

## aims

To recognise our worth and challenge stereotyping

## learning outcomes

- Understand that males and females can do the same tasks and enjoy the same things
- Understand that there are different stereotypes (fixed ideas) about what males and females can do.

## resources

- [Gender Photos](#)
- A story that challenges gender stereotypes
- [Men and women can ... worksheet](#)

## activities

1. **Ground Rules** In a circle, talk with the children about the rules for these sessions, ensure they include the following: treat each other with respect, no put downs, no personal comments or questions, only say what you want other people to know. 5 mins
2. **Introduction** Explain that this lesson will be about the differences and similarities between males and females (or boys and girls / men and women). Check that the class understand the words different and similar, and discuss examples 5 mins
3. **Gender Stereotypes** In small groups ask the class whether there are differences in what males and females do and, if so, what are they? Take some ideas from the class. Then ask each group to look at one of the [Gender Photos](#) (ballet dancers, doctors, bus drivers, scientists, baby sitters, firefighters, nurses, head teachers, footballers). Ask them to study the pictures and look for anything that strikes them as significant; e.g. Are the characters male or female? What are they doing? Circulate the photos several times and ask the groups to discuss them. Go through the photos on the whiteboard and discuss with the whole class, asking questions relating to gender stereotyping. Did the pictures surprise them in any way? Do they think girls are more likely to be ballet dancers than boys? Are there more male footballers? Why might this be? 15 mins
4. **Stereotypes Discussion** Talk with the class about the meaning of the word "stereotyping". For example, it's a fixed idea about a group of people; an idea that says everybody in that group is the same in some way when actually they are not. Stereotypes are ideas that put limits on what particular people can do; they don't celebrate difference. Stereotypes often start with the word 'only or 'all'. Explore with the class how it might feel to be stereotyped. Who might be upset by the idea that only females are ballet dancers/nurses etc? Explore with the class how stereotyping can lead to discrimination, i.e. people not being able to do what they would like to do. For example, some people may not be expected to do a particular job because of their gender. 10 mins

5. **Reading about gender** Read a book or an extract that challenges gender stereotypes. Ask the children to listen carefully to the story and identify how the characters behave in ways that some people might not expect a male or female to behave. 10 mins
- Suggested reading:
  - *Bill's New Frock*, Ann Fine
  - *It's Different for Me!* (pp 58-59 *Double Trouble*) published by [www.d2digital.co.uk](http://www.d2digital.co.uk)
  - *The Sissy Duckling*, Harvey Fierstein
  - *Princess Smartypants*, Babette Cole
6. **Worksheet** To review learning individually complete the [Men and women can ...](#) worksheet and discuss as a whole class. 15 mins

### additional activities

#### Reading about gender and stereotyping

Introduce the story *Amazing Grace* by Mary Hoffman and Caroline Binch. Ask the children to listen carefully to the story and identify which parts are examples of stereotyping or discrimination. After the story, discuss with the class why Grace was able to play the part she wanted. Who helped her? Ask the class if they have ever been to the pantomime. Who usually plays the lead male role? Finish with a go-round: 'When I grow up I want to be...'