

## Stereotyping and discrimination – A mental health unit for years 7-8

Unit aim:		To enable students to recognise instances of discrimination and stereotyping, and to respond constructively				
Duration:		7 lessons/hours				
AOs	Learning outcomes Students will:	Underlying concepts	Processes/Activities/Strategies	Possible assessment opportunities		
3/4C2	<ul style="list-style-type: none"> <li>identify and compare attitudes towards male and female roles;</li> </ul>	<p><i>Attitudes and values</i></p> <p>With regard to gender role stereotyping:</p> <ul style="list-style-type: none"> <li>reflect on beliefs</li> <li>acknowledge diverse viewpoints</li> <li>demonstrate inclusiveness and non-discriminatory practices.</li> </ul> <p><i>Hauora (Taha whanau):</i></p>	<ul style="list-style-type: none"> <li>Read <i>The Paper Bag Princess</i> to the class.</li> <li>Discuss the ideas about society that this book challenges.</li> <li>Divide class into groups, give each two large sheets of paper, and have them divide each into four sections.               <table border="0" style="width: 100%; margin-left: 20px;"> <tr> <td style="width: 50%;">                 On sheet 1 write:                 <ul style="list-style-type: none"> <li>Advantages of being a boy</li> <li>Advantages of being a man</li> <li>Disadvantages of being a boy</li> <li>Disadvantages of being a man</li> </ul> </td> <td style="width: 50%;">                 On sheet 2 write:                 <ul style="list-style-type: none"> <li>Advantages of being a girl</li> <li>Advantages of being a woman</li> <li>Disadvantages of being a girl</li> <li>Disadvantages of being a woman</li> </ul> </td> </tr> </table> </li> <li>Discuss the similarities and differences. Are people limited by roles? Why?</li> <li>What are the benefits of sex roles? Who benefits? How do sex roles affect relationships? What would the students like to change?</li> <li>Ask the students to each draw a scientist or a nurse.</li> <li>Discuss what gender they have drawn. Why? How do they feel about these results?</li> </ul>	On sheet 1 write: <ul style="list-style-type: none"> <li>Advantages of being a boy</li> <li>Advantages of being a man</li> <li>Disadvantages of being a boy</li> <li>Disadvantages of being a man</li> </ul>	On sheet 2 write: <ul style="list-style-type: none"> <li>Advantages of being a girl</li> <li>Advantages of being a woman</li> <li>Disadvantages of being a girl</li> <li>Disadvantages of being a woman</li> </ul>	<p>During this unit, students write a personal journal entry at the end of each lesson. At the end of the unit, have them write a summary of their feelings about the effects of stereotyping (4A4).</p>
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4A4	<ul style="list-style-type: none"> <li>describe how social messages and stereotypes can reinforce sex-role stereotypes;</li> <li>describe the role that the media plays in maintaining sex-role stereotyping, and how this can affect feelings of self worth.</li> </ul>	<p>Developing feelings of compassion for others.</p> <p><i>Health promotion:</i></p> <p>Developing critical action skills that empower students to take action.</p>	<ul style="list-style-type: none"> <li>Talk about advertisements in which both men and women are portrayed. Watch a series of videoed 'ad breaks'.</li> <li>Divide the students into groups and have them role-play an advertisement with the gender role reversed. De-role when they have finished.</li> <li>Ask the students to answer the following focus questions: How did it feel as a female/male to play a male/female? Was it funny? Why? What is sex-role stereotyping? Is it important? What can be done to counter it? Discuss the focus questions as a group.</li> <li>Divide the class into 4 groups. Have students use magazines and newspapers to create a collage: group 1 looks at how men are portrayed; group 2 looks at how boys are portrayed; group 3 looks at how women are portrayed; and group 4 looks at how girls are portrayed.</li> <li>Groups share and display collages. On two pieces of paper, write how they feel about the images and messages portrayed.</li> <li>Discuss how these images maintain sex-role stereotypes, how they could affect relationships and behaviour, how accurate the images are, how they feel about being portrayed in this way, and how other people may feel.</li> </ul>	<p>Observation of points students make in discussion (4A4).</p>		

3/4C3	<ul style="list-style-type: none"> <li>recognise instances of discrimination based on stereotyping of sex, race or age;</li> </ul>	<i>Socio-ecological perspective:</i> Actively contributing to own well-being and that of other people in society	<ul style="list-style-type: none"> <li>In groups, students discuss examples of discrimination against sex, race or age they know or have read about.</li> <li>Each group writes down and discusses examples of two different types of discrimination. What happened? Who was discriminated against? Who was the discriminator? What were the feelings of the person who was discriminated against?</li> <li>Each group reports back to class on one example.</li> </ul>	
3D2	<ul style="list-style-type: none"> <li>access information about the Human Rights Commission and evaluate how it can help deal with discrimination;</li> </ul>	through helping to avoid or deal with discrimination.	<ul style="list-style-type: none"> <li>In groups, students look at pamphlets describing the work of the Human Rights Commission and a handout of the Universal Declaration of Human Rights.</li> <li>Discuss: How do pre-conceived ideas affect behaviour. What rights do you have if you are being discriminated against? What rules does our society have to help overcome these forms of discrimination? Outline legal implications.</li> </ul>	Write reflective comments in students' log about: <ul style="list-style-type: none"> <li>understanding of issues surrounding stereotyping and discrimination (3/4C3);</li> </ul>
3D3	<ul style="list-style-type: none"> <li>participate in an action-plan based project to raise the awareness of discrimination in school or the community.</li> </ul>		<ul style="list-style-type: none"> <li>Look at the <a href="#">critical thinking model</a> from <i>Action for Wellbeing</i>.</li> <li>Discuss how they could use this model/process to take action to raise awareness of discrimination in the school and community. This could be a poster or leaflet campaign giving guidelines about avoiding and dealing with discrimination, a talk in assembly, an article for the local newspaper or school newsletter.</li> <li>Each student could develop their own declaration of action they will take to support the human rights of others, recorded on card to keep as a reminder. Cards could be photocopied and made into a class collage.</li> </ul>	<ul style="list-style-type: none"> <li>critical action cycle, including comment on influences on aspects of discrimination;</li> <li>possible instances of discrimination and preventative measures actioned (3D2/3).</li> </ul>
Evaluation of unit Students  Teacher		<b>Health and safety considerations</b>	<b>Resource needs</b>	
<b>Points for future teaching</b>				