

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To recognise that stereotypes exist based on a number of factors • I understand that stereotypes can be based on different factors • I can explain some stereotypes which exist about older people • I can explain why stereotypes are unfair 	Have ready <ul style="list-style-type: none"> • <i>Activity: Photo montage</i> (see Attention grabber)
Attention grabber	
<p>Display the <i>Activity: Photo montage</i> and ask the children to write down their ideas about older people.</p> <p>Activity: Photo montage</p> <p>Display on your interactive whiteboard</p> <p>They can include what they look like, what they do, what they enjoy, what they eat, where they live. Give the children a few minutes to do this individually and then move them into pairs or small groups to share and add more ideas. Take feedback from the children.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What do we think about older people? 	
Main event	

Remind children what stereotypes are i.e. making assumptions about someone based on certain characteristics. Explain that so far they have looked at stereotypes around gender, but today we are going to think about age.

Ask the children in their groups to look again at their ideas about older people and decide which ones might be stereotypes. They can underline or highlight these. You could also get the children to swap papers so that they are looking at another group's ideas. Ask how many stereotypes each group had and then discuss how they decided that these were stereotypes. You could discuss whether gender was also a factor in their ideas.

Move on to ask why these stereotypes might be unfair, for example people might think older people can't do certain things, or older people might be stopped from going to certain places. In some cases it might lead to discrimination i.e. not treating someone fairly because of their age. Explain that this is actually illegal and that there is a legal framework called the 'Equality Act' which protects people from being treated unfairly and promotes a more equal society. For example, it is illegal to say that someone cannot have a job because of their age.

Ask the children to think about older people they know either in their family, the local community or famous people. Ask them to write down how this person shows that stereotypes about older people are not right, for example they might look at use of technology, work, physical activity and engagement in the community.

Ask children to share some of their ideas and celebrate the differences between people.

Key questions

- What stereotypes exist about older people?
- Are these stereotypes true?

Wrapping up

Explain that it isn't only older people who are treated unfairly because of stereotypes other age groups are too including children and teenagers. What stereotypes are they aware of about these groups?

Key questions

- How do stereotypes affect other age groups?

Glossary

- Stereotype
- Discrimination
- Equality Act

Pupils with secure understanding

indicated by: Understanding that stereotypes arise from a range of factors, including some of those associated with age.

Pupils working at greater depth indicated

by: Understanding that stereotypes are unfair and beginning to understand what discrimination is.

Pupils needing extra support: Have some examples of older people who defy stereotypes e.g. David Attenborough, The Queen, Paul McCartney, Esther Rantzen, Captain Tom Moore.

Pupils working at greater depth: Look at more than one person who defies age stereotypes perhaps someone they know and someone who is famous.