender stereotypes



20 minutes

**Elaborate  
&  
Reflect**

Whole Class & Independent Activities

Challenging stereotypes



20 minutes

**Evaluate  
&  
Review**

Whole Class & Paired Activities

Islamic perspective



10 minutes

# Lesson Plan

## Lesson 2: What stereotypes are and the impact of them

### Aim

To recognise what stereotypes are and the impact of them

### Lesson Objectives

In this lesson pupils will:

**Recognise** how stereotypes are unfair and often negative

**Explore** the impact of stereotypes

**Consider** ways to challenge stereotypes

### Learning Outcomes

By the end of this lesson pupils will have:

**Identified** types of stereotypes they may hold

**Challenged** gender stereotypes

**Explored** stereotypes, including those of Muslims and how we can challenge these

### Key Vocabulary

stereotype

destructive

justice

profession

### Resources



Resource sheets



Paper clips



Pens / Pencils

# Lesson Plan

Engage  
&  
Activate

## Lesson 2: What stereotypes are and the impact of them

Paired & Whole Class Activities

Stereotypes

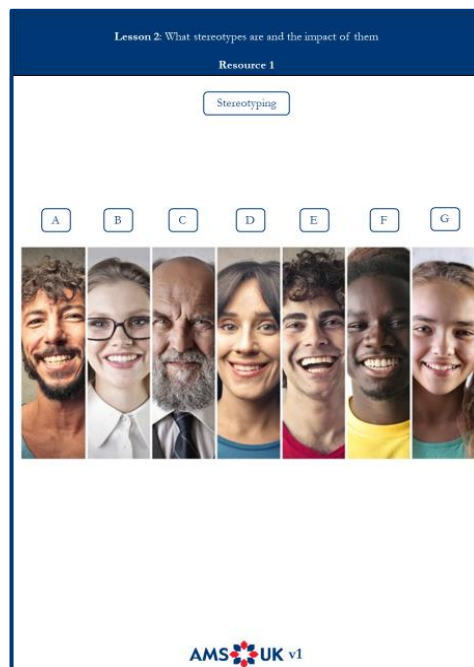
**Display** the images of different people (**Resource 1**).

**Ask** pupils to look at the images and then to **decide** in pairs, which person is most likely to be a:

- teacher
- mechanic
- pupil
- footballer
- doctor
- hairdresser
- judge

**Take** feedback from different pairs of pupils, **asking** why they chose particular people for particular professions, e.g. 'I selected person B to be either a doctor or a teacher because this person 'looks smart' as they wear glasses.'

**Inform** pupils that we don't actually know the professions of these people, however what pupils did is make assumptions about them based on what they look like. This is called **stereotyping**.



# Lesson Plan

Engage  
&  
Activate

## Lesson 2: What stereotypes are and the impact of them

Paired & Whole Class Activities

Stereotypes

**Explain** that stereotypes are ideas that pop into our heads when we think of a particular type of person or group of people. This could be based on what they look like, where they are from, where they live etc. Stereotypes can be positive or negative, however it is important they do not affect our attitude and behaviour towards certain types of people.

**Introduce** learning objectives and learning outcomes.

**Discuss** key vocabulary and **share** definitions.

**stereotype** an idea about a person or thing

**destructive** causing damage

**justice** being fair and reasonable

**profession** job that you are paid for

# Lesson Plan

Explore  
&  
Explain

## Lesson 2: What stereotypes are and the impact of them

Paired & Whole Class Activities

Gender stereotypes

**Preparation:** Print Resource 2a onto A3 paper and cut out Resource 2b into slips and fasten them with paperclips (one pack per pair).

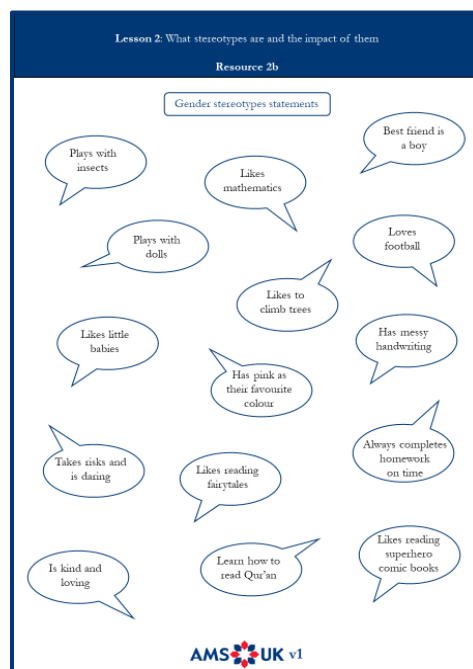
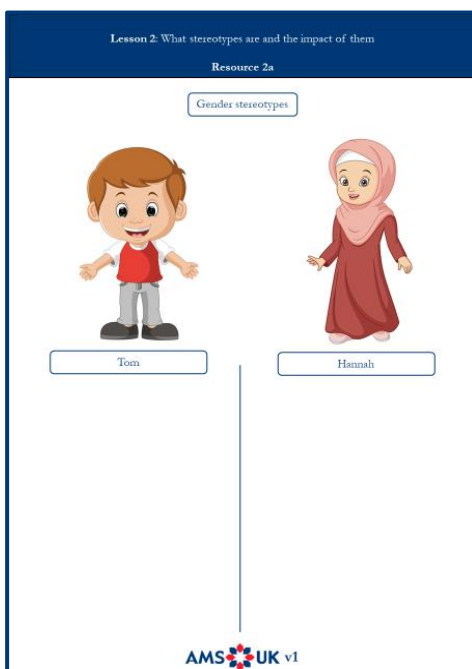
**Instruct** pupils to read in pairs, the statements from Resource 2b, decide whether the statements apply to 'Tom' or 'Hannah' and place them under that person on Resource 2a.

**Take** feedback by asking pupils to explain their choices.

**Challenge** any gender stereotyping, for e.g. 'Why have you decided Hannah likes dolls and Tom takes risks and is daring? Can it not be the opposite?'

**Ask** pupils: Why can stereotypes be unfair and negative? Take feedback.

**Explain** that they can be unfair and negative because they put pressure on people to be a certain way, for example, maybe Tom's favourite colour is pink, but he may feel that he can't admit to it because only girls are supposed to like the colour pink.



# Lesson Plan

Explore  
&  
Explain

## Lesson 2: What stereotypes are and the impact of them

Paired & Whole Class Activities

Gender stereotypes

**Ask** pupils: What can be the long-term impact of gender stereotyping?

**Watch** the video(1:23): Gender stereotypes and education.



<https://www.youtube.com/watch?v=nrZ21nD9I-0>

**Explain** that it is important that if we do what we enjoy and what we are good at, this can lead us to jobs and professions that are right for us and not what we feel we should do, because of gender stereotypes.

# Lesson Plan

Elaborate  
&  
Reflect

## Lesson 2: What stereotypes are and the impact of them

Whole Class & Independent Activities

Challenging stereotypes

**Ask** pupils: How can we challenge stereotypes?

**Explain** that we can counter-act stereotypes by providing alternative arguments and perspectives.

**Give** an example: 'Islam is a strict religion and Muslims do not have fun.'

We can counter this stereotype by:

- Showing people the fun Muslims have, e.g. celebrating Eid, parties, holidays, events
- Sharing examples of fun things we do, e.g. hobbies, sports, arts

**Give** each pupil a copy of **Resource 3**: Challenging stereotypes.

**Ask** pupils to **write** in the circle on **Resource 3** a stereotype they are aware of or to **choose one** from those that are listed on the sheet. Then, in the rectangle, **write** ways they can counter-act that stereotype.

**Take** feedback and **share** examples of responses.

Lesson 2: What stereotypes are and the impact of them  
Resource 3  
Challenging stereotypes

The worksheet features a large rounded rectangle with a central circle inside. Below the rectangle are five thought bubbles containing the following stereotypes:

- Girls are not good at science
- Girls can't play football
- People who are overweight are lazy
- Boys don't cry
- Boys are messy and untidy

AMS UK v1



# Lesson Plan

Evaluate  
&  
Review

## Lesson 2: What stereotypes are and the impact of them

Whole Class & Paired Activities

Islamic perspective

**Explain** that stereotyping can lead to treating people differently and unjustly, and this is not allowed in Islam.

**Share** the verse where Allah the Exalted, states in the Qur'an:

‘O you who have believed, be persistently standing firm in justice, witnesses for Allah, even if it be against yourselves or parents and relatives.’

4:135

**Explain** that in this verse, Allah tells the believers, i.e. the Muslims, that we must be just, i.e. we must treat everyone fairly. This opposes being stereotypical, as stereotyping someone normally involves having ideas about them that can be negative; these ideas can lead to you treating people in an unfair way.

**Review** learning by referring to learning objectives and learning outcomes.

**Pose** questions to check understanding and clarify misconceptions using **think, pair, share**:

- What does it mean to have a stereotype about someone or a group of people?
- What are some typical gender stereotypes? Are these fair?
- What is the impact of gender stereotypes?
- How can we challenge typical stereotypes people have about Muslims?

Resource 1

Stereotyping

A

B

C

D

E

F

G



Resource 2a

Gender stereotypes



Tom



Hannah

Resource 2b

Gender stereotypes statements

Plays with insects

Likes mathematics

Best friend is a boy

Plays with dolls

Loves football

Likes to climb trees

Likes little babies

Has messy handwriting

Has pink as their favourite colour

Takes risks and is daring

Likes reading fairytales

Always completes homework on time

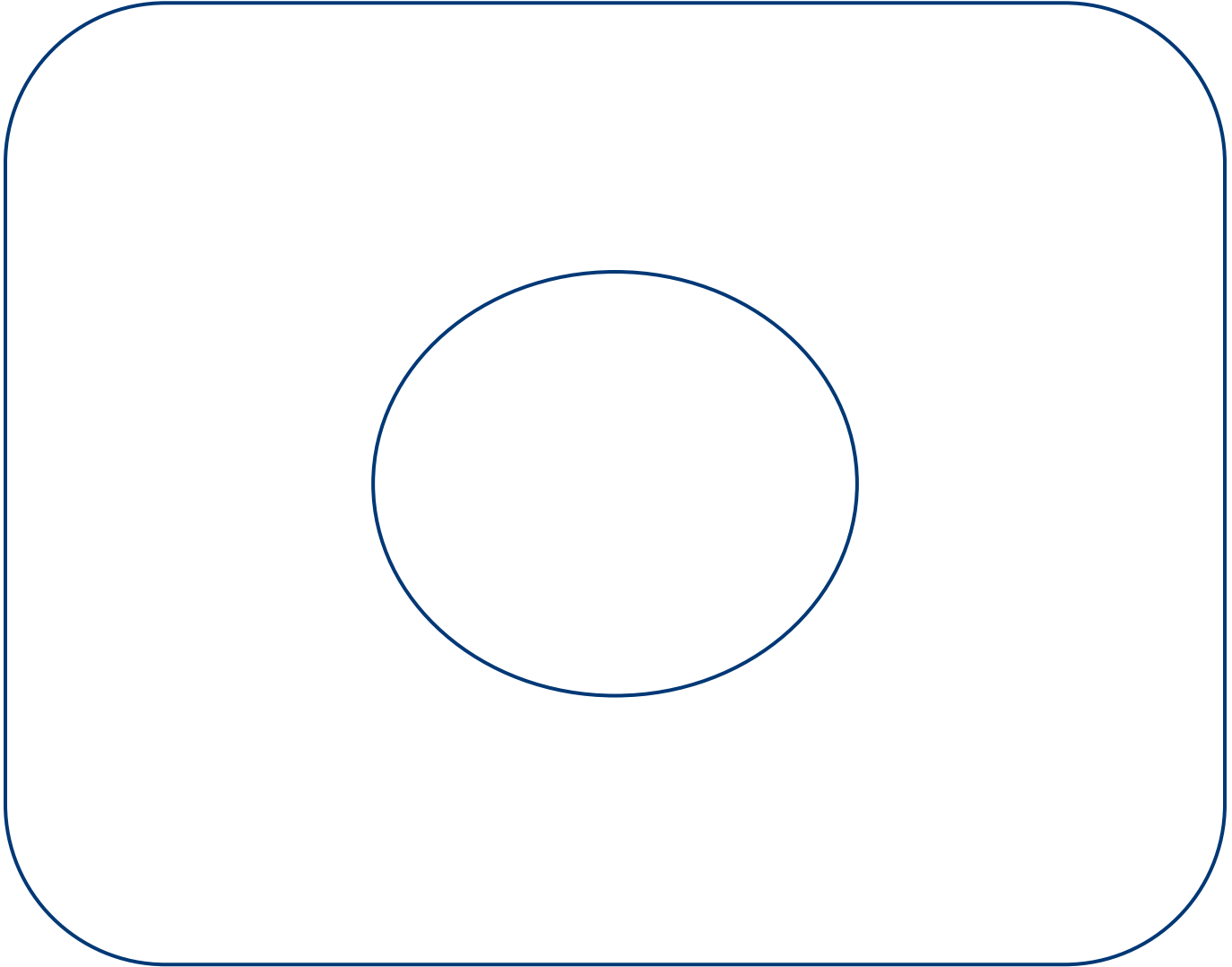
Is kind and loving

Learn how to read Qur'an

Likes reading superhero comic books

Resource 3

Challenging stereotypes



Girls are not good at science

People who are overweight are lazy

Boys are messy and untidy

Girls can't play football

Boys don't cry