

2023-2024

# WHEN I GROW UP

Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.  
From the Diversity Role Models Upstander Animation Series

## Video Resource Guide: Year 3 & 4



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# About This Pack

This pack contains lesson ideas using our animated video [‘When I Grow Up’](#), which is one of the [Upstander Animation Series](#). It can be used to supplement our workshops in school or as a stand-alone lesson.

Please ensure you check all videos/resources for suitability before use in the classroom to ensure they are appropriate for your students. We recommend speaking to your SLT or PSHE lead to discuss how these resources fit into your whole school approach to anti-bullying, RSHE and engaging the wider school community on promoting your school values. **Diversity Role Models suggests this resource for Years 3 & 4.**

## Lesson Objectives



- Students can name what they would like to do when they’re older and explain why
- Students can explain what a stereotype is and give at least one example of a stereotype
- Students can analyse the importance of challenging stereotypes and supporting others to be themselves
- Students can argue why stereotypes can be harmful

## Video Notes



- Please watch the video in full prior to sharing it with students
- The video can be paused to allow for class discussions or questions. We recommend pausing the video at 01.13 and asking how the characters are all feeling and what someone could do to make them feel better.
- Mr Dembski is the teacher in the video. Both the character and actor that portrays him are deaf. It may be appropriate to explain this to students before watching the video and discussing the importance of respecting differences.

# Top Tips

For facilitating positive conversations in your classroom

## 1. Working Agreement

As a group, set some simple agreements for how to engage with the lesson. This could include:

- The importance of listening to each other and respecting all of our views
- Taking turns and not having to answer if you don't want to
- Using appropriate and respectful language
- Trying to build dialogue not debate

Cover the importance of confidentiality, but be sure to explain the school's safeguarding policy and explain when, why and with whom you may need to share something that is said in the lesson.

## 2. Facilitate: basketball not tennis!

Create space for young people to explore and express their views with each other, not just with the teacher.

- Consider including small group or pair discussion, plenary, role play or creative approaches.
- Consider the layout of the room and how small groups or circles can help build dialogue between students. We're aiming for ideas to be bounced around the room like a basketball, not back and forth with the teacher like tennis!

Be sensitive to the needs of each individual and share clear ways young people can get support if they have been impacted by any of the issues discussed. Be wary about sharing your personal views but ensure that you reflect the school values, policies and laws in relation to equality and inclusion.



### 3. Managing questions

It's important that young people feel empowered to ask the questions that are important to them. Consider some techniques that could give young people the confidence to ask questions, such as by writing them down rather than asking them aloud.

Not all questions need a whole class answer on the spot. If you need more time to think, or feel that a question would be better answered outside of a whole-class setting then say: *'That's a brilliant question and deserves a good answer, let me take some time and get back to you with an answer'*.

### 4. Distancing techniques

Our videos are a great way of sharing an engaging and impactful narrative, that is relevant to pupils' lives while not making the issue too personal for pupils. This allows young people to engage in an objective way, avoiding defensive reactions, while still exploring ideas around empathy, allyship and identity. It will also help you manage challenging questions as you could suggest some of the ways the character could feel rather than having to share your view or your personal experiences.

### 5. Questions for dialogue and deep engagement

Ask open and stretching questions, or better still, get the young people to come up with their own. You could ask young people to generate a question for each character and then consider how each character would answer it.

We've compiled some questions aimed at building empathy and encouraging discussion on the key themes. Remember to ask probing questions to draw out more depth and reflection from pupils such as *'That's brilliant, could you expand and tell us why you think that?'*. Consider asking philosophical questions such as *'Why do you think that is right/wrong?'* too.

## Lesson Preparation

Should you be using this video as a follow up to a Diversity Role Models workshop we'd suggest asking the following questions to recap the session before watching the video:

- *In our workshop with Diversity Role Models, what did we learn?*
- *Who's story did we hear and what did they talk about?*
- *What was the message of their story?*
- *How did the story make you feel and why?*
- *Has anyone done anything differently after the workshop?*

## Book a workshop

If you would like to **book a Diversity Role Models workshop** for your pupils you can find out more by **visiting our [website](#)**.

Our workshops **empower young people to celebrate diversity** and difference through the power of our volunteer Role Model's stories.

“

*Delivered with amazing passion which transferred to the class. Everyone felt comfortable sharing and listening to stories and opinions.*

Primary Teacher

”

96%

of pupils will respect people who are different to them more after the workshop

## Meet The Characters

Print out the character profiles in the appendix and get students to complete a profile of the characters, including how they may have felt at different points in the story.

Remember the first half of the video was where no one acted as an upstander. You may wish to pause the video before the 'rewind' for students to complete the first section of the profile.





# Questions

Theme	Knowledge Questions	Discussion Questions
<b>Stereotypes</b>	<p>What does the word stereotype mean?</p> <p>What stereotypes about gender do we see in the video?</p> <p>What other differences do people have stereotypes about?</p>	<p>Why can stereotypes be harmful and hold us back?</p> <p>Where do we get our stereotypes from?</p> <p>Have you ever been told you can't do something because of a stereotype, how did it feel?</p> <p>How does growing up in a world with lots of stereotypes effect us and what we believe about ourselves and others?</p>
<b>Being an Upstander</b>	<p>What does Bhavna do to stand up for Eddie?</p> <p>How do you think Eddie would have felt if no one had stood up for him?</p> <p>What does being an upstander mean?</p>	<p>How can we challenge stereotypes when we come across them at school?</p> <p>How can the school better celebrate people who break stereotypes?</p> <p>Why is it important to stand up when we see something that is unkind or harmful to others? Why can it be difficult?</p>
<b>Being Yourself</b>	<p>How did Eddie feel when Aamir laughed at his dream job?</p> <p>What does it mean to be 'your true self'?</p> <p>How would Mr Dembski feel if he couldn't talk about his husband/family at school?</p>	<p>How would it feel if someone was unkind about your dreams?</p> <p>Why do some people feel scared to be themselves?</p> <p>How can we help people feel proud of who they are?</p> <p>Why is it important to be your true self?</p>



# Activities

## 1. Role Play

Generate a series of scenarios related to stereotypes, similar to the one in the video where Aamir laughs at Eddie's dream to be a ballet dancer. In groups of 2-4 students act out how they could respond to challenge the stereotype. Discuss and share their responses as a class.

## 2. Colour your career

Students draw or paint what they would like to do when they're older. Discuss the range of answers in the class and ask students to share why they'd like to pursue their dream. Celebrate all responses and outline how anyone can have any dream future regardless of race, gender etc.

## 3. Job Fair

Invite people from the local and school community to talk about their jobs, or what they wanted to be when they were younger. Try to highlight individuals who may have broken stereotypes through their jobs, for example overcoming barriers because of race, gender, sex or disability.

## 4. Me in 3D

Get students to fold a long strip of paper into a concertina. On the front they write things people may see about them e.g. their gender, race, religion. On the other folds they write all the things people can't know about them from looking at them such as hobbies, dream job, family, favourite lesson. Share and discuss the importance of not making assumptions about people. You can also make a class display out of the folded 3D models.

## 5. Stereotype Detectives

Look through the books in your library or classroom and hunt for any stereotypes. Discuss as a group how you could challenge these or how you could show alternatives to them. Students could write a persuasive letter to the headteacher to request books that challenge stereotypes or rewrite the story with creative writing.

## 6. Standing Against Stereotypes

Students draw around their feet and write out a promise to challenge stereotypes. For example, 'I will support everyone's dreams', 'I promise to not stop girls playing football', 'I will ask rather than assume what hobbies a new person I meet has', 'I will learn about people different to me'. Create a collage of feet to show your class stands against stereotypes.

## 7. Role Models

Research and teach about individuals who have been stereotype-breakers throughout history. Some examples include Frida Kahlo, Mae Jemison, Harvey Milk and Marie Curie. Teacher guides for some examples can be found [here](#). Students could create a display or create an information booklet with what they've learned.

# Next Steps

## Extension Videos



- Role Model Stories linked to this theme: [Lindsey's Story](#) and [Ann's Story](#). Each video has a linked resource to further extend learning.
- We also have resources, with Role Model Story videos linked, covering themes around [Stereotypes](#) and [Embracing Difference](#) available.
- Please **watch all videos and review any materials** prior to sharing with the class to check their suitability.

## Send us your work



- We'd love to see any work that your students completed using our pack or during our workshops.
- Please ensure you have the necessary **photo consent** before uploading any identifiable images of pupils.
- Tag us on [Twitter](#) and [Instagram](#) at [@DiversityRM](#), or mention us on [Facebook](#).
- Email us at your work at [education@diversityrolemodels.org](mailto:education@diversityrolemodels.org)

# Appendix

**Print out the following pages to use in your classroom**

1. Bhavna - Classroom Worksheet
2. Chloe - Classroom Worksheet
3. Amir - Classroom Worksheet
4. Eddie- Classroom Worksheet
5. Mr Dembski - Classroom Worksheet

**Note:** All resources can be printed out in greyscale to save on coloured ink.



# Upstander Animations

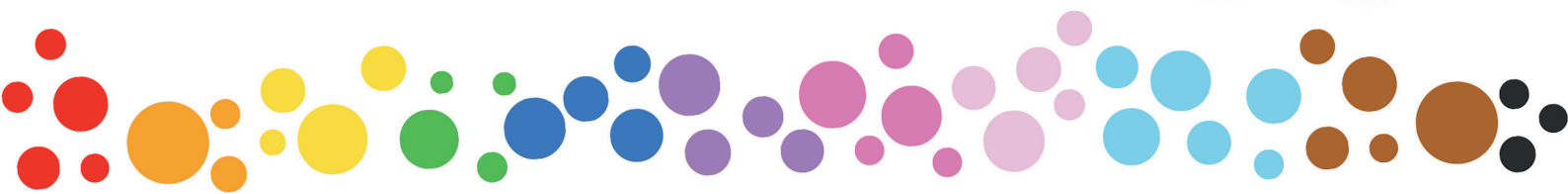
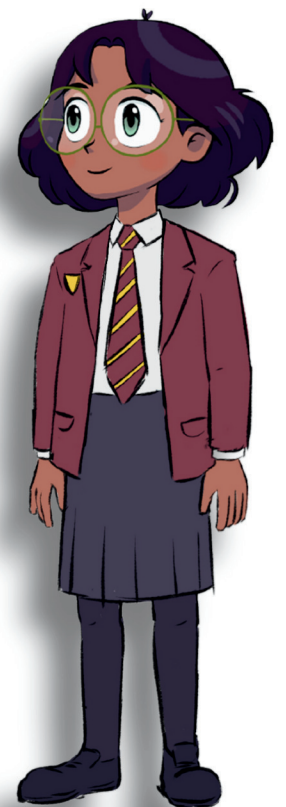
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

## Bhavna

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



# Upstander Animations

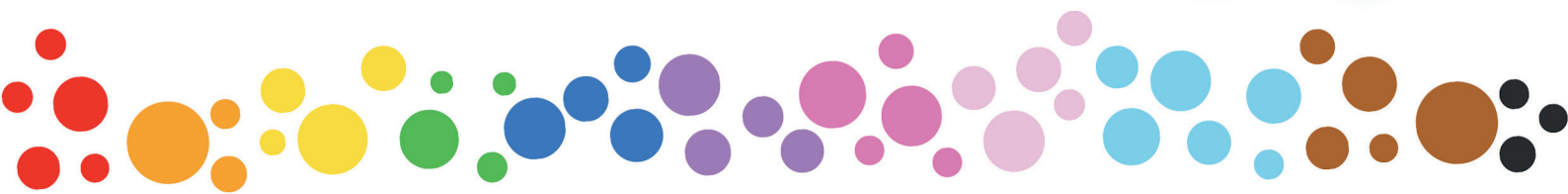
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

## Chloe

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



# Upstander Animations

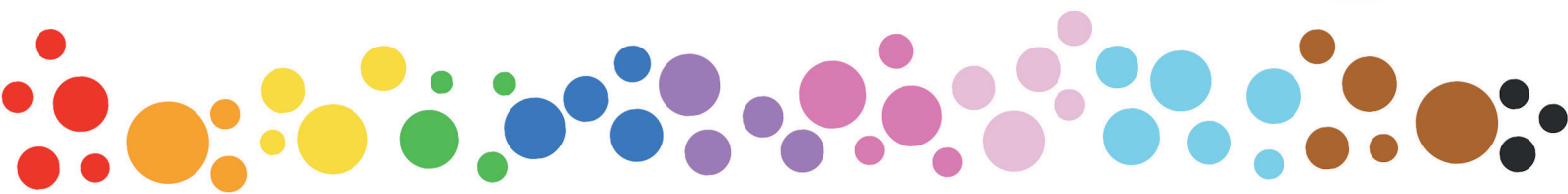
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

## Aamir

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?



# Upstander Animations

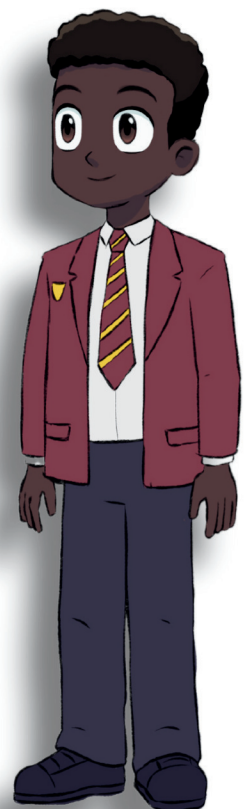
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

## Eddie

How did they feel in the first half?

How did they feel at the end?

What made a difference to how they felt?





# Upstander Animations

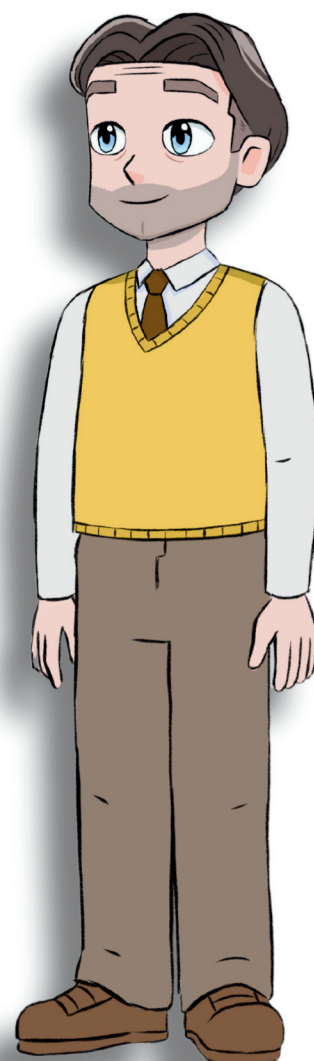
Pause, Rethink, Rewind, Be Kind - How to be an ally against unkindness.

## Mr Dembski

How did they feel in the first half?


How did they feel at the end?


What made a difference to how they felt?



# Contact Details

## Get in touch

 [Contact us via our website](#)

 Contact us via email at: [education@diversityrolemodels.org](mailto:education@diversityrolemodels.org)

## Find us online

 [www.instagram.com/diversityrm](http://www.instagram.com/diversityrm)

 [www.facebook.com/DiversityRoleModels](http://www.facebook.com/DiversityRoleModels)

 <https://x.com/DiversityRM>

 [www.youtube.com/@DiversityRoleModels](http://www.youtube.com/@DiversityRoleModels)

 <https://vimeo.com/ondemand/diversityrolemodels>

 [www.tiktok.com/@diversityrolemodels](http://www.tiktok.com/@diversityrolemodels)

 [www.linkedin.com/company/diversity-role-models](http://www.linkedin.com/company/diversity-role-models)

## Find out more

 [www.diversityrolemodels.org](http://www.diversityrolemodels.org)

