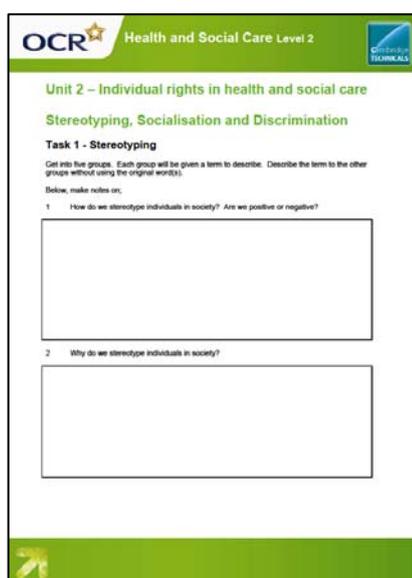


Unit 2 – Individual rights in health and social care

Stereotyping, Socialisation and Discrimination

Instructions and answers for Teachers

These instructions should accompany the OCR resource 'Stereotyping, Socialisation and Discrimination', which supports the OCR Level 2 Cambridge Technical Certificate in Health and Social Care Unit 2 – Individual rights in health and social care



OCR Health and Social Care Level 2 Cambridge TECHNICALS

Unit 2 – Individual rights in health and social care

Stereotyping, Socialisation and Discrimination

Task 1 - Stereotyping

Get into five groups. Each group will be given a term to describe. Describe the term to the other groups without using the original words.
Below, make notes on:

1 How do we stereotype individuals in society? Are we positive or negative?

2 Why do we stereotype individuals in society?

Associated Files:

Stereotyping, Socialisation and Discrimination task sheets

Expected Duration:

Task 1 approx 1 hour
Task 2 approx 1 hour
Task 3 approx 1 hour
Task 4 approx 30 mins

In order to become an effective and efficient practitioner in the Health and Social Care sector, learners will need to develop an understanding of how individuals in society are socialised and how their views and beliefs are formulated. Therefore it is important for learners to develop an understanding of the processes involved in learning social norms, beliefs and cultures.

Stereotyping, Socialisation and Discrimination is a range of tasks that support learners to develop an understanding of how beliefs may shape attitudes and behaviours. This in turn will support practitioners in reassessing their own beliefs and attitudes through the knowledge that they will gain.

This resource comprises of three tasks.



Task 1 – Stereotyping

Ask your learners to get into five groups. Give each group one of the terms below and ask them to identify as many words as possible to describe the term. Then ask them to describe the term to the other groups without using the original term. Can the other groups determine the original term from their description?

The terms are:

Old woman	Youth	Homeless person	Rapper	Celebrity
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Whilst your learners are describing the terms to each other, ask them to answer the following questions:

- 1 How do we stereotype individuals in society? Are we positive or negative?

Sample answer:

Learners may require some support in order to address this question as some learners may have limited exposure to different types of social media. Therefore, the teacher should have some examples of media representation readily available to support learner discussions.

There is no single right answer to this question. The answers that learners will give to this question may be determined by their own experiences, therefore you should be open to various responses.

In general, society stereotypes individuals through the use of one or two character traits or distinguishable features, eg, teenagers are often depicted as hooded gang members.

The stereotypes used in society are often negative in their nature and are quite often the result of media sensationalism. For example, the learners could compare the press coverage of 'baby P', with the press coverage of the investment in Jaguar Landrover.

- 2 Why do we stereotype individuals in society?

Sample answer:

Students may offer a multitude of explanations that may focus on; fear, lack of knowledge, lack of experience and naivety.

We will often accept someone's view point if they offer us information and they are an authority figure, eg. a parent or teacher. For example, when we are young we are taught a number of norms of behaviour, such as not to swear or how to use knives and forks. We accept this information without questioning it. As we grow up we are given more and more information, which we have also accepted. However, when it comes to stereotyping others, we have not necessarily experienced interactions with particular groups in order to form informed views. Therefore, if views are expressed through various media forms, we may be more accepting of these due to our lack of experience or knowledge. If one is in a community that lacks diversity, stereotyping can often become negative.



3 Why is stereotyping in health and social care environments a problem?

Sample answer:

Stereotyping is a problems because:

- it may lead to discriminatory attitudes which may manifest themselves in behaviours and non-verbal gestures;
- it may lead to unfair treatment or neglect of people who use the service and result in their condition worsening;
- it may lead to staff being unable to work collaboratively due to tension. This will impact on the care given to people who use the services.

This is not a comprehensive list, learners could identify further explanations.

4 How can we avoid stereotyping?

Sample answer:

It is difficult to avoid stereotyping as we all have pre-conceived ideas about people in society, whether we are conscious of them or not.

The learners may identify a list of ways to avoid stereotyping that may include.

- Have an open mind about people, places and experiences.
- Accept and value differences.
- Do not let the opinion of others shape our views.
- Question behaviours.
- Understand that media often sensationalises the negative, therefore do not allow this to shape our views or influence behaviour.

This is not a comprehensive list, learners could identify further ways to avoid stereotyping.

Allow one hour for this task.



Task 2 - Socialisation

Using any sources your learners may find, ask them to answer the following questions.

1 What is primary socialisation? Give two examples of primary socialisation.

Sample answer:

Primary socialisation occurs in the family. Primary socialisation is a description of the learning that takes place during our early years and refers to the norms, values, beliefs and behaviours we learn from our families.

Examples may include.

- Learning how to brush our teeth.
- Learning how to speak.
- Learning how to play.
- Bed time routines.
- Behaviours such as posture whilst sitting.

2 What is secondary socialisation? Give two examples of secondary socialisation.

Sample answer:

Secondary socialisation refers to the learning that takes place outside of the family. This learning is developed as a result of contact with agencies outside the family which include; media, education and peers. It is contact with these agencies that enables individuals to develop an understanding of the acceptable forms of behaviour when in different situations. Often these behaviours are enforced through a complex structure of formal and informal reinforcement.

Examples may include.

- Behaviour at funerals.
- Behaviour in restaurants.
- Behaviour in the classroom.
- Behaviour whilst at the park with friends.
- Beliefs reinforced by the media, eg, divorce is ok.
- Cultural values linked to the family projected through the media, eg, breakdown of families.



3 What are the positive effects of socialisation?

Sample answer:

Socialisation enables us to develop an understanding of society and different cultural groups around us.

Socialisation enables us to develop a bank of behaviours that will support us to fit in to different groups.

The knowledge that we acquire from socialisation enables us to grow and develop into confident individuals with a broad understanding of society and social environments.

4 What are the negative effects of socialisation?

Sample answer:

Socialisation can be negative if our exposure to different groups or environments is limited, as it is when we rely on the media to educate and inform us about different groups in society.

Socialisation can have a negative effect if an individual's primary socialisation conflicts with their secondary socialisation that could take place in school. For example, if you are taught at home that the world began with Adam and Eve and then at school you are taught about the process of evolution, this may result in tension. This could create confusion for the individual and may cause dispute between them and their parent and/or school. The individual may not know what to believe, especially if their peers seem to support the schools views.

5 Who/what are the four main agencies of socialisation?

- Family
- Education
- Media
- Peers

Allow one hour for this task.



Task 3 - Discrimination

Show your learners a film clip which shows discriminatory behaviour.

Socialisation leads to the development of negative attitudes, prejudice and stereotypes. These beliefs and values can then be acted upon and this can result in discrimination.

There are a number of different ways of discriminating against people. Ask your learners to identify forms of discriminatory behaviour.

Sample answers:

- Physically assaulting people who are different.
- Making assumptions about people, that everyone should be treated in the same way and respond in the same way.
- Excluding people from activities.
- Excluding people from opportunities.
- Negative non-verbal communication.
- Avoiding people because they are different.
- Verbally abusing people who are different.
- Devaluing people, treating a person's needs as being of less value than those of others.

Following this exercise ask your learners to identify the impact and consequences of this discriminatory behaviour on the victim.

Sample answers:

- Low self esteem
- Socially exclusion
- Vulnerability
- Confusion
- Anger
- Sadness
- Loneliness

The learners may use different terms during their identification of consequences.

Allow one hour for this task.



Task 4 - Discrimination

Explain to your learners that there are two categories of discrimination.

Direct discrimination

This is an obvious behaviour of action that individuals or groups use to discriminate against another group or individual. For example, this might include refusing to consider a wheelchair user for a job due to their mobility issues.

Indirect discrimination

This is less obvious and more subtle. This happens when certain conditions are in place that demonstrates preference for some people over others. For example, a company might not allow part time working, thus indirectly discriminating against those who cannot commit to full time hours as they are have dependents to care for. This is discrimination but in a less obvious way.

Ask you learners to consider each of the following statements and indicate which are examples of direct or indirect discrimination?

a	A school makes a rule that no headwear is to be worn inside the school buildings.	Direct
b	A mandatory team meeting is held at a time that members of certain faiths are required to pray.	Indirect
c	A group of parents are lobbying against a nursery school to try to prevent a child who has learning difficulties from attending.	Direct

Give the following statement to your learners. Ask them to discuss their views. Learners could consolidate their understanding by writing an essay outlining their views.

Is indirect discrimination more prominent in society today? Explain your answer by giving examples.

Sample answers:

Yes

- Discrimination is often indirect and covert due to forms of legislation that are designed to prevent it.
- Indirect discrimination is often harder to identify and prove therefore does not get reported.
- More men fill top executive jobs than women.

No

- People within society are more politically aware and therefore do not discriminate.
- Indirect discrimination is recognised by the justice system and therefore a process of redress exists to support victims.

This is not a comprehensive list, learners could identify further explanations.

Allow 30 minutes for this task.





These activities offer an opportunity for English skills development.

LESSON *Elements*

The building blocks you need to construct informative and engaging lessons

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