

YEAR 5, LESSON 2 – Vicky

INTERVENTION PHRASE: "I don't like the way you're treating Vicky."

RESOLUTION PHRASE: "I'll think about what you've said."

Students will learn:

How to stand up for someone being stereotyped because of the colour of their skin
Why gender stereotypes can lead to unfairness

Resource(s): 'The School Anthem' (MP3)

Section 1: All about Vicky



Students meet Vicky and examine her relationship with Millie.

READ

Dear Stand Up Students,
My name is Vicky and last week was the most confusing week of my life.

On Monday, my teacher told me I had been chosen to play Sleeping Beauty in the school play and even though Millie looked shocked, I felt happy and excited.

On Tuesday, I heard Millie whisper to her friend, "Whoever heard of a black Sleeping Beauty?"

On Wednesday she said to anyone who would listen, "It would be much more realistic if a white girl like me played the part of Sleeping Beauty."

On Thursday she whispered in my ear that it would be better if I was the Wicked Fairy instead.

On Friday she said, loud enough for everyone to hear, that princesses don't look like me, and that's when I told my teacher I didn't want to be in the school play anymore.

From,
Vicky

ANALYSE

- *What makes Vicky different from Millie?* Vicky's skin is darker in colour than Millie's.
- *What does Millie believe Sleeping Beauty should look like?* Millie believes that it would be 'more realistic' if a white girl with light skin played the part of Sleeping Beauty.
- *Why does Millie believe Vicky should play the part of the Wicked Fairy instead of Sleeping Beauty?* Growing up, Millie has probably watched films and read story books in which the princesses have light skin. She may also have seen films and TV programmes in which 'bad' characters have dark skin. This may have led her to believe the stereotype that princesses have light skin and 'baddies' don't. A stereotype is an incorrect belief about a group of people.
- *Can you explain why Millie's treatment of Vicky is unfair?* Stereotyping is always unfair; your skin colour should not determine what you do in life, or what character you play on stage. It is also unfair of Millie to disrespect Vicky by talking about her behind her back. Remember, friendships should make us feel happy, confident, and secure.

Section 2: Practise



Students prepare and practise a 'Role Play' in which an Upstander stands up for Vicky by respectfully challenging Millie:

Stage 1 Prepare

- Read Millie's Character Statements which should be displayed prominently, on the whiteboard. Explain that they tell us what Millie thinks, feels, or believes:

Character Statement 1: "In the book, Sleeping Beauty has blonde hair and blue eyes."

Character Statement 2: "It makes sense if someone with dark skin plays the evil stepmother."

Character Statement 3: "I just want to make the play as realistic as possible."

- Lead a group discussion: *What could an Upstander say to respectfully challenge each of Millie's Character Statements?* **IMPORTANT!** Record students' responses on the whiteboard.

Stage 2 Demo

- Teacher (Millie) and student volunteer (Upstander) demonstrate a Role Play using Character Statements and student responses from Stage 1, as their guide. **IMPORTANT!** The role play starts with the Intervention Phrase and ends when Millie delivers the Resolution Phrase.

Example role play:

Upstander:	<i>I don't like the way you're treating Vicky.</i>
Millie:	<i>Well in the book, Sleeping Beauty has blonde hair and blue eyes.</i>
Upstander:	<i>But that's just make-believe! There's no reason why a princess can't look like Vicky and have dark skin.</i>
Millie:	<i>I think it makes more sense if someone with dark skin plays the evil stepmother.</i>
Upstander:	<i>Why? It's a stereotype to believe that 'baddies' have dark skin.</i>
Millie:	<i>I just want to make the play as realistic as possible.</i>
Upstander:	<i>It will be realistic because Vicky has been chosen because she is a good actor! We should choose people because of their talents, not how dark or light their skin is.</i>
Millie:	<i>OK, I'll think about what you've said.</i>

- Evaluate: *Was the Upstander's voice/body language clear, calm, and confident? What was the most powerful thing the Upstander said?*

Section 3: Perform

In pairs, students engage in a 'Role Play':

- Students face a partner in a space of their own then assign roles (Upstander and Vicky).
- "3, 2, 1 – Action!" - the role play begins. Students sit down after the Resolution Phrase.
- Instigate a round of applause when every role play has ended.
- Invite individual pairs to perform their Role Play, this time for an audience of their classmates.
- Evaluate:

Was the Upstander's voice/body language clear, calm, and confident?

What was the most powerful thing the Upstander said?

Can you think of an alternative Resolution Phrase?

- Students swop roles and repeat.

Section 4: All about you

Students play 'Look at Me' to identify the ways in which they *do not* conform to gender stereotypes:

- Remind students that a stereotype is an incorrect belief about a group of people. *Vicky was stereotyped because of the colour of her skin.*
- Set up the game by leading a discussion around gender stereotypes: *How are girls/boys supposed to look? How are they supposed to behave? How are they supposed to think and feel? What are they supposed to be good at?*
- Explain that students will run across the circle and swap places. Demonstrate how to swap places safely (no jumping on chairs/pushing etc.).
- One student stands in the middle of the circle. Remove their chair so there is always one student with nowhere to sit. That student should identify something about themselves that goes against the stereotype of their gender; they are a girl who likes motorbikes or a boy with long hair, for example. They recite:

**"Look and see that this is me,
And I like motorbikes/have long hair."**

- All students who *also* like motorbikes/have long hair stand up and shout, "And me!" then cross the circle/swap places. **NB:** They should not switch to a seat directly to their left or right.
- *At the same time*, the student in the middle should look for and find an empty chair to sit on. If they succeed, this will leave a *different* student in the middle.
- Repeat, until many students have had a turn.
- Reflect: *How can gender stereotypes be harmful or unhelpful? Gender stereotypes can be limiting for girls and boys as they grow up and decide what sports to play, how to spend their free time or what career path to take.*

Section 5: Reflect

Students sit down and close their eyes. Ask them to put their hand up if they:

- Would be able to stand up for someone who was being stereotyped because of the colour of their skin



- Could explain why gender stereotypes can be limiting and unfair

SAMPLE