

- ☐ Support students as they decide upon three characteristics people might associate with the person described on their card.
- ☐ When they have recorded these on their card, bring students together again and ask each pair in turn to describe their person to the class by listing the three characteristics.
- ☐ They might start their statement with: Some people might think this person...
- ☐ The rest of the class then tries to guess the person being stereotypically described.
- ☐ Display the captions 'Positive characteristics' and 'Negative characteristics' on the wall. Ask students to place their cards appropriately.
- ☐ Invite the class to comment on whether they agree with each placing and to consider why positive characteristics were attributed to some people and negative to others.
- ☐ Discuss with students why we generalise in this way and can it ever be useful.
- ☐ Encourage students to consider possible exceptions to their stereotypical descriptions.
- ☐ For example:
 - ☐ Can we have a non-elderly grandmother?
 - ☐ Are all people who wear glasses brainy?
 - ☐ Do the scientist Albert Einstein and the pop singer Mika fit the stereotype of a refugee?
- ☐ Again in pairs, ask students to choose a label some people might apply to themselves and their partners.
- ☐ Encourage the pairs to write a short statement detailing what someone might say about them if they only looked at the label. They should say how they feel about this labelling.

TALKING POINTS

- ☐ What are the possible negative effects of stereotyping?
- ☐ In what way can stereotyping be limiting?
- ☐ Should we be judged by the actions of a few?
- ☐ Can you judge a person on only a few characteristics?
- ☐ Does it make a difference to your attitude if you know someone personally?