



That's a Stereotype!

Age: Primary

Level: A2

Global Knowledge or Global Attitudes and Action:

Global Attitudes and Action

Standard for Learning Outcome: Student is encouraged to see roots of commonly accepted "truths," whether in knowledge or identities. E.g., uncovering notions of stereotypes.

Learning Outcome: P.D2.S2.LO1 Distinguish a stereotype from a description

Standard for Global Skill: P.D3.S2.LO1 Participate in oral and written communication activities

Global Skill: Student acquires the skills to be a communicative citizen.

Sustainable Development Goals: 4: Quality Education, 5: Gender Equality

Part 1 (10 mins)

Start by telling students about some of the things you like, e.g., your favorite color, free-time activities, TV show, etc.

- A.** Ask students to think about things they like and the job they would like to do when they are older. Have them complete the information. Then put them into small groups with the students nearest to them and ask them to share their information. Did anybody have the same likes and dislikes? Did they learn anything surprising about their classmates?
- B.** Introduce the idea that people often associate things with different groups of people, for example: people from a particular country, children or adults, boys or girls. To introduce the idea of stereotypes, ask children what colors they think are for boys and what colors are for girls. Expect answers like blue for boys and pink or purple for girls.

Have students work in pairs. Invite them to look at the pictures and speech bubbles and decide if the toys, activities, and jobs are for boys, girls, or both boys and girls.

Talk to students about why people sometimes associate things (certain toys, books, hobbies, school subjects) with boys or girls. Do other people give them these things? Do stores suggest that some things are for boys or girls? Do they see these ideas on TV? Make sure students understand the word *stereotype* and ask them to give examples of stereotypes from the activity, e.g., *I think boys like playing with cars*. Then ask students to look back at their answers in activity A and say if there is anything they like that is not generally considered to be for boys or girls.

Part 2 (20 mins)

- A.** Tell students they are going to read an article about stereotypes. Read the three definitions a–c aloud as a class and tell students they will read to find out which definition is best for "stereotype." Then ask them to read the article and check their responses.

Answer Key: a

Talk about some of the ideas in the article as a class. For example: ask students to give their own examples of things that people think boys or girls should like or how they should act. If students are slow to open up, ask questions like *Are boys supposed to be strong? Is it OK for girls to cry?*

If students are willing to share, ask if they have had any experiences of not being allowed to do things because they are a boy or a girl and how they felt about it. Alternatively, ask them if they can give some more general examples of things boys and girls might not do because of stereotyping, e.g., wearing certain colors, playing certain sports, playing with certain toys, etc.

- B.** Read the statements 1–5 as a class and explain that some are true and some are false. Ask students to choose their answers and work with a partner to identify the part of the text that helped them choose their answers.



Primary | Teacher's Notes

Answer Key:

1. **T**; Sometimes, the ideas are opinions that are too simple or too general to be true.
2. **F**; From a young age, we have ideas about what it means to be a boy or a girl.
3. **T**; These ideas come from our family, TV, the internet, and what we see in the world.
4. **F**; Stereotypes are only ideas and opinions, but they can be harmful.
5. **T**; Sometimes, stereotypes can stop you from doing things that you enjoy.

- C.** Tell students that they are going to read some sentences and they have to identify which are descriptions of stereotypes. Read the first sentence aloud and ask students if they think it is a stereotype and why. Elicit from them that it is a stereotype because not all girls like reading. Pair students or put them in small groups and ask them to read each sentence aloud, reflect on whether it describes a stereotype or not, and put a check mark next to the sentences that are stereotypes.

To make the activity more fun, read out the sentences one by one and ask students to stand up if they think they are stereotypes and to say, "That's a stereotype!"

Answer Key: 1, 3, 4, 6 are stereotypes

Part 3 (20 mins)

- A.** Ask students to look at the pictures of soccer shoes and ballet shoes and say what are they for and who wears them. Elicit what stereotypes they do not fit.

Answer Key: soccer is for boys/only boys like soccer/ soccer isn't for girls; dancing is for girls/only girls like dancing/dancing isn't for boys

Read the two descriptions aloud as a class. Ask students for more examples.

- B.** Invite students to think of someone they admire who does not fit a stereotype. It could be someone famous, or someone they know. Students write a few lines about who the person is, what they do, where they are from, and what stereotype they do not fit. For example:

My dad loves cooking. He cooks every day for our family. He makes delicious food. He does not fit the stereotype that moms cook food every day for their family.

Ask students to share their descriptions. Check that students understand that it is important to avoid stereotypes by asking *Are stereotypes good? No Why are stereotypes not good? Because everyone is different. We can't say that all people are like, do something, or like, because it isn't true.*

Extension

- A.** Now that students are familiar with the concept of stereotypes, put them in groups and ask them to check the things that can be stereotypes. Elicit an example from each category, but make sure that students are respectful and sensitive to others. Ask them to think of any other things that can be stereotypes and invite them to say why stereotypes can be harmful.

Answer Key: All of the things can be stereotypes.

- B.** Ask students to think about which of the stereotypes in A, if any, don't fit them or someone they know. Students work in groups and talk about why the stereotypes are not true and give an example if possible. Allow time for the groups to share their ideas before sharing with the rest of the class. Ask if it is OK if the stereotypes do not fit them or someone they know and guide them to understand that it is OK for all of us to be individuals.