

# *Unfolding Identities: Workshop 2*

## **Prejudice and Stereotyping**

### **Objectives:**

- To uncover and examine the effects of **prejudice** and **stereotyping** on all of us, and to relate this in particular to young people's experience

**Workshop resources: Mrisi's film, quoted extracts from Mrisi's film, the photos from the Unfolding Identities films (see Resources Section)**

### **Activity 1: 15 minutes**

#### **Introduce the session to the whole class**

Ask the whole class, "what do we mean by the word **stereotype?**" and come to a shared definition. You might wish to share the following definition, comparing it to what the group has devised

- **Stereotype - fixed impressions, exaggerated or preconceived ideas about particular social groups, usually based solely on physical appearance.**

(<http://racerelements.about.com/od/stereotypesmentalmodels/g/stereotypes>)

Whole class work: Ask who in society might be the victim of being stereotyped?

Small group work: Ask students to discuss any experience of being stereotyped that they may have had, what **impact** has this experience had on them?

Based on the feedback from the class, confirm some of the implications of being stereotyped,

**Activity 2: 15 minutes**

**Resources: 5 Photos from the Unfolding Identities films**

Give out the photos from the Unfolding Identities films stills and ask students to place the following statements with the appropriate image.

There are 2 statements for each image:

- 1. Who is into *My Chemical Romance*?**
- 2. Who feels they have ‘a permanent tan’ because of their mother’s African background?**
- 3. Who does voluntary work with young people?**
- 4. Who says that their parents are their most trusted advisors?**
- 5. Who is passionate about rock climbing and extreme sports?**
- 6. Who enjoys maths at school?**
- 7. Who has been asked whether they are a terrorist?**
- 8. Who wants to be very rich?**
- 9. Who enjoys World Music?**
- 10. Who enjoys Rave Music?**

Give out the correct matchings.

Matilda: 5 and 9

Mrisi: 3 and 8

Sarah: 1 and 7

Natasha: 6 and 10

Aaron: 2 and 4

Lead a short group discussion, asking the students to elaborate on their decisions, asking;

‘How do we come to conclusions about people?’

**Activity 3: 20 minutes**

**Resources: Mrisi's film, quoted extracts from Mrisi's film**

**Show Mrisi's film**, asking students to take note of any instances of stereotyping that Mrisi discusses

Small group work: Give out one of the 3 quotes from Mrisi to each group. Ask students to discuss Mrisi's reaction to being stereotyped and then further explore this on the basis of their own experiences.

**Teacher's notes for a double session:**

**Activity 4: 15 minutes**

**Teachers Note:** This is an exercise that will need to be handled sensitively and should only be carried out if the teacher is confident that the class would carry it out in a spirit of showing respect to each other.

It would be advisable to refer back to the ground rules before delivering this activity.

The teacher should encourage the class to ensure that all the negative stereotypes have been crossed out.

Write out the following headings: 'Goth', 'Chav', 'Nerd' at the top of 3 columns.

Ask the class to suggest 5 stereotypes for each of these groups and write them down in the appropriate columns as they are suggested

Ask whether any of these stereotyped views can be crossed out, one-by-one based on actual knowledge of people who might fall into these groups.

What does this process tell us about the pitfalls of stereotyping people?

### **Activity 5: 15 minutes**

Ask the class the following question:

'What do we mean by the word **prejudice**?'

Work towards finding a shared definition.

You might wish to share the following definition, comparing it to what the group has devised.

**Prejudice – An adverse judgment or opinion formed beforehand or without knowledge or examination of the facts.**

(<http://www.thefreedictionary.com/prejudice>)

**Discuss:** Is prejudice inevitable?

What impact does prejudice have on people? (Give examples)

### **Activity 6: 20 minutes**

#### **Discussions of Injustice**

Ask students to work in pairs to share a personal experience of being on the receiving end of injustice.

Share feedback with the whole class, asking students to share their partner's experience.

Write up feedback under the following headings:

'short-term impact' and 'long-term impact' .

Discuss ways in which injustice can have a negative impact on who we are, particularly if the injustice is ongoing. Can there ever be a positive impact?