

i am you ♀♂♿

# REFLECTION

I am You  
Week 4



# Learning Outcomes

In this lesson, we're going to reflect on everything you've learnt over the last 4 weeks! This includes:

- Thinking about what identity means to you.
- Recognising how stereotyping people and discriminating is wrong and unfair.
- Thinking about different communities and what communities you're apart of!

# Take a deep breath

- As we're going to be reflecting, let's get the reflective mood!

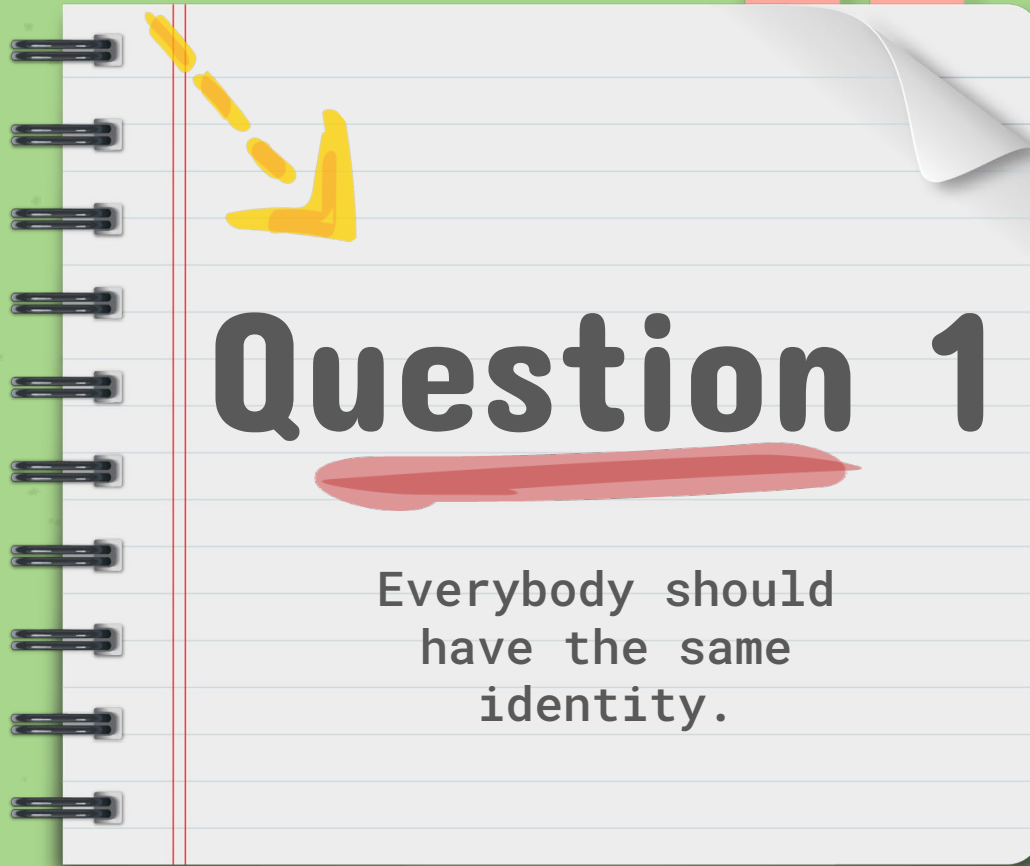


01

## Task 1

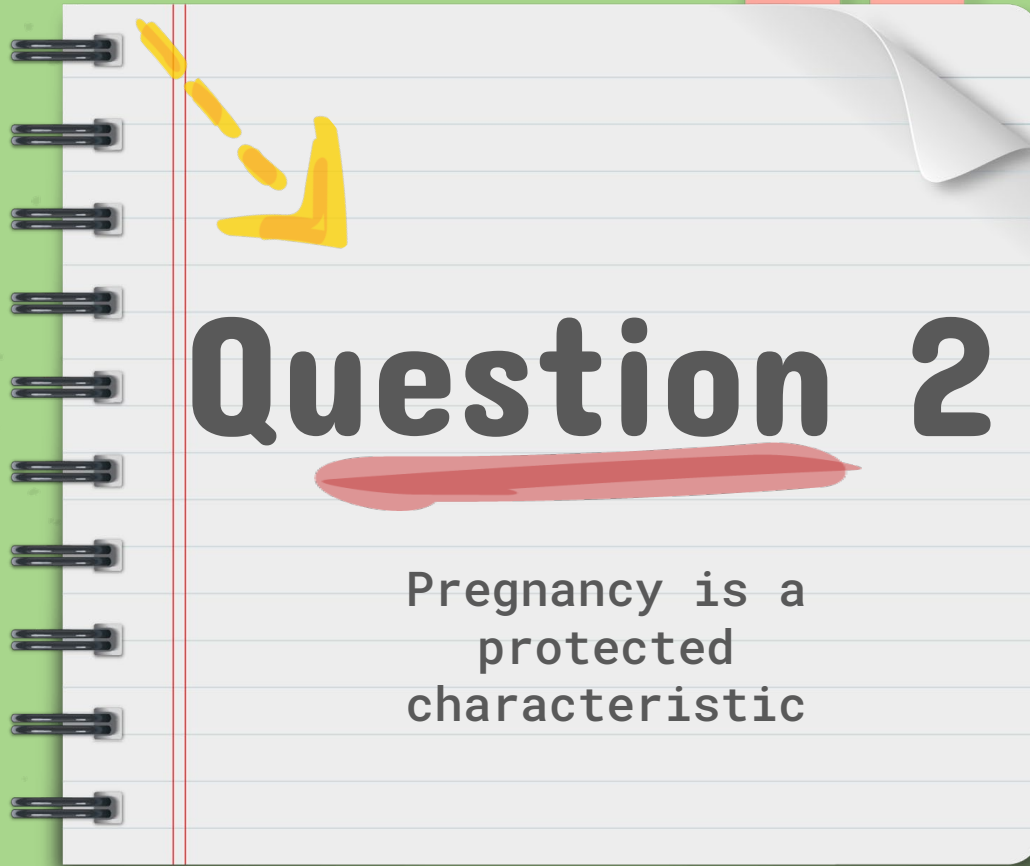
We're going to give you some statements, and let's see if you think they're true or not.

5 minutes



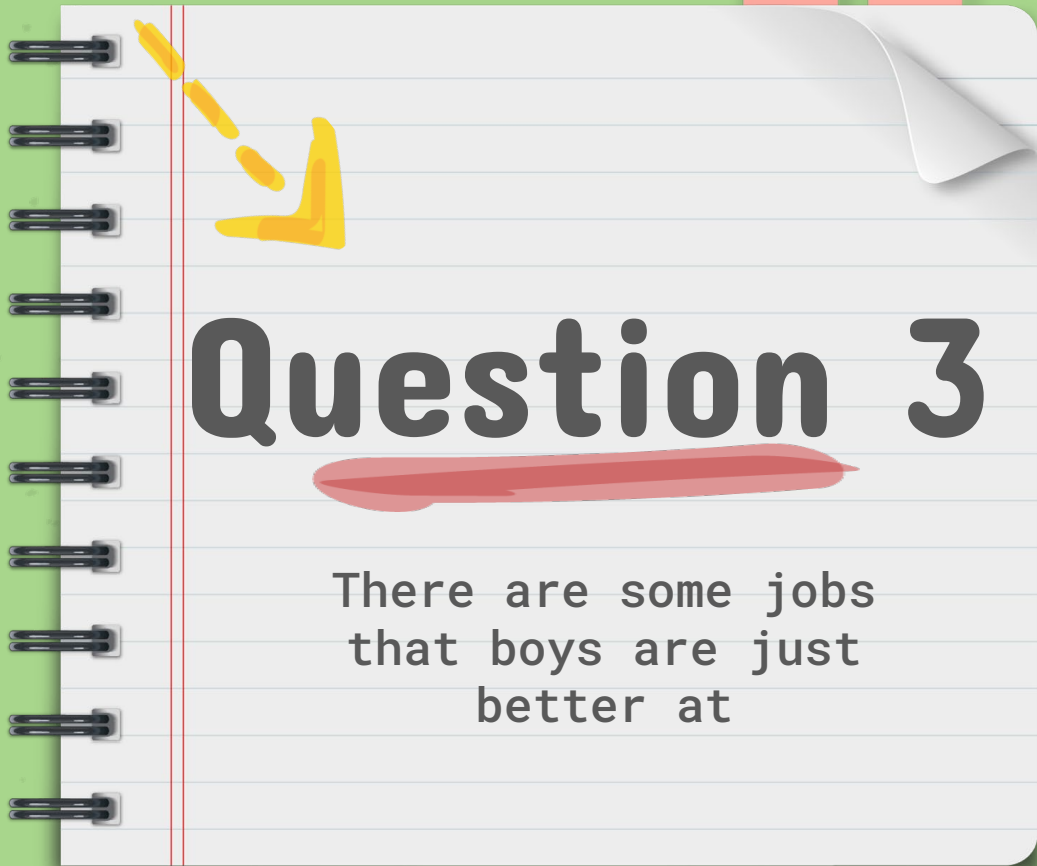
# Question 1

Everybody should  
have the same  
identity.

A graphic of a spiral-bound notebook with a white cover and lined pages. The notebook is positioned centrally on a light green background. The pages are slightly curled at the top right. There are two orange rectangular tabs at the top right. A yellow arrow points from the top left towards the center. The text 'Question 2' is written in a large, bold, black font, underlined with a red brushstroke. Below it, the text 'Pregnancy is a protected characteristic' is written in a smaller, black font.

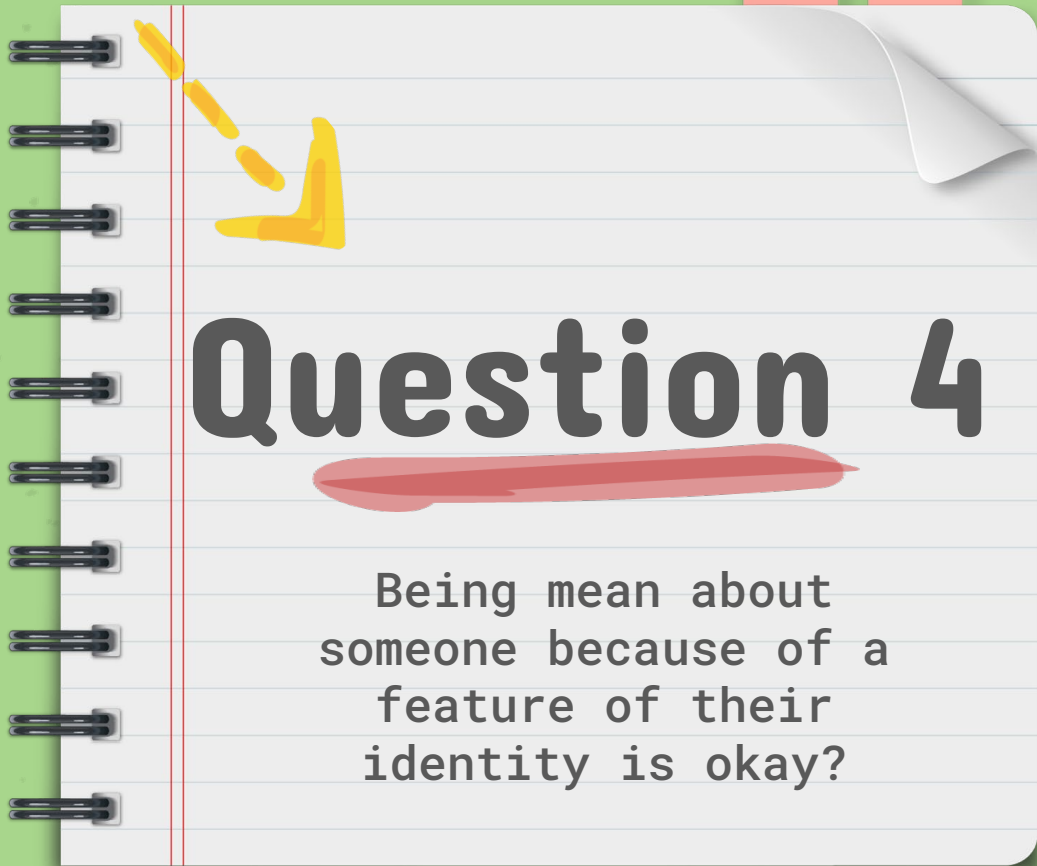
# Question 2

Pregnancy is a  
protected  
characteristic



# Question 3

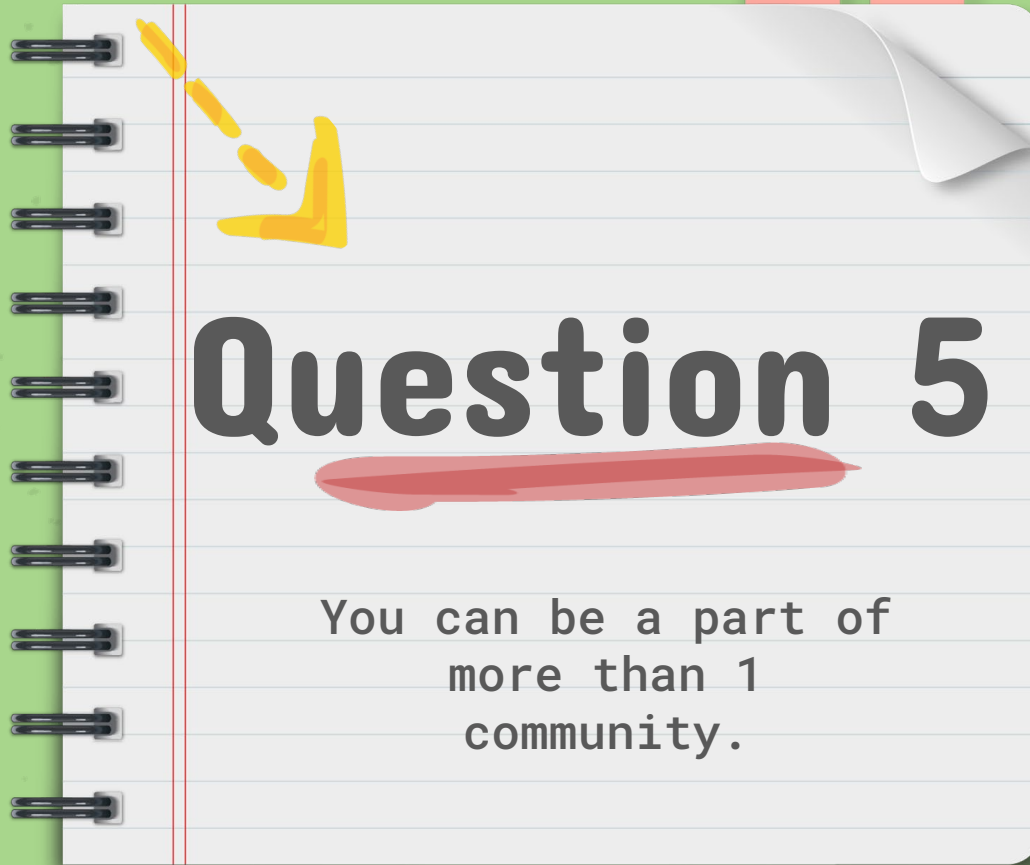
There are some jobs  
that boys are just  
better at



# Question 4

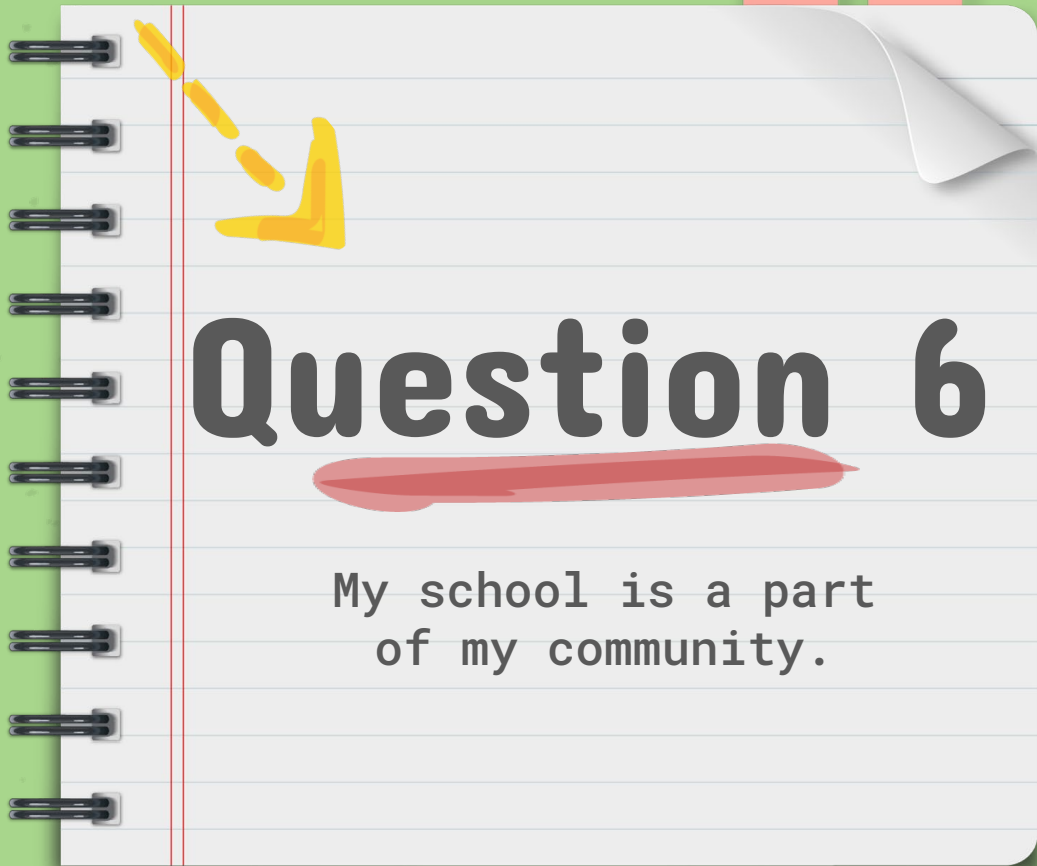
Being mean about someone because of a feature of their identity is okay?



A graphic of a white spiral-bound notebook with a red vertical margin line on the left. The notebook is set against a green background with faint white dots. The top-right corner of the notebook is curled up, and two orange rectangular tabs are visible behind it. A yellow arrow points from the top-left towards the center of the page. The text 'Question 5' is written in a large, bold, black font and is underlined with a thick red brushstroke. Below this, the text 'You can be a part of more than 1 community.' is written in a smaller, black, monospaced font.

# Question 5

You can be a part of  
more than 1  
community.



# Question 6

My school is a part  
of my community.



02

## Task 2

Now we're going to do a quiz. Can you spot if there are any protected characteristics in these scenarios?

10 minutes

## Reminder: What are the protected characteristics?



- Age
- Disability
- Gender
- Marriage
- Pregnancy and maternity
- Race
- Religion/belief
- Sexuality
- Gender Reassignment

## Scenario 1

- Sue is a girl who loves science, and dreams of flying to Mars one day on her own rocketship!
- When she shared this with the class, Jack said that she can't because 'she's just a girl.'
- Can you see a protected characteristic which is being stereotyped/discriminated against here?

## Scenario 2

- Peter is a boy who lost his leg, but loves to play tennis with his friends.
- One day, when he gets to the tennis court with his friend, the manager tries to stop him from playing because he's scared Peter will hurt himself.
- Can you see a protected characteristic which is being stereotyped/discriminated against here?

## Scenario 3

- Sheila is a lesbian (meaning she romantically likes other girls) and loves to read.
- One day, her friend told her that she's not really a lesbian, and will meet the man of her dreams one day.
- Can you see a protected characteristic which is being stereotyped/discriminated against here?

## Scenario 4

- Heather is an atheist, meaning that she doesn't have a religion.
- Bob has told her that she needs a religion, otherwise she'll be sad all the time.
- Can you see a protected characteristic which is being stereotyped/discriminated against here?



## Scenario 5

- Anne is a very powerful lawyer whose done a lot of great work at her company. Now Anne is pregnant with her first child!
- Anne's boss, Oswald, has told her that they don't want her as a lawyer anymore because she'll be taking time off work soon to have the baby.
- Can you see a protected characteristic which is being stereotyped/discriminated against here?



03

## Task 3

Time to write a letter to your future self! We'll give you some prompts to help you get going.

20 minutes

# Letter to our future self:



1. In 3 words, how would you describe yourself now?
2. How do you imagine yourself in 5 years?
3. Who would you like to get to know better and why?
4. What do you want to learn more about?
5. What new experiences do you want to try in the next 5 years?



**What do you want to say to 15 year old you?**



04

## Task 4

Now write down: 3 things you have learnt, 2 things you found interesting and 1 question.

5 minutes



## Task 5

Let's reflect on what you have learnt over the four sessions!

- Can you name some key words from the sessions?
- What is the most important think you learnt?
- Which activity have you enjoyed the most over the four sessions?



**Thank  
you!!!**