



A WORLD OF DIFFERENCE

Recognising and challenging
stereotypes of visible difference

**TEACHER
GUIDE**

CfE level 1 and 2

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GUIDE NOTES

Teacher support

If you would like to know more about visible difference, please see our teacher training and Career Long Professional Learning at changingfaces.org.uk

Objectives

The aim of these lessons and Assembly materials is that pupils will learn about visible differences and the effect that stereotypes in the media can have on people who look different.

Lesson and assembly delivery notes

The content of these lessons and assembly is suitable for CfE level 1 and 2.

The slides are available as PDF and PowerPoint files, so you can change the font or colour to help with accessibility for your students.

These resources are designed to be delivered over two lessons, either as consecutive sessions or over a two-day period.

There is some overlap in the content of the materials in the lessons and assembly. We suggest that you use them with different groups of pupils to avoid duplication.

For teachers delivering an assembly only, please read the following sections of the guide, before moving on to the assembly plan at the end of this guide:

[Preparation, p4](#)

[Looking different, p5-6](#)

[Appropriate language, p7](#)

[Advice on potential triggers, p7](#)

[Curricular links, p9](#)

Acknowledgements

Changing Faces would like to extend their thanks to Education Scotland for their help and support. This guide and the accompanying slides for the lessons and assembly reproduce a number of images in order to make a specific point about the use of stereotyped depictions of characters. The copyright holder for each image, where known, is acknowledged where the images appear.

PREPARATION

Creating a safe learning environment

Before beginning the lessons/assembly, education staff should be confident they have established a safe environment for discussion of what can be sensitive and difficult topics. Remind pupils of the school's policy/rules on bullying.

Before starting the lesson, agree with the pupils a set of ground rules. These could include the importance of the following:

- confidentiality
- listening to each other
- working together with respect
- taking a non-judgemental approach to different points of view
- carefully considering the words they use
- not sharing personal stories without permission.

Remind pupils of these at the start of the second lesson, or assembly.

The PSHE Association has helpful advice on [Mental Health and Emotional Wellbeing guidance](#). This includes some detailed suggestions for ground rules and the importance of establishing a safe learning environment.

In the context of the ground rules, remind pupils of the school safeguarding policy and the trusted adult(s) they can talk to if they have further concerns or worries related to issues raised in the lesson. If education staff are already aware of any pupils who may be particularly affected by issues raised in the lesson(s), they should discuss this with them, individually, before the lesson.

When preparing for these lessons/assembly, education staff should be familiar with their responsibilities set out in the school Safeguarding Policy, Respectful Relationships Policy and other school policies relating to equality issues. It may be helpful to inform the school Child Protection Officer in advance that the lesson /assembly will be taking place.

LOOKING DIFFERENT

Only 3 in 10 young people would consider being friends with someone who has a visible difference.

Looking different

In the UK today there are 86,000 children of school age who have a visible difference – a mark, scar or condition that affects their appearance. Some of the most common causes of visible difference include birthmarks, burn scars, craniofacial conditions, cleft lip and/or palate, and skin conditions such as vitiligo and eczema.

Research by the charity Changing Faces has found that almost half of children with an unusual appearance have experienced bullying based on how they look.¹ A survey found that only 3 in 10 young people would consider being friends with someone who had a visible difference, which explains why many children and young people who look different have reported experiencing isolation and loneliness.²

Glossary of key terms

- **Craniofacial conditions** affect the growth and development of the skull and the face. Examples include Treacher-Collins syndrome and Crouzon syndrome.
- **A cleft lip and/or palate** is a gap or split in the upper lip and/or roof of the mouth, which is present from birth.
- **Vitiligo** is a condition which causes pigmentation to be lost from areas of the skin, resulting in pale, white patches.

¹ Disfigurement in the UK, 2017

² Looking different: The future of face equality, 2018

LOOKING DIFFERENT

An Implicit Attitudes Test found that 66% of people held negative attitudes towards people with a visible difference.

Implicit Attitudes Test

An Implicit Attitudes Test (IAT) carried out on behalf of Changing Faces in 2017 found that 66% of people held negative attitudes towards people with a visible difference.³ There are also a number of persistent myths and assumptions, which affect how people with a visible difference are viewed by society, including the idea that people who look different have little chance of a successful, happy life.

Unconscious attitudes can lead to some education staff having significantly lower expectations of pupils with a visible difference and becoming resigned to appearance-related bullying being inevitable for pupils who look unusual. It is important that we are able to recognise and challenge our own implicit bias, as well as supporting pupils to do the same.

Changing Faces uses various expressions including the phrase 'visible difference' to describe someone who has a mark, scar or condition on their face or body that makes them look different. 'Disfigurement' is a term that is used in a legal context as it is enshrined in law in the Equality Act 2010 and the Public Sector Equality Duty, which give legal protection to people with 'severe disfigurements'. It's important to note that not everyone feels comfortable with the word 'disfigurement', preferring instead 'visible difference', 'unusual appearance' or 'looks different'.

³ Public attitudes to disfigurement in 2017, Changing Faces, 2017

SUPPORT FOR PUPILS

Appropriate language

When talking about visible difference, it is important to use non-judgemental, matter-of-fact language. For example, 'Amina has a cleft lip', 'James has a large birthmark on his face' and 'Fiona is a burns survivor'. Avoid using phrases such as 'burns victim' or 'terribly scarred' as these are examples of sensationalist, judgemental language.

The slides for lesson one include images of people with a visible difference, which may prompt questions from pupils. Information to support you with this is provided in the lesson plan below.

Advice on potential triggers

These resources contain content that may potentially be emotionally triggering for some pupils. Some photos of film characters are included in one of the slides that accompany lesson one. These images are from films with a maximum age rating of 12, although the decision to show the slide will depend on your professional judgement on whether they are appropriate for your class.

There may be pupils who have a visible difference, or have a family member who does, in your class. We do not expect any pupils to share their personal or family experience, although they may make the choice to do so.

If pupils are affected by any of the issues raised by these resources, encourage them to share how they are feeling with a trusted adult in the school, outside of the lesson. You may need to remind them who this adult is.

SUPPORT FOR PUPILS

Support resources

Changing Faces has produced guidance and resources for children and parents, which offer advice on living confidently with a visible difference:

changingfaces.org.uk/advice-guidance/children-parents-families

One-to-one support is also available from Changing Faces:

changingfaces.org.uk/services-support

Other websites which pupils and teachers may find helpful are:

youngminds.org.uk

respectme.org.uk

childline.org.uk

anti-bullyingalliance.org.uk

The PSHE Association has further guidance on handling potentially sensitive issues with pupils: pshe-association.org.uk

LEARNING OUTCOMES

Curricular links

These resources will contribute to the delivery of rights-based approaches to learning, and the promotion of an inclusive school ethos. They also support the delivery of the Health and Wellbeing curriculum in Scotland and the development of pupils' mental, emotional and social wellbeing. These resources can be used as part of UNICEF's Rights Respecting School Award. The following Experiences and Outcomes this resource targets are 'the responsibility of all' and are:

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

Learning objectives:

- In **Lesson One** and in the assembly, pupils will learn about visible differences and the effects that stereotypes in films and TV, which are often negative, can have on people who look different.
- In **Lesson Two**, pupils will focus on thinking about other ways that a 'baddie' character can be indicated without reference to their unusual looks.

Learning outcomes for pupils:

After completing the lessons, pupils will be able to:

1. Explain what a stereotype is and identify some examples.
2. Describe how negative stereotypes of visible difference are often used in film and on TV.
3. Explain the impact that stereotypical depictions of visible difference can have on people who look different.
4. Describe how the use of negative stereotypes might make people treat others who have a visible difference.
5. Suggest alternative ways to represent 'bad' characters without using appearance-related stereotypes.



60 mins

LESSON ONE

Learning objective

Pupils will learn about visible differences and the effect that stereotypes in film and on TV, which are often negative, can have on people who look different.

Resources required:

- Primary lesson one slides
- Post-it notes/writing paper/notebooks
- Pencils and colouring pens/pencils
- Pictures printed and cut from Character Resource sheet (optional)



5 mins



Solo activity

Activity 1 (option 1): What does a film 'baddie' look like?

This is a baseline assessment to understand how pupils picture villains from their experience of film and TV. By the end of Lesson two, they will be able to think of alternative ways of representing 'baddies' without using stereotypes of unusual appearance.

Step 1: Display slide 4 and ask pupils to think of a 'baddie' they remember seeing in a film or on TV. Ask them to draw this character. Some pupils will be able to label the features which give clues that the character is a 'baddie'. Alternatively, ask pupils to write a list of words to describe the 'bad' character's appearance.

Step 2: Tell the class that you will come back to their drawings and descriptions later on in the lesson.

Activity 1 (option 2): Identify 'goodies' and 'baddies'

Step 1: Some pupils may find it difficult to draw or describe 'bad' characters. Using printed copies of the seven characters from the Character Resource sheet, ask the pupils to sort the images into 'goodie' and 'baddie' columns. This could also be done with the class or in groups.

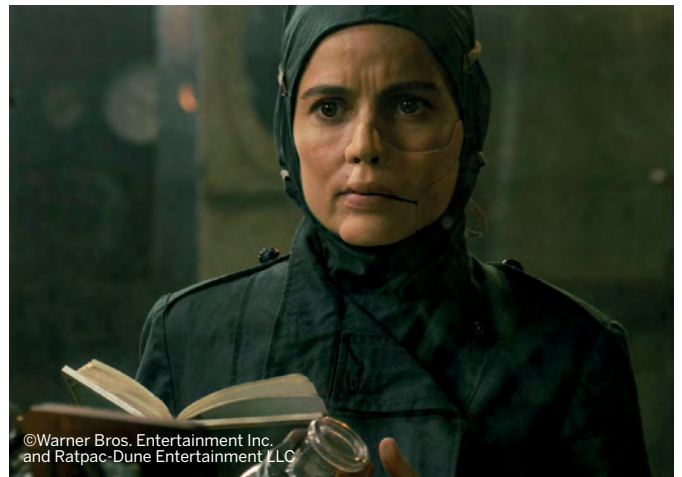
Step 2: Ask pupils what they notice about the appearance of the characters in each category.



CHANGING FACES

Character Resource:

Print copies of this sheet and cut out the character images for Lesson One.





15 mins



Group activity

Activity 2: What is a stereotype?

Learning outcome 1: pupils will be able to explain what a stereotype is and identify some examples.

Step 1: Display slide 5 and ask pupils to describe/tell each other what they think the word 'stereotype' means.

Step 2: Display slide 6, which provides a simple definition of the word stereotype. Ask pupils to indicate whether they understand the meaning of stereotype completely/not sure/not at all. The next steps help to further their understanding.

Step 3: Not all stereotypes are negative and some pupils may talk about positive stereotypes. Introduce the idea of positive and negative stereotypes to the class. Can they describe positive stereotypes to their classmates?

Step 4: Display slide 7. The slide shows an 'elderly people' road sign. Ask pupils what this says about older people. Explain that there is a stereotype that older people are ill, frail, and that they are not able to have fun like younger people.

Step 5: Display slide 8, to demonstrate that this stereotype does not represent all older people. Clockwise from the top-left, the images show; an older graduate; Ed Whitlock, who ran a marathon in less than four hours, aged 85; Iris Apfel, who is 99 years old and an international fashion icon; and an older couple having fun on roller blades.

Step 6: Check pupils' understanding of the word 'stereotype'. For example by asking 'we're going to be thinking more about stereotypes that we see in film and TV, how confident are you that you know what it means?' Use whatever method pupils are familiar with. This is an opportunity to explain stereotypes further, if necessary, or to challenge pupils and introduce a brief discussion on negative and positive stereotypes.



20 mins



Group activity

Activity 3: Understanding visible differences

Step 1: Show slides 9 and then 10. Introduce the idea that some people have a visible difference and explain some of the main causes.

NB: This may be the first time that some pupils have seen images of people with a visible difference and they may be unsure how to react. The images might also potentially be emotionally triggering for some pupils (please refer to the *Support for Pupils* page of this guide).

Step 2: Display slide 11 and introduce the people in the photographs.
From left to right:

- Marcus is one of Changing Faces' Young Champions and was born with a facial cleft and a cleft palate.
- Winnie Harlow is an international model who has been in ad campaigns for famous brands such as Nike. She has a condition called vitiligo that affects the pigmentation of her skin.
- Adam Pearson is an actor, TV presenter and campaigner who has a condition called neurofibromatosis.
- Nikki Lilly is a YouTube influencer and winner of 2016 *Junior Bake Off*. She has a condition called arteriovenous malformation (AVM).

Step 3: Reassure pupils that it is natural to notice if someone looks different and that some people can find this difficult if they have not seen many people with an unusual appearance. Remind pupils that it is important to be respectful of others and to remember that someone who looks different is a person with feelings, just like them. Explain that one of the reasons they are doing this lesson today is because people with a visible difference can be misunderstood and aren't always treated well by others.

NB: Pupils may ask questions about the people shown on slide 11. Remember to use matter-of-fact, non-judgemental language. Please refer to the *Support For Pupils* page for further guidance and remind pupils they can use the question box to ask questions anonymously.

Activity 4: Recognising stereotypes in film and on TV

Learning outcome 2: pupils will be able to describe how negative stereotypes of visible difference are often used in film and TV.

Step 1: Display slide 12. Organise the pupils into groups of 3 or 4 and ask them to write a list of film or TV characters who have a scar, mark or condition that affects their appearance.

Step 2 (option 1): Ask each group to share one character they have thought of with the rest of the class. Then ask one group member to stand on an opinion line where one end is 'good characters' and the other is 'bad characters' to show where their character fits best. Continue until all the characters have been placed on the line.

Step 2 (option 2): If pupils have not completed Activity 1 (option 2) the step is an alternative for pupils who may not be able to recall characters they have seen. Use the pictures printed from the Character Resource sheet. Cut the pictures from the Character Resource sheet into separate pictures and ask pupils to sort them into 'good' and 'bad' categories.

Step 3: Ask pupils what they notice about where on the line more pupils are standing. Ask them what this shows about characters who have a different or unusual appearance (i.e. there are more 'bad' characters with a visible difference).

NB: Pupils may bring up Harry Potter. This is not wrong, but they should be encouraged to think about the differences between Harry Potter's scar and the visible differences of notable villains. See *Challenge Activity* at the end of the lesson.

Step 4: Display slide 13, showing 'baddies' who have an unusual appearance. You may decide not to show this slide. (Please see *Support For Pupils* page for guidance on these images). Ask pupils to look at their drawing or description of a film or TV 'baddie' from the start of the lesson and compare it with the images on slide 13. Ask pupils what they notice.



15 mins



Group activity

Activity 5: The impact of stereotypes

Learning outcomes 3 & 4: Pupils will be able to:

- Explain how stereotypical depictions of visible difference can make people who look different feel.
- Describe how the use of negative stereotypes might make people treat others who have a visible difference.

Step 1: Display slide 14. Use the following questions as the basis for discussion of the use of visible difference in films/TV.

- How might seeing stereotypes in films and on TV affect the feelings of people who have a visible difference?
- Do you think seeing stereotypes makes people treat others differently, if they look different?
- Before now, have you noticed that many 'baddies' have a visible difference?
- If people see 'baddie' characters on screen who often look different, how do you think people might treat real people they see or meet who look different?
NB: Write some of the words that pupils think of on the whiteboard.
- How do they think negative stereotypes might affect how people behave towards someone who looks different?

Step 2: Ask pupils to imagine how a person who looks different might feel when they see 'baddies' in films/on TV who have a visible difference. Ask them to write down words to describe these feelings (some pupils will write one word, others will think of several). Share the words and write them on the whiteboard, explaining if necessary.

If some pupils have limited vocabulary, ask them to draw emojis to represent how someone with a visible difference might feel.

Step 3: Ask pupils to write a sentence or two in their notebooks to an imaginary film or TV director explaining why they should avoid using negative stereotypes when they design the bad characters. If necessary provide a framework for this, eg: 'Dear Director ... Please don't make the baddies in your next film look unusual because...' Point to the words you have collected from responses to the previous questions, especially for pupils whose vocabulary is less strong.



5 mins



Solo activity

Activity 6: Time to reflect

This is an opportunity for pupils to reflect on their learning so far and for teachers to assess pupils' understanding at this point. Any misconceptions can then be addressed at the start of the next session.

Step 1: Display slide 15. Hand out post-it notes or scrap paper and ask pupils to write down one thing that they have learned about stereotypes from this lesson. These can be displayed in the classroom alongside the work produced in the next lesson.

Step 2: Display the last slide, which includes links for further information and encourage pupils to visit the websites if they would like to find out more.

NB: If you are delivering these lessons over two days, then these post-its/pieces of paper can be summarised at the beginning of the next session to remind pupils of what they have already discussed. If you are delivering both lessons back to back, then this activity could be used at the end of the second lesson.

Challenge Activity: Harry Potter debate

This is an optional debate which may be engaging to further challenge some students. A group could be asked to present their discussions to the rest of the class.

Harry Potter's lightning bolt scar is a 'cool' shape, and it is small and neat and can easily be hidden by his hair. It is also not portrayed as the first thing somebody might notice about him, merely one of his characteristics, along with his trademark round glasses and his mother's eyes. When other characters do notice his scar, they react with curiosity and awe, rather than horror or disgust. By contrast, lots of villains are given prominent, unconcealable visible differences that are immediately noticeable and elicit negative reactions.

Questions to encourage debate:

- Why are small, 'cool' scars seemingly permissible in a hero, but anything else suggests villainy?
- Is there a sense that Harry Potter is 'allowed' to have a scar and still be a good guy precisely because it is discreet?
- Do other fictional villains encourage the idea that the more 'severe' or noticeable the visible difference, the more evil the character?

There are no wrong answers, and discussions may be lively!



60 mins

LESSON TWO

Learning objective

Pupils will focus on thinking about other ways that a 'baddie' character can be indicated without reference to their unusual looks.

Resources required:

- Character design template sheet
- Pencils and colouring pens/pencils
- Slides for Lesson Two, including YouTube access – *'I am not your villain'* film



5 mins



Solo/pair activity

Lesson One recap:

Before beginning Lesson Two, take a few minutes to recap on pupils' learning from Lesson One and assess what they recall. This will form a baseline for continuing towards the Learning outcome for the following activities. Either written individually/in pairs, in their notebooks, or recorded on the whiteboard as a shared activity, ask pupils the following questions:

- Three things they remember from the last lesson (you could include the notes pupils made at the end of the last lesson as prompts for some pupils as necessary).
- Two words to describe how someone with a visible difference might feel because of stereotypes on screen.
- One question they'd like to be answered by the end of this next lesson.

All the activities in Lesson Two build towards **Learning outcome 5**: Pupils will be able to suggest alternative ways to represent 'bad' characters without using appearance-related stereotypes.



5 mins



Video

Activity 1: Challenging stereotypes

Step 1: Using Lesson Two, slide 20 Play film: '[I am not your villain](#)' (3 mins)

- This film features young people with a visible difference discussing how they feel about the stereotype of the film baddie who looks unusual.

This film can be used to reinforce the impact of appearance-related stereotypes in film and TV on people in real life.



10 mins



Group activity

Step 2: Whole-class discussion

- Facilitate a discussion: how could TV and film directors show that a character is a baddie without using an appearance-related stereotype?
- This discussion supports the main task in this lesson. It encourages pupils to think about the tools that are at a director's/script-writer's disposal to show an audience that a character is a baddie, without using a stereotype.
- Pupils might find it difficult to come up with suggestions as the scarred baddie stereotype is very much ingrained in film-making and seems to be seen as an easy way to show that a character is bad.
- If pupils are having trouble thinking of ideas, suggestions could include: using scary music when the character is on screen; include scenes in the script that show the character making an evil plan or behaving badly towards other characters; use of dramatic effects such as thunder and lightning; directing the actor to act or talk in a nasty or suspicious way.

NB: Pupils might ask if a character wearing a mask is OK. If a character is robbing a bank, for example, then a mask would be a reasonable thing to wear to avoid being identified.



25 mins



Group activity

Activity 2: Alternative representations of a baddie

Step 1: Character design (25 mins)

- Organise the pupils into groups of 3 or 4. Pupils should create a new 'baddie' character that does not rely on stereotypes of visible difference.
- Pupils should use the **Character design** template sheet for this task. This sheet includes: space for pupils to draw their character; a section for pupils to outline their character's evil plan in writing; and a section for pupils to explain how they are going to show the audience that their character is a baddie.
- Remind pupils to use what they talked about during the class discussion to help them think of how they can show their character is bad without using an appearance-related stereotype.



10 mins



Group activity

Step 2: Whole-class sharing (10 mins)

- Ask each group to present their character to the rest of the class and explain the decisions they made about how to present their character.
- Ask pupils to reflect on what they have learned from this task and how they could share this learning with others.

Step 3:

Display slide 21 (also used in Lesson One), which has websites for pupils to visit if they have further questions or concerns.



5 mins



Solo activity

Activity 3: End of lesson assessment

- Ask pupils to look back on the letter they started to an imaginary film or TV director in Lesson One where they explained why they shouldn't use negative stereotypes of people with visible differences as a short-cut to show a 'bad' character.
- Ask them to add to this with one or more suggestions of alternative ways of indicating a 'baddie'. Some pupils will think of more than others, depending on the discussion in their character design group.
- Provide a frame for the rest of the letter as necessary, for example: 'instead of making the villain look unusual, you could use these ideas to show who the baddie is'. Dos and don'ts based on their character design could be suggested as prompts.

For an extra end of lesson assessment challenge activity, see the next page.

CHARACTER DESIGN

A drawing of our character:

Our 'bad' character's name is: _____

Our character's evil plan:

How people will know our character is the 'baddie':

Challenge activity: End of lesson assessment

If time allows, teachers could set up role play interviews as an extension activity for some pupils to further share some of the ideas they have come up with in response to the character design activity.

An 'interviewer' could ask a 'director' how they chose representations of their 'baddie(s)' without relying on stereotypes of visual difference, and the director can explain why they made these choices. This is an opportunity for pupils to reinforce and/or summarise their understanding of the two overall learning objectives.

Questions for the 'director' might include:

- How did you decide on the music/sound effects/lighting/clothing (etc.) to show which character is the villain?
- How difficult was it to decide?
- What alternatives did you have?
- Why did you not choose these?

Responses might include:

- I didn't want to take the easy option because making someone look unusual makes it seem as if everyone who looks different is bad.
- I thought music/lighting was more interesting/dramatic - viewers can use their imaginations.

Another alternative is for the teacher to take the role of interviewer and ask pupils about their character designs in their roles as 'director'.

Note: this activity requires approx 10-15 minutes. Allow time before the end of the lesson to ask pupils what they found easy/challenging about the role play and to reflect on how the experience of an 'interview' made them feel.



20 mins

ASSEMBLY

Resources required:

- Primary assembly slides
- YouTube access – *'I am not your villain'* film

Learning objectives

- Pupils will learn about stereotypes and visible differences.
- Pupils will think about the effects that stereotypes in films and TV, which are often negative, have on people who look different.



5 mins



Solo activity

Activity 1: Goodie or baddie?

Step 1: Show slides 4 to 18 and ask pupils to vote on whether each character on the following screens is a goodie or a baddie.

- Use a show of hands, stand up/sit down or similar for pupils to cast their vote.
- Display slide 19. Pose the question – what did you notice about how the baddies looked?
- If time and group size allow, take suggestions from pupils.

NB: The baddies are all examples of villains with a mark, scar or condition that affects their appearance and makes them look different.



10 mins



Group activity

Activity 2: Understanding visible differences

Step 1: Display slide 20 and talk through the definition of a stereotype.

- Slide 21 explains the impact that the stereotype of the scarred baddie can have on people who look different in real life.
- Slides 22 to 24 provide an introduction to visible difference and some of the main causes, as well as some images of people who have a visible difference.

NB: This may be the first time that some pupils have seen images of people with a visible difference and they may be unsure how to react. The images might also potentially be emotionally triggering for some pupils. Please refer to the *Support for Pupils* page for further guidance.

Step 2: Introduce the four people shown using matter-of-fact, non-judgemental language and use the information below to help. From left to right:

- Marcus is one of Changing Faces' Young Champions and was born with a facial cleft and a cleft palate.
- Winnie Harlow is an international model who has been in ad campaigns for famous brands such as Nike. She has a condition called vitiligo that affects the pigmentation of her skin.
- Adam Pearson is an actor, TV presenter and campaigner who has a condition called neurofibromatosis.
- Nikki Lilly is a YouTube influencer and winner of 2016 *Junior Bake Off*. She has a condition called arteriovenous malformation (AVM).

Step 3: Reassure pupils that it is natural to notice if someone looks different and that some people can find this difficult if they have not seen many people with an unusual appearance. Remind pupils that it is important to be respectful of others and to remember that someone who looks different is a person with feelings, just like them. Remind pupils about the impact of the appearance-related stereotypes used in film and TV on people with a visible difference in real life.



5 mins



Video

Activity 3: Understanding the impact of stereotypes

Step 1: Display slide 25 which includes a YouTube link to a short film produced by Changing Faces for the [#IamNotYourVillain](#) campaign.

This **3 minute** film features young people with a visible difference discussing how they feel about the stereotype of the film baddie who looks unusual. Pupils will know who most of the characters mentioned in the film are.

This film can be used to reinforce the impact of appearance-related stereotypes in film and TV on people in real life.

Step 2: Once the film has ended, show the slide with websites for more information. Ask pupils to spend a moment thinking about one thing they have learned about stereotypes. Ask them to reflect on how seeing images of 'baddies' who look unusual might make people feel who look different in real life.

Step 3: As they leave, remind pupils of which adults in school they can talk to if they are affected by what they have seen in the assembly.

RESOURCE FEEDBACK

We would love to know what you think of these resources and how we can improve them. If you are willing to give feedback please use the QR code below to take you to our feedback form or visit:

www.changingfaces.org.uk/awod-cpd-feedback

Or you can email education@changingfaces.org.uk



How to scan QR codes

1. Open your camera app.
2. Focus the camera on the QR code by gently tapping the code.
3. Follow the instructions on the screen to complete the action.