



Overview

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

Learning Intentions

Language and Literacy: Talking and Listening

- Participate in group and class discussions for a variety of curricular purposes.
- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.

Language and Literacy: Reading

- Begin to be aware of how different media present information, ideas and events in different ways.

PD&MU: Strand 2 – Mutual Understanding in the Local and Wider Community

- Relationships with Family, Friends and at school:
 - Exploring and examining what influences their views, feelings and behaviour.
- Relationships with the Wider World:
 - Understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability.
 - Exploring how the media present information.

Thinking Skills and Personal Capabilities

Managing Information

- Begin to challenge conventions and assumptions.

Thinking, Problem Solving and Decision Making

- Identify similarities and differences by making simple comparisons and connections.

Teacher's Notes

To appeal to a particular group, the people who create the 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

- **Interactive Activity:** Toys Ads - Who is the Target?
- **Activity 5.1 :** Breaking Stereotypes



Introduction

Act it out 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 imagined 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.

Learning Intention

- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts .
- Participate in group and class discussions for a variety of curricular purposes (Language and Literacy).

Development of Learning Intention

- Select from or combine elements of the following activities:
 - Drama Techniques (CCEA, Active Teaching and Learning, page 24).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Fact or Opinion (CCEA, Active Teaching and Learning, page 26).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
- Allow a period of time for the children to share their responses to the question, ‘Where did you get the information that they used to create the characters?’ – scaffolding and modelling from the teacher may be necessary in order to deepen the children’s responses.

Development

1. The Family Stereotypes

- Explain to the children:
 - Labelling a group of people with a particular set of looks, personalities, likes and dislikes or other characteristics are called stereotyping.
 - Stereotypes are often used in the media and advertising.
- To illustrate how stereotypes can be used in the media, ask the children 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?
- 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.
- Ask the children if this is a real representation of families.



Development Continued

2. Assumptions in Advertising

- Explain to the children:
 - 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:
 - Do they think all boys play with the same toys?
 - Do 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 from the MediaWise website, www.MediaWiseNI.com
- Show the examples of the toys advertisements.
- Ask the following questions for each advertisement:
 - Who do you think the product is targeted by this product?
 - 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



Learning Intention

- Begin to be aware of how different media present information, ideas and events in different ways (Language and Literacy).
- Exploring how the media present information (PD&MU).

Development of Learning Intention

- Use Thinking Cards Set 2 – 2.18 Do You Believe It? To allow the children to begin to evaluate some advertisements they have seen and the validity of the information that they are being given in each advertisement. Discuss that each product may be represented in a stereotypical way. This discussion may require scaffolding and modelling by the teacher to deepen the children's thinking and responses. http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp

And/or

Learning Intention

- Exploring and examining what influences their views, feelings and behaviour.
- Understanding that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability (PD&MU).
- Begin to challenge conventions and assumptions.
- Identify similarities and differences by making simple comparisons and connections (TS&PC).

Development of Learning Intention

- Select from or combine elements of the following activity packs and individual activities from Living, Learning Together (CCEA):
 - 'Making Good Choices' – Activity 2 and 5 (Year 5).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year5.asp
 - 'Myself and My Attributes' (Year 5).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year5.asp
 - 'Learning More About Others' (Year 5).
http://www.nicurriculum.org.uk/curriculum_microsite/PDMU/living_learning_together/year5.asp
- Select from or combine elements of the following activities:
 - When the Wind Blows (CCEA, Active Teaching and Learning, page 77).
http://nicurriculum.org.uk/docs/key_stages_1_and_2/ALTM-KS12.pdf
 - Thinking Cards Set 2 : 2.41 What Are You Good At and Why? (CCEA).
http://www.nicurriculum.org.uk/curriculum_microsite/TSPC/the_think_pack/download_cards/set2.asp



Development Continued

3. Story Time – The Birthday Cakes

- Tell the children 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:
 - Was there stereotyping in this story?
 - Have they ever seen stereotyping in their own lives?

Learning Intention

- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts
- Participate in group and class discussions for a variety of curricular purposes (Language and Literacy)

Development of Learning Intention

- Allow a period of time for the children to share their responses to the question, 'Have they ever seen stereotyping in their own lives?' – scaffolding and modelling from the teacher may be necessary in order to deepen the children's responses

- Explain that stereotypes are assumptions, and assumptions can very often be wrong.

4. Breaking Stereotypes

- Using **Activity 5.1** draw the clothes and activities that you would stereotypically expect from the children in your class 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 children in your class.

Activity 5.1



Plenary

1. 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.
2. Recap the chosen Learning Intention(s) and ensure the success criteria have been achieved.