

Stereotypes: Primary Activity Pack

# Diversity Role Models Choose Respect

Building Inclusion Through Play



#ANTIBULLYINGWEEK

# About This Pack

## About this Pack:

This pack is designed for teachers and caregivers to support them in creating engaging activities for primary age children on diversity, inclusion and equality.

## Planning your lesson(s)

The activities are designed to be run in a flexible way to allow them to be used as part of lessons or be adapted for use outside of formal education settings. The activities can form a series of sessions and can support schools with their PSHE and RSHE input.

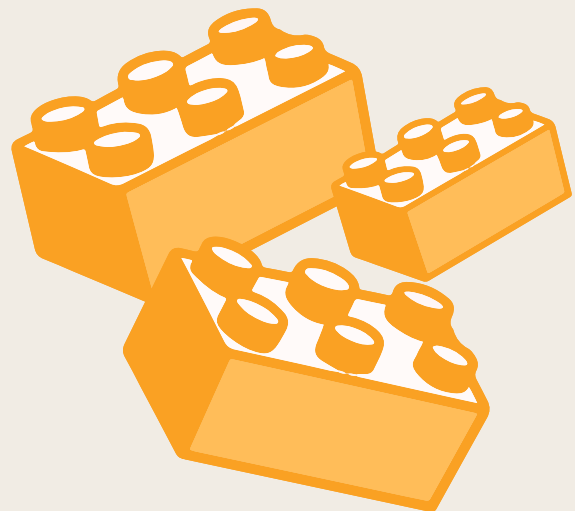
## Resources

These activities utilise Lego bricks. However, the activities can be adapted to use a range of materials and resources. See section on adaptations for more information.

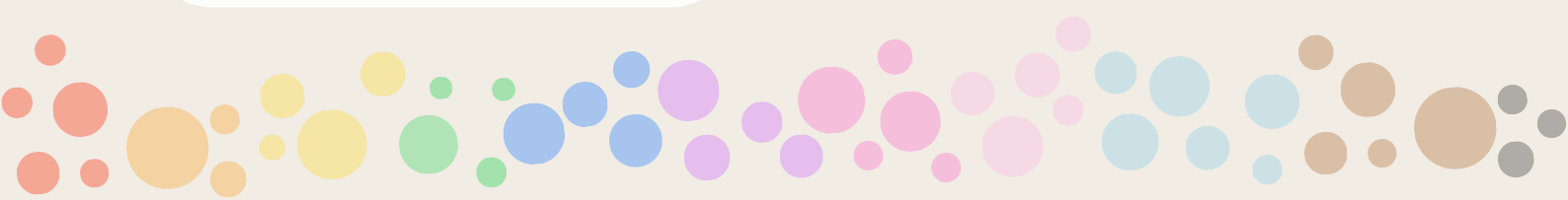
### Activity videos

**Teacher Video:** This video is designed to explain to teachers how they can run the activity. Please assess the suitability of the activity for your class.

**Classroom Video:** This video is designed to be played directly to pupils. You can pause this video to explain the activity further. Please ensure you have watched the video yourself beforehand to ensure the activity is suitable for your group.



 [Watch all videos here](#)



# Protected Characteristics

The Equality Act 2010 defines nine protected characteristics that are safeguarded from discrimination.

The nine protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Schools have a legal obligation to promote equality of opportunity, eliminate discrimination and foster good relations between people with these characteristics.

The activities in this pack help explore a range of protected characteristics through focusing on stereotypes and assumptions to help foster a culture of respect.



# Back-to-Back

## Activity Objectives

- Children will explore the impact of assumptions and stereotypes.
- Children will reflect on the importance of asking clarifying questions.
- Children will develop communication and team-working skills.

## Activity outline

- Recommended for Years 5 or 6.
- Pupils will work in pairs and will need 6 identical Lego bricks each.
- Pupils stand back to back. Person A builds any shape they like out of bricks.
- Person A describes their shape to Person B who has 2 minutes to recreate it without asking any clarifying questions.
- Give them a couple of minutes to compare shapes and discuss what they found difficult, what surprised them and what could make it easier to recreate.
- Now Person B creates a shape. Person A then has two minutes to recreate it; this time, Person A can ask as many questions as they like.
- Finally, get them to discuss what made it easier this time - "What have you learned from this activity?" "What might it tell us about about making assumptions?"

### Teacher Video

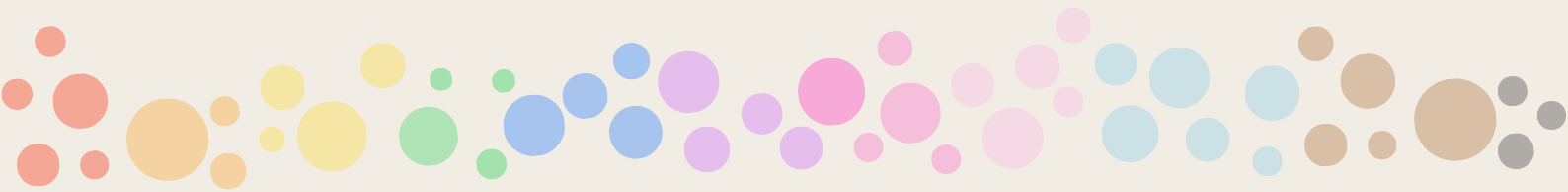
Use this video to understand how the activity works before running it in your class.

### Classroom Video

Play this video in your lesson directly to students. Please watch the video yourself before hand.

 [Teacher video](#)

 [Classroom video](#)



# Minifigures careers fair

## Activity Objectives

- Children will analyse how people are stereotyped and the implications of stereotyping.
- Children will reflect on the assumptions they and others sometimes make around age, race, gender and disability.
- Children will develop communication and team-working skills

## Activity outline

- Recommended for Years 3 and 4.
- You will need a 'mystery bag' with lots of job roles written on pieces of paper and a broad selection of Lego mini-figures: accessories, legs, bodies, heads and hair/hats.
- Split the class into pairs. One person from each pair comes and selects a job role from the bag. They share this with their partner but no one else.
- Students have 6 minutes to create a mini-figure of that job role.
- Students then display their mini-figures and other groups guess what job role each one does.
- Discussion: "Do all people who do this job role have these characteristics e.g. gender?"

### Teacher Video

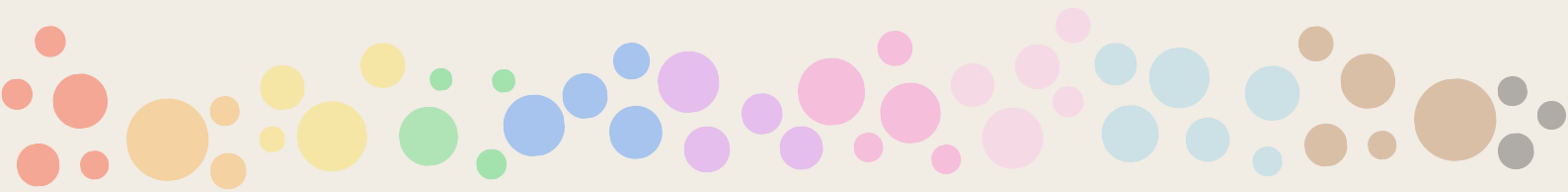
Use this video to understand how the activity works before running it in your class.

 [Teacher video](#)

### Classroom Video

Play this video in your lesson directly to students. Please watch the video yourself before hand.

 [Classroom video](#)



# Follow up

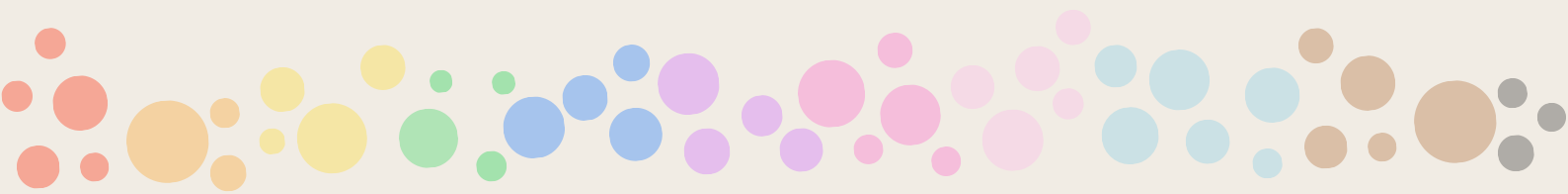
## Follow up discussions and activities

After running this activity you could have the following discussions:

- What are some stereotypes that you think people make about children?
- How can stereotypes be harmful?
- Where do we get our stereotypes or assumptions from?
- Why can it be disrespectful to make assumptions?
- Share: 'Like a girl' and discuss phrases that are stereotypical and why they can be damaging. NB the video refers to puberty and teachers should be aware young people may have questions about this if you are yet to cover this topic in science, health or RSE.
- Discuss some inspirational people from history who have broken stereotypes.

You could also run the following activities:

- Get students to design their own character that breaks stereotypes, describe their family, hobbies, likes and dislikes.
- Students draw a self-portrait and include facts about themselves that make them unique or that people may not assume.
- Choose a topic e.g. favourite colour/animal/sport and ask students to survey classmates to find out the group's favourite. Turn this into a pictogram/ bar graph and discuss any surprising findings.
- Review some toy adverts that contain stereotypes and ask students to write their own adverts or invent their own toys that don't reinforce stereotypes.



# Adapting

## Back to Back

If you do not have Lego bricks to hand you can easily adapt the activity:

- Use mini-whiteboards instead of Lego bricks. Ask pupils to draw a shape using a set of individual brick designs.
- Cut out 6 different shapes/colours that match for each pair and ask pupils to create a shape by laying them flat on a surface.
- Pupils have six pens and must create and describe a shape using lines of different colours that connect however they please.
- Use dominoes or cards to make a shape on a flat surface.
- Students fold a piece of paper into a unique shape using six folds and describe this to their partner.


## Minifigures Careers Fair


If you do not have Lego minifigs to hand you can easily adapt the activity:

- Provide pupils with blank templates of people and design each job role using coloured pens or pencils.
- Use a computer to create a design of people and their jobs roles.
- Use modelling clay to create the person and their job roles.
- Create a short presentation on their character without using the title of the job role, allowing other students to make a guess at the end e.g. builder = 'this is Pete, he is 45 years old and wears a tool belt at work. He uses his hands and tools and lots of materials to create or fix places where people live/work/go to school'.

# Contact Details


## Get in touch

 [Contact us via our website](#)

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 [www.diversityrolemodels.org](http://www.diversityrolemodels.org)





