



EduTrend Contents

P4C · DIVERSITY AND DIFFERENCE · MIDDLE SCHOOL

What Is a Stereotype?

Generalisations, stereotypes and thinking for ourselves

Ages 11–13

Level: Intermediate

50 minutes

Circle and small groups
· up to 30

Activity 03

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 03 · AT A GLANCE

What Is a Stereotype?

Students look at invented statements such as “Dogs bark”, “Teenagers are lazy”, “Birds can fly” and “People who wear glasses are clever.” They sort them into fair generalisations and stereotypes, and discuss what makes the difference. They create questions and enquire into why stereotypes form and how we can avoid them.

Learning outcomes

By the end of the session students can:

- define stereotypes;
- distinguish fair generalisations;
- analyse harms of stereotypes;
- show respect in discussion.

KEY WORDS

stereotype · generalise · evidence ·
assume · fair · harm

CURRICULUM LINKS

PSHE: stereotypes and prejudice.
English: characters in media.
Maths: data and samples.

1**STIMULUS**

Share something to
think about

2**THINK**

Quiet thinking time

3**QUESTION**

Create and choose
a question

4**ENQUIRE**

Reason together

5**BUILD**

Agree, disagree,
add

6**REFLECT**

Last words

Materials (per class)

- Statement cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Use the prepared statements. Do not ask students to suggest stereotypes about real groups.

ACTIVITY 03 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–8 min Stimulus	Sort the generalisation and stereotype cards.	<i>"What did you notice?"</i>
8–20 min Questions	Students create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
20–44 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"What is the difference between a generalisation and a stereotype?"</i>
44–50 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Explain the difference between a generalisation and a stereotype.

ACTIVITY 03 · FACILITATOR NOTES

The philosophy in brief

A generalisation can be supported by evidence; a stereotype applies a fixed idea to everyone in a group.

Stereotypes can shape how people are treated and how they see themselves.

Common ideas to listen for

- “All generalisations are stereotypes.” Some are fair.
- “Positive stereotypes are harmless.” They can still limit people.
- “Stereotypes are always completely false.” The problem is applying them to individuals.

Adapting the activity

Support

Sort four cards.

Stretch

Find a stereotype in an invented advert.

WORKSHEET 1

Our questions

Name: _____ Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Sort the statements

Analyse.

Sort the statements

Statement	Generalisation or stereotype	Why

WORKSHEET 3

Last words

Before and after.

Why do stereotypes form? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

What Is a Stereotype? is a sample activity from the EduTrend Contents P4C Diversity and Difference programme (middle school, level: intermediate). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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