

My Friend Frankie Lesson Plan (KS2)

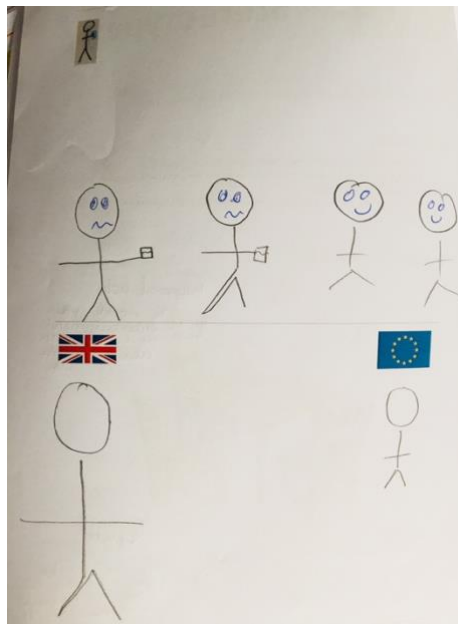
Learning Outcomes:

- **Understanding** What stereotyping is and why we do it.
- **Evaluating** the impact on people that stereotyping can have, how there is negative, positive as well as false stereotypes.
- **Challenging** themselves on the stereotyping/prejudices they might hold and why they need to rectify it.

Key Vocabulary:

Stereotype, prejudice

<p>Slides 2 & 3</p>	<p>Activity 1</p> <p>Say: “Each year I go on holiday and each year I get bored waiting at the airport for my plane. So, this year I decided to draw the different groups of people I saw going to get drinks at one of the airport sandwich bars (slide 3). What I was interested in was what made people have different heights?”</p> <p>Instruct the students that you are going to show them the drawings that you made and you are going to talk the class through them and that afterwards you want the students to recreate the drawings on their worksheets.</p>
<p>Slide 4</p>	<p>Say: “The first group of people were a mixture of people who wanted drinks and those who didn’t. As you can see from my stickman drawing, if made no different to a person’s height if they were a drinker or not”</p>
<p>Slide 5 & 6</p>	<p>Say: “The second group of people were half British and half European (I could tell from their passports and the way they spoke). As you can see from my stickmen, the British were slightly taller than their European friends.”</p> <p>Move forward onto Slide 9: Ask the pupil(s) to recreate the two drawings on their worksheet. Do not reshaw them the previous slides, it needs to be from memory.</p>
<p>Slide 10</p>	<p>Have the pupil(s) show you their work, so that you can see what they have drawn.</p> <p>What you expect to see is for the majority of the students to have drawn the picture of the drinkers quite accurately but for the second picture to have the British group much taller than the Europeans where in the original picture.</p> <p>Example from a Year 7 student:</p>



Explain the results you see in front of you, that most people did a very good job with the first drawing, but that most people overly exaggerated the second picture.

Analysis:

This is the origins of stereotyping. What your brain has done is taken correct information about a particular group of people, in this case their height, and in order to remember or store that information our brains have over exaggerated it; so when we come to access that memory, even only a few moments later, we produce amplifications of the information, thinking it is correct and true.

In summary stereotypes are based on an element of truth, but are not correct in themselves. For the rest of the lesson we are going to be looking at why we do this and the problems it can cause.

Note: Try and emphasize just how quickly you were able to induce a small stereotype.

Slide 8

Analysis:

Say: “A stereotype is a category, or a group, that we put people into. Our brains do this all the time; it's a way that our brain has learned to deal with the world. We see someone and put that person into a group—for example, old or young, or boy or girl. Is that a bad thing? Most of the time, no. It helps our brain to make quick decisions. It's not the grouping that is bad. What can be harmful is when we think that everyone in a group is the same. We usually view stereotypes as being negative because they make assumptions about all the people in one group, and some of those assumptions can be false.”

Slide 8

Activity 2

Get the pupil(s) to copy down the definition of stereotyping on their worksheets.

<p>Slides 9 - 10</p>	<p>Activity 3</p> <p>Talk the pupil(s) through your friend “Frankie”</p> <p>On their worksheet get them to draw what that think Frankie looks like.</p> <p>Give the pupil(s) a few minutes to complete the task.</p> <p>Most people will have drawn something that resembles a male.</p> <p>Reveal that Frankie is in fact a female (short for Francesca) and have a quick discussion as a class about why most of them thought Sam was male.</p> <p>Remember that it is important to go through why most people think that Frankie is male.</p> <ul style="list-style-type: none"> • Most people who play and attend Rugby matches and male, and most soldiers are male. So to make the assumption that Frankie is male is a logical conclusion. However, in order to treat everyone fairly, and with respect, we need be more open-minded.
<p>Slides 11 - 12</p>	<p>Activity 4</p> <p>Get the pupil(s) to think of words that they think sums up what is going on in the picture on Slide 11. Note down the responses.</p> <p>Once the pupil(s) have had their say, review their responses and count how many would be considered negative (e.g. “poor”, “poverty”, “war”, “orphans” etc.)</p> <p>Move to Slide 12 to reveal that this was a photo from a film and all the children were actors and in fact very successful and well off.</p> <p>Analysis – This was quite hard example, but makes the point that in order to overcome our stereotypes we need to become more open minded. The world is not a simple place and often what we think is true of someone, just by looking at their clothes, or how they speak – even the colour of their skin? – we can make huge misjudgements that place people in very negative boxes that they do not belong in. Trying to remove stereotypes is about giving other people a fair chance.</p>
	<p>Conclusions:</p> <p>By the end of the lesson, the pupil(s) should understand why we stereotype and what the consequences can be. They should also have had time to reflect on their own stereotyping.</p> <p>[Try and encourage suggestions that are simple for them to implement in their day-to-day lives, like thinking twice before judging someone or challenging their friends when they stereotype someone]</p>