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| **Lesson Plan: Using inappropriate language** |
| **Learning Question/ Objective:**  Why do we need to think about the language (words) we use? |
| **Lesson Aims:**  * Describe stereotypes and give examples * Understand the problems associated with gender stereotypes * Identify harmful words/phrases and explain why they are harmful |
| **Reference to Scheme of Learning/Prior learning/context**: This lesson builds on the work relating to stereotypes and equality. The focus is on the language children use especially gender specific language and why it is inappropriate. |
| **Learning that should take place in this lesson:** Students will learn to challenge existing gender stereotypes and why gender specific ‘name calling’ language is inappropriate |
| **Learning Activities/Tasks:** Slide 1: Students write down the keyword and its meaning – Settler task: students to examine the image and discuss it with their partner. Should see that it challenges gender stereotypes. Slide 2: Students write down everything they remember to do with the word ‘stereotype’ to test prior knowledge/learning. Animate in the images and the names/descriptions ask students what they all have in common. Students should notice that they have all broken the gender stereotypes. Slide 3: Students may have seen this clip before. The point is for them to understand the dangers of having fixed gender stereotypes. Show the short clip and ask the students to discuss the two questions on the slide. Students need to see that gender stereotypes can create barriers and misconceptions. Slide 4: Ask students to list words they have heard/used to call someone. Teacher may have to give some examples. Then ask students to colour code them, one colour if they associate the word with females and another colour if they associate the word with males. Ask students to then select two or three words they have chosen and explain in their books or in discussion why they made their choice. Signpost students to complete the challenge activity. Slide 5: Ask students to draw the table Harmful/Harmless and put the words/phrases in whichever column they think they should go. Next to each word or phrase ask students to explain their choice. You can ask students to provide an explanation for every word/phrase or for 5/3/1 etc. It makes students think about the words they hear or use regularly and should provoke thoughts about the potential harm of using them. Slide 6: Give out the 10 statements to student who could work independently, in pairs or small groups and ask them what they would do in each scenario. They have 3 options: Ignore, Report, Educate. When they have decided animate in the other statements and ask if this makes them change their minds. Brings a personal element into each familiar scenario. Does it make students feel they are more likely to educate? Slide 7: Assess understanding: students use mini whiteboards or True/False cards. Ask students to explain why a statement is false. |
| **N.B. Many of these activities will evoke discussion. They will need teacher exposition especially in relation to making the point about the harm caused regarding the use of inappropriate language which is essentially sexist language. If you feel it is appropriate you can explain sexism and sexist language.** |