



## 3.4 GO DEEPER 2: PREJUDICE & STEREOTYPING



<b>Time required</b>	25 minutes
<b>Adapted from</b>	<i>Difference Differently</i> , Together for Humanity, <a href="https://www.differencedifferently.edu.au/">https://www.differencedifferently.edu.au/</a>
<b>Grade level</b>	6 - 7 - 8
<b>Resources required</b>	<i>Stop stereotypes and discrimination</i> video (2:28 minutes) <a href="https://youtu.be/BO6PQHGXnlk">https://youtu.be/BO6PQHGXnlk</a>
<b>Aims</b>	<ul style="list-style-type: none"> <li>■ To appreciate that we are all likely to prejudge based on our own conditioning.</li> <li>■ To build capacity for questioning stereotyping, prejudging and social conditioning.</li> </ul>
<b>Procedure</b>	<p><b>Challenge assumptions – What’s going on?</b></p> <p>This activity starts by showing a short video of a Muslim man carrying a large bag with people running behind him. A woman observer is looking worried. When students see this they are likely to make assumptions – he is a terrorist, carrying a bomb. However, when the video is played to the end, it is revealed that he is not. This helps to set the scene for how it is easy to stereotype.</p> <p>Play the <i>Stop stereotypes and discrimination</i> video. Stop it at around 58 seconds (<u>do not go over one minute</u>). Students to discuss with the person next to them - <i>What is going on here? Who are these people? What do you think is going to happen next?</i></p> <p>Play the rest of the video. Think-pair-share – How are you thinking now? What surprised you?</p> <p><b>Whole class discussion</b></p> <ul style="list-style-type: none"> <li>■ How many of you thought the man was a terrorist?</li> <li>■ Why did we think that way?</li> </ul> <p>Tease out notions of stereotyping and prejudging and the fact that we all do it because of our social conditioning and the effects of the media.</p> <ul style="list-style-type: none"> <li>■ How can we change this?</li> </ul>

- How can we challenge our assumptions?
- Discuss examples of stereotypes.

Students call out words to complete the following sentences.

- Blondes are...
- Teachers are ...
- Soccer fans are...
- Italians eat...
- Teenagers are ...
- Muslims are...

- Is this the case? Why do we believe that?
- If we believed it, how would we be likely to act towards that person? (e.g. If students believe teachers are arrogant and controlling, how would they act?)

Reflect on the definitions of *stereotype*, *prejudice* and *discrimination* provided in the Big Ideas for this Key.

It is useful to make the distinction that:

- a **stereotype** is a generalisation or a way of **thinking** (usually part of a cultural norm);
- whereas **prejudice** (or prejudging) is an **attitude** based on a stereotype; and
- **discrimination** is a **behaviour** that we choose to do.
- Discrimination is always wrong and sometimes against the law.

We all grow up using/thinking in stereotypes. They are a form of generalisation that is necessary for us to process and store the large amount of information that we learn every day. They also allow us to be able to respond quickly in situations that may be dangerous. For example, “Drunk people are unpredictable and aggressive. This person is drunk so I’d better be wary”.

Some stereotypes are very pervasive in our society, for example, gender – how people perceive what males and females can do, what they like and how they experience the world. These perceptions are mostly socially constructed; reinforced by parenting, schooling, peers, workplaces and media.

Stereotypes are ideas that are part of the social belief system or norms. We can choose to believe them or not, but most of the time we don’t even realise that we are believing them. The repercussions of our thinking and actions create impact in many different ways – it can reinforce the culture and have major consequences for the people involved.

	<p><b>Thinking routine activity</b></p> <p>How can we change the way we prejudge and stereotype people?</p> <p>We can become aware of prejudging and stop ourselves acting out of prejudice. Even if we think of ourselves as nice people who wouldn't do that, our own social conditioning means we are seeing in a particular way. We can train ourselves to notice our thinking, challenge our assumptions, and be open and curious to finding out more about the individual, rather than labelling them as a part of a group.</p> <p>Students, working in pairs, design a "thinking routine" that will help them when they are prejudging/stereotyping; something that will make them think about a person in a different way and act differently. It should be catchy and memorable. What are the key steps? Is there a visual image?</p> <p>An example would be to "red flag" themselves every time they label a person or a group and ask if it can really be true. i.e. "He's a ..." or "Americans are so..."</p> <p>Share your proposal with another group and make suggestions for improvement. Improve your routine. If you have time, look at another group.</p> <p><b>Personal inquiry homework</b></p> <p>Ask students to practise the following in their own time.</p> <ul style="list-style-type: none"> <li>■ Notice if you are judging someone and apply your thinking routine.</li> <li>■ How effective is it?</li> </ul>
<b>Teacher notes</b>	<p>Although power is to be dealt with in Key 4, you may want to introduce it in this section.</p> <p><b>Power</b> - some aspects of our identity confer power over others. Some are relative (age, physical size), others are social constructs (colour, gender, attractiveness).</p>