

## Lesson 5: PHSE

### Challenging Stereotypes

This lesson is primarily a PSHE lesson which uses drama techniques. However, it can be adapted to have a stronger Drama focus by making it a comparison between stereotypes and complex characters.

#### **AIM:**

To explore and understand the differences between stereotypes and complex individuals.

#### **OBJECTIVES:**

To create dramatic representations of stereotypes and complex characters.

To understand why stereotypes arise.

To understand the limitations of stereotyping.

#### **NATIONAL CURRICULUM LINKS**

**PSHE** KS3 3a, KS4 3c

**ENGLISH (Drama)** KS3 & KS4 4a & b

#### **RESOURCES:**

Large Empty Classroom/Drama studio

White board. Marker pen.

#### **ACTIVITIES:**

##### **1. Warm-up Game – Exploring social stereotypes**

Pupils stand in a circle. Explain to them that in a moment they are going to face outwards and you are going to say a word to which they will have 3 seconds to create a physical representation and then turn in to face the group.

Use words from the following list. After each, count aloud to three and ask the pupils to turn in making their physical representation. They can have a brief look at each other's and then turn back out and wait for the next word.

Actor	Teenager	Student	Mother	Father	Tourist
American	Italian	Brit	Vicar	Football Player	
Rugby Player	Politician	Celebrity			

Make the point that most of these images will have drawn upon stereotypes that we each hold about many people in society.

2. Make the point that at the start of the play each of the characters hold stereotypical views of each other and individuals involved in the animal experimentation debate. Ask if anyone can remember what any of these views were.

Ask pupils to stand in a space. Read out the following quotes from the play and ask them to create a physical representation of the stereotype the words suggest.

### **Animal Rights Activists**

*LINA Some of these Animal Rights People are really violent.*

*ANITA The Pussy Cat Van! What is that? Poor ickle Pussy Cats! Are these people still at nursery school? Why don't they call animals by their proper names?*

*ANITA If you like reading unproven propaganda he means.*

### **Scientists**

*SONNY Yeah. More boffins like yourself. What do you talk about? Scientific for mulas?*

*RAZ Meeting in secret to conduct dastardly experiments!*

*SONNY You just want to go on doing your "interesting work" like all the other Scientists. You don't want to think about the animals because thinking about the animals means you'd have to stop.*

*SONNY You think science is all about being definite, all about being right.*

## **Buddhists**

*ANITA* *Has he got a shaved head and love beads?*

Discuss, how far these stereotypes are a fair representation of the characters in the play?

3. Write the name of each character on a board. As a whole class, brainstorm all the details you can remember about each character. Pay particular attention to things that challenge the stereotype or contradict other aspects of their character.
4. Divide the class into small groups 3-5. Allocate one of the four characters to each group (or you could just choose to focus on Sonny and Anita).

Ask the group to create a multi-faceted image for their character i.e. a group image which reflects different aspects of the character, perhaps with each person representing a different facet.

5. Each person should think of a line they can say which adds further detail to their character.
6. Show and discuss:

Why do we create stereotypes?

How truthful are they?

What is the impact of stereotyping?

Is stereotyping something to be avoided? How can we?