

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To recognise that stereotypes can relate to a number of factors • I understand that stereotypes can affect how I see people • I can explain how stereotypes might have a negative affect on people • I can talk about people who do not conform to stereotypes 	<p>Note This lesson focuses on disability, so it is important to consider the circumstances of children in your class and their families. You may find that their experiences are useful during the lesson, but you may want to talk to individual pupils before the lesson to see if they feel comfortable discussing their experiences.</p> <p>Have ready</p> <ul style="list-style-type: none"> • <i>Presentation: Stereotyping</i> (see Attention grabber) • Access to laptops/computer/tablets (per pair of pupils) • Link: 'Channel 4: We're the super humans - Rio Paralympics advert 2016' • Link: 'The disability power 100 - 2019 influencers' • Link: 'UK Parliament Learning - Disability History Month illustrated book' <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: Biography template</i> (see Classroom resources) - one per pupil (COMING SOON!) • Link: 'The disability power 100 - 2019 influencers' - print out the biographies if the children will not have access to a computer (one per pair of pupils)
Attention grabber	

Ask the children what they think disability is. Write down their ideas on the class whiteboard or IWB (interactive whiteboard) without making any comments. Then, share this definition of disability:

A physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities (Equality Act 2010).

Display the *Presentation: Stereotyping*.

Discuss with the children that disabilities are not always visible, that they can happen for different reasons and some things might be short term.

Slide 1: Child using crutches – this could be short term or long term. They may have had an accident or problems walking due to a medical condition.

Slide 2: Child in a wheelchair – again this could be short or long term and due to an accident or a medical condition. The chair might be needed all the time or for certain circumstances.

Slide 3: Hearing impaired – the hearing aid is visible here, but they are not always. Some people with impaired hearing will have no hearing at all, others will have some. People can use alternative communication such as sign language.

Slide 4: Visually impaired – the glasses in this picture give a clue but this might not always be the case.

Slide 5: Child without hands – this could be something the girl was born with but sometimes people lose limbs for other reasons. If someone has lost a leg this might not be obvious, because the prosthetic leg could be covered by their clothing.

Slide 6: This child has learning difficulties but this is not obvious from the picture.

Explain to the class that people's disabilities will have different impacts on them and we should not make assumptions about what someone can or cannot do based on their disability.

Look again at what definitions the children provided for 'disability' at the beginning of the lesson and correct any comments or ideas which are incorrect or could be considered discriminatory.

You might also want to add additional ideas.

Key question

- What do we understand about the term 'disability'?

Remind children about what they learnt about stereotypes in 'Lesson 5: Stereotypes: Gender', and ask:

- What is a stereotype?
- How do they think these might affect people with disabilities? E.g. people making assumptions that they cannot do things, people thinking they have a mental impairment because of their physical impairment and people treating them unfairly.

Explain to the class that stereotypes can lead to discrimination i.e. not treating someone fairly because they have a disability, and that this is illegal under the Equality Act. Unfortunately, however, people with disabilities can still suffer discrimination. Sometimes this is intentional, but sometimes people do not realise they are doing it.

To help avoid stereotyping behaviour, explain to the class that they are going to learn more about people with disabilities. Ask the children if there is anyone they are aware of who has a disability (these could be personally known to them children or famous people).

The children are going to write a biography of someone with a disability in pairs. Tell the class that each pair can decide how to display their findings themselves or they can use the *Activity: Biography template* provided. Information can be taken from the link: 'The disability power 100 - 2019 influencers' - which celebrates the 100 most influential disabled people in the UK each year. The Shaw Trust a social purpose organisation challenging inequality and breaking down barriers to enable social mobility, or use the link: 'UK Parliament Learning - Disability History Month illustrated book'.

Alternatively, pairs of children could have access to the internet to undertake their own research. Give the class approximately 15 minutes to work on their biographies and then ask each pair to share their favourite fact from their research with the rest of the class.

Key question

- How do stereotypes affect people with disabilities?

Wrapping up

Watch the video on link: 'Channel 4: We're the super humans - Rio Paralympics advert 2016'. Afterwards, ask the children if anything surprised them during the clip.

Recap that we need to be aware that it is easy to make assumptions and to stereotype people, instead, we must treat people equally and not judge them.

Key question

- How can stereotypes affect the way we see others?

Glossary

- Disability
- Stereotype
- Discrimination

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding indicated by: Understanding that stereotypes about disabilities are usually untrue.

Pupils working at greater depth indicated by: Understanding that stereotypes can have a negative effect on individuals and they should be challenged.

Pupils needing extra support: Should use the biography template and provide them with a choice of two people to create their biographies on.

Pupils working at greater depth: Can decide on their own format for a biography and use their own sources for research.