

<b>Topic : Recognising &amp; Challenging Stigma</b>		<b>Year: 8</b>
<b>What does the session explore?</b> This lesson helps young people to understand what stigma is and provides them with some basic tools to challenge stigma.		<b>Lesson at a glance</b> Introduction Working towards a definition 'What happens next exercise' - effects of stigma What can I do about stigma?  <b>Resources needed:</b> PowerPoint Stigma Headlines Stigma Scenarios Stigma Toolkit worksheet
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>• Agreeing on a definition of stigma</li> <li>• Finding out how to recognise stigma</li> <li>• Understanding some of the effects of stigma</li> <li>• Learning three simple strategies to challenge stigma</li> </ul>		
<b>Activity details</b>  <b>Introduction – 5 min</b>  Refer back to the class constitution and highlight the relevant ground rules for the session.  Explain the plan for the lesson and what you'd like the students to understand or have achieved by the end.		<b>Key delivery information</b> Students should be made aware that 'stigma' is a complicated topic and that this workshop is simply an introduction. Once we have learned how to recognise what stigma is and how to challenge it, it is really important and interesting to make use of these skills in other subjects throughout the curriculum - understanding how stigma has been expressed and challenged in different historical contexts, in creative writing and so on. This is only the beginning!

Activity details	Key delivery information
<p><b>Working towards a Definition – 20 minutes</b></p> <p>Trainer distributes Stigma Headlines sheet.</p> <p>Can each group work out a definition of stigma; after seeing it used in these contexts?</p> <p>Allow around ten minutes, then ask groups to feedback some of their thoughts to the whole class.</p> <p>Go through slide showing dictionary definitions of stigma.</p>	<p>Ensure that we mention stigma associated with:</p> <ul style="list-style-type: none"> <li>• Visible characteristics and behaviour: physical appearance, ethnicity, use of language etc</li> <li>• Ascribed characteristics: mental health status, sexual orientation, behaviour and identity, economic status etc</li> </ul> <p>Emphasise that there is no absolutely definitive answer - sociologists are still working to improve and refine our understanding of stigma!</p>
<p><b>How would I react to stigma? - 20 minutes</b></p> <p>Divide into three groups - each group is given one scenario outlining a situation where stigma is experienced or felt.</p> <p>Ask students to consider the following question (on the slide):</p> <ul style="list-style-type: none"> <li>• How would you feel in this situation?</li> <li>• Would you know that you had been stigmatised? (you might share some of the assumptions underlying stigmatising behaviour)</li> <li>• What would you do? Are there any activities or situations you might avoid?</li> <li>• What might be the effect of this behaviour on yourself and others?</li> <li>• Who would you tell (if anyone)?</li> </ul> <p>After about ten minutes, re-group and invite groups to share some of their thoughts with the rest of the class.</p>	<p>Emphasise the key role of assumptions in stigma - assumptions which may not be clearly perceived, let alone challenged.</p> <p>Emphasise the potentially serious effects of short and long term experience of stigma - it's effect on mental health and its role in reinforcing ongoing stigmatising behaviour.</p>

Activity details	Key delivery information
<p><b>How can we Challenge Stigma? - 15 mins</b></p> <p>Revisit the scenarios in the previous exercise - what do we <b>need</b> to challenge stigma? What “tools” or resources?</p> <p>What knowledge or skills will help us?</p> <p>What can we do as individuals? As a community?</p> <p>Ask students to brainstorm some thought and ideas—they can use the Stigma Toolkit worksheet to make notes on if they like. After 5-10 minutes, draw class together and invite suggestions.</p>	<p>Emphasise that we need:</p> <ul style="list-style-type: none"> <li>• Accurate information to challenge assumptions</li> <li>• To know how and when we can safely challenge expressions of stigma (confidence, communication skills, safe environments)</li> <li>• To know how to get support from peers, adults and organisations which challenge stigma.</li> </ul>
<p>Conclude lesson, thank students for their participation and contributions.</p>	