

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To understand stereotypes and be able to share information on them • I understand a range of stereotypes • I can identify key information on a topic • I can effectively share information on a topic 	Have ready <ul style="list-style-type: none"> • Link: 'A film about reversed gender stereotypes' on VideoLink Print <ul style="list-style-type: none"> • <i>Activity: Peer assessment</i> (see Classroom resources) – one per pupil
Attention grabber	
<p>Show the video clip: 'A film about reversed gender stereotypes' on VideoLink which shows a reversal of typical gender stereotypes. Discuss with the children what they think about the clip. Is the message about stereotypes clear?</p> <p>Key question</p> <ul style="list-style-type: none"> • What do we know about stereotypes? 	
Main event	
<p>Explain to the children, that they are going to create a piece of media (video, podcast, poster, leaflet etc) to get people to think about how ridiculous stereotypes can be. You can decide what format you want them to create, or let the children decide for themselves.</p> <p>The children will need to choose just one type of stereotyping for the activity, this could be gender, age, race, religion, disability, all of which they have looked at in 'Lesson 3: Stereotypes: Attitudes'. The children may, however, be aware of other stereotypes and might want to explore other protected characteristics such as sexual orientation or gender reassignment. You can decide if you want them to focus on these protected characteristics but if children have a particular interest or passion for a subject it would be appropriate to let them work on this. Whatever theme the children decide, they must include:</p> <ul style="list-style-type: none"> • Some stereotypes which exist about their chosen group. • Some facts or information which show that the stereotype is incorrect. • Some reasons why the stereotypes might be harmful. <p>The children can then work in pairs or small groups to produce their campaign.</p> <p>Key questions</p> <ul style="list-style-type: none"> • How can we share information on stereotypes? 	
Wrapping up	

Once the children have finished their campaign, get them to swap what they have created with another pair and ask them to peer assess what they have created. Give each child the *Activity:Peer assessment* sheet to focus their ideas. Finish off the session by asking children to share something about one of the products that they particularly liked.

Key question

- How well have we shared our information on stereotypes?

Glossary

- Stereotype
- Message

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding indicated by: Understanding a range of stereotypes and sharing this information effectively.

Pupils working at greater depth indicated by: Understanding stereotypes and explaining why they have chosen their stereotype and the way of sharing information.

Pupils needing extra support: Can select a form of stereotyping that they have an understanding of and a type of media that they will find easy to work with, such as video or podcasts.

Pupils working at greater depth: Can be challenged to undertake greater research into their campaign and give real-life examples.