

## 4.2 Identity Stereotypes – What does Society Think of You?

### Objectives

- To explore the issue of identity stereotypes by looking at teenage stereotypes.
- To relate the stereotyping of teenagers to the stereotyping of other forms of identity.
- To test the students' vocabulary.

### Output

- Teenage stereotypes spider diagram for publication on the Gemin-i Plus website.

### Previous Preparation

- This is supposed to be a fun exercise to get the students thinking about identity stereotypes. Ensure that the groups do not use offensive words during their group activities.
- You can draw or find a picture of a teenager or a male and female teenager which reflects some stereotypes about teenagers to put at the centre of the spider diagram.

### Introduction (15%)

#### Group Work

Ask the students to split into groups and brainstorm on adjectives which other members of their society or community may use to describe them. Split the class into three separate groups exploring the views of; children, adults and the elderly.

### Development (25%)

#### Group Work

Let the groups brainstorm on the adjectives used to describe them and ensure that they make a note of all of the words that they come up with.

### Conclusion (60%)

#### Whole Group Feedback led by teacher

Draw or place a picture of a teenager on the board or a piece of card. Get the groups to feed back on the adjectives they have come up with. Get a student or two to write these in the form of a spider diagram using the picture of the teenager at the centre. Get a student to copy the spider diagram. This can either be scanned and uploaded onto Gemin-i Plus as a jpg or it can be replicated in PowerPoint, saved as a jpg and uploaded onto Gemin-i Plus. Alternatively the spider diagram can be drawn directly into Gemin-i Plus.

Discuss which adjectives are positive and which are negative? What would be some of the words that the students would use to describe the other groups? Teenagers can be stereotyped, what other types of identity can be stereotyped?

### Thinking Ahead

If you are doing the module on how gender influences identity, you can ask the students to think about how their gender has influenced their sense of identity over their lifetime before next class. How old were they when gender started to matter?

**Teacher Evaluation:**

Comments on the class:

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Pupil specific comments:

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Observation and evaluation of the class:

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