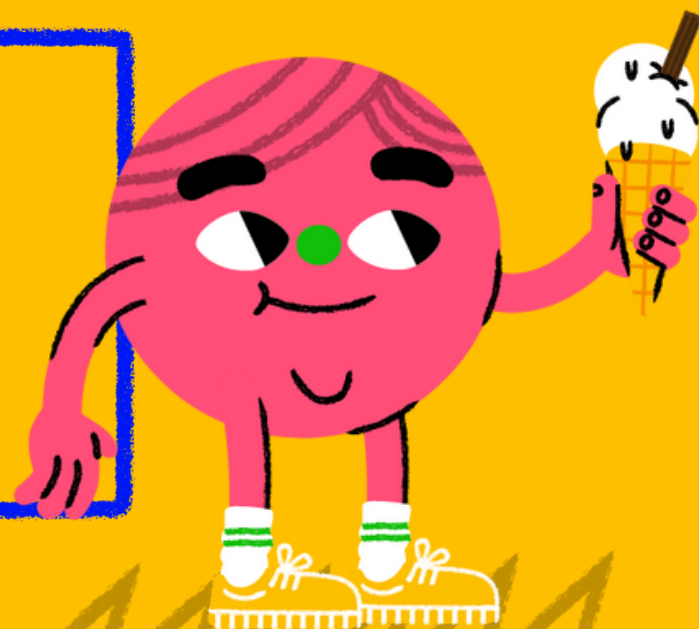


YEAR 3-4: LESSON 2

LEARNING NOT TO FEEL LIMITED BY GENDER STEREOTYPES

Friendship and Feelings

A curriculum designed by The Children's Society, Lifting Limits, and Equimundo as part of the Global Boyhood Initiative's Beyond Gender Stereotypes Programme



Beyond Gender
Stereotypes

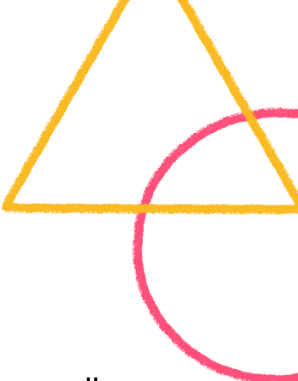
a curriculum by

GLOBAL
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CONTEXT

This lesson is the second of three lessons for pupils in lower key stage 2. In this lesson, pupils start to recognise how gender stereotypes can have a negative impact on people and their relationship with others. They explore scenarios, including with friends and families, and the ways that gender stereotypes can affect how people think and behave. They discuss how to handle different everyday situations where gender stereotypes are negatively influencing someone's views or behaviour.

Statutory Relationships and Health Education – Primary (DfE)

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Programme of Study for PSHE Education – Key Stage 2 (PSHE Association)

Health and wellbeing:

- H18. about everyday things that affect feelings and the importance of expressing feelings.
- H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

Relationships:

- R30. that personal behaviour can affect other people...
- R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Living in the wider world:

- L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

LEARNING OBJECTIVE

Pupils learn to identify if gender stereotypes are influencing family, friendships or play.

LEARNING OUTCOMES

Pupils will be able to:

- recognise gender stereotypes.
- explain how to challenge gender stereotypes.
- ask for help and support to challenge gender stereotypes.

RESOURCES

- PowerPoint: Year 3/4 - Lesson 2
- **Resource 1: Gender stereotype scenarios**
- **Resource 2: Circles of support (can be used in any lesson)**
- **Resource 3: Caring conversations guide**
- Paper/exercise books, pens/pencils

POSITIVE LEARNING ENVIRONMENT AND KEY VOCABULARY

Before teaching this lesson, ensure that you have set a positive learning environment. Please read the Teacher Guidance document, which explains how to do this effectively and includes a glossary with explanations of key terms which may be referred to during the lesson.



LESSON SUMMARY

Activity	Description	Timing
1. Introduction	Ground rules reminder / Gender stereotypes • Remind pupils of ground rules. • Recap the previous lesson (Exploring gender stereotypes). In 'moving pairs', pupils share examples of gender stereotypes.	10 minutes
2. Main Activity 1	Stereotype scenarios • Pupils discuss how gender stereotypes can influence different situations and what might happen if the gender stereotypes are challenged.	15 minutes
3. Main Activity 2	Advising a character • Pupils advise characters on how to manage a situation in which they feel gender stereotypes are affecting them negatively.	15 minutes
4. Main Activity 3	Caring conversations • Pupils role-play talking to a friend or trusted adult about feeling limited by gender stereotypes, asking for and giving advice.	15 minutes
5. Plenary	Sentence starter • Pupils complete a sentence starter explaining what someone can do if being negatively impacted by gender stereotypes.	5 minutes
Total		60 minutes

LESSON PLAN

Introduction (10 minutes)

Ground rules reminder / Gender stereotypes

Remind pupils of the class agreement about respectful behaviour for approaching the subject matter and positive ways of working together.

Remind pupils of their learning in the previous lesson: What is meant by gender stereotype?

Organise the pupils to stand in two concentric circles, with pupils from the outer circle facing the pupils in the inner circle – everyone should be in a pair.

Ask the question: What do you remember from the last lesson? What were some of the gender stereotypes we talked about?

Give a short amount of time for the pairs to share answers. Then ask the pupils on the inner circle to step one person to the left so they meet with another partner. Ask the question again, giving the new pairs a short time to share their ideas. Repeat 3-6 times.

Examples pupils might give include:

All girls are giggly. Girls only like pink things. Girls like to wear dresses and bows. Girls are better at dancing than boys. Girls are more caring than boys. Girls are more sensible than boys. Girls should be quiet and smile a lot. Girls should help with chores indoors.

All boys are strong. Boys like football. Boys play video games. Boys are fast runners. Boys are funnier than girls. Boys are tougher than girls. Boys like playing with cars and toy guns. Boys like dinosaurs. Boys should play outside and get dirty.

Pupils may also raise issues of intersectionality, such as ethnicity, age or disability – ‘Black girls...’, ‘old women...’, ‘disabled boys...’ Take note, as you may want to reflect on this later in the lessons.

Allow these ideas to come from the pupils, listen in to gain more insight into their views and the experiences they may be bringing to the lesson.

You may want to point out that this is not what the pupils think themselves, but some of the stereotypical attitudes or beliefs that some people have about gender (things they may have heard or seen).

Main Activity 1 (15 minutes)

Stereotype scenarios

Explain that in the next activities, pupils will be looking at how gender stereotypes can affect people in a negative way (such as making them feel worried, unhappy or not included) and some ways people can choose to handle these situations.

With pupils organised into small groups (three or four pupils in each group) give out copies of [Resource 1: Gender stereotype scenarios](#).

You could give each group a different scenario, or different groups could focus on the same example.

Choose examples that best suit the needs of your class context and school community. All children are likely to be influenced by binary thinking about gender and gender stereotypes, so these scenarios should be relatable for all pupils, whatever their gender. However, teachers should be mindful that any scenario that refers to 'boys' or 'girls' may leave some non-binary children feeling that they do not fit. Scenario K is specifically written to include non-binary or gender-questioning children. You must ensure you are working within your school policies and guidelines if including this scenario.

Ask pupils to read the different scenarios and answer:

- What are the gender stereotypes in this situation?
- How might the **person** feel in this situation?
- How would it feel for the **person** to go against the stereotype in this situation? How easy or difficult might that be?
- What might others say or do if the **person** goes against the stereotype?

(The person to focus their discussion is the name in **bold** on the scenarios.)

After pupils have had time to discuss the questions, ask them to feedback:

- The feelings the person might have about the situation *e.g. angry, confused, frustrated, unsure, conflicted, mixed-up, upset, worried, ashamed, lonely, embarrassed, disappointed, ok.*
- How others might react if the person goes against the stereotype *e.g. tease them, be cross, leave them out of games, complain to an adult, won't really notice, feel relieved someone has questioned the stereotype, be encouraging, admire the courage in the person who stood up against the stereotype, apologise for making an assumption.*

Some pupils may draw on their own or others' experiences and you may want to raise issues that reflect intersectionality as part of this discussion. For example, when answering the question 'What are the gender stereotypes in this situation?' you may also want to invite pupils to consider other stereotypes that may be affecting the situation, such as those relating to ethnicity, age or ability/disability. It will be helpful to reflect on the introductory activity in this instance, especially if you heard pupils discussing these examples.

Depending on the depth of discussion you have time for, and the level of the pupils' understanding, you may want to explore with pupils whether the gender of the person affects how they express their emotions about the situation. For example, girls might be expected to express sadness or embarrassment, whilst boys might be expected to express anger.

Draw out that situations like these can be challenging but we can also find ways to make them better. Explain that for some people, in some situations, going against a stereotype (or what others expect of them) is not always easy. They may be worried they will get into trouble, or will not feel accepted by others. This can make them feel pressure to be like everyone else who is the same gender as them. Everybody should be allowed to be as they are, and not feel pressured to be the same, unless they want to.

For pupils requiring support:

Reduce the number of questions pupils are asked about the scenarios. Ask: 1) How might the **person** feel? 2) How might others react if the **person** challenges the stereotype?

For pupils requiring challenge:

Choose a few of the scenarios and give them to one group. Pupils can rank the scenarios into which they think would be the most difficult (to least difficult) to stand up against the stereotype and explain why.

Main Activity 2 (15 Minutes)

Advising a character

In this activity, pupils consider what happens when someone challenges a gender stereotype. For example, if someone behaves or thinks in ways that are different to what others around them expect them to think or behave because of their gender.

Ask the pupils, working back in their groups, to think about the scenario again, and discuss whether they think the **person** should go against the stereotype in this situation and why.

Take feedback – Does everyone think the **person** should go against the stereotype in their situation?

Pupil responses might include:

- Yes, because: otherwise, they stay upset inside; they are not being true to who they really are; other people are assuming things about their character because of their gender and not who they are; they will feel restricted by not doing what they want or feel.*
- No, because: they don't feel that strongly about it; they don't want to experience negative reactions from others; they worry that it could cause a bigger argument (and could be discussed later instead).*

Draw out:

- If someone feels uncomfortable or upset about a situation, there are different ways to deal with it.
- In many situations, there are good reasons to stand up to the stereotype, because stereotypes are often unfair.
- There may be times when it is ok to allow someone else to have their opinion, and not challenge it, even if you don't agree with it.

Next, ask pupils to discuss what advice they would give to help the person in the scenario.

- What could the person do next?
- Why?

For example:

- *Explain how you feel to the other person or people involved.*
- *Tell the other person or people, what you want and why.*
- *Just join in with the activity, and don't worry what other people think.*
- *Be confident to be the person you want to be.*
- *Don't give in!*
- *Talk to someone else about the situation.*
- *Be yourself and find friends who like you for being you.*

Ask some of the groups to share their scenario and feedback what advice they had for the person in the scenario. See if the rest of the class agree with the advice given.

Explain that sometimes it can feel difficult to go against what others expect of us (or the limits that we put on ourselves) and it takes confidence to do this. But people usually feel better when they do, and the more we practise, the easier it gets.

Remind pupils that while they might feel cross about some situations, it is important not to act in an aggressive way towards others. Having a conversation is usually the best way to deal with problems with what other people say or do.

Main Activity 3 (15 Minutes)

Caring conversations

Referring to the [Resource 2: Circles of support](#), remind the pupils that there are people who can help if someone is worried, or wants to talk about a situation they are concerned about.

With pupils working in pairs, and choosing one of the scenarios to focus on, ask them to imagine that the person has decided to talk to a trusted adult or friend about the situation. It could be another person in the scenario, or it might be someone outside of the scenario.

Give the pupils a few minutes to discuss:

- Who could the person talk to?
- What would the person want the friend/adult to say/do to help?
- How might the person feel afterwards?

Next, the pupils can role-play the conversations, using [Resource 3: Caring conversations guide](#) for support. Give pupils time to rehearse and practise their role plays. Some pupils might want to share their role play with the class.

To safely manage role-play, pupils should be given the opportunity to opt-in and only participate in sharing their role-play with the class if they want to. Only positive behaviours should be rehearsed through role-play - the resource sheet will help guide pupils to do this. Before beginning the role-play, pupils should 'step into role' (such as when they sit on the chair, they are in role) and afterwards 'de-role' (standing up from the chair and shaking off the character).

Ask pupils to explain why it might be important to talk to someone about these types of situations.

Remind them of the circles of support resource, where they can ask for help and highlight that if the first person they choose isn't empathetic or does not understand, they should talk to someone else.

Plenary (5 Minutes)

Sentence starter

Pupils complete the sentence starter:

- One thing someone can do if gender stereotyping is upsetting them is...

This can be a written activity, with pupils recording their ideas on paper, in journals or exercise books, or it can be a spoken activity with pupils sharing in pairs, or as a whole class.

ADDITIONAL / EXTENSION ACTIVITIES

- Pupils can imagine the person in one of the scenarios has written in to a problem page on a website asking for advice. In role as the problem page advisor, write the person an email or message acknowledging their feelings and giving them advice about what to do next.
- Pupils can complete their own version of the [Circles of Support](#) diagram. There is a blank version included in Resource 2.

