





2. *Teacher note: there are two 'Who is Sam?' worksheets. On one, Sam is female, on the other, Sam is male. Do not reveal either gender and refer to Sam in gender-neutral terms.\**

Divide the class into small groups of about four to six and give each group a *Who is Sam?* worksheet. Distribute both male and female versions, without comment (groups will have different versions, but not know this). Ask groups to imagine Sam, then complete their profile.

Ask groups to feedback their profiles of Sam.

- What differences are there?
- Are there any particular differences depending on whether a group had Sam as a girl or as a boy?
- Identify any stereotypes – do these things define us as 'girls' or 'boys'? (for example, do we have to identify as male to play football, or female to have long hair?)

*\*Names can be changed if necessary e.g. Jo, Charlie, Chris, Alex, Robin. Many Sikh names are also gender neutral e.g. Charanjit, Amandeep, Jaswant.*

3. Ask pupils how it might feel to be told you couldn't do something because of your identity/who you were. Can they think of any situations where a person might not want to reveal their identity? Using Presentation slide 10, discuss the word 'prejudice' and what it means. Ask pupils to consider why some people might be prejudiced against others.

Use the situations below on flipchart paper. In their groups, ask pupils to consider each situation and write thoughts or suggestions for the person involved. After two minutes, ask groups to move round to another situation, read the comments there and add suggestions of their own. Continue circulating until everyone has seen all situations.

Situations:

- sitting among supporters of the opposition team at a football match
- being told by a friend that their beliefs/religion is wrong
- being told not to apply for a job because of their identity
- really wanting to dance in a club but being told that only people with a different hairstyle are allowed
- being told they must do something that they don't want to, just because of their gender

Ask groups to feedback responses from the situation they have finished on and discuss ways in which we can recognise and challenge prejudice in relation to identity.

## Plenary

Return to the starter activity and ask pupils if they have thought of any more defining attributes which they can add to their list.

## Assessment

Use the completed flipchart activity to assess the understanding of the learning objectives.