SPOTLIGHT ON STEREOTYPING

A RESOURCE FOR TEACHERS OF CIVIC, SOCIAL AND POLITICAL EDUCATION

PDST Professional Development Service for Teachers

THE EQUALITY AUTHORITY
AN tÚDARÁS COMHIONANNAIS

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by

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THE EQUALITY AUTHORITY
AN tÚDARÁS COMHIONANNAIS

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The Equality Authority would also like to thank Conor Harrison, Professional Development Service for Teachers (PDST), for his collaboration and guidance throughout the project as well as his support to pilot the resource in schools. The opportunity to pilot the resource was critical to ensuring that it is both relevant and applicable to the Civic, Social and Political Education (CSPE) curriculum.

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A special note of thanks to Karen O'Shea for her clarity, good humour and ability to keep us focused while writing this resource.

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FOREWORD

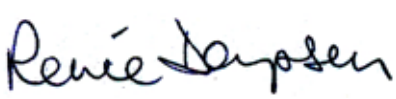
Spotlight on Stereotyping has been developed for the Civic, Social and Political Education (CSPE) curriculum. The resource links to key concepts included in the CSPE curriculum such as identity, human rights and human dignity, equality, community and the law and also includes ideas for action projects. It is a flexible resource which can be used as seven consecutive lessons in 1st Year, 2nd Year or 3rd Year. Alternatively, different sections can be used at different times during the three years of the CSPE course. In addition, the resource includes a curriculum framework illustrating how it can link with other Junior Certificate subjects.

The Equality Authority and the Professional Development Service for Teachers (PDST) are delighted to have worked together on the development of the ***Spotlight on Stereotyping*** resource. The focus on stereotyping grew out of a shared concern about the part that stereotyping can play in disempowering people and contributing to inequalities in society. The material included in the resource provides an opportunity to explore such issues within the curriculum and to work with students on understanding and challenging the impact of stereotyping.

From an equality perspective it is the impact of stereotyping that is of great concern. It can occur at all levels of society - including within the policies and practices of organisations, in the workplace, in the media, in education and in delivery of services. This resource highlights how stereotypes, which are based on ideas and beliefs, inform our attitudes and our behaviour. However, stereotypes are often based on incorrect information. Stereotypes also tend to reduce a person or a group of people to one aspect of their identity, ignoring the complexity of their identity. In this way, stereotypes can lead to prejudice, which can also lead to discrimination.

The development of ***Spotlight on Stereotyping*** has been informed by a previous resource *Give Stereotyping the Boot* which was developed by the Equality Authority and the National Youth Council of Ireland. It has also been informed by work to challenge stereotyping that the Equality Authority and community and voluntary groups across the nine equality grounds set out in equality legislation have been engaged in.

The Equality Authority and the Professional Development Service for Teachers hope that this resource will provide teachers with innovative, relevant and creative material to explore key concepts included in the CSPE course as well as providing a positive framework to discuss, understand and challenge the impact of stereotyping from an equality perspective.



Renée Dempsey
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HERE ARE DIFFERENT WAYS TO USE THIS RESOURCE

OPTION 1:

Use as a complete resource from lesson 1–7 with 1st year, 2nd year or 3rd year CSPE followed by lesson 8 as an action project on any of the concepts listed below.

OPTION 2:

Use the resource in sections throughout the CSPE course.

1st YEAR CSPE → Use **Lessons 1–3** to introduce the concept of ***identity*** and the importance of seeing all aspects of the person as important for promoting ***human rights*** and ***human dignity***. → Teachers can the further explore the concept of **human dignity or human rights** and **responsibilities.**

2nd YEAR CPSE → Use **Lessons 3–6** to explore how stereotyping can reduce opportunities for individuals and members of groups in the **community** – local, national and international. → Teachers can then further explore the concept of **stereotyping** by looking at the stereotypical images people might hold about people in their local **communities** or in the **developing world**.

3rd YEAR CSPE → Use **Lesson 3**, followed by **Lessons 7 & 8,** to focus on what can be done to address stereotyping. → Teachers can then further explore the concept of **democracy** and the value of the **law** as a way of protecting the human rights of individuals and groups and enable them to identify an action project.

OPTION 3:

Use the outlined action project or any of the action ideas presented to launch your students' exploration of any of the concepts listed below.

HUMAN RIGHTS AND RESPONSIBILITIES
HUMAN DIGNITY
LAW
EQUALITY

Before using the resource with your students examine the full range of lessons to ensure that you are familiar with and confident in using the activities suggested.

STRUCTURE AT A GLANCE

Spotlight on Stereotyping is presented in five parts

- **Part 1:** Introduction to Stereotyping for Civic, Social and Political Education (CSPE)
- **Part 2:** Stereotyping and Other Curriculum Opportunities
- **Part 3:** Lesson Plans
- **Part 4:** Act Now
- **Part 5:** Additional Resources

PART 1: INTRODUCTION TO STEREOTYPING FOR THE CSPE CURRICULUM

Introduction to Stereotyping for the CSPE curriculum introduces the concept of stereotyping from an equality perspective and situates it in the context of the CSPE curriculum.

PART 2: STEREOTYPING AND OTHER CURRICULUM OPPORTUNITIES

Stereotyping and Other Curriculum Opportunities highlights other areas in the Junior Certificate Programme where the resource can be used.

PART 3: LESSON PLANS

Each lesson plan is structured around a frame that outlines for the teacher the following:

FOCUS OF LESSON

ANTICIPATED LEARNING OUTCOMES

WHAT YOU NEED

METHOD

TAKING IT HOME

PART 4: ACT NOW

Act Now offers teachers a broad menu of ideas that can help address stereotyping. The ideas are presented as a menu that might help inform students' decision-making in relation to their action projects rather than a prescriptive list.

PART 5: ADDITIONAL RESOURCES

Additional Resources sets out a range of organisations, websites, and materials that can provide teachers with further information and additional materials on the theme of stereotyping.

KEY WORDS / EOCHAIR FHOCAIL

WORD	DEFINITION
Identity	Who or what a person or thing is
Similar	Nearly the same as another person or thing
Different	Unlike; not the same
Social	Living in a community not alone; To do with life in a community
Nationality	The condition of belonging to a particular nation
Culture	The customs and traditions of people
Status	Importance, level, condition
Stereotype	To give a person certain characteristics–e.g. being Irish or American, living in a certain place
Occupation	A person's job
Diverse	Several different kinds
Implement	To put into action
Label	A name given to something or some-one putting them into a certain social group

FOCAL	SAINMHÍNIÚ
Aitheantas	Cé hé/hí an duine nó cad é an duine nó rud
Cosúil	Beagnach mar an gcéanna le duine nó rud éigin eile
Difriúil	Neamh-chosúil; níl sé mar an gcéanna
Sóisialta	Ag cónaí I sochaí agus ní i d'aonar; baineann sé le saol i bpobal
Náisiúntacht	A bheith mar bhall de náisiún ar leith
Cultúr	Custaim agus traidisiúin a bhaineann le daoine
Stádas	Tábhacht, léibhéal, staid
Steiréitíopa	Tréithe faoi Leith a thabhairt do dhuine éigin–m.sh. a bheith Éireannach nó Meiriceánach, ag cónaí in áit faoi leith
Slí Bheatha	An post a dhéanann duine
Éagsúil	Go leor cinéalacha difriúla
Cur i bhfeidhm	A chur i ngníomh
Lipéad	Ainm tugtha do dhuine nó rud a chuireann i ngrúpa sóisialta faoi leith iad

LITERACY

Spotlight on Stereotyping has been designed to encourage and support literacy among students. A key word list introduces associated new words and their meanings. Other literacy enhancing strategies such as a visual verbal square, word searches and visual supports are used in many of the student worksheets.

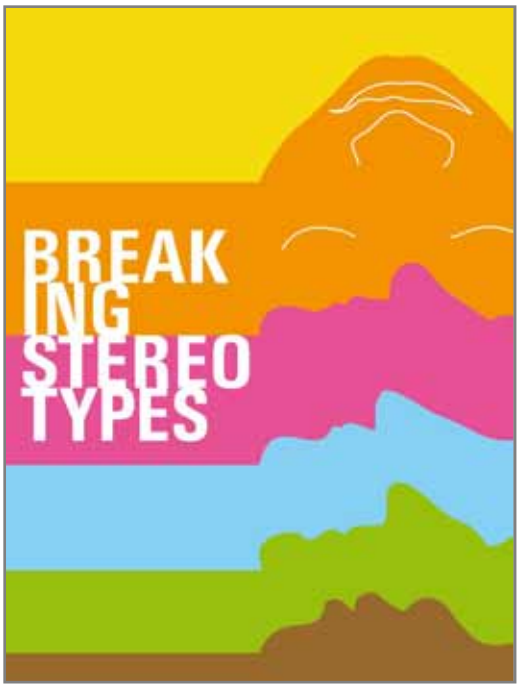
PART 1

INTRODUCTION TO STEREOTYPING FOR THE CSPE CURRICULUM

INTRODUCTION TO STEREOTYPING FOR THE CSPE CURRICULUM

Civic, Social and Political Education seeks to enable and empower young people as citizens of today. It seeks to make students aware of their own role as citizens, to encourage them to actively engage in the communities to which they belong (local, national and global) and to develop the confidence to apply their learning (positive attitudes, skills and knowledge) in the context of their own lives.

Core to this programme is the promotion of human rights and responsibilities. ***Understanding and acting for human rights begins with an appreciation of the inherent dignity of each individual.*** Once this is recognised and appreciated, working for the protection of human rights includes addressing any attitude or behaviour that denies this dignity, including stereotyping, discrimination, racism, sexism and homophobia.



Faces *- Natalie Eiswert, Germany*

BREAKING STEREOTYPES A European Union Exhibition

WHAT IS STEREOTYPING?

When we try to make sense of the world, we often simplify and generalise things. However, stereotypes are based on an oversimplified generalisation of a social group. For example:

- *Young people have loads of energy and imagination*
- *Boys don't cry*
- *Women are great at multitasking*

A stereotype is based on a belief that all members of a given group share the same fixed personality traits or characteristics as a result of this group membership. ***When we stereotype people, we form an instant opinion of a person or a group of people which is often based on misinformation or incorrect attitudes or opinions.***

THE NATURE OF STEREOTYPING

The word stereotype comes from the traditional process of printing newspapers and books, when metal plates were used to create a picture. However, when applied to people, stereotyping has the power to shape individual and public attitudes and opinions about particular groups and individuals.

Stereotyping has both a conscious and unconscious dimension. At a conscious level, it takes place at the cognitive level and is based on ideas or beliefs. At an unconscious level, it is related to the ***'fact that a stereotype is not an individual creation but grows out of beliefs and ideas current in the immediate family, the community, education systems, faith communities and dominant political frameworks, and is reinforced and developed through social interaction and communication in these settings'.***[1]

IMPACT OF STEREOTYPING

We are by nature social beings. We all belong to social groups; for example: being a man or woman or transgendered, being young or old, being straight or being lesbian, gay or bisexual (LGB), belonging to a religious group or not belonging to one, or belonging to an ethnic or cultural group. 'Belonging' is an inherent part of being human and is an essential aspect of our identity. Stereotyping individuals or the groups to which they belong is a limiting behaviour. It can have a heavy toll. For those who are stereotyped it can limit their individual development by failing to recognise their uniqueness and reducing their options in life.

[1] Cox, W. (2008) Stereotyping: The Picture in Our Heads, quoting from http://stereotypeandsociety.typepad.co

Feeling unacknowledged, and excluded on the basis of false assumptions about their abilities or characteristics, can lead for some to self-doubt and a loss of confidence.[2]

Stereotyping also underpins experiences of inequality and discrimination faced by many individuals and members of particular groups in our society. For example, stereotypes about members of the Traveller community often lead to the difficulties that they face in trying to find accommodation, in accessing public venues such as hotels, shops, etc., or in progressing through the education system. Stereotypes about being lesbian or gay can lead to homophobic bullying.

On the other side, those who stereotype also suffer, as stereotyping can give a false sense of superiority. Stereotyping can narrow life experience and limit opportunities to engage with and benefit from the richness of diversity.

ADDRESSING STEREOTYPING IN CSPE

As stated above, CSPE is about providing the opportunity for young people to both exercise and develop their understanding of citizenship:

- Being a citizen means being able to recognise and respect the dignity of each individual and the groups to which they belong
- Being a citizen involves being able to understand stereotyping and how it limits individuals and groups and can lead to unequal treatment and discrimination
- Being a citizen means valuing the diversity and equality of individuals and groups in our society
- Being a citizen means being able to act in ways that address stereotyping and so promote equality and diversity

Spotlight on Stereotyping is designed to address, in the first instance, the concepts of human rights and responsibilities and human dignity as laid out in the CSPE curriculum. The first article of the Universal Declaration of Human Rights recognises the inherent dignity and equality of every person.

Second, it is designed to address human rights and its relationship to equality and diversity. The second article of the Universal Declaration of Human Rights states that everyone is entitled to the rights and freedoms set forth in the Declaration irrespective of the 'race',[3] colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

In Ireland we also have equality laws that support this article, making it illegal to treat someone less favourably than another person in employment (Employment Equality Acts 1998–2008) or when they are accessing goods and services (Equality Status Acts 2000–2008) on the basis of their gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.

[2] Cox, W. (2008) Stereotyping: The Picture in Our Heads, Page 33.

[3] It is important to note that there is debate about the use of the term 'race' as it is a socially defined concept based on physical appearance, stereotypes, and often, theories of racial inferiority and superiority. The term 'ethnicity' is preferred as it allows people to be categorised by themselves and by others on the basis of a shared ancestry, culture, language, history, tradition, sense of belonging, territory and sometimes religion (NCCRI Anti-racism and Intercultural Training for Trainers). Although 'race' is used in texts such as the Universal Declaration on Human Rights and international, European and national legal texts, it is clear that in these contexts it is intended to combat or protect against racial discrimination. The EU 'Race Directive' explicitly states that the term 'racial origin' does not imply an acceptance of theories which attempt to determine the existence of separate human races (EU 'Race' Directive 2000/43/EC).

Spotlight on Stereotyping is designed to support students learning as citizens across the three domains of:

KNOWLEDGE	SKILLS	ATTITUDES
• What does it mean to be human? • What makes us unique as human beings? • What human rights and responsibilities do I and others have? • How does stereotyping affect my human rights and the rights of others? • How does discrimination affect my human rights and the rights of others? • How can I act in ways that protect and promote the rights of others? • How can I tackle the issue of stereotyping so as to improve the quality of life for myself and others?	***Identification and Awareness Skills including:*** • Reading and reviewing • Gathering facts • Asking questions • Interviewing people ***Analysis and Evaluation Skills including*** • Identifying other views and judging them • Designing a poster • Collating facts ***Communication Skills including:*** • Listening to others • Presenting a point of view • Negotiating with others ***Action skills including:*** • Agreeing to take on an issue • Identifying steps to be taken on an issue • Planning • Working together	• Recognising the core values that underpin human rights and responsibilities • Reflecting on values and attitudes that support human dignity • Reflecting on how values and attitudes can impact on behaviour • Considering the importance of putting values into action

PART 2

STEREOTYPING AND OTHER CURRICULUM OPPORTUNITIES

STEREOTYPING AND OTHER CURRICULUM OPPORTUNITIES

By choosing to introduce and address stereotyping, teachers are contributing to fulfilling the aims of the Junior Certificate Programme. These aims include: developing students' personal and social confidence, initiative and competence; developing their tolerance and their respect for the values and beliefs of others; and preparing them for the responsibilities of citizenship in the national context and in the context of the wider European and global communities.

Like any issue that affects the well-being of students and the well-being of others, this is a whole school issue. ***Spotlight on Stereotyping*** is a resource that can be used in range of other curricular areas – by CPSE teachers themselves or by their colleagues. The table below outlines some specific curriculum opportunities.

ART, CRAFT & DESIGN	The study of Art, Craft & Design offers the opportunity for students to respond to their direct experience of life as they see it and experience it. Drawing, photography and design are excellent mediums through which students can explore the concept of stereotyping. This can include focusing on the idea of identity or stereotypical images of young people. It might also include expressing the experience of stereotyping on themselves or others and the challenges of addressing this in their own school and community.
ENGLISH	The English syllabus centres on supporting students to develop their proficiency in personal, social and cultural literacy. Through focusing on the theme of stereotyping, students can engage in a wide range of activities that support skills development. These include interviewing, reporting on events, media analysis, devising advertisement brochures, and distinguishing between fact and opinion. Further to this a number of suggested texts and sample units in the Teacher Guidelines for English also highlight the theme of stereotyping and prejudice that give students the opportunity to think about and explore the impact of stereotyping on individuals and communities.
HOME ECONOMICS SOCIAL AND HEALTH STUDIES	The content of Social and Health Studies component of the Home Economics course includes an examination of roles, stereotypes and equality within the home, school, community and employment. In teacher guidance materials produced by the National Council For Curriculum and Assessment (NCCA), specific mention is made of the concept of identity and stereotyping. Suggested activities in the teacher guidelines include students listing aspects of self, interviewing each other and discussing similarities and differences. Activities in this resource can be used to support this learning. Gender Equity is also identified as an area for exploration, with suggested activities including identifying areas where boys and girls are treated as equals and areas where they are not – home, school, work and community. Teachers are encouraged to use discussion activities that support students to explore gender equity and what it means for them (a) at home, (b) at school, (c) in their community. Further to this they are asked to give examples of each and to discuss the effects of unequal treatment. Activities in this resource are ideally suited to supporting this learning.

OTHER LANGUAGES

The study of another language supports students to develop both elements of communication – namely speaking and listening. All three major language syllabi highlight the importance of basic communicative activities centred on the 'self' and the 'other'.

This focus on the self and other and an appreciation of one's own uniqueness and the uniqueness of another is the first step in ensuring equality and addressing stereotyping. Therefore, activities throughout this resource can be translated and used to support students' language skills as well as their appreciation of others.

RELIGIOUS EDUCATION

Section F of the Religious Education syllabus (The Moral Challenge) identifies the importance of giving students the opportunity to explore the human need to order relationships at the personal, communal and global levels. The syllabus encourages students to explore how this need can be expressed in a variety of ways. A core objective of the curriculum is to support students to develop an understanding of the consequences of actions and decisions at personal and communal levels, including exploring the connections between action and consequence, rights and responsibilities.

Active learning methodologies, including discussion and problem solving, are key methodologies promoted in the RE guidelines. The guidelines suggest that in exploring the concept of justice in action, moral dilemmas facing students should be used. In this context stereotyping and its impact provides a rich theme for students to explore – students can consider how stereotyping negatively impacts on individuals and on communities, the choices that they face in challenging stereotyping, and ways in which they can challenge stereotyping.

SOCIAL, PERSONAL, HEALTH EDUCATION

Social, Personal & Health Education includes the development of an appreciation of self and of others. Activities in this resource on personal and group identity are useful ways of supporting students to appreciate self and value differences. Relationships and Sexuality Education includes exploring some aspects of sex stereotyping that can be explored through the lessons on gender stereotyping.

Promoting respect for the individuality and uniqueness of each person includes enabling students to be aware of the impact of stereotyping and having the capacity to address it. Active learning methodologies include group work and discussion and are key methodologies promoted in the SPHE guidelines. These are also embedded in this resource.

PART 3

LESSON PLANS

LESSON 1
THIS IS ME - PERSONAL IDENTITY

FOCUS OF LESSON – EVERYONE IS UNIQUE

Everyone is unique. The first article of the Universal Declaration of Human Rights (UDHR) recognises that everyone is born free and equal in dignity and rights. This means being able to recognise and respect similarities and differences among individuals and groups.

This first lesson focuses on 'personal identity'. As students begin to explore identity, they will identify aspects of themselves that might be similar or different from others. Within the context of human rights and responsibilities, understanding personal identity as the 'thing that makes one different from all other people' is the first step towards recognising the uniqueness of each individual and the rights and responsibilities that go hand in hand with this – namely the right everyone has to be treated equally and with respect.

ANTICIPATED LEARNING OUTCOMES

By the end of this lesson it is expected that students will be able to:

- Identify aspects of their personal identity
- Discuss with others those aspects of their identity that are important to them
- Identify how their own and another's identity might be similar and/or different
- Have a greater appreciation of the uniqueness of each other

WHAT YOU NEED

- **Optional –** A variety of photographs that depict different people that can be used to introduce the concept of identity
- A copy ***Sample ID Cards*** for each student (alternatively a teacher can make their own focusing on individuals known to their students)
- A copy of ***Worksheet 1.1: This is Me - My Personal ID Card*** for each student
- **Optional** – A blank postcard for each student for homework

METHOD

- Ask the students to imagine that they are about to be transported into the future – but that there is no guarantee that when they arrive they will know themselves. Therefore each student is being given the opportunity to create their own personalised ID. Their ID will take the form of a card that will be attached to them before leaving so that when they arrive at their new destination they will know themselves.

Another option to begin is to show students photographs of different people and ask them what they think identity means. Follow this with a short discussion to explore aspects of identity such as nationality and to introduce some of the key words given on page 6

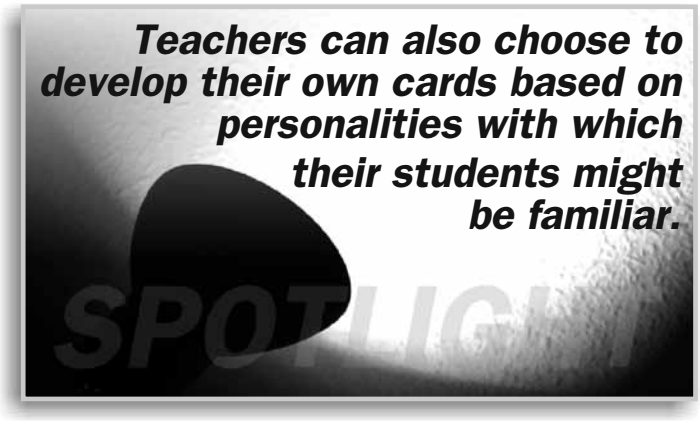
- Give each student a copy of the ***Sample ID Cards*** on *page 16* and discuss with them some aspects of the information given – for example, name, gender, family – and how pieces of information can help identify a person.

Note: 'family' includes aspects of a person's identity such as civil status,[4] sexual orientation, religion and background.

Note: 'background' includes aspects of a person's identity such as culture and ethnicity.

Note: The people in the Sample ID Cards are real people and the information was provided with their permission. Not all sample IDs contain the same information. However this can be used as a discussion point, for example, why people choose to reveal or not to reveal some aspects of their identity

- Take some time to introduce the key words from the sample cards, giving definitions that are contained in the ***KEY WORDS*** on page 6 that accompanies this resource.



- Give each student a copy of a blank ***Worksheet 1.1: This is Me*** and ask them to write down what will help identify themselves should they forget during the journey – they can give their own answer to aspects of identity given and add some of their own using the blank lines. In the centre students can draw a symbol or picture to represent themselves or put their fingerprint.

- Ask each student to present their ID poster to the person sitting beside them or in a small group of 3–4 students.

- Ask students in pairs or groups to discuss or draw up a list of the differences and similarities that exist between their posters.

- Take feedback from each pair or group on what they have noticed and initiate a short discussion on what they have learned from the exercise. Alternatively, make a list of some of the similarities and differences under the two headings on the board and use this as a prompt for the discussion.

4 Civil status is defined in the equality legislation as being a former civil partner, single, married, in a civil partnership, separated, divorced or widowed.

To end the class, focus on the following questions:

1. What topic did we explore today
(e.g. personal identity – similarities and differences between us as people)
2. What did you learn today?
(e.g. that we can have similarities and differences – that each of us is unique)
3. What did you like most about today's lesson?
(this is an open space for students to respond)

TAKING IT HOME

- Give each student a blank postcard and ask them to design a postcard they would send to a stranger expressing their own identity

Alternatively:

- Ask students to make an ID card for their favourite singer, actor or sportsperson

Angelfish *- Christos Soularis, Greece*

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SAMPLE ID CARDS - WHO IS THIS?

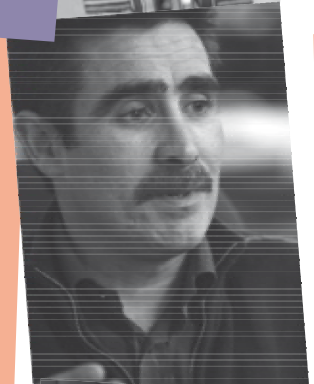
Name: Seán Óg Ó hAilpín
Gender: Male
Born: 1977
Birthplace: Rotuma, Fiji Islands
Family: Sean Óg has three brothers and two sisters

Occupation: Ulster Bank Employee
Background: County Fermanagh, Ireland and Rotuma, Fiji Islands
A Key Area of Interest: GAA football and hurling

Name: Salome Mbugua Henry
Gender: Female
Born: 1969
Birthplace: Nairobi, Kenya
Nationality: Irish
Family: Salome is married to Eamonn Henry from County Offaly. She has two daughters.

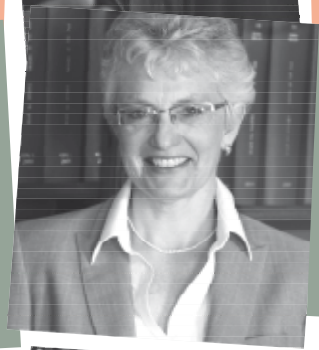
Occupation: CEO of a Migrant Women's network in Ireland
Background: Kikuyu tribe, the largest ethnic group in Kenya
Religion: Born of Protestant parents who converted to Catholicism. Since then Salome's mother and three sisters have converted back to Protestant
A Key Area of Concern: Gender equality, racism and migration

Name: Martin Collins
Gender: Male
Born: 1966
Birthplace: England
Nationality: Irish
Family: Martin is married and he has three children



Occupation: Community Worker
Background: Traveller
Religion: Non-religion
A Key Area of Concern: Campaigning and advocating on Traveller and human rights issues

Name: Katherine Zappone
Gender: Female
Birthplace: Spokane, Washington, USA
Nationality: USA and Irish
Family: Katherine is married to Ann Louise Gilligan



Occupation: Independent Senator
Background: A spiritual person and a passionate advocate for social justice
A Key Area of Interest: Mindfulness meditation and cycling

Name: Emma Louise O'Driscoll
Gender: Female
Born: 1982
Nationality: Irish
Birthplace: Limerick, Ireland
Family: Emma has 2 sisters and 1 brother
Occupation: Television Presenter for RTE, Co-Director of Stagedoor Ireland

Background: Emma was working as a special needs assistant and was studying to become a teacher before becoming a member of pop group Six. She holds the record for the fastest selling single in Irish history.
Religion: Catholic
A Key Area of Interest: Children's book writing, song writing, drama studies, Neuro-Linguistic Programming. Emma is an NLP practitioner

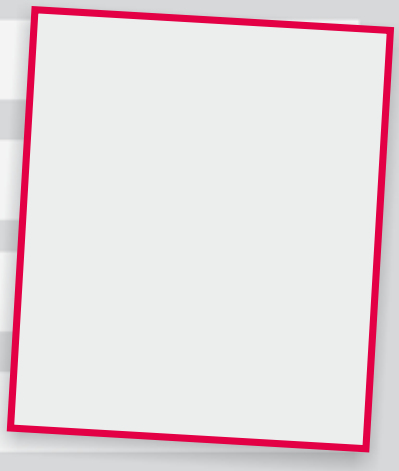
This is me –
My Personal Identity Card

Name:

Born:

Age:

Family:



Background:

Religion/Non Religion

Gender:

Interest(s):

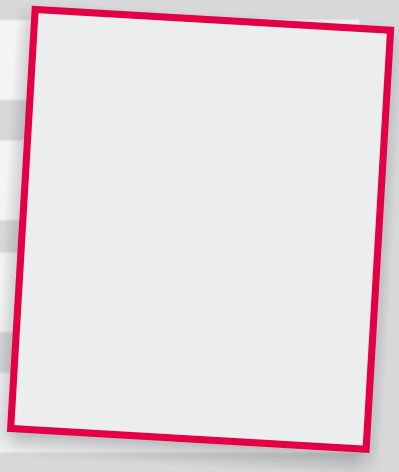
Mé Féin –
Mo Chárta Aitheantais

Ainm:

Rugadh:

Aois:

Clann:



Cúlra:

Creideamh/Gan-chreideamh

Inscne:

Caithimh Aimsire:

LESSON 2
YOU'RE A GROUPIE – SOCIAL IDENTITY

FOCUS OF LESSON – EVERYONE IS ENTITLED TO THEIR HUMAN RIGHTS WITHOUT DISTINCTION OF ANY KIND

Everyone identifies with certain groups of people to which they feel they belong. Membership of these groups supports self-esteem and shapes beliefs, values and relationships. Most people can and do belong to a number of social groups. The second article of the Universal Declaration of Human Rights recognises the importance of this by clearly stating that everyone is entitled to all the rights and freedoms set forth in Declaration without distinction of any kind – for example, irrespective of their race (also can be termed culture or ethnic group), colour, sex, language, religion.

ANTICIPATED LEARNING OUTCOMES

By the end of this lesson students will be able to:

- Identify a list of groups to which they belong
- Be able to identify a wider range of groups in their community or country
- Reflect on why belonging to a group is important to themselves and others

WHAT YOU NEED

- A copy of ***Worksheet 2.1: The Groups We Belong To*** for each student
- A copy of ***Worksheet 2.2: Groups Galore*** for each student
- A copy of ***Worksheet 2.3 Group Crest*** for each student

METHOD

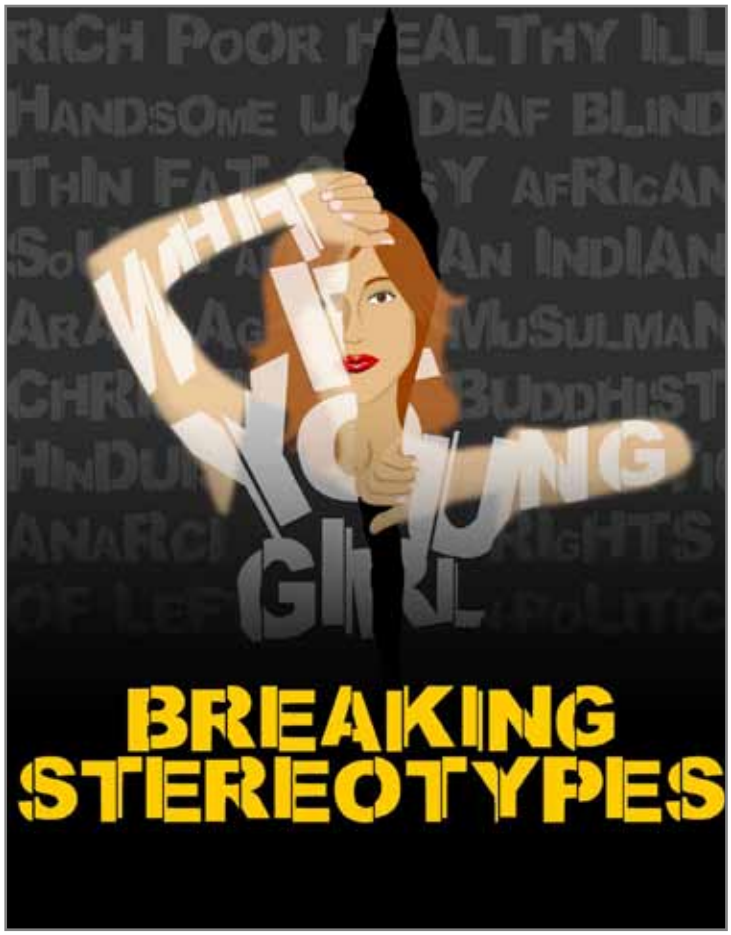
- Take some time to discuss homework undertaken by the students.
- Recap on the previous lesson by doing a quick word association game with students. Call out a word and ask them for their first association – for example, identity, family, religion, and maybe add some new words in relation to groups, school, youth club and so forth.
- Give each student/or group of students a copy of the ***Worksheet 2.1***: ***The Groups We Belong To***.
- Explain to students any words they do not recognise. Use the ***KEY WORDS*** on page 6 if necessary.
- Ask students to find each word within the Word Search. Solution is given on page 23.
- Divide the class into groups of 4 or 5 students.
- Explain that the Word Search lists a number of groups that people belong to but that it is not complete and that there are many more groups. If necessary do a quick brainstorm with the class on the variety of groups they know exist within their community – for example, religious groups, community groups, sporting groups, political groups and so forth.
- Give each student a copy of ***Worksheet 2.2: Groups Galore*** and ask them to write one group they belong to in each circle.

- Explore with the students whether being part of a group means that you are the same as everyone in it.

- Depending on your class and time you can begin the homework activity outlined below.

TAKING IT HOME

- Give each student a copy of ***Worksheet 2.3: Group Crest*** and explain that they are to choose any number of groups they belong to and write or draw an image for each one within the crest. (At home they could use the computer to download images or use magazine images) When they are finished their crest, ask them to complete the two sentences at the end of the sheet.



Cortina de esterotipos *- Almudena Herrera Prieto, Spain*

BREAKING STEREOTYPES A European Union Exhibition

SOLUTION TO WORKSHEET 2.1: *GROUPS WE BELONG TO*

```
+ P R + + + + + + L + B N + +
+ I E F + + + + O + U E + + +
+ H D + A + + O + L I C + + +
R S N + + C H + C G U + + + +
E D E + + C E S H L + + + + +
L N G + S + T B T Y L I M A F
I E + + + R O U O + + + + + +
G I + + O U R + + O + + + + +
I R + P R E + + + + K + + + +
O F S H Y T I L A N O I T A N
N Y O U T H C L U B + + + + +
+ O + + + + + + + + + + + + +
D + + + + + + + + + + + + + +
+ + + + + + + + + + + + + + +
+ + + + + + + + + + + + + + +
```

CULTURE(12,3,SW),
FACEBOOK(4,2,SE),
FAMILY(15,6,W) ,
FRIENDSHIP(2,10,N),
GENDER(3,6,N),
NATIONALITY(15,10,W),
NEIGHBOURHOOD(13,1,SW),
RELIGION(1,4,S),
SCHOOL(5,6,NE),
SPORTSCLUB(3,10,NE),
YOUTHCLUB(2,11,E)

SOLUTION TO WORKSHEET 2.1: NA GRÚPAÍ I NA BHFUILIMID

```
+ + + + + + + + + + + + + C K
C O M H A R S A N A C H T L O
N + + + + C U L T Ú R C S U O
+ Á + + + + + + + + R + C B B
+ + I + + + + + + E + + O S E
+ + + S + + E + I + + + I P C
E + + + I N + D + + + + L Ó A
+ G + + C Ú E + + + + + + I F
+ + I S C A N + + + + + + R +
+ + N Ó M L + T + + + + + T +
+ I + H B + A + A + + + + + +
+ + + + + U + N + C + + + + +
+ + + + + + L + N + H + + + +
+ + + + + + + C + + + T + + +
S A E D R I A C + + + + + + +
```

CAIRDEAS(8,15,W),
CLANN(5,9,SE),
CLUB SPÓIRT(14,1,S),
CLUB ÓIGE(8,14,NW),
COMHARSANACHT(1,2,E),
CREIDEAMH(12,3,SW),
CULTÚR(6,3,E),
FACEBOOK(15,8,N),
INSCNE(2,11,NE),
NÁISIÚNTACHT(1,3,SE),
SCOIL(13,3,S)

WORKSHEET 2.1

The groups to which we belong

Find and circle the words listed below

S	P	R	Q	N	U	D	S	U	L	U	B	N	Y	Y
A	I	E	F	H	F	N	T	O	G	U	E	A	Z	X
U	H	D	P	A	R	X	O	F	L	I	C	Z	X	X
R	S	N	P	F	C	H	J	C	G	U	H	A	L	T
E	D	E	N	T	C	E	S	H	L	H	C	Z	C	J
L	N	G	U	S	K	T	B	T	Y	L	I	M	A	F
I	E	S	V	H	R	O	U	O	Z	Q	G	C	Y	Z
G	I	G	I	O	U	R	W	W	O	W	Z	R	Q	U
I	R	B	P	R	E	J	Q	A	L	K	A	R	X	K
O	F	S	H	Y	T	I	L	A	N	O	I	T	A	N
N	Y	O	U	T	H	C	L	U	B	Y	B	B	X	Z
M	O	Z	T	D	T	N	L	R	P	T	S	W	P	J
D	K	R	I	S	T	P	Z	T	Y	Q	X	T	G	Z
O	K	L	B	W	L	T	C	L	B	C	Q	R	X	E
Y	I	C	I	Z	N	W	C	B	Y	Y	I	H	W	P

Culture
Facebook
Family
Friendship
Gender
Nationality
Neighbourhood
Religion
School
Sports Club
Youth club

Na gràpaí ina bhfuilimid

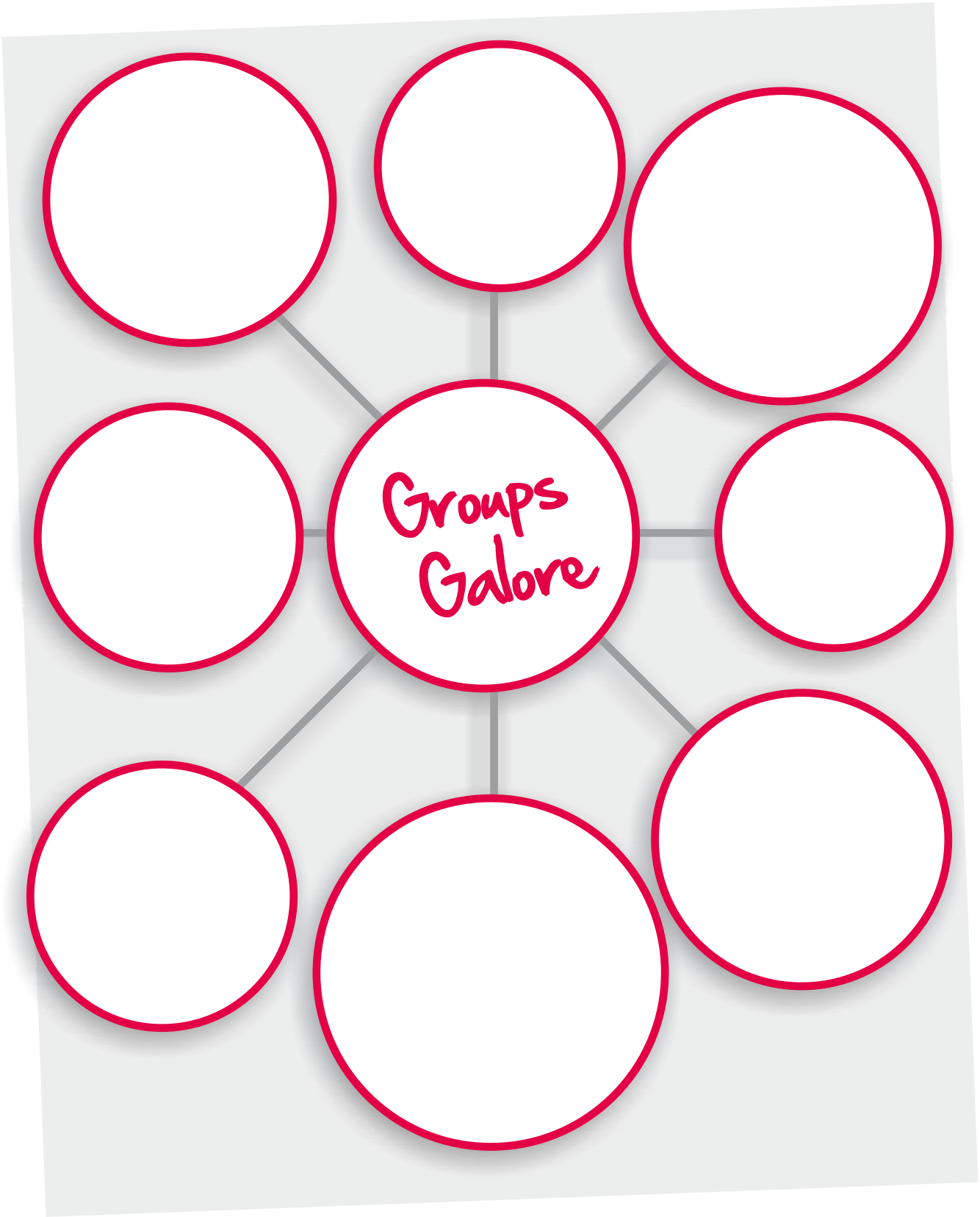
aimsigh agus cuir ciorcal timpeall na focail thíos

M	I	P	W	Q	L	W	P	A	U	P	N	M	C	K
C	O	M	H	A	R	S	A	N	A	C	H	T	L	O
N	G	E	B	E	C	U	L	T	Ú	R	C	S	U	O
K	Á	Z	A	I	E	I	I	Q	S	R	S	C	B	B
D	H	I	P	Q	Z	J	S	D	E	F	G	O	S	E
A	A	H	S	D	I	E	H	I	V	M	I	I	P	C
E	L	O	F	I	N	X	D	T	O	P	Q	L	Ó	A
Z	G	Q	H	C	Ú	E	G	I	J	E	Q	J	I	F
W	R	I	S	C	A	N	A	S	R	H	N	J	R	N
J	R	N	Ó	M	L	X	T	Z	B	Q	J	Y	T	P
D	I	T	H	B	I	A	X	A	B	T	I	F	E	K
R	H	Y	N	F	U	A	N	Y	C	W	Q	C	B	V
T	X	M	L	R	F	L	K	N	I	H	L	T	H	G
X	Y	M	S	Q	S	S	C	U	K	N	T	C	J	T
S	A	E	D	R	I	A	C	Q	L	J	T	R	P	R

Cairdeas
Clann
Club Óige
Club Spóirt
Comharsanacht
Creideamh
Cultùr
Facebook
Insc Ne
Náisiùntacht
Scoil

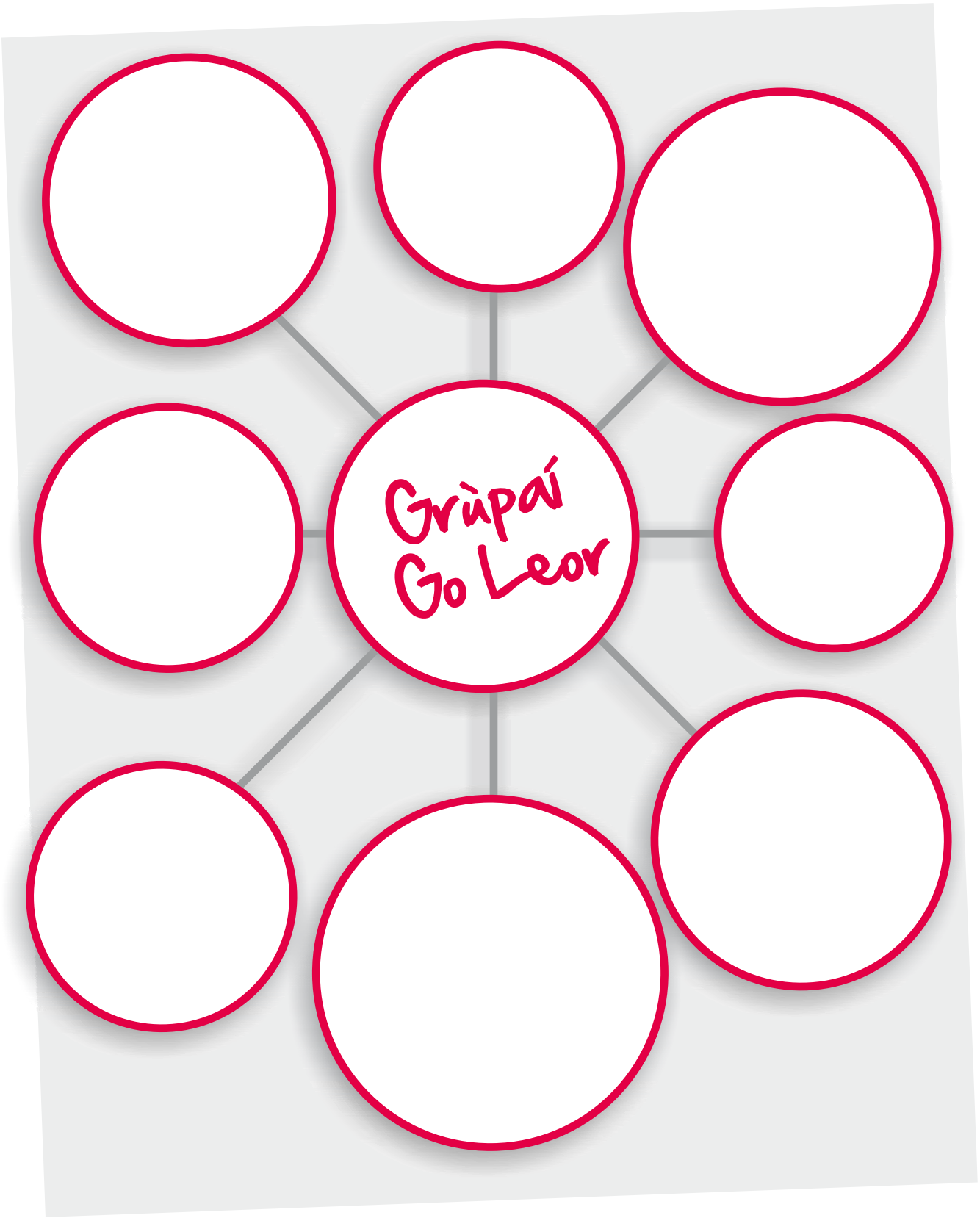
Groups Galore

In each circle place the name of a group you belong to. Add more circles if needed.



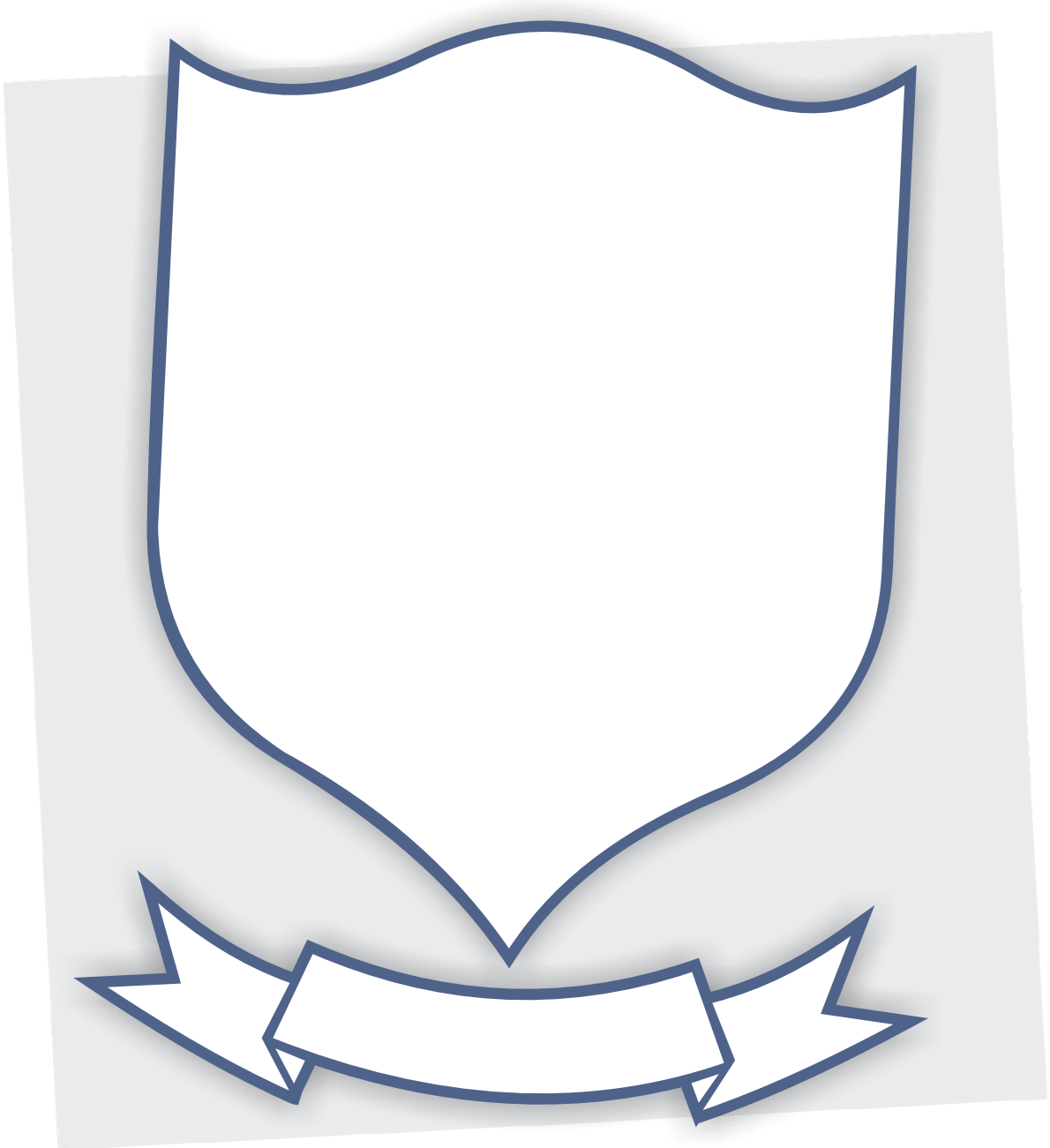
Grùpaí go leor

Cuir ainm grúpa lena mbaineann tú in ngach ciorcal. Cúir isteach ciorcail bhreise más gá



Group crest

In your Group Crest name, draw or paste an image for some of the important groups to which you belong. Write your name in the ribbon and then complete the two sentences below.

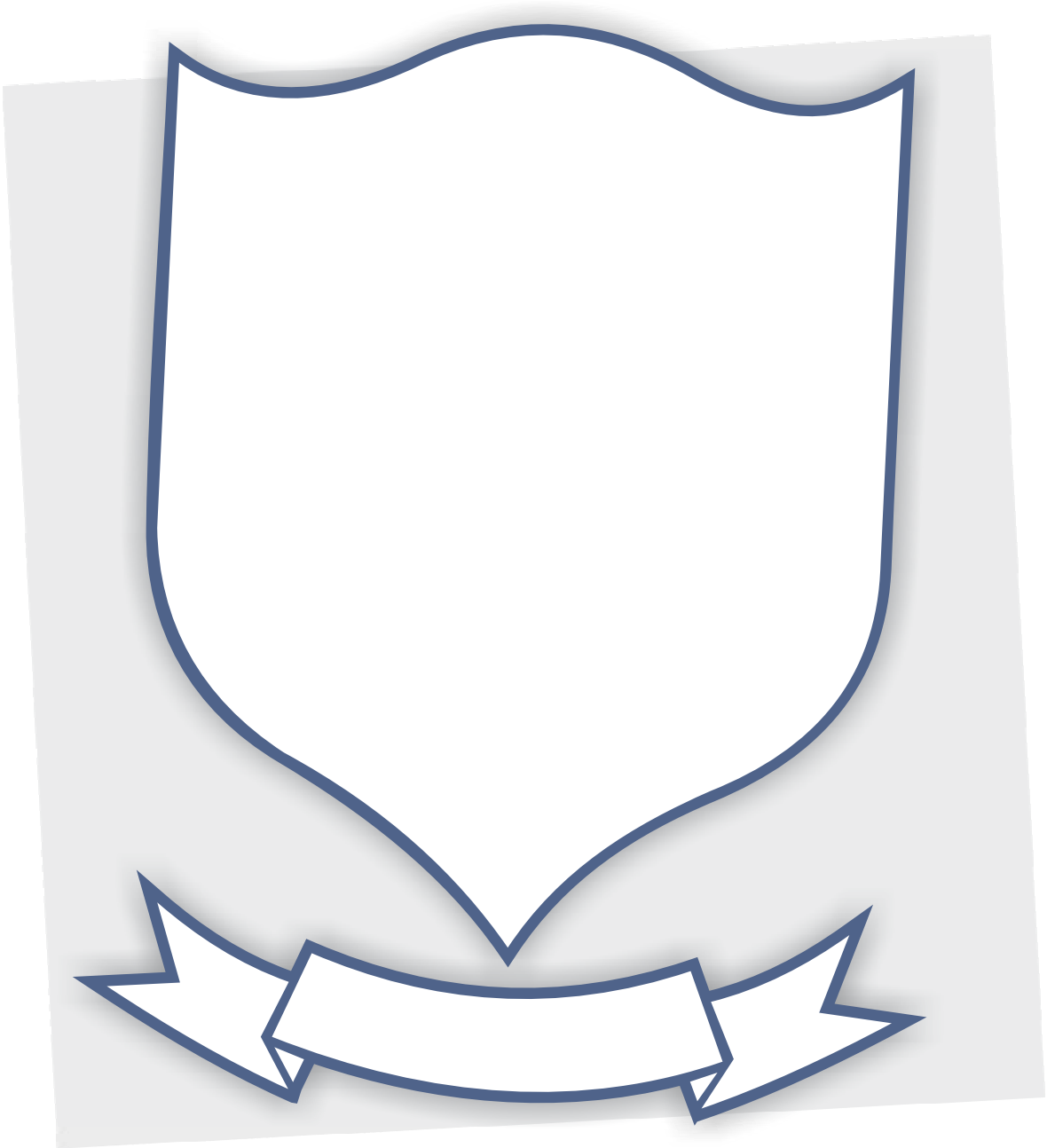


Belonging to a group is important to me because…

My presence in a group matters because …

Suastheantas grùpaí

Aimnigh, tarraing nó greamaigh isteach íomhá grúpaí atá tábhachtach duit. Scríobh d'ainm sa ribín and ansin críochnaigh na habairtí thíos faoi.



Tá sé tábhachtach dom bheith i mo bhall de ghrúpa mar…

Tá mo láithreacht i ngrúpa tábhachtach mar…

LESSON 3
ASSUMPTIONS AND STEREOTPYES

FOCUS OF LESSON – STEREOTYPING IS OFTEN AN UNCONSCIOUS ACT BASED ON ASSUMPTIONS

Stereotyping is often an unconscious act based on any number of assumptions about people. These are sometimes based on obvious aspects of a person such as gender or skin colour. However, sometimes they are based on more subtle aspects of a person, the length of their hair or the clothes they wear.

Becoming aware of these assumptions is an important step in students' understanding of stereotyping and how it can affect attitudes and behaviours towards individuals and members of particular groups.

When we try to make sense of the world we often simplify and generalise things. 'Stereotyping' can be defined as ***making over-simplified generalised comments about members of a particular group***. Stereotypes are often based on assumptions and incorrect information. When people are stereotyped, they can become defined by the stereotype, and other parts of their identity are ignored.

This activity has been adapted from Changing Perspectives with the kind permission of the CDVEC Curriculum Development Unit.

ANTICIPATED LEARNING OUTCOMES

By the end of the lesson it is expected that students will:

- Be able to list some grounds upon which they make assumptions
- Be more aware of how they make judgements based on assumptions in everyday life
- Be able to define stereotyping
- Develop a greater appreciation of the negative aspects of stereotyping

WHAT YOU NEED

- A copy of ***Worksheet 3.1: Who Does What*** for each student or alternatively for each group of 4-5 students
- **Optional** – A copy of ***Worksheet 3.2: Understanding Stereotyping*** for each student

METHOD

- Take feedback from students on their ***Crest*** – particularly in relation to the importance of belonging to groups.
- Give each student a copy of ***Worksheet 3.1: Who Does What***. Alternatively divide the class into groups of 4 or 5 students and give each group a copy.
- Give the students the following information – all the people shown are Irish or live in Ireland. Their occupations are nurse, electrician, financial services advisor, youth worker, teacher, office administrator, painter/decorator. Write the occupations on the board. Ask each student to individually look at each person's photograph and to make a judgement on what their occupation is.

- Ask students to share and discuss their choices in pairs or small groups.
- Take feedback from the whole class. It might be useful to create a grid on the board in order to identify the number of times each person is equated with each occupation. This can help highlight how the students are thinking as low/high numbers can be explored and reasons for their choices elicited more readily.

Name	Nurse	Journalist	Office Worker	Social Care Student	Electrical Engineer	Farmer	Community Development Worker
Rose Marie							
Aidan							
Bridget							
Paul							
Rebecca							
Philip							
Orla							

- Give the class the correct answers.

CORRECT ANSWERS
Paul is an office worker
Philip is a nurse
Aidan is an electrical engineer
Bridget is a farmer
Rebecca is a social care student
Rose Marie is a community development worker
Orla is a journalist

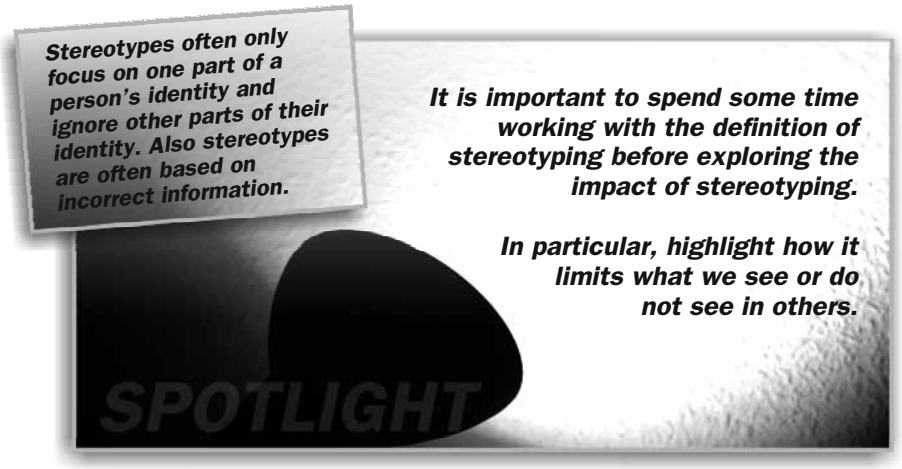
- Explore with students what influenced their choices. Brainstorm the assumptions they held – for example about nurses, about Black people, about men with long hair, and so forth.
- Make a list of the reasons for their assumptions on the board.
- Begin to make the association with stereotyping – for example, ask students what they think is going on when we make assumptions about people in groups. Alternatively you can introduce students to the definition of stereotyping included in the ***KEY WORDS*** on page 6 or above.

- Ask the students to imagine that a photograph of them was to appear in a newspaper. Ask them to identify one thing that people might assume about them based on the photograph – for example if it was taken in their school uniform people would assume they were attending school. Ask them to identify one thing about themselves that could not be assumed or known about them from the photograph – for example that they do the shopping for their grandmother every week.

- Tell students that one of the people represented in the worksheet is a member of the Traveller community, one is Irish, originally from Nigeria and another has a disability called Rothmund Thompson (which can result in, for example, brittle bones and short stature). Ask them to identify who they might be?

CORRECT ANSWERS
Rose Marie is a community development worker and an Irish Traveller
Paul is an office worker and has Rothmund Thompson
Rebecca is a social care student and is Irish, originally from Nigeria

Expand the exploration of stereotypes by asking students if there are stereotypes about what members of the Traveller community do for a living, or a Black person, or an older person, or a person from another country? (See list below for additional group members)



EXAMPLES OF GROUPS IDENTIFED UNDER IRISH EQUALITY LEGISLATION
By membership of the Traveller Community *(for example – I am a Traveller)*
By age *(for example – I am fifteen)*
By family status *(for example – I care for an elderly parent)*
By disability status *(for example – I have a disability)*
By sexuality *(for example – I am heterosexual)*
By civil status *(for example – I am single, I am married)*
By skin colour *(for example – I am a Black person)*
By religion *(for example – I am a Catholic, I have no religion)*
By gender *(for example – I am a woman)*
By nationality *(for example – I am Irish)*

See information sheet included in Part 5 *Additional Resources* for information on the equality legislation.

End the class by asking students to consider:

1. What topic did we explore today?
2. What did you learn?
3. What did you like about the class?

TAKING IT HOME

- Ask students to complete ***Worksheet 3.2: Understanding Stereotyping*** for homework.

Alternatively:

- Ask students to observe their own or other people's behaviour for the week. Ask them to identify the assumptions and stereotypes they hold or see others hold and to come back and report on these next week.

END OF SECTION 1 – INTRODUCING STEREOTYPING

If you plan to stop using this resource at this point it is important that you recap with students four key points:

- Personal identity includes many aspects of a person and this is what makes each person unique
- Belonging to groups is an essential part of being human and it is important for the individual and the group
- Stereotyping is a behaviour that characterises a person by focusing on one aspect of their identity and this can affect how we see them or what we fail to see in them
- Stereotypes are often based on incorrect information

From here you can go on to explore in greater detail the concept of human dignity or human rights and responsibilities.

Who Does What?

ROSE MARIE
OCCUPATION

AIDAN
OCCUPATION

BRIDGET
OCCUPATION

PAUL
OCCUPATION

REBECCA
OCCUPATION

PHILIP
OCCUPATION

ORLA
OCCUPATION

NURSE

JOURNALIST

OFFICE WORKER

SOCIAL CARE STUDENT

ELECTRICAL ENGINEER

FARMER

COMMUNITY DEVELOPMENT WORKER

Cad a dhéann siad?

ROSE MARIE
SLÍ BHEATHA

AIDAN
SLÍ BHEATHA

BRIDGET
SLÍ BHEATHA

PAUL
SLÍ BHEATHA

REBECCA
SLÍ BHEATHA

PHILIP
SLÍ BHEATHA

ORLA
SLÍ BHEATHA

ALTRA _____

IRISEOIR _____

OIBRÍ OIFIGE _____

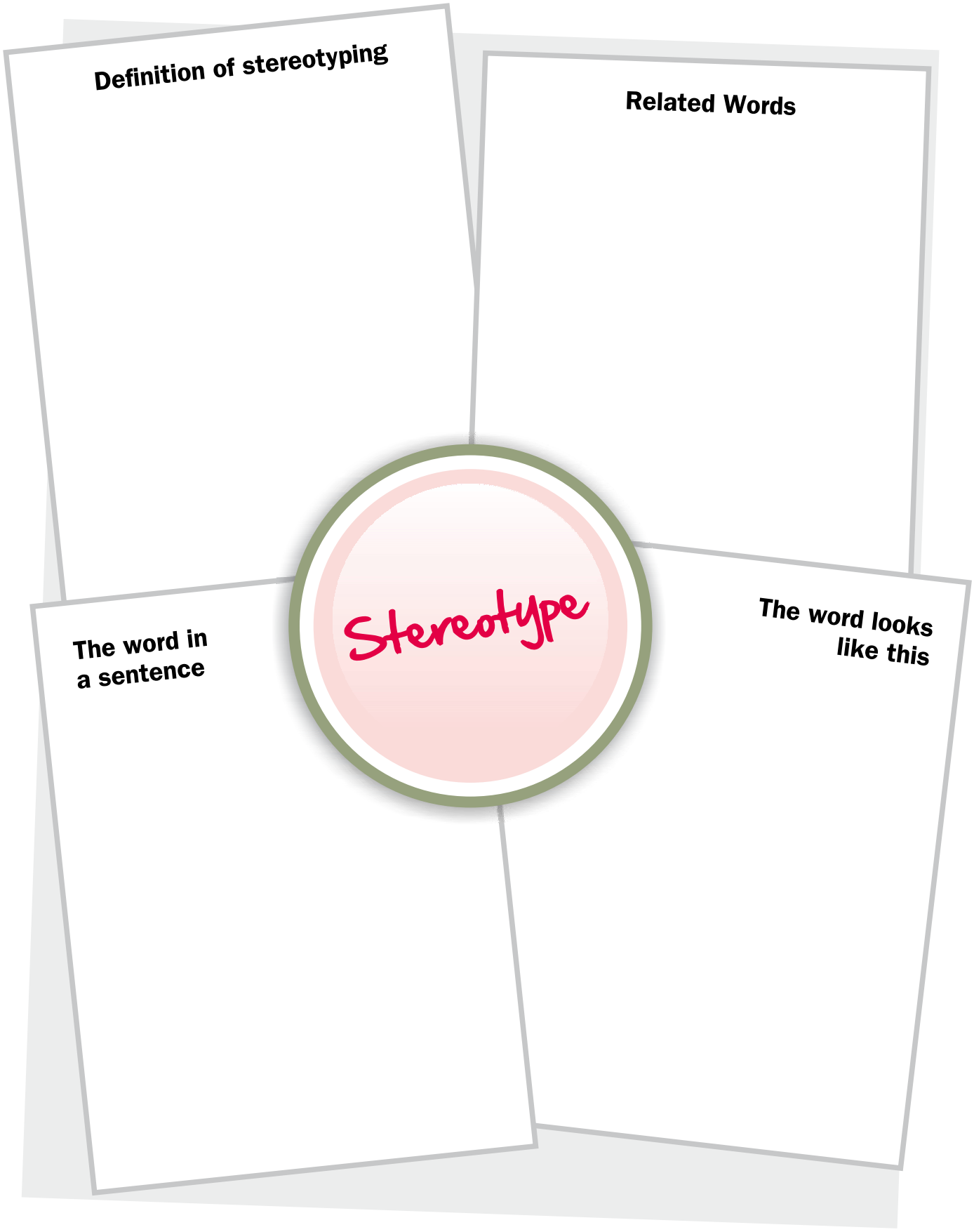
MAC LÉINN CÚRAM SÓISIALTA _____

INNEALTÓIR LEICTREACH _____

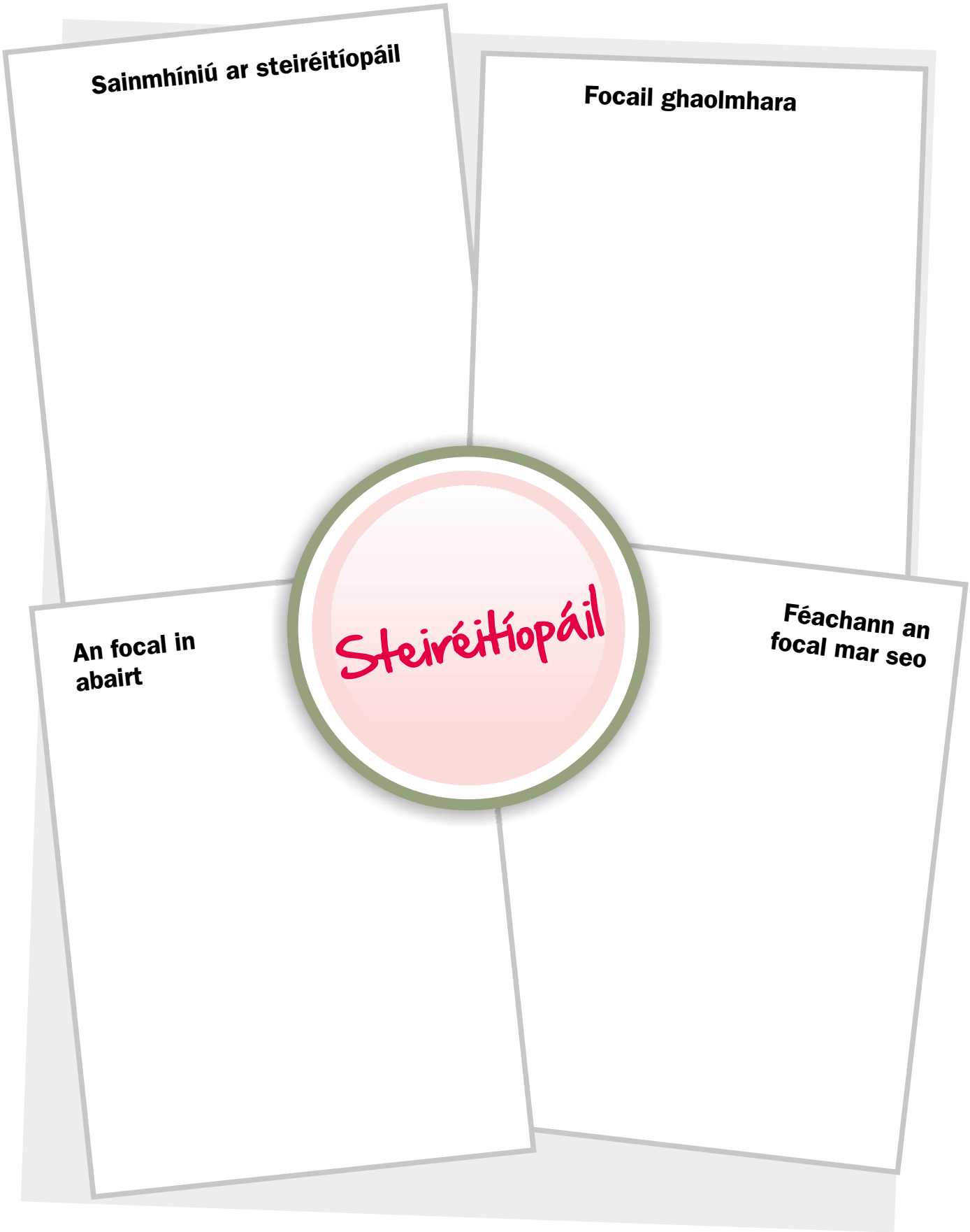
FEIRMEOIR _____

OIBRÍ POBAIL _____

Defining Stereotyping



Steiréitíopáil A Shainmhíniù



LESSON 4
EXPLORING A RANGE OF STEREOTYPES

FOCUS OF LESSON – STEREOTYPES CAN BE ATTACHED TO ANY ASSUMED MARKER OF GROUP MEMBERSHIP

Stereotypes are always based on an oversimplified generalisation of a social group including groups identified in equality legislation.[5] For example:

"All young people have loads of energy and imagination"
"All older people are lonely"
"All women are great at multitasking"

Stereotypes can be attached to any assumed marker of group membership, such as age, ethnicity, nationality, skin colour, gender, sexual orientation, family, religion, disability and membership of the Traveller community. It is important to note that we also stereotype our own group(s) as well as others. Needless to say, we often tend to emphasise our own 'virtues' by attributing positive labels to them and view other groups in a less flattering light. For example: "Irish are warm and friendly" while "French people are arrogant".

ANTICIPATED LEARNING OUTCOMES

By the end of this lesson it is expected that students will:

- Have participated in a debate
- Be more able to give and perhaps change an opinion
- Be able to recognise a stereotype
- Be able to identify other examples of stereotypical thinking

WHAT YOU NEED

- As this class includes a walking debate it is best carried out in a hall or else in a room with the chairs and tables set back
- Two posters, one with **Agree** written on it and the other with **Disagree**

METHOD

- Ask students to stand in the middle of the room or hall. Put one poster (**Agree**) on one side of the room and the other (**Disagree**) at the other. Explain the walking debate rules outlined below.

WALKING DEBATE RULES

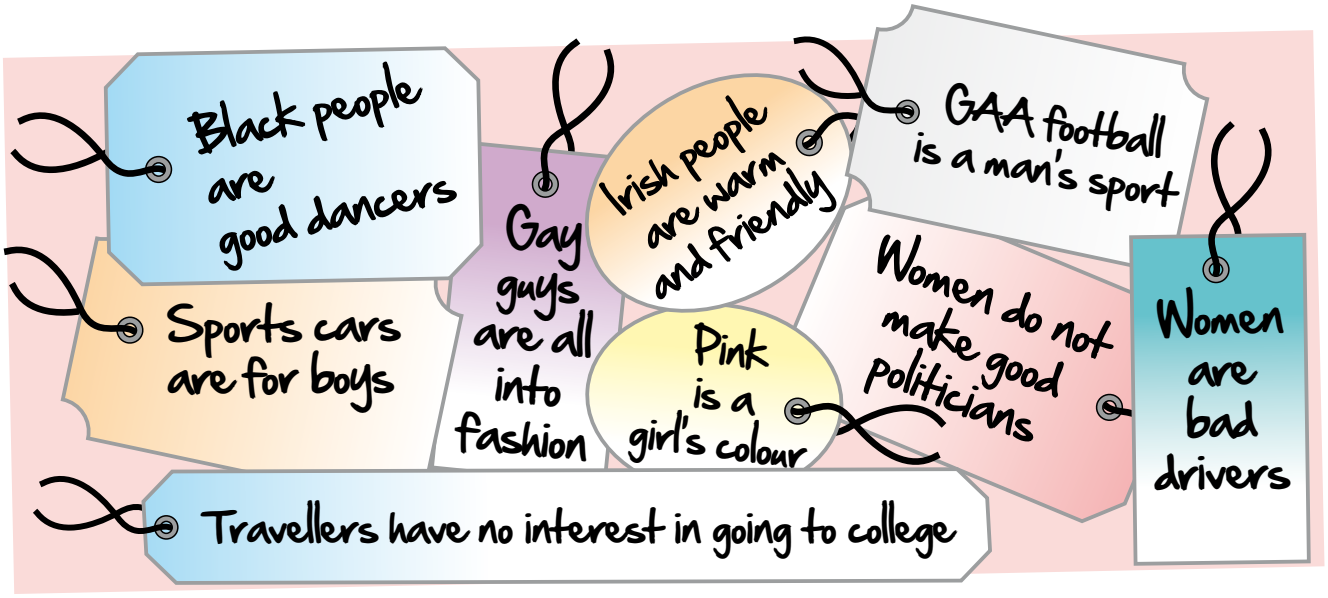
It is important that before beginning the debate all students are aware of the basic rules in relation to participating in a walking debate.
These are:

- When you hear a satement you make a decision, based on your own opinion, whether you agree with or disagree with the statement
- The closer you move to either the agree or disagree poster the more you agree or disagree with the statement
- Once you have decided where to stand you can be asked to give your opinion
- If you hear an opinion that you agree with or disagree with you can choose to move your position closer to or further away from that opinion
- It is important that you are open to having your opinion challenged and that you are open to challenging each others opinions
- At no stage do you have to move.

5 See Part 5 *Additional Resources* for information on the equality legislation.

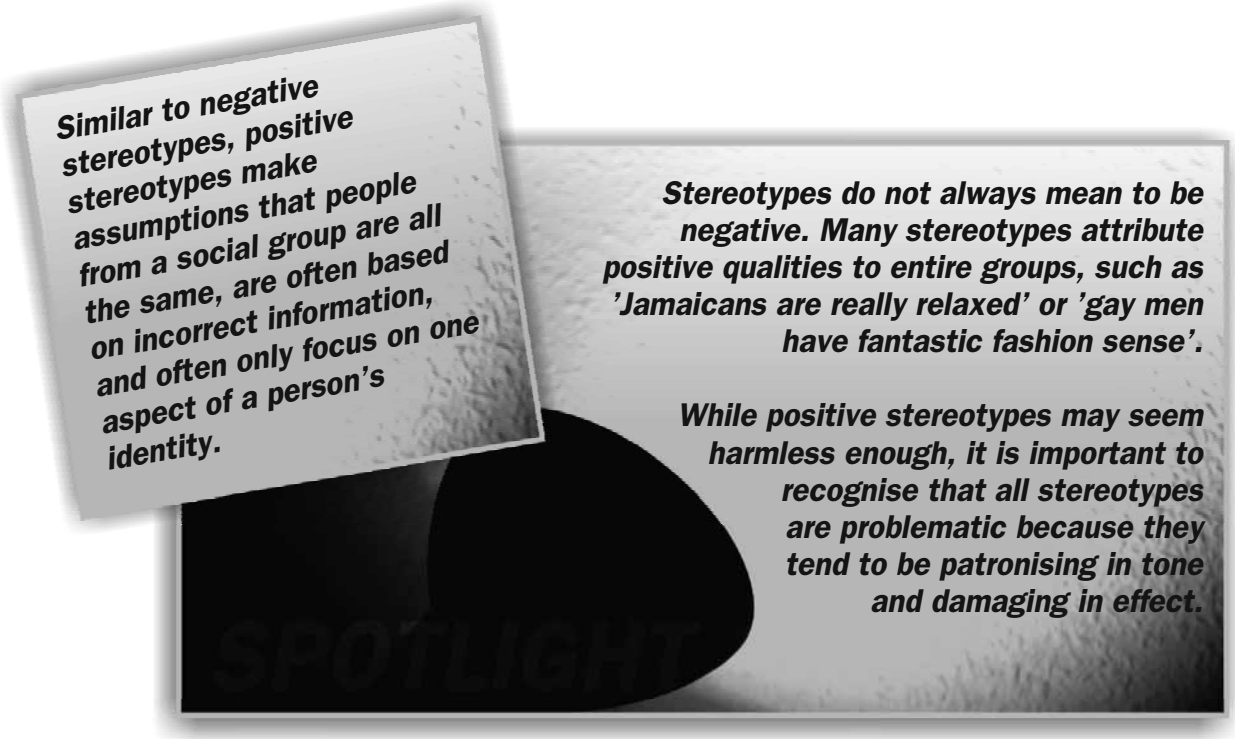
- Read out one of the following statements and ask students to move and take up a place on the continuum based on their opinion.

STATEMENTS
Thinking of your class group, choose to read any of the statements below - you do not have to use them all



- Offer students the opportunity to express their opinion(s) but also take time to allow students time to explore different opinions.

- ***Deepen students' understanding of the range of opinions being expressed by using some of the following questions:***
  - Why are you standing there?
  - What is your opinion about the statement?
  - Would you agree with that opinion?
  - Have you moved your position?
  - Are there any situations when this might be or might not be the case?
  - Can you give me an example of a similar case?



- Ask the students what they believe they have been debating (for example, ideas we have about people, opinions that we have about others, stereotypes). It is useful at this stage to reintroduce or further explain the concept of 'stereotyping' – as ***making over-simplified generalised comments about members of a particular group***.

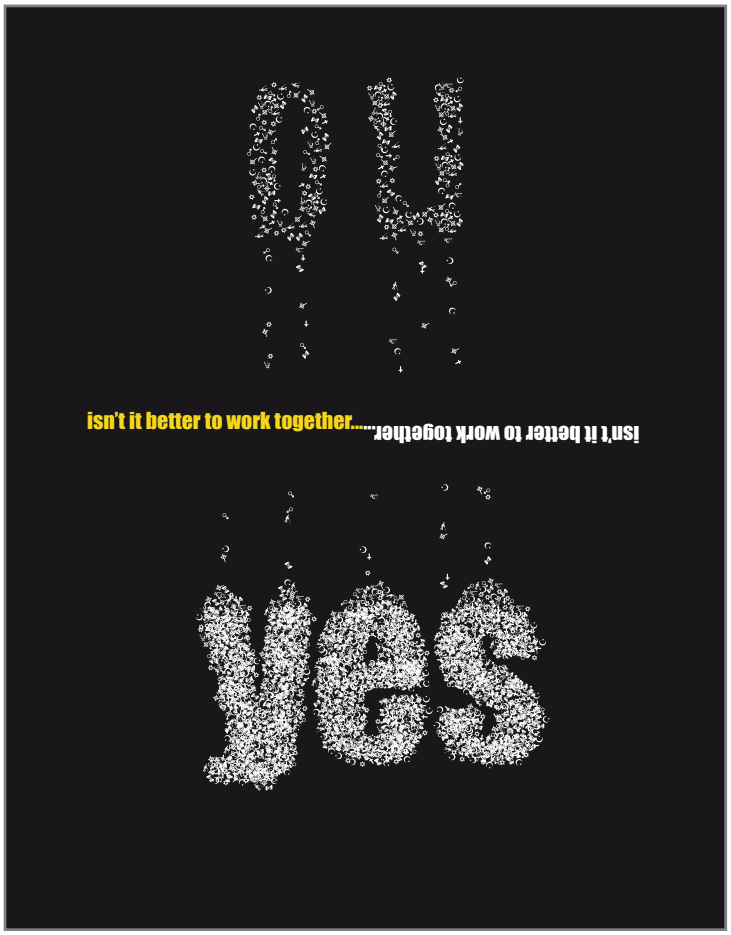
- Identify with students some of the stereotypes that might have been mentioned in the debate.

- Explore with students whether some stereotypes are more serious than others? Also explore whether all stereotypes are bad or negative and what might difficult about good or positive stereotypes?

- Extend students' understanding by asking them to identify any others groups in our society that might be stereotyped - for example girls, boys, gay people, older people, members of the Traveller community.

TAKING IT HOME

- For homework ask students to write a short piece on whether it is difficult in Ireland for some people to say they are part of a particular group – if so, what person might say that and why?



Yes/No *- Kieran O'Keeffe, Roisin Hurley, Joanne Geraghty, Ireland*

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LESSON 5
BOYS WILL BE BOYS AND GIRLS WILL BE GIRLS

FOCUS OF LESSON – STEREOTYPING CAN INFLUENCE WHAT WE DO AND HOW WE BEHAVE

As a way of enabling students to begin to grapple with the impact of stereotyping this lesson focuses on how society tends to stereotype girls and boys in different ways. It also focuses on questioning where stereotypes come from. For example, studies show how media articles about young men often focus on crime while women are often painted as victims and vulnerable. We have all come across statements such as 'boy racers' and 'hysterical girls'. However, stereotypes do not just come from the media. We also learn stereotypes from our personal experiences, our family and friends, our teachers, our employers, our work colleagues, etc. In addition, the ideas and beliefs reflected in art, literature, films, advertising, the education system, politics, etc can be informed by stereotypes.

ANTICIPATED LEARNING OUTCOMES

By the end of the lesson students will be able to:

- Identify some stereotypical ideas about boys and girls
- Identify ways that stereotypes are formed
- Present a situation that shows the impact of stereotyping
- Give examples of how stereotyping can restrict and limit people's behaviour, interests and so forth

WHAT YOU NEED

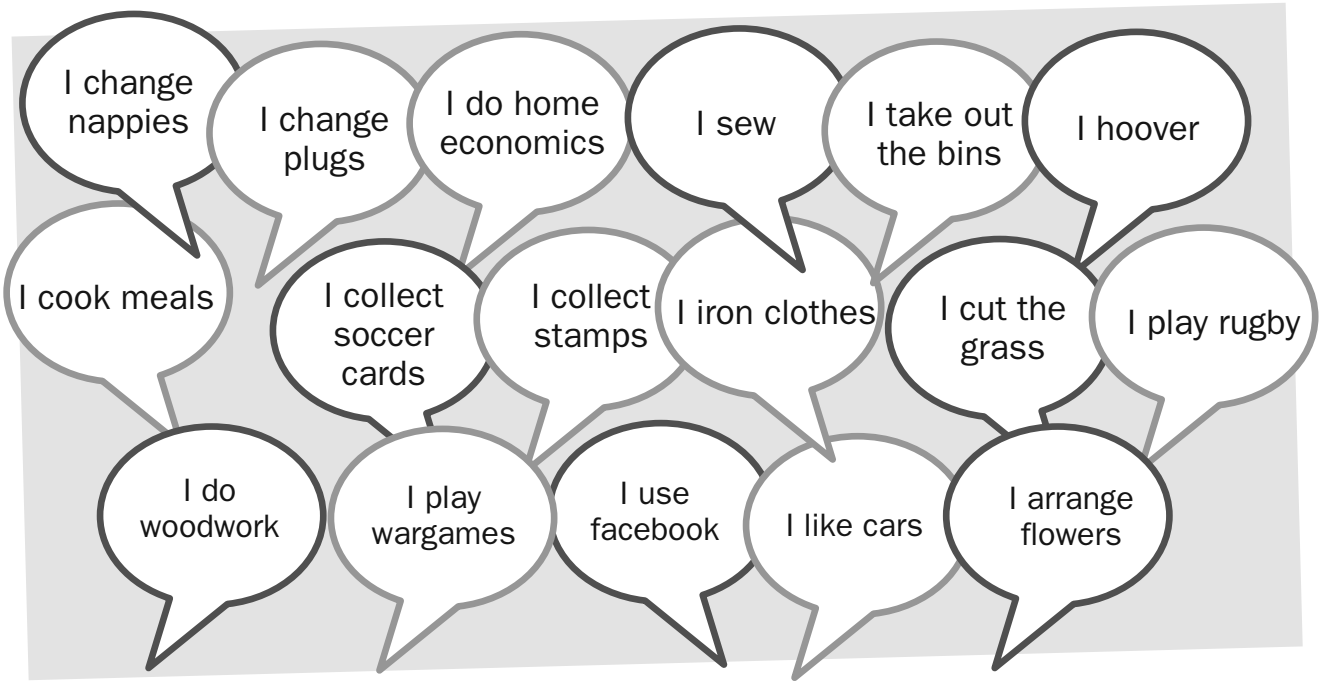
- A copy of two gender cards – one **Robert** and one **Roberta** for each student
- **Optional** – A copy of ***Stereotype Scenario Cards*** from Lesson 6 if teacher chooses the option of preparing a freeze frame or role play in this lesson
- **Optional** – A copy of ***Worksheet 5.1: Where do Gender Stereotypes Come From*** for each student for homework

METHOD

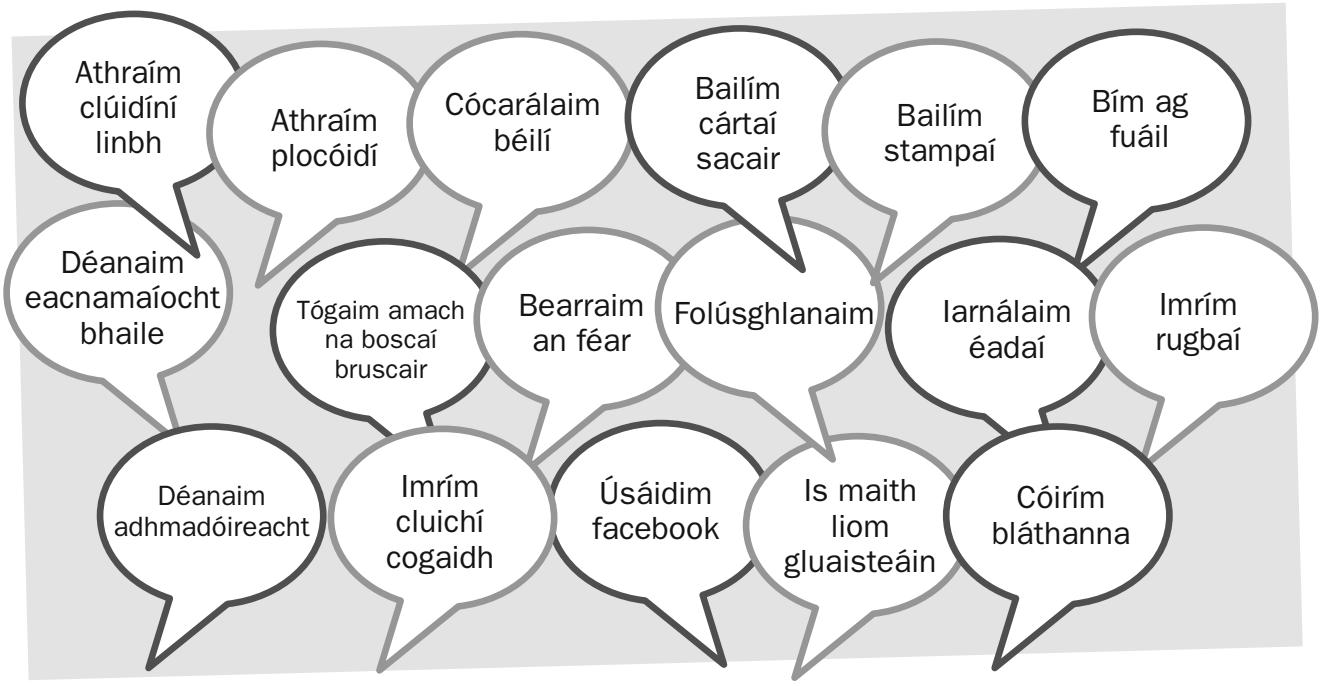
- Give each student two cards each, one representing Robert and one representing Roberta.
- Explain to the students that you will read out a number of statements about activities that people in our society can do.
- Explain to students that they have three choices. If they think only Robert can do the named activity, they are to raise the Robert card only. If they think only Roberta can do the named activity, they are to raise the Roberta card only. If they think both Robert and Roberta can do the activity, then they are to raise both cards.
- Tell students that you want them to give their immediate response – that is, they are not to think about the statement, just put up the first card that comes to mind. There is no right or wrong answer.
- Ask three students to volunteer to be counters – one for Robert only, one for Roberta only and one for both Robert and Roberta.
- Draw three columns on the board and assign each volunteer to the appropriate section.
- After reading each statement, give the counters a chance to count the cards being shown.

Activity Number	Robert Only	Roberta Only	Both
1			
2			
3			
etc.			

READ EACH OF THE FOLLOWING STATEMENTS



LEIGH GACH CEANN DE NA RÁITIS SEO A LEANAS



- Discuss with the students the outcomes on the board. Using some of the statements you have read out ask them what they notice – for example, was it mostly Roberta that did ironing or Robert that did woodwork?

To further the discussion use some or all of the following questions:

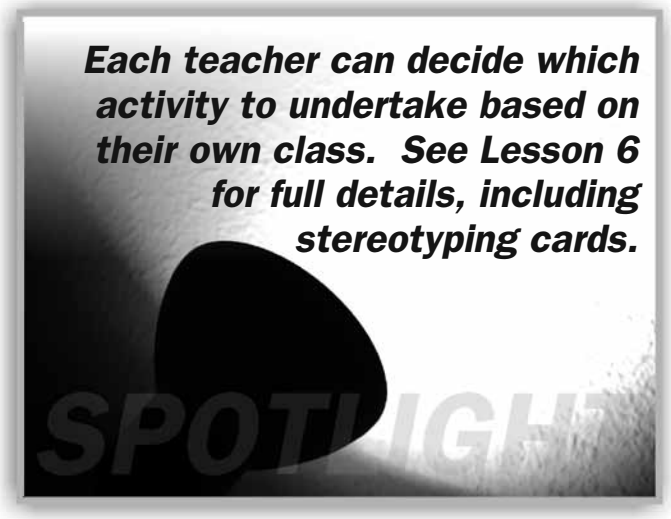
- Where do we learn these ways of being a boy or a girl?
- Which people or other influences teach us these ways of being boy or girl?
- Do you think there are stereotypical things that boys and girls do or are taught to do?
- How do you think this affects the choices boys and girls make in life? For example in school, in terms of sport and so forth?

- Explain to students that next week they will be doing a freeze frame or a role play to highlight an example of stereotyping and its impact.

- Give the students time to prepare their freeze frame or role play.

TAKING IT HOME

- Give each student a copy of ***Worksheet 7: Where do Gender Stereotypes Come From*** and ask them to complete it.



GENDER CARDS

Photocopy as many as you need to give each student one of each card. This card will work easily if colour copies of card are used. The cards will be retained for further use.

ROBERT	ROBERTA
ROBERT	ROBERTA
ROBERT	ROBERTA
ROBERT	ROBERTA

Where do gender stereotypes come from?

In the funnel below write words or draw images that you think influence where gender stereotypes about boys and girls or women and men come from.

Cad as a dtagann steiréitíopaí inscne?

Sa tonnadóir thíos scríobh focail nó tarraing íomhánna a cheapann tú a bhfuil tionchar acu ar an áit as a dtagann steiréitíopaí inscne maidir le buachaillí is cailíní agus fir is mná.

FOCUS OF LESSON – STEREOTYPING CAN SERIOUSLY IMPACT ON LIFE CHOICES AND OPPORTUNITIES

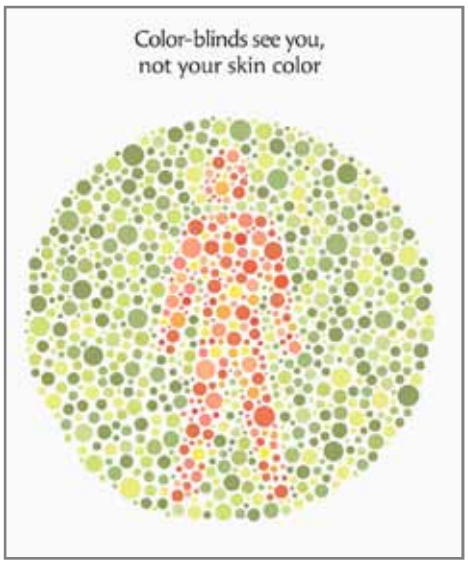
As males get older, they are often more likely to be referred to as 'men' whereas females are often more likely to continue to be described as 'girls'. This may seem harmless enough, but referring to women as 'girls', and thus subjecting them to stereotypical images of age and gender, can have a negative effect on the way they are viewed by potential employers and others and, indeed, by themselves. This can lead to unequal outcomes for women in employment compared with men. For example, research highlights that the reason why women tend to hold some jobs and men hold others can be related to exclusionary processes and structural constraints. Much of this is based on stereotypes and can lead to discrimination.

For example, 'employer discrimination' arises when employers or personnel managers have internalised gender stereotypes and proceed to hire and fire and promote in accordance with them. 'Institutional discrimination' arises where gender stereotypes are embedded in personnel practices and education systems.[6]

Factors which have been attributed to contributing to wage gaps between men and women include the tendency for females to take more career breaks due to family commitments and women's lower expectations of income from employment compared to men. In addition, choice of subjects and education areas can be influenced by stereotypes regarding what jobs are appropriate to men and women and by students' expectations as to which jobs will be accessible to them.[7]

Stereotyping in relation to gender can also have significant influence in school. Deeply held attitudes and images of what it is to be male or female can influence subject choice if, for example, teachers or students consider certain subjects to be more 'female' appropriate and other subjects to be more 'male' appropriate. Stereotypes can also have an impact on teacher/student relationships. For example, gendered ideas about how boys and/or girls should behave can influence how teachers relate to students and this can have a longer term impact on teachers and students.

Therefore, stereotyping can have lead to inequality in a number of ways. Stereotypes shape people expectations of themselves and of others. In this way stereotypes can limit people's choices and opportunities in life to realise their full potential. Stereotypes can also influence how someone is perceived in society i.e. their status in society. In some circumstances, people can be prevented from accessing education, services or employment because of stereotyping. In other words stereotyping can lead to discrimination.[8] This link between stereotyping and discrimination and implications under the equality legislation is further explored in Lesson 7.



Colour-blind
- Sofia Vasconcelos, Ana Dias, Portugal

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6. A Woman's Place - Female Participation in the Irish Labour Market (2009) by H Russell, F McGinnity, T Callen and C Keane, published by the Equality Authority and the Economic and Social Research Institute (ESRI), http://www.equality.ie/index.asp?locID=105&docID=845
7. The Gender Wage Gap in Ireland (2009) by S McGuinness, E Kelly, T Callan, PJ O'Connell, published by the Equality Authority and the Economic and Social Research Institute (ESRI), http://www.equality.ie/index.asp?locID=105&docID=817
8. See information sheet included in Part 5 Additional Resources for information on the equality legislation.

ANTICIPATED LEARNING OUTCOMES

By the end of the lesson students will be able to:

- Identify an example of a stereotype
- Act out a role play or create a freeze frame of a situation that shows the impact of stereotyping
- Give examples of how stereotyping can restrict and limit people

WHAT YOU NEED

- A copy of ***Stereotype Scenario*** for each group of 4 or 5 students
- **Optional –** A copy of ***Worksheet 6.1: Impact of Stereotyping*** for each student for homework

METHOD

FREEZE FRAME

- If possible it is useful to carry this exercise out where students have room to be in groups of 4 or 5 students and to stand.

- Explain to the students that they will now be making a freeze frame – a freeze frame is like a still photograph – that captures a point in time of a story or a sequence of events. Ask them to imagine that in the middle of something happening someone calls STOP and everyone has to hold their position. What is left is an image but if the person then said GO the story or action would continue.

- Divide the class into groups of 4 or 5 students. Give each group one stereotype scenario. Alternatively, give more than one group the same word. This can be useful to explore different perspectives.

- Tell them they are to prepare a freeze frame for their scenario or word.

- Explain that there are no right or wrong answers.

ROLE PLAY

- Divide the class into groups of 4 or 5 students and either give each group one stereotype scenario. Alternatively, give more than one group the same word. This can be useful to explore different perspectives.

- Each group is asked to present their role play. After each role play the group are given a short time to debrief and come out of their roles – this can be done easily by the teacher asking each participant how they felt acting in their role and then to say their own name to show that they are no longer in role.

DISCUSSION TO FOLLOW FREEZE FRAME OR ROLE PLAY

- Ask some of the following questions to explore with students the stereotype and potential impacts that were portrayed in their freeze frame or role play

1. What are you doing in your freeze frame or role play?
2. Why do you see a parent or doctor etc like this?
3. Is your parent, doctor, teacher, child, and so forth, male or female?
4. Can you name stereotype in the freeze frames or role play? – if so what is it?
5. What experiences might (name a character in the role play or freeze frame) have because of this stereotype?
6. What impact might this stereotype have on the life of (name the character who is affected by the stereotype) now and in the future?

TAKING IT HOME

- Give each student a copy of ***Worksheet 6.1: Impact of Stereotyping*** and ask them to complete it at home.

SUPPORTING STUDENTS TO UNDERSTAND THE IMPACT OF STEREOTYPING IS BEST UNDERTAKEN BY USING THREE KEY ELEMENTS:

A. ***Naming the stereotype – for example, older people are dependent or are a drain on society and services***

B. ***Identifying the experience for the individual member of that group – for example, an older person is therefore not recognised as a childminder, volunteer or an active citizen***

C. ***Reflecting on the impact of the stereotype – as a result older people can be seen as lacking status and recognition in society. The stereotype can serve to limit their opportunities and can shape their expectations of themselves. The stereotype can also shape other people's expectations of older people.***

Stereotypes can have a similar knock-on effect on attitudes towards other groups – for example, people with disabilities, Travellers, and so forth.

Teachers who wish to extend their students learning could also ask students to name a stereotype and to create a short story that highlights the experience of stereotyping for person concerned and to name four future impacts of sterotyping on the person.

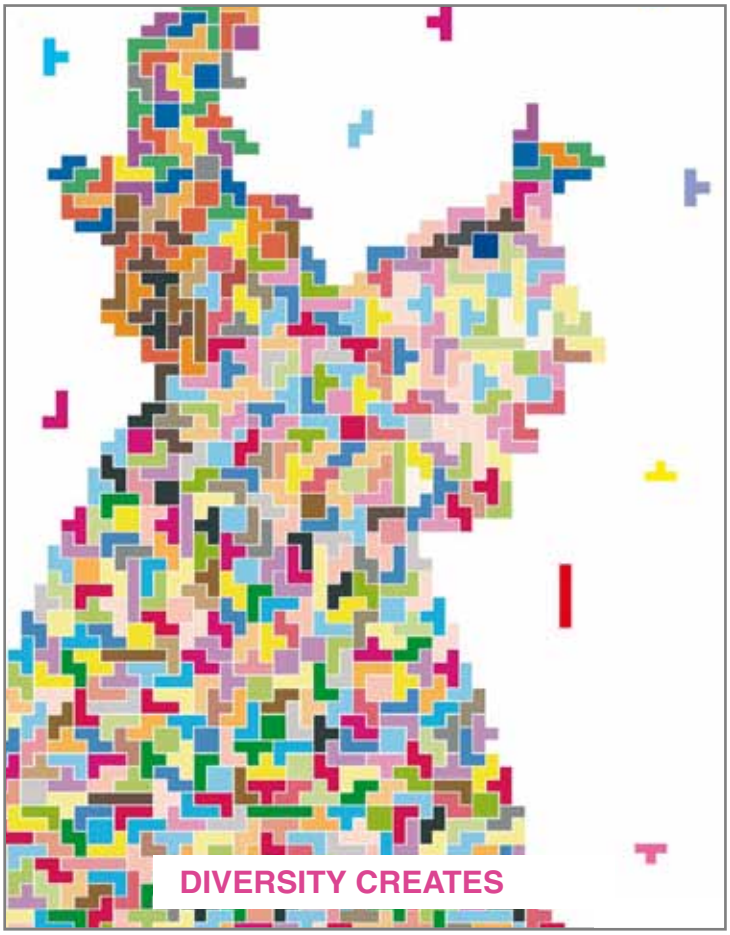
END OF SECTION 2 – EXPLORING THE IMPACT OF STEREOTYPING

If you plan to stop using this resource at this point, it is important that you recap on two key points with students as follows:

- Stereotypes can be attached to any one aspect of a person because they are identified by themselves or others as belonging to a group – for example, being male or female, being gay or straight, being a member of the Traveller or settled community
- Attaching stereotypes to one aspect of a person like this can and does have an impact on life choices

From here you can go on to explore in greater detail how stereotypes can affect members of the community or individuals in different areas of the community – for example, stereotypes about where people live and how this affects their life choices.

You could also go on to explore stereotypes about the 'developing world' – for example, using some of the freeze frame words to explore assumptions or stereotypes that students hold about the developing world. You could give one group of students a 'mother in Ireland', a 'mother in the United States', and a 'mother in Sudan' and see what differences emerge. You could do the same with 'farmers', where many in the developing world are women, or 'soldiers' where many in the developing world are children. You could also begin to explore the concept of democracy and focus on stereotypes that might be having an impact on the number of women in politics.



Stereotype *- Kathleen Scout, Belgium*

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HOME LIFE

Home Life

It is 5 o'clock on a winter's evening and a family is preparing to sit down to their dinner. Some-one is cooking pasta and two others are sitting watching the replay of a rugby match on TV. Another has been has been asked to baby sit that evening.

WORK LIFE

Work Life

A young child is brought by one parent to hospital with a cut and broken arm. A nurse arrives and begins to clean the cut. The doctor arrives and tells the parent that the child will have to get two stitches and a cast. The child puts on a brave face and doesn't cry.

SCHOOL LIFE

School Life

A teacher overhears a group of students speaking to each other about choosing new subjects. One of the students has decided to do woodwork rather than home economics and construction studies instead of music. The teacher is surprised at the choice and the advice being given by the friends.

SAOL SA BHAILE

Saol Sa Bhaile

Tá sé a cúig a chlog ar oíche gheimhridh agus tá clann ar tí suí síos chun a ndinnéar. Tá duine éigin ag cócaráil pasta agus beirt eile ina suí ag féachaint ar athimirt chluiche rugbaí ar an teilifís. Iarradh ar dhuine eile a bheith i bhfeighil ar an leanaí an oíche sin.

SAOL NA HOIBRE

Saol Na Hoibre

Tugann tuismitheoir amháin páiste óg le lámh ghearrtha agus bhriste chuig an ospidéal. Tagann altra chun an gearradh a ghlanadh. Tagann an dochtúir agus insítear don tuismitheoir go mbeidh ar an bpáiste dhá ghreim agus cásálach a fháil. Tá an páiste cróga agus níl aon deoir ann.

SAOL NA SCOILE

Saol Na Scoile

Cloiseann múinteoir grúpa mac léinn ag caint lena chéile i dtaobh ábhar nua a roghnú. Tá cinneadh déanta ag mac léinn amháin adhmadóireacht a dhéanamh in ionad eacnamaíocht bhaile agus staidéar foirgníochta in ionad ceoil. Cuireann an rogha agus an chomhairle atá á tabhairt ag na cairde ionadh ar an múinteoir.

The impact of stereotyping

Read each story and then choose from IMPACT BOX at the bottom of the page the possible impacts that the stereotype might have on the future lives of the characters

Girls Make Better Babysitters

The Present

My name is Angela and I am fourteen. I have an older brother, John, who is fifteen and two younger sisters who are six and five years of age. I babysit a lot at home and for my neighbours. I've learned lots about babies and minding children and am saving enough money to go to Oxygen next year. Sometimes I'd really like to do something different, like John, who is working in the local garage. But the owner thinks that girls make better babysitters than garage workers.

The Future

1. Angela expects to get a job working with children.
2. _____
3. _____
4. _____

Woodwork is a Boy's Subject

The Present

My name is John and I am 15 years old. I have three younger sisters, including Angela who is 14 years. I recently began to watch my mother cooking and would really like to choose home economics in school. But I have opted for woodwork instead. I know I'll learn a lot in woodwork and I like it but it really isn't my first choice. I think it will be easier for Angela to choose home economics because when I asked my friends most of them said that woodwork is a boys' subject and home economics is a girls' subject.

The Future

1. John is expected to be interested in carpentry.
2. _____
3. _____
4. _____

Possible impact of the Stereotype on Angela's and John's future

1. Angela expects to get a job working with children.
2. Angela never gets a chance to become a mechanic.
3. John likes children but has never been asked to mind them on his own.
4. John thinks that only women can get a job working with children.
5. John is expected to be interested in carpentry.
6. Angela gets a summer job in a restaurant.
7. John wants to be a chef but doesn't have the right subjects to apply to college.
8. Angela thinks that all carpenters are men.

Éifeacht steiréitíopála

Léigh gach scéal agus ansin roghnaigh an éifeacht a d'fhéadfadh an steiréitíopa a dhéanamh ón mbosca éifeachta ag bun an leathanaigh ar thodchaí shaol na gcarachtar.

Is feighlithe leanaí níos fearr iad cailíní

An Lá Atá Inniù Ann

Angela is ainm dom agus tá mé ceithre bliana déag d'aois. Tá dearthair níos sine agam, John, atá cúig bliana déag d'aois agus beirt dheirfiúracha óga ata sé bliana d'aois agus cuig bliana d'aois. Bím i m'fheighlí leanaí go minic sa bhaile agus do mó chomharsanna. Tá go leor foghlamtha agam faoi leanaí agus faoi aire a thabhairt do phaistí agus táim ag sábháil a dhóthain airgid chun freastal ar Oxygen an bhlian seo chughainn. Ba bhrea liom uaireanta rud éigin difriúl a dhéanamh, cosúil le John, atá ag obair sa gharáiste áitiúil – ach ceapann an t-úinéir go bhfuil cailíní níos fearr mar fheighlithe leanaí ná oibrithe garáiste.

An Todhchaí

1. Ceaptar go bhfuil suim ag John i siúinéireacht.
2. _____
3. _____
4. _____

Is ábhar do bhuachaillí í an adhmadóireacht

An Lá Atá Inniù Ann

John is ainm dom agus tá mé cúig bliana déag d'aois. Tá triúr deirfiúracha níos óige agam, Angela san áireamh atá ceithre bliana déag d'aois. Thosaigh mé ag breathnú ar mo mháthar i mbun cócaireachta agus ba bhreá liom eacnamaíocht bhaile a roghnú ar scoil ach roghnaigh mé adhmadóireacht ina háit. Tá a fhios agam go bhfoghlaimeoidh mé alán san adhmadóireacht agus is maith liom í ach ní hí mo chéad rogha í. Ceapaim go mbeidh sé níos éasca ar Angela eacnamaíocht bhaile a roghnú mar nuair a chuir mé cheist ar mo chairde dúirt a bhformhór gur ábhar do chailíní an eacnamaíocht agus gur ábhar do bhuachaillí an adhmadóireacht.

An Todhchaí

1. Tá Angela ag súil le post a fháil ag obair le leanaí
2. _____
3. _____
4. _____

An éifeacht a d'fhéadfadh a bheith i gceist ar thodhchaí Angela agus John

1. Tá Angela ag súil le post a fháil ag obair le leanaí.
2. Ní fhaigheann Angela an deis a bheith ina meicneoir riamh.
3. Taitníonn páistí le John, ach ní iarrtar air riamh aire a thabhairt dóibh leis féin.
4. Ceapann John nach bhfaigheann ach mná post ag obair le leanaí.
5. Ceaptar go bhfuil suim ag John i siúinéireacht.
6. Faigheann Angela post samhradh i mbialann.
7. Ba mhaith le John a bheith ina phríomhchócaire ach níl na hábhair chearta aige chun iarratas a chur isteach ar an gcoláiste.
8. Ceapann Angela gur fir ar fad iad siúinéirí.

LESSON 7
STEREOTYPING AND YOUNG PEOPLE

FOCUS OF LESSON – EXPLORING THE STEREOTYPING OF YOUNG PEOPLE BY YOUNG PEOPLE AND OTHERS

It is important to recognise that young people are not just 'young'. All young people belong to other social groups as well. While it may seem that *all* young people are stereotyped in the same way, it is valuable to explore how, for some social groups, the issue of age can be a less important concern. Equally, it is important to be aware of how the expression of stereotypical images of other social groups can divide groups of young people. This can result in some groups of young people being patronised or excluded by their own age peers.

While it is important that you challenge the stereotyping of young people, it is equally important that you explore the stereotypical opinions among young people that may exist in relation to other social groups. All stereotypical ideas can subtly influence our decisions and actions.

It is also important to be aware that in some instances stereotyping can lead to discrimination. For example, if our ideas or beliefs lead us to act in a way that treats a person from one social group *less favourably* than a person from another social group in similar circumstances, this is discrimination. In other words, *stereotypes* are based on ideas and beliefs. Ideas and beliefs influence our attitudes and our emotions which can lead to *prejudice*. Prejudice influences our behaviour which can lead to *discrimination.*

Discrimination, or less favourable treatment of an individual from one social group compared with an individual from another social group in similar circumstances, is illegal when it happens to people from social groups included in equality legislation.[9] However, it is important to note that equality does not necessarily mean treating everybody the same. Sometimes people have to be treated differently to ensure equality of participation and outcome. For example, someone with more power (access to decision making) or more resources (access to employment and education) might need to be treated differently from someone with less power or fewer resources. Similarly, some groups may be more disadvantaged than others and may need to be treated differently from other groups to ensure equality of outcome.

ANTICIPATED LEARNING OUTCOMES

By the end of this lesson it is expected that students will:

- Be able to identify the impact of stereotyping on young people
- Be more aware of how young people can stereotype others
- Be able to reflect on the importance of addressing stereotyping

WHAT YOU NEED

- A copy of one ***Scenario Card*** for each group of 4 or 5 students
- **Optional** – A copy of ***Breaking Stereotypes Stimulus*** (alternatively these posters and other posters can be viewed on-line athttp://ec.europa.eu/justice/fdad/cms/stopdiscrimination/resources/posters/Gallery.html?langid=en and ***Worksheet 7.1: Breaking Stereotypes*** for each student for homework

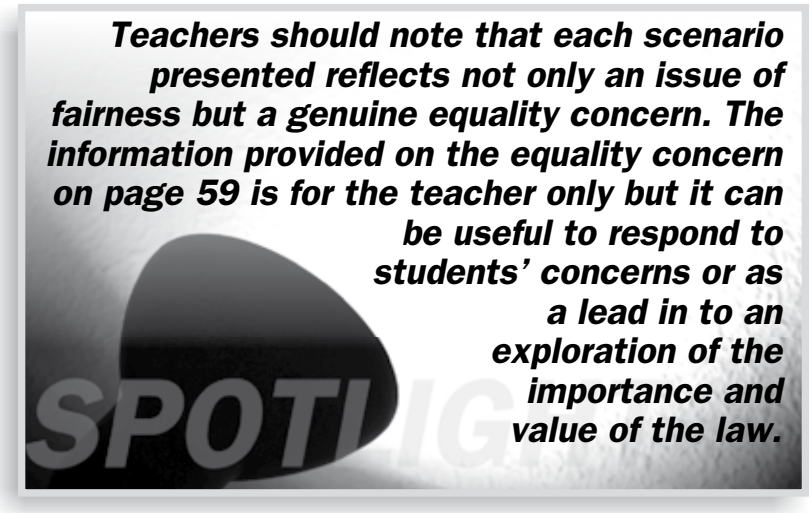
9 See Part 5 *Additional Resources* for information on the equality legislation.

METHOD

- Divide the class into groups of 4 or 5 students. Each group appoints a reader and person who will give feedback on the group discussion to the whole class.
- Ask each group to choose one scenario card. The appointed reader reads the scenario and the discussion questions to the group.
- Allow about ten minutes for group discussion. Also allow a few minutes for the person giving feedback to check in with the group about what they will say.
- Begin to take feedback. If more than one group has a particular scenario ask other groups with that scenario to give their response. Differences in the responses can be highlighted and discussed.
- Continue until all groups have offered their responses.

Sum up the discussion using the following questions:

1. Is it important to address stereotyping? If so, why or why not?
2. What kind of behaviours can help address stereotyping?



TAKING IT HOME

- The teacher can end the class by explaining that the next class will begin to look at ways that other groups have tried to tackle the issue of stereotyping.
- To support this they are asked to answer the questions on ***Worksheet 7.1***: ***Breaking Stereotypes***. Note students can be given a copy of the stimulus posters or told to go online to view them at: http://ec.europa.eu/justice/fdad/cms/stopdiscrimination/resources/posters/Gallery.html?langid=en
  The images are from for the 2006 *Breaking Stereotypes* competition organised by the European Union For Diversity Against Discrimination campaign.
- Alternatively, photographs from the 2007 *Breaking Stereotypes* competition can be downloaded from the following link: http://ec.europa.eu/justice/fdad/cms/stopdiscrimination/resources/images

The 2006 and 2007 Breaking Stereotypes competition were organised by the European Union as part of its For Diversity Against Discrimination campaign. Further information on the For Diversity Against Discrimination campaign is available from www.stop-discrimination.info

Scenario A

You and six school friends are at the local shopping centre on a Wednesday afternoon. You have been out shopping for a couple of hours and decide to head over to the coffee shop for some smoothies. You have had a good day and are all in good form. On entering the coffee shop you are approached by a member of staff who says that there is too many of you and that you would disturb the other customers. The waiter refuses to serve you.

1. *What would you do if this happened to you?*
2. *Why might the member of staff have such an opinion in relation to a group of young people?*
3. *Is this fair?*

Scenario B

You and your three friends are at the local newsagent. You are looking at magazines and trying to decide what to buy. Three other young people come into the shop and they begin to whisper loudly about one of your friends who is Black. Your friend hasn't heard the comments, but just as you are about to walk away one of the group shout: *'hey there – isn't it time you went home*?'

1. *What would you do if this happened to you?*
2. *Why might the other group have such an opinion in relation to a Black person?*
3. *Is this fair?*

Scenario C

You are hanging around in the school yard with some friends when another student walks by. One of your friends begins to snigger: *'hey, look at the gay boy*'. You are shocked by the comment, though you have heard it in school before. What bothers you is not that the student might be gay but the tone of voice of your friend, as the comment is meant as a real put-down.

1. *What would you do if this happened to you?*
2. *Why might the other student have such an opinion in relation to a gay person?*
3. *Is this fair?*

Scenario D

A conversation begins in class about members of the Traveller community. You hear the usual comments, such as they're lazy and they fight a lot. You know that this is not true of all Travellers, just as it is not true of all settled people. It comes to your turn to speak.

1. *What would you do if this happened to you?*
2. *Why might some students have such opinions in relation to members of the Traveller community?*
3. *Is this fair?*

CÁRTAÍ CNÁMHSCÉIL

Cnámhscéal A

Tá tú féin agus seisear cairde scoile ag an ionad siopadóireachta áitiúil tráthnóna Chéadaoin. Tá tú tar éis bheith amuigh ag siopadóireacht ar feadh cúpla uair an chloig cinneann sibh dul to dtí an siopa caife ar feadh cúpla smoothie. Bhí lá maith agaibh agus tá sibh go léir in ard form. Ag dul isteach sa siopa caife deir ball den fhoireann libh go bhfuil an iomarca agaibh ann agus go gcuirfeadh sibh isteach ar na custaiméirí eile. Diúltaíonn an freastalaí freastal oraibh.

1. *Cad a dhéanfá dá dtarlódh sé seo duit?*
2. *Cén fáth a mbeadh tuairim mar sin ag ball den fhoireann mar gheall ar ghrúpa daoine óga?*
3. *An bhfuil sé seo cóir?*

Cnámhscéal B

Tá tú féin agus triúr cairde ag an nuachtánaí áitiúil. Tá sibh ag féachaint ar irisleabhair agus ag iarraidh cinneadh a dhéanamh faoi cad a cheannóidh sibh. Tagann triúr daoine óga eile isteach sa siopa agus tosaíonn siad ag cogarnach os ard mar gheall ar dhuine de do chairde atá Gorm. Níor chuala do chara cad a dúradh ach díreach agus tú ar tí imeacht biceann duine den ghrúpa: '*hóigh ansin – nach bhfuil sé in am diut imeacht abhaile?*'

1. *Cad a dhéanfá dá dtarlódh sé seo duit?*
2. *Cén fáth a mbeadh tuairim mar sin ag an ngrúpa eile mar gheall ar dhuine Gorm?*
3. *An bhfuil sé seo cóir?*

Cnámhscéal C

Tá tú ag crochadh thart i gclós na scoile nuair a shiúlann mac léinn thart. Tosaíonn duine de do chairde ag déanamh seitgháire: '*hóigh, féach ar an mbuachaill aerach.*' Baineann an ráiteas croitheadh asat, cé gur chuala tú é ar scoil cheana. An rud is mó a chuireann isteach ort ná glór maslach do charad agus ní go mb'fhéidir go bhfuil an mac léinn aerach.

1. *Cad a dhéanfá dá dtarlódh sé seo duit?*
2. *Cén fáth a mbeadh tuairim mar sin ag an mac léinn eile mar gheall ar dhuine aerach?*
3. *An bhfuil sé seo cóir?*

Cnámhscéal D

Tosaíonn comhrá sa rang mar gheall ar bhaill de phobal an Lucht Siúil. Cloiseann tú na gnáth rudaí a deirtear fúthu, sé sin, go bhfuil siad leisciúil, troideann siad go minic, go bhfuil fhios agat nach bhfuil sé seo fíor mar gheall ar an Lucht Siúil go léir, díreach cosúil leis an bpobal socraithe. Do shealsa labhairt atá ann.

1. *Cad a dhéanfá dá dtarlódh sé seo duit?*
2. *Cén fáth a mbeadh tuairim mar sin ag mac léinn áirithe mar gheall ar bhaill den Lucht Súil?*
3. *An bhfuil sé seo cóir?*

EQUALITY CONCERNS

Teachers should note that definitions of some of the terms used below are on the Information Sheet included in Part 5 Additional Resource.

Scenario A

A person who is selling goods or providing services is not allowed to treat someone less favourably than another person on any of the nine grounds including the age ground (Equal Status Acts 2000–2011). Therefore, it is 'direct discrimination' to refuse to serve someone in a café because of their age. However, cases can only be taken on the age ground in respect of people who are over 18 years of age. Therefore, in these circumstances the café owner is not bound by the Equal Status Acts 2000–2011 and the young people could not make a claim of discrimination to the Equality Tribunal on the age ground.

Scenario B

When a person is buying or selling goods or accessing a service s/he should not be subject to harassment on any of the nine grounds including race (Equal Status Acts 2000–2011). Harassment is any form of unwelcome conduct which has the effect of violating a person's dignity. It includes spoken words and gestures and it can be a one-off incident. In this case it is difficult for the shop owner or the person working in the shop to prevent the harassment if he or she did not hear the comments. However, if the person was informed or became aware about what happened he or she should make it clear that such comments are not acceptable in the shop if he or she hears them.

Scenario C

When a person is accessing or attending education s/he should not be subject to discrimination or harassment on any of the nine grounds, including sexual orientation (Equal Status Acts 2000–2011). Harassment is any form of unwelcome conduct which has the effect of violating a person's dignity. It includes spoken words and gestures and it can be a one-off incident. The school has a responsibility to take steps to address the issue and to take steps to prevent harassment from occurring. It can do this by having policies in place, for example an anti-harassment policy, anti-bullying policy that includes harassment, anti-racism policy, equality policy, etc. It is also important that the school makes sure that students and staff are aware of the policies and the steps in place to deal with an incident if it arises.

In this case the young person could make a claim of harassment to the Equality Tribunal as the issue of being under 18 applies only to the age ground. A parent or guardian could make the claim on behalf of a young person under 18. When a claim is made, the Equality Officer will listen to both sides. The Equality Officer will look at the steps that the school took to prevent harassment – i.e. whether the school has policies in place which are properly implemented and whether everything possible was done to address the situation once the school was aware of it.

Scenario D

Stereotypes can lead people to behave in certain ways. In certain circumstances this can lead to harassment or discrimination on any of the nine grounds, including membership of the Traveller community. This is illegal under the Employment Equality Acts 1998–2011 and the Equal Status Acts 2000–2011.

In this case the comments made about Travellers could lead to someone being harassed. Acts, spoken words, gestures, pictures and written material which have the effect of violating a person's dignity can be defined as harassment. Harassment is not allowed on any of the nine grounds, including membership of the Traveller community.

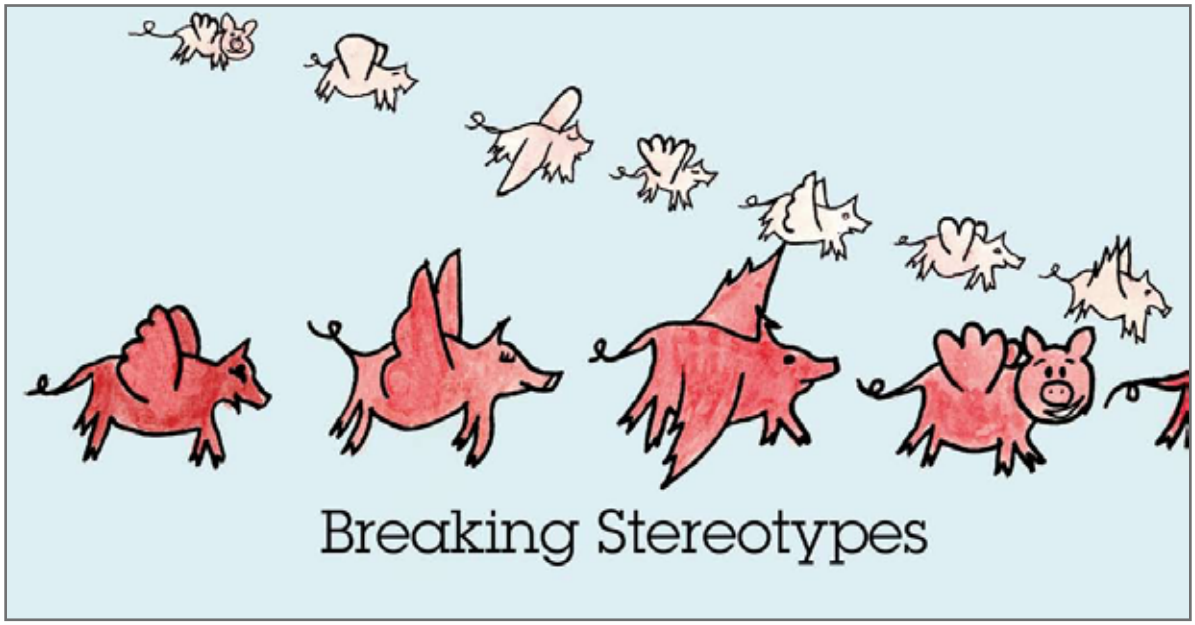
There may be other ways in which these stereotypes about members of the Traveller community can lead to discrimination. For example, if a member of the Traveller community is not allowed into a cinema because the manager believes the stereotype that people from the Traveller community fight a lot, this is discrimination. In such a situation the person concerned could make a claim of discrimination to the Equality Tribunal under the Equal Status Acts 2000–2011.

The information provided above is for teachers. It can be useful when responding to issues arising in discussion about the Stereotype Scenarios.

BREAKING STEREOTYPES STIMULUS POSTERS

The images below come from the 2006 Breaking Stereotypes competition organised by the European Union as part of its For Diversity Against Discrimination campaign. The posters were also used by the Equality Authority in Ireland as part of an exhibition to challenge stereotyping.

We Break Together *- Vanessa O'Dwyer, Michael O'Brien, Anne O'Keeffe, Ireland*



When Pigs Fly *- Elizabeth Kindig, UK*

BREAKING STEREOTYPES A European Union Exhibition

THE EQUALITY AUTHORITY
AN tÚDARÁS COMHIONANNAIS

An initiative of the European Union

For Diversity Against Discrimination

WORKSHEET 7.1
BREAKING STEREOTYPES

LOOK AT THE BREAKING STEREOTYPES POSTER STIMULUS HAND OUT.

Why was the Breaking Stereotypes exhibition organised?

CHOOSE YOUR FAVOURITE IMAGE AND ANSWER THE FOLLOWING QUESTIONS

Who created the image?

What organisation was involved in promoting the exhibition?

What message do you think the image is trying to get across and do you think it makes the point?

Name and describe one action your CSPE class could do to raise awareness about why we need to stop and think before we stereotype.

BILEOG OIBRE 7.1
AG BRISEADH STEIRÉITÍOPAÍ

FÉACH AR AN MBILEOG BREAKING STEREOTYPES STIMULUS POSTERS

Cén fáth go raibh an taispéantas ar Bhriseadh Steiréitíopaí eagraithe?

Maidir le do rogha íomhá, freagair na ceisteanna seo a leanas

Cé a chruthaigh an íomhá seo?

Cén eagraíocht a bhí baintach leis an dtaispéantas a chur chun cinn?

Cén teachtaireacht atá an íomhá ag iarraidh a dhéanamh agus an ndéanann sé an pointe sin?

Ainmnigh agus déan cur síos ar ghníomh a d'fhéadfadh do rang OSSP a dhéanamh chun tuiscint a mhúscailt ar an bhfath go bhfuil orainn stopadh agus smaoineanh roimh steiréitíopáil a dhéanamh.

LESSON 8
ADDRESSING STEREOTYPES

FOCUS OF LESSON – GIVING STUDENTS THE OPPORTUNITY TO DECIDE ON AN ACTION PROJECT

Addressing stereotyping involves making choices that support the dignity of each individual and their right not to be discriminated against. Actions may vary – for example, promoting awareness of stereotyping and the impact it can have, or including a ban on stereotyping in a class charter on human rights or in class ground rules.

There have been a number of national and European campaigns that have sought to address stereotyping and discrimination of groups identified under Irish equality legislation. These have included:

- The ***Citizen Traveller Campaign*** which sought to promote greater understanding between members of the Traveller community and the settled community
- The ***Stand Up!*** LGBT (Lesbian, Gay, Bisexual and Transgender) Awareness Week by BeLonG To Youth Services which aims to create positive understanding of lesbian, gay, bisexual and transgender people and their issues
- The ***Breaking Stereotypes*** poster competition was developed by the European Union as part of its *For Diversity Against Discrimination* Campaign. Some of these posters were exhibited in Ireland by the Equality Authority. The *For Diversity, Against Discrimination* campaign also had a photo competition on the theme of *Breaking Stereotypes*

See **Part 4** ***Act Now*** for a list of suggested actions that students can take to address stereotyping.

ANTICIPATED LEARNING OUTCOMES

By the end of this lesson it is expected that students will:

- Be more aware of the role they can take in tackling stereotyping
- Be more committed to tackling stereotyping as a way of promoting and protecting human rights
- Have identified an action they can take to tackle stereotyping

WHAT YOU NEED

- A bundle of adhesive notes (post-its) for each group of 4 or 5 students. Alternatively you can use one large sheet of paper per group

METHOD

- Divide the class into groups of 4 or 5 students, giving each group a bundle of adhesive notes (post-its) or a large sheet of paper.
- Ask them to share the idea for tackling stereotyping that they wrote about for homework and to put their idea on a adhesive notes (post-its) or on the large sheet of paper.
- Ask each group to agree *the one idea* that they as a group would like to propose to the whole class.
- Invite a representative from each group to come forward and give feedback from the group and to put forward their main suggestion.

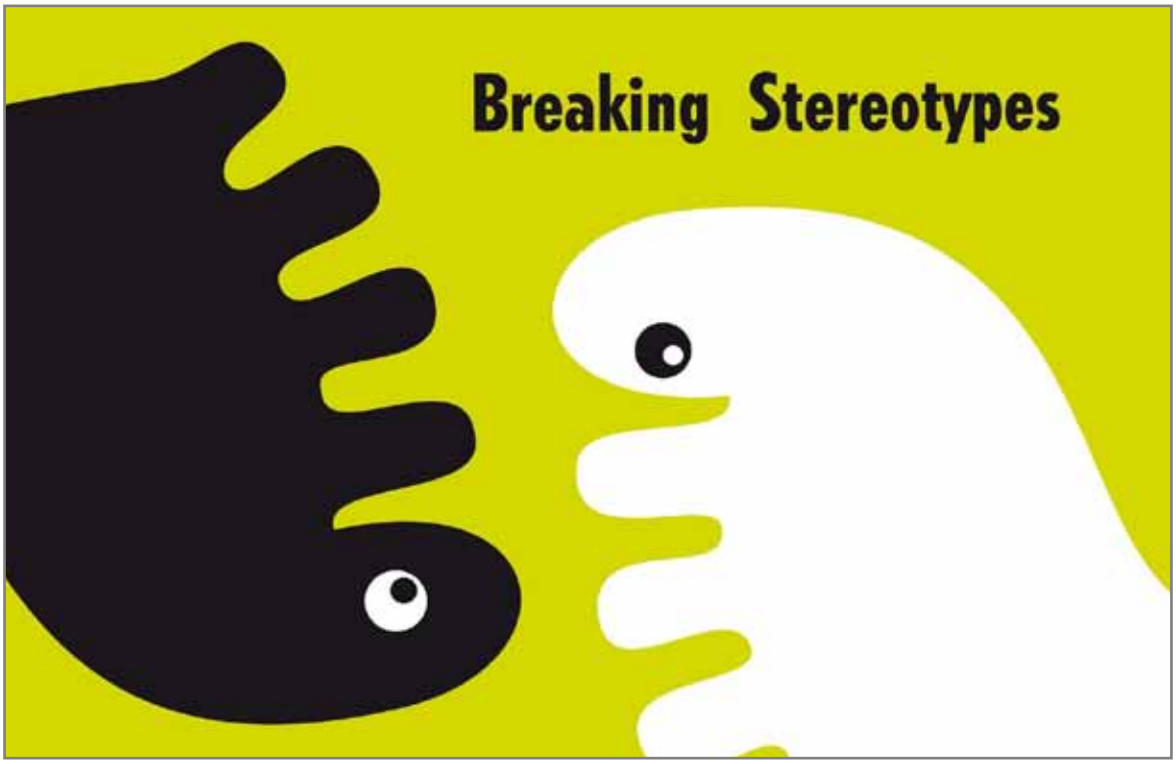
- Write the key suggestion from each group on the board.

- Invite students to view the full collection of ideas. If there are similar suggestions these can be grouped together.

Ask some of the following questions:

1. Which actions on the board do you think might be the most effective?
2. What might be the impact of some of these particular actions?
3. Which groups or members of groups might benefit from the action?
4. How do you think we can make a decision on what action(s) to take?

- Depending on the answer to question 4, a decision has now been reached.



Toes *- Tiina Pölönen, Finland*

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PART 4

ACT NOW

EXAMPLE OF AN ACTION PROJECT

Raising awareness about the impact of Stereotyping

If your class has decided to carry out an action project on stereotyping and its impact, a good place to start might be to raise awareness among the school population.

STEP ONE

Decide who your target audience is

For example is it 1st years, 2nd years, the whole school?

STEP TWO

Decide on the aim of your action

For example, do you want your audience to know what stereotyping means? Whom do we stereotype? How does stereotyping affect people's choices?

STEP THREE

Decide on a slogan that might capture this aim

For example, give this as a homework activity and then have a class vote to decide on the best slogan.

STEP FOUR

Brainstorm all the activities that need to happen to make your action a success

For example, getting permission, making posters, preparing a short presentation or taking photographs of the event.

STEP FIVE

Divide into groups and give each group an area of responsibility

For example, the permission group, the poster group, the presentation group and the recording group.

STEP SIX

Plan the action

For example, give each group time to prepare their part of the action. Use a structured planning sheet for groups to identify their tasks, who is responsible, and the date they plan to have the task complete.

STEP SEVEN

Carry out the action

Be sure to record the event and write about your role and experience.

STEP EIGHT

Reflect on your action

For example, was your action successful? Did you raise awareness? What skills did you learn?

OTHER ACTION IDEAS

Students are very well placed to tackle stereotyping of and among young people. The following list of action ideas is by no means exhaustive. These actions are suggested as a menu that a teacher might bring to a class as a means of supporting the class's own decision making process.

Action 1:

Including a commitment to address stereotyping in class charter or class ground rules

- Students are encouraged to develop and agree a commitment to addressing stereotyping in their class charter or ground rules. This should outline the reasons for its inclusion. The students should also outline the ways in which they will actively tackle stereotyping in their own behaviour and in each others' behaviour.

Action 2:

Increasing their own awareness of the impact of stereotyping

- Students can arrange for a speaker from an organisation representing a particular group in the community to visit the class to help develop their understanding of stereotyping. See the list of suggested organisations offered in Section 5.

Action 3:

Survey the extent of stereotyping among young people

- Students can undertake a survey of all first years about stereotypical beliefs or ideas that they might hold about members of particular groups in Irish society. The results of the survey could be used to introduce an awareness raising activity or a campaign in the school.

Action 4:

Public awareness raising

- Students can be encouraged to prepare a short campaign to raise awareness about stereotyping and its impact on people. This can be done through presentations or the development of a notice board.

Action 5:

Organising a campaign

- Students can develop a postcard campaign by designing and printing a postcard to send to a friend or relative. See ideas for postcards based on the *Breaking Stereotypes* posters and photographs on the following links:[10]
- http://ec.europa.eu/justice/fdad/cms/stopdiscrimination/resources/posters/Gallery.html?langid=en
- http://ec.europa.eu/justice/fdad/cms/stopdiscrimination/resources/images

Action 6:

Getting your school to take up the cause

- Students can ask their student council representative to put the issue of the negative impact of 'stereotyping' of and by young people on the agenda for the next meeting. Get the student council to make a commitment to tackle stereotyping by looking at the school policy on bullying to see if it includes stereotyping. For information on setting up a student council, visit www.studentcouncil.ie

10 The 2006 and 2007 *Breaking Stereotypes* competition was developed by the European Union as part of its *For Diversity Against Discrimination* campaign. Further information on the *For Diversity Against Discrimination* campaign is available from www.stop-discrimination.info

PART 5

ADDITIONAL RESOURCES

SUPPORT FOR TEACHERS TO ADDRESS THE ISSUE AND IMPACT OF STEREOTYPING

Title:	***Changing Perspectives – Cultural Values, Diversity and Equality in Ireland and the Wider World***
Description:	A resource pack which explores interculturalism. These activities explore cultural diversity and equality in relation to the values and structures of Irish society and Ireland's relationship with the wider world.
Address:	Curriculum Development Unit, Captain's Road, Crumlin, Dublin 12
Tel:	(01) 453 5487
Website:	http://curriculum.ie/wordpress/
Email:	info@cdu.cdvec.ie

Title:	***Counted Out – Challenging Poverty and Social Exclusion***
Description:	A resource pack which explores poverty and social exclusion. The activities are designed to help students to develop their understanding of poverty in Ireland today. It explores ways in which students might get involved in a process of change by engaging with anti-poverty and community development initiatives. Many ideas for action projects are included throughout.
Address:	Curriculum Development Unit, Captain's Road, Crumlin, Dublin 12
Tel:	(01) 453 5487
Website:	http://curriculum.ie/wordpress/
Email:	info@cdu.cdvec.ie

Title:	***Pavee Parents Post Primary Concerns***
Description:	DVD resource for parents, students, teachers, trainers and policy makers
Address:	Pavee Point, 46 North Great Charles Street, Dublin 1
Tel:	(01) 878 0255
Website:	http://paveepoint.ie/
Email:	info@pavee.ie

Title:	***The Men's Project – Photographic Images of Men***
Description:	A series of photographs that can be useful in generating conversation around stereotyping and conditioning of men
Address:	Parents Advice Centre, Floor 2, Andras House, 60 Great Victoria Street, Belfast, BT2 7BB
Tel:	(028) 9031 0891
Website:	http://www.mensproject.org/images/photos.html

Title:	***The View from Here***
Description:	The purpose of this resource is to raise awareness among students and teachers of the simple steps they can take, the attitudes they can choose and the decisions they can make that will improve how young people with disabilities are treated.
Address:	Irish Wheelchair Association, Áras Chúchulainn, Blackheath Drive, Clontarf, Dublin 3
Tel:	(01) 818 6400
Website:	http://www.iwa.ie/youth/View-from-Here-DVD.aspx
Email:	info@iwa.ie

Title:	***Seeing Sense – Challenging Prejudices***
Description:	This pack challenges the participants to examine their perceptions, to realise that things are not always as they seem and to discover that false perceptions can lead to prejudice and discrimination. It was produced by Derry City Council and Holywell Trust, 2001.
Address:	Derry City Council, 98 Strand Road, Derry, BT48 7NN
Tel:	(048) 7136 1046
Website:	http://seeing-sense.software.informer.com/download/
Email:	seeingsense@btconnect.com

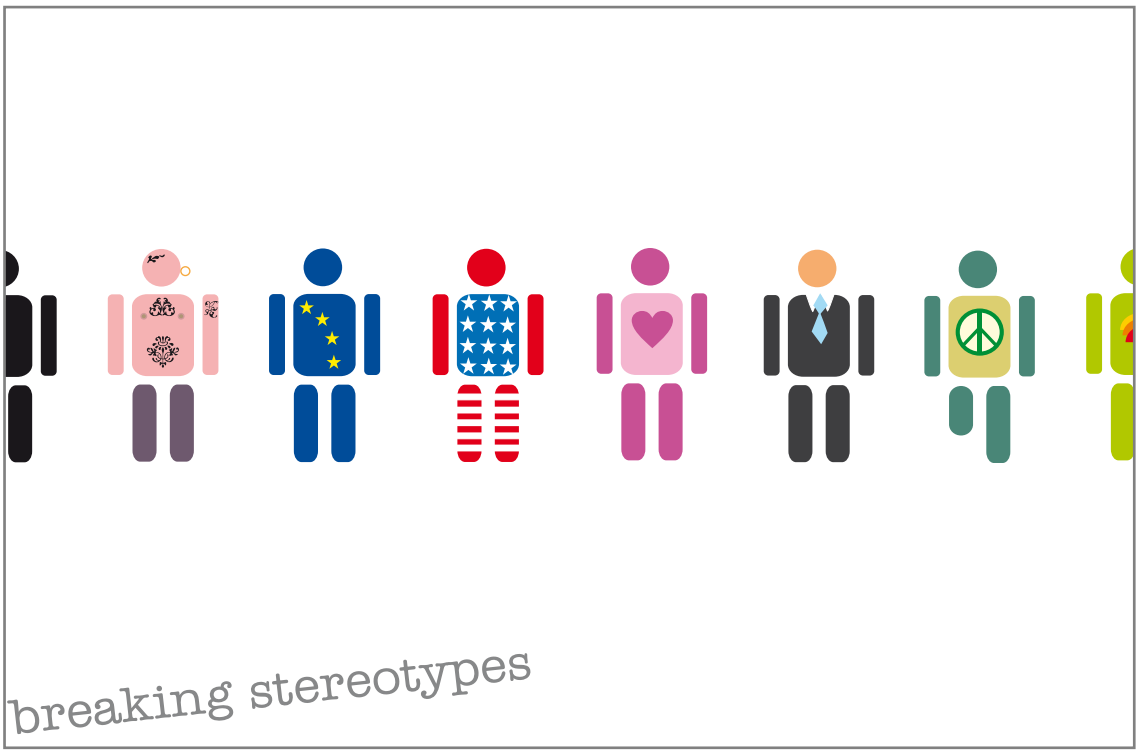
Title:	***Vote: Exploring Democracy, Equality, Participation and Elections***
Description:	This resource aims to stimulate discussion and challenge opinions about the nature of representation and gender balance in the democratic structures in society. It was produced by the Gender Equality Unit of the Department of Education and Science and the City of Dublin VEC, Curriculum Development Unit, 2005.
Address:	Curriculum Development Unit, Captain's Road, Crumlin, Dublin 12
Tel:	(01) 453 5487
Website:	http://curriculum.ie/wordpress/
Email:	info@cdu.cdvec.ie

Title:	***What? Me A Racist?***
Description:	A humorously written cartoon book for young people which helps them to explore the issues of racism and prejudice. It also includes useful information on the issues.
Address:	European Commission, Publications Unit, Rue de la Loi 200, B-1049 Brussels
Website:	http://www.arvindguptatoys.com/arvindgupta/whatmeracist.pdf

Title: ***Lesson Plans for Teachers***

Description: Teachers Network's is a web based resource which includes a range of lesson plans for different student ages. Lesson plans included under the curriculum area Social Studies focus on issues such as respecting rights and exploring different cultures.

Website: http://teachersnetwork.org/TeachNet/english.htm



Breaking Stereotypes *- Agnieszka Hanczuk, Poland*

BREAKING STEREOTYPES A European Union Exhibition

ONGOING PROGRAMMES AND ACTIONS

SUPPORT FOR TEACHERS TO ADDRESS THE ISSUE AND IMPACT OF STEREOTYPING.

Title:	***Intercultural Schools Project***
Description:	The Chester Beatty Library offers on-going educational activities that address interculturalism.
Address:	Chester Beatty Library, Dublin Castle, Dublin 2
Tel:	(01) 407 0750
Website:	http://www.cbl.ie/

Title:	***Show Racism the Red Card***
Description:	Show Racism the Red Card is a national project that offers on-going educational activities to challenge racism through providing education resources and intercultural activity which support integration.
Address:	Show Racism the Red Card, Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7
Tel:	(01) 828 0018
Website:	http://www.theredcard.ie/
Email:	info@theredcard.ie

Title:	***Stand Up! LGBT Awareness Week***
Description:	Stand Up! is an advocacy campaign aimed at creating positive understanding of lesbian, gay, bisexual and transgender young people and their issues.
Address:	BeLonGTo, Parliament House, 13 Parliament Street, Dublin 2
Tel:	(01) 670 6223
Website:	http://www.belongto.org/

Title:	***Yellow Flag Programme***
Description:	The Yellow Flag Programme is a national project run by the Irish Traveller Movement designed to promote and foster interculturalism among all students in Irish schools.
Address:	Irish Traveller Movement, 4–5 Eustace Street, Dublin 2
Tel:	(01) 679 6577
Website:	http://www.itmtrav.ie/
Email:	yellowflagprogramme@gmail.com

USEFUL ORGANISATIONS

SUPPORT AND INFORMATION FOR TEACHERS IN ADDRESSING THE ISSUE AND IMPACT OF STEREOTYPING IN RELATION TO THE NINE GROUNDS COVERED UNDER IRISH EQUALITY LEGISLATION

Age & Opportunity
http://www.olderinireland.ie

Age Action Ireland
http://www.ageaction.ie

Arts and Disability Directory
http://www.artsanddisability.com

BeLonGTo
http://www.belongto.org

Equality Authority
http://www.equality.ie

Friends of the Elderly
http://www.friendsoftheelderly.ie/

GLEN (Gay and Lesbian Equality Network)
http://www.glen.ie

Irish Traveller Movement
http://www.itmtrav.ie/

Pavee Point Travellers' Centre
http://paveepoint.ie/

Men's Health Forum in Ireland
http://www.mhfi.org/

Men's Development Network
http://www.mens-network.net/

National Women's Council of Ireland
http://www.nwci.ie/

National Youth Council of Ireland
http://www.youth.ie/

National Disability Authority
http://www.nda.ie/

AkiDwA
http://www.akidwa.ie/

Amnesty International
http://www.amnesty.ie/

Care Alliance Ireland
http://www.carealliance.ie/

Caring for Carers
http://www.caringforcarers.ie/

Comhlámh
http://www.comhlamh.org/

ENAR (European Network Against Racism) Ireland
http://enarireland.org/

GIDI (Gender Identify Disorder Ireland)
http://www.gidi.ie/

Inclusion Ireland
http://www.inclusionireland.ie/

Immigrant Council of Ireland
http://www.immigrantcouncil.ie/

Irish Council for Civil Liberties
http://www.iccl.ie/

Migrant Rights Centre of Ireland
http://www.mrci.ie/

National Traveller Women's Forum
http://www.ntwf.net/

One Family
http://onefamily.ie/

OPEN (One Parent Exchange Network)
http://www.oneparent.ie/

Older and Bolder
http://www.olderandbolder.ie/content/sign-our-petition-defend-state-pension

Older People Active Retirement Ireland
http://www.activeirl.ie/

PWDI (People with Disabilities in Ireland)
http://www.pwdi.ie/

Irish Senior Citizen's Parliament
http://iscp.wordpress.com/

TENI (Transgender Equality Network Ireland)
http://www.teni.ie/

The Carers Association
http://www.carersireland.com/

The Irish Refugee Council
http://www.irishrefugeecouncil.ie/

Young People Children's Rights Alliance
http://www.childrensrights.ie/

EQUAL STATUS ACTS 2000–2011 AND EMPLOYMENT EQUALITY ACTS 1998–2011

There are two key pieces of equality legislation – the Equal Status Acts 2000–2011 and the Employment Equality Acts 1998–2011.

The Equal Status Acts 2000–2011 prohibit discrimination under nine grounds in relation to buying and selling goods, providing services, obtaining and disposing of accommodation, and accessing or attending education.

The Employment Equality Acts 1998–2011 prohibit discrimination under nine grounds in employment, including vocational training and work experience.

WHAT ARE THE NINE GROUNDS?

The nine grounds are as follows:

- The Gender ground – A man, a woman or a transsexual[11] person.
- The Civil status ground – Single, married, in a civil partnership, separated, divorced, widowed or formerly in a civil partnership.
- The Family status ground – Pregnant, a parent or a person *in loco parentis*, of a person under 18 years, or a parent or resident primary carer of a person with a disability.
- The Sexual orientation ground – Heterosexual, gay, lesbian or bisexual.
- The Religion ground – Different religious belief, background, outlook or none.
- The Age ground – This only applies to people over 18 under the Equal Status Acts (except for the provision of car insurance to licensed drivers under that age). In relation to employment, the acts apply to the maximum age at which a person is statutorily obliged to attend school.
- The Disability ground – This is broadly defined including people with all physical, sensory and intellectual disabilities and mental health issues.
- The 'Race' ground – A particular race, skin colour, nationality or ethnic or national origin.
- The Membership of the Traveller community ground – people who are commonly called Travellers and who are identified, both by Travellers and others, as people with a shared history, culture and traditions identified historically as a nomadic way of life on the island of Ireland.

WHAT IS DISCRIMINATION?

Discrimination has a specific meaning in the Equal Status Acts and in the Employment Equality Acts:

- Direct discrimination occurs if a person is treated less favourably than another person in a comparable situation on the basis of any of the nine grounds. It covers differences in how the person is treated, has been treated, or would be treated.
- Indirect discrimination occurs when an apparently neutral provision puts a person under one of the nine grounds at a particular disadvantage, unless the provision is objectively justified by a legitimate aim and the means of achieving that legitimate aim are appropriate and necessary.
- Discrimination by association occurs when a person is treated less favourable because they are associated with somebody who comes under any of the nine grounds.

There are a number of exemptions under both the Equal Status Acts and the Employment Equality Acts which allow discriminatory conduct to occur. In other words, in certain circumstances, the Acts allow people to be treated differently on the nine grounds. For example, anything mandated by an Act of the Oireachtas or EU law is allowed. Another example is that under the Equal Status Acts primary and secondary schools may be for one gender only.

11 The Court of Justice in PvS held that discrimination against a transsexual person constituted discrimination on the grounds of sex.

WHAT IS HARASSMENT AND SEXUAL HARASSMENT?

Harassment on any of the nine grounds and sexual harassment are prohibited under the Equal Status Acts and under the Employment Equality Acts.

- Harassment is any form of unwelcome conduct related to any discriminatory ground.
- Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature.

In both cases, it is conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. In both cases, the unwanted conduct may include acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures and other material.

It should be noted that the legal definitions of harassment and sexual harassment are not the same as the definition of bullying contained in Department of Education and Science circulars. The key differences are:

- first, bullying entails ongoing and systematic behaviour, whereas a single incident of harassment can be a breach of the Equal Status Acts; and
- second, bullying can apply to reasons that are not linked to the discriminatory grounds whereas harassment prohibited by the Equal Status Acts must be related to one or more of the discriminatory grounds.

WHAT IS VICTIMISATION?

Victimisation is prohibited under the Equal Status Acts and the Employment Equality Acts. It occurs where adverse treatment by an employer, by a provider of goods or services, of accommodation, or by an educational establishment happens as a reaction to:

- a complaint of discrimination having been made
- a person having been a witness in any proceedings under the Employment Equality Acts or Equal Status Acts
- a person having opposed by lawful means an act which is unlawful under the Employment Equality Acts or Equal Status Acts

LIABILITY

Employers, including schools, are liable for anything done by an employee in the course of their work or by an agent, whether or not it was done with the employer's knowledge or approval. An employer has a defence against being liable for discriminatory actions or harassment carried out by an employee if it can prove that it took such steps as were reasonably practicable to prevent the employee or agent form committing the actions.

WHAT IS REASONABLE ACCOMMODATION OF PEOPLE WITH DISABILITIES?

Under the Equal Status Acts educational institutions, a person selling goods or providing a service, a person selling, letting or providing accommodation and clubs must do all that is reasonable to accommodate the needs of a person with a disability. This involves providing special treatment or facilities in circumstances where, without these, it would be impossible or unduly difficult to avail of the goods, services, accommodation, etc.

There is no obligation to provide special treatment, facilities or adjustments if they give rise to anything more than a 'nominal cost' to the provider of education, goods, services or accommodation. The meaning of 'nominal cost' is likely to depend on size and resources of the organisation. If the State provides grants and aids for assisting in providing special treatment or facilities, there may be an onus on the service providers, etc., to avail of these grants.

Under the Employment Equality Acts, an employer is obliged to take appropriate measures to enable a person who has a disability to have access to employment; to participate or advance in employment or to undertake training. The employer is not obliged to provide any treatment, facility or thing that the person might ordinarily or reasonably provide for himself or herself. In addition the appropriate measures taken by the employer should not impose a disproportionate burden, and account is taken of the cost involved, the size of the business and the possibility of obtaining public funding.

WHAT IS POSITIVE ACTION?

Educational institutions, service providers, clubs, providers of accommodation, and employers can take positive measures or give preferential treatment to people on the nine grounds in certain circumstances. This is allowed where the positive measures are genuinely intended to promote equality of opportunity for those who are disadvantaged or to ensure full equality in practice between employees on all of the nine grounds. Preferential treatment or positive measures are also allowed where they cater for the special needs of those who may require facilities, arrangements, services or assistance that are not required by others.

SCHOOLS AND THE EQUAL STATUS ACTS

A school must not discriminate in:

- the admission of a student, including the terms or conditions of admission of a student
- the access of a student to a course, facility or benefit
- any other term or condition of participation in the school
- the expulsion of a student or the application of any other sanction against a student

A number of exemptions to the provisions on discrimination have particular relevance to schools.

(a) Single-sex schools are allowed.

(b) Where the objective of a school is to provide education in an environment that promotes certain religious values, it can

- admit a student of a particular religious denomination in preference to other students or
- refuse to admit a student who is not of that religion provided the school can prove that this refusal is essential to maintain its ethos.

(c) Differences in treatment in relation to sporting facilities or events are allowed on three grounds if they are reasonably necessary taking account of the nature of the facilities or event. The three grounds this exemption applies to are the gender, disability and age grounds.

(d) A school is exempt from the requirement to provide service to a student with a disability only to the extent that doing so would, because of the student's disability, have a seriously detrimental effect on the provision of services to other students or would make it impossible to provide services to other students.

Signs *- Anita Jazwiec, Poland*

BREAKING STEREOTYPES A European Union Exhibition

EDUCATION LEGISLATION

A number of pieces of legislation governing schools contain provisions that are relevant to equality.

The Education Act 1998 requires that school plans state:

- the objectives of the school relating to equality of access to and participation in the school; and
- the measures that the school proposes to take to achieve these objectives.

It also states that schools must use their resources to ensure that the educational needs of all students, including those with disabilities or other special educational needs, are identified and provided for. Schools must promote equality of opportunity for male and female students. They must establish and maintain an admissions policy that provides for maximum accessibility to the school and that ensures that principles of equality are respected.

The Education (Welfare) Act 2000 requires schools to prepare a code of behaviour that specifies the standards of behaviour to be observed by students. Accordingly, the code of behaviour should explicitly name the nine grounds and require behaviour that respects diversity across them. It should prohibit harassment and sexual harassment, and set out the steps that will be taken if either of them does occur.

The Education (Welfare) Act 2000 also requires schools to prepare school attendance strategies, and these must be developed in consultation with parents of students at the school. A school's attendance strategy should set out how the school takes account of the particular barriers to attendance that some of the groups across the nine grounds encounter.
The Education for Persons with Special Educational Needs Act 2004 seeks to establish the principle of inclusive education for children with special educational needs as a legal requirement. It sets out procedures for conducting assessments of students who have special educational needs and preparing education plans for them. It also permits the designation of the school at which a child with special educational needs is to be educated.

FURTHER INFORMATION

For further information on the equality legislation and good practice on promoting equality contact the Equality Authority. Information booklets on the Equal status Acts and on the Employment Equality Acts are available free of charge.

Lo Call	1890 245245
Telephone	(01) 417 3333
Text phone	(01) 417 3385
Email	info@equality.ie
Website	www.equality.ie

Copies of the following are also available free of charge from the Equality Authority and on its website:

- Inequality and the Stereotyping of Young People
- Guidelines for Second Level Schools on Embedding Equality in School Planning
- Your Employment Rights Explained: Guide to the Employment Equality Acts 1998–2008
- Your Equal Status Rights Explained: Guide to the Equal Status Acts 2000–2008
- Schools and the Equal Status Acts

The Equality Tribunal's website www.equalitytribunal.ie contains case law in relation to the equality legislation. Case law can offer examples of how the Tribunal has interpreted the law in situations where a person has felt that they were discriminated against on any of the nine grounds.

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