

Lesson plan

Challenging workplace stereotypes



40
Minutes

14-16
Age

KS4:L15
PSHE

Learning outcomes

By the end of the lesson students will:

- Understand what is meant by prejudice and stereotypes
- Be able to recognise their own and other people's stereotypical attitudes and prejudices
- Be aware of the negative consequences of prejudice and stereotypes
- Demonstrate how to challenge negative labels

Summary of the lesson

The concepts of prejudice and stereotypes are introduced through a starter activity, in which students choose an apprentice from a pool of applicants. Students then explore stereotypes of teenagers and other groups of people through discussion and role play in pairs. Some pairs of students are chosen to perform to their peers, leading to class discussion about challenging negative attitudes. Students watch a video about breaking down career choice stereotypes.

Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint slides
- Paper and pens between two students
- Worksheet 14 (available from the resources in [Lesson 5 - Prejudice and stereotypes](#)), one per student

Suitable for students aged

14-16

Time required to complete tasks

40 mins max

Gatsby Benchmarks covered



Area of learning in CDI Careers Framework

Valuing equality, diversity and inclusion

Programme of Study for PSHE Education

KS4: L15

Skills Builder Universal Framework



Lesson activities

Note to teacher

- The starter activity and main activities, and accompanying PowerPoint Slides, are adapted with permission from the Equality and Human Rights Commission from activities in [Lesson 5 - Prejudice and stereotypes](#)
- Consider any sensitivity among your students. You may wish to start the lesson by informing students that you will be exploring some controversial topics and you don't wish to upset anyone. However, if anyone is affected during the lesson they can speak to you or email you afterwards. If any disclosures are made you should follow your school's child protection procedure
- Set the boundaries for the whole class at the outset eg non-offensive language, be sensitive to other people's views, let people finish what they are saying before challenging their point

1. Choose your apprentice

Use PowerPoint Slides 2-12 for this thinking skills activity which aims to reveal some subtle prejudicial thinking and stereotypes within the class. Provide each student with the seven cards from worksheet 14. Each card contains a first name; ask students to line the cards up in front of them. Alternatively, they could just write the seven names on paper. Explain that students are going to be working in the role of an entrepreneur, like Alan Sugar, in *The Apprentice*. They need to recruit an engineer to go into space and set up life on the moon. Each time you reveal a layer of information on the slides, they have to 'fire' someone by removing them from their line up until they have one left who is 'hired'. PowerPoint Slide 9 reveals each person's qualifications. Discuss their choices, highlight any prejudice and stereotypes and conclude you can't prejudge on such little information.

At the conclusion of the discussion show PowerPoint Slide 12 headed 'Stereotypes and prejudice' which explains why it is wrong to judge people based on their identity, and outlines what they will learn from today's lesson.

Time
required

10
Min

Resources

PowerPoint Slides 2-12

Worksheet 14
(available from the resources in [Lesson 5 - Prejudice and stereotypes](#)), one per student



2. Labelling teenagers

Show PowerPoint Slide 13 titled 'Labelling teenagers' to introduce the topic and show the task. Students work in pairs to create stereotypical views of teenagers or different groups of young people. In their pairs they decide whether the image is fair or not, and they discuss the consequences of the label.

Show PowerPoint Slide 14: select some pairs of students to present their images/statements and explore how it feels to be labelled in that way.

Facilitate a discussion of issues relating to prejudice against young people, e.g. hoodie wearers being banned from shops, young people gathering in large groups being considered intimidating etc. How is this reflected in the media, and how does it affect adults' attitudes and behaviour?

**Time
required**

**10
Min**

Resources

PowerPoint Slides
13-14

Paper and pens
between two
students

3. Challenging stereotypes

Now that students have an appreciation of how it feels to be stereotyped this exercise explores the negative effects of labelling other groups of people.

Show PowerPoint Slide 15 titled 'Challenging stereotypes' to explain the exercise. Using a list of statements on PowerPoint Slide 16, students work in pairs to role-play one person making a stereotypical statement and the recipient explaining how it makes them feel, and why it is wrong or unfair. They choose five statements each.

Select some students to perform to the class, then lead a class discussion on the negative effects of labelling other people and how to challenge such labelling.

**Time
required**

**10
Min**

Resources

PowerPoint Slides
15-16

4. Video

To conclude the lesson, show a TUC Education video 'Breaking down career choice stereotypes', which promotes positive images of young men and women in non-traditional jobs. Ask students for their response to the career choices of the four young people in the video.

**Time
required**

**10
Min**

Resources

Video link:
<https://www.tuc.org.uk/resource/what-works-you-breaking-down-career-choice-stereotypes>



Differentiation



Some students may need more support to understand other's viewpoints.

Extension activities



Refer to page 6 and 7 of the Stop Sexual Bullying resource, produced by Womankind Worldwide, available from the resources in [Lesson 5 - Prejudice and stereotypes](#) from the Equality and Human Rights Commission. Ask students to complete the questionnaire about gender equality and sexual bullying in your school. Gather the results and discuss students' answers. If gender inequality or sexual bullying does exist, what ideas do students have to improve it?

Students could undertake some further reading: the report [Is Britain Fairer?](#) published by the Equality and Human Rights Commission (there is an easy read version).

Students who have a Morrisby account add one of these activities or an alternative goal to their Morrisby Action Plan.

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