

Who is the target?

Lesson 6



Introduce the concept of stereotypes and stereotyping

Lesson Objective

The children should be able to understand the concept of stereotypes and stereotyping.

Learning Outcome

Describe what stereotyping is and understand how stereotyping is used in the media ie making assumptions about certain groups.

Teacher's Notes

To appeal to a particular group, the people who create media and advertising decide what that group will look like and how it will behave. Labelling a group of people with a particular set of looks, personalities, likes and dislikes etc. is called stereotyping. The problem with creating and maintaining stereotypes is that you make assumptions about a group of people, and communicate this in the media therefore shaping how we see that group. We may form opinions based on that assumption. Stereotyped groups may shape how they see themselves.

Resources

- Activity 6.1
- Activity 6.2
- *Toy ads* interactive activity
- Story: The Birthday Cakes

Methodology

- Talk and discussion: The Family Stereotypes; The Birthday Cakes
- Collaborative learning: Act it out Game; The Family Stereotypes
- Skills through content: Assumptions in Advertising; Breaking Stereotypes

Who is the target?

Lesson 6



Procedure

Step 1: Act it out Game

- Explain to the children that they are going to play a game.
- Explain that you will call out a type of person and you want the children to act like that person.
- They don't need to make noise or say anything, but they should make their bodies and face look how they feel these people may look to the outside world:
 - A baby
 - A busy mother
 - A football player
 - A computer gamer
 - An older man
 - A 5 year old
 - A pop star
 - A gardener
 - An office worker
 - A busy father
 - A teenager
 - A superhero.
- After the game, ask the children to explain where they got the information that they used to create the characters?

The children may suggest that they imaged people they knew in real life, or people they'd seen on television or movies.

- Explain to the children that many of their characters were very similar – the babies were crying or sleeping, the teenagers were moody and “way too cool”, the older people were frail and unsteady.
- Tell the children that the images that we have about people in society can often be called stereotypes.

Step 2: The Family Stereotypes

- Explain to the children that labelling a group of people with a particular set of looks, personalities, likes and dislikes or other characteristics are called stereotyping.
- Tell the children that stereotypes are often used in the media and advertising.
- To illustrate how stereotypes can be used in the media, ask the students to think about the families in the television programmes they watch and what the Mums/ Dads/older and younger siblings look like in these programmes?
- Choose either one programme and assign one main character to groups in the class using Activity 6.1 for example The Simpsons, Marge, Homer, Bart, Lisa, Maggie, Grandad, Selma and Patty to different groups.
- On Activity 6.1, each group will describe their chosen character.

Teacher may prompt them to think about who works and where, who goes to school, who cooks, who plays, who minds the children, who fights with whom, who's always in trouble.

- When the children have completed Activity 6.1 ask the children if this is a real representation of families.

Who is the target? Activity 6.1	
Character:	_____
Who is the family:	_____
What kind of character are they? (e.g. kind, unkind, clever, funny, etc.)	_____
Do they work and where?	_____
Do they go to school? Where?	_____
What activities do they do? (e.g. sports, playing with the children, fights with others)	_____
Are they happy? (Do you see a smile, a big smile?)	_____
What do they look like?	_____

Activity 6.1

Who is the target?

Lesson 6



Procedure continued

Step 3: Assumptions in Advertising

- Explain to the children that advertisers make assumptions using stereotypes regarding the people who watch their advertisements.
- Advertisers make assumptions about the different toys that boys and girls might like based on stereotyping.
- Advertisers assume that all boys play with the same types of toys and girls all play with the same types of toys. This is stereotyping.
- Ask the children if they think all boys play with the same toys?
- Ask if they think all girls play with the same toys?
- Explain to the children that they are going to look at some images of toy advertisements – *Toy ads* interactive activity.
- Show the examples of the toys advertisements.
- Ask the following questions for each advertisement:
 - Who do you think the product in the advertisement is targeting at?
 - Is this a stereotype?
 - Is this advertisement targeted at boy or girls? How do you know?
 - Do you like the toy in the advertisement? If not why not?
- Ask the children how they could change this advertisement to remove stereotyping?
- The children may suggest a mix of boys or girls of different ages playing with the toy. They may suggest using neutral colours rather than blue for a boy and pink for a girl.



Interactive Activity

Step 4. Story Time - The Birthday Cakes

- Explain to the children that you are going to tell them a story.

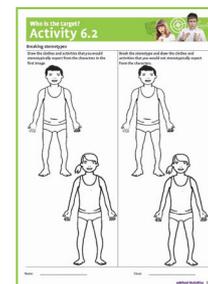
The Birthday Cakes

Max and Molly were twins. They were about to celebrate their 10th birthday party. They were very excited. Max was an excellent dancer. He invited all the boys and girls from his dance group. They were planning on having a dance party in the sitting room. Mum has promised to put on all the best music and Dad said he would help them make really awesome costumes. Molly was a fantastic soccer player. Molly had invited all the boys and girls from her soccer team. They were planning on having a soccer game outside. Mum had set up two goals and dad had made jerseys for both teams. Max and Molly's mum had ordered two birthday cakes - one with the dancing design and one with a soccer design. When she collected them, Molly's name was on the dancing cake and Max's name was on the soccer cake. Mum explained to the man in the bakery that there was a mistake. The man apologised. He had assumed that the boy would want a soccer cake and the girl would want the dancing cake. Mum laughed she said: "You shouldn't stereotype like that. Boys and girls do whatever activities they would like to do, so long as they are happy". The man in the bakery promised to deliver two new cakes with the correct names before the party started. Max and Molly had the most wonderful birthday parties with their friends. By the end of the party everyone was playing together and having a fantastic time. Mum and Dad were very tired afterwards. Max and Molly were delighted with their day, and with their themed birthday cakes.

- Ask the children if there was stereotyping in this story?
- Ask the children if they have ever seen stereotyping in their own lives?
- Explain to the children that no one, including the advertising industry should tell them what they should like, or do or wear or be.
- Explain that stereotypes are assumptions, and assumptions can very often be wrong.

Step 5: Breaking Stereotypes

- Using Activity 6.2 draw the clothes and activities that you would stereotypically expect from the characters in the first image.
- In the second image break the stereotype and draw the clothes and activities that you would not stereotypically expect from the characters.
- After they have completed the activity ask the children if they'd like to share their work with the class and explain why they chose to break those stereotypes.



Activity 6.2