



TEACHER'S NOTES LABEL ME

OVERVIEW

Aimed at **key stage 2** (9-11 years)

(Prep time 5 mins/class time 25 mins)

Learners are presented with images of different types of people and asked to choose a word which describes each. One of these words is then applied back to them, prompting discussions about the impact of labels and stereotypes. After watching a film about two children who have a genetic condition which makes them look different, everyone writes a short newspaper piece about the children, choosing their descriptive words carefully.

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: recognise and challenge stereotyping and discrimination
- Understanding English, communication and languages: select form, content, style and vocabulary to suit particular purposes and readers

LEARNING OBJECTIVES

- To express and listen to opinions, contributing effectively to group discussions
- To consider the impact assumptions, stereotypes and word choice may have on others
- To recognise and respect differences between themselves and others
- To structure and write a newspaper-style article, choosing appropriate vocabulary

you will NEED

- Label me** worksheet (provided), one for each learner, or projected on a whiteboard
- Post-its, six for each learner

PREPARATION

- Make enough copies of the **Label me** worksheet for each learner (or project it on a whiteboard)

Activity

- Ask each learner to look at the images on the **Label me** worksheet and choose a word from the list to describe each person. They should write one of their chosen words on each of their six post-its.
- The person sitting next to each learner then chooses one of the six post-its and sticks it to their neighbour's forehead. As a class, discuss everyone's reaction to their label. Who is happy/unhappy about the word on their head, and why? Is it fair? How might people treat them if they think about them in that way? Who wants to change their label? Who doesn't want a label at all? Who would change the words they chose at the beginning?

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Activity

continued

At the end of the discussion, ask the class to re-look at the six images and choose their words again. Do they stick to their original choices, or have they changed?

Explain that you'd like the class to watch a video about two children who have a genetic condition which means people often stare at them. Ask learners to think about the labels people might use when they see Carys and George and their family. Watch Carys and George's video story at:

<http://www.genesareus.org/filmlibrary/carysandgeorge>



Working on their own, ask each learner to write the headline and first two paragraphs of a newspaper report about Carys and George. They should think carefully about the words they choose to describe the children and their parents.

EXTENSION

Design a food label about Carys and George. Learners work in small groups to design and draw a poster which looks like a food label. The 'product' they are selling is Carys and George. What words will they use to describe the children?



FURTHER information

The British Red Cross have a quick Exploring Stereotypes activity which challenges assumptions:

<http://www.redcross.org.uk/standard.asp?id=62727>

Gemma Webster's poster uses the form of an iconic food label to challenge stereotypes about old people:

http://www.britishsociety.org/web/News/FestivalNews/_perspectives.htm

FOR MORE RESOURCES LIKE THESE AND TO SIGN UP FOR JEANS FOR GENES DAY, VISIT US AT WWW.JEANSFORGENES.ORG

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LABEL ME

Pick one of these words to describe each person.
Write the words on separate post-its.

boring

famous

brave

strong

weak

nasty

scared

a failure

rich

poor

happy

sad

nice

fun

successful



Why did you choose the words you did?
Could you have chosen different ones?
How would you feel if someone used those words to describe you?

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