

BEYOND GENDER STEREOTYPES

Lesson 2

Learning not to feel limited by gender stereotypes (friendship and feelings)

Year 3/4



Beyond Gender
Stereotypes

a curriculum by

GLOBAL
BOYHOOD
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The
Children's
Society



equimundo

Learning objective

We are learning to identify if gender stereotypes are influencing family, friendships or play.

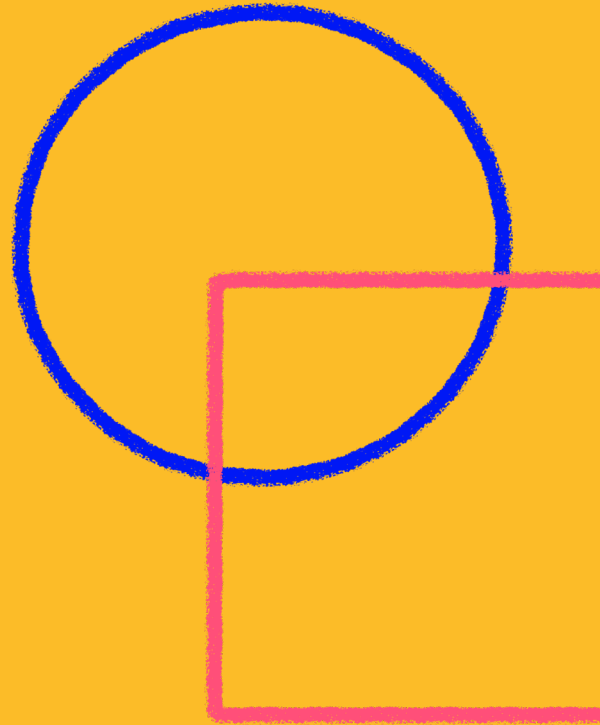


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Learning outcomes

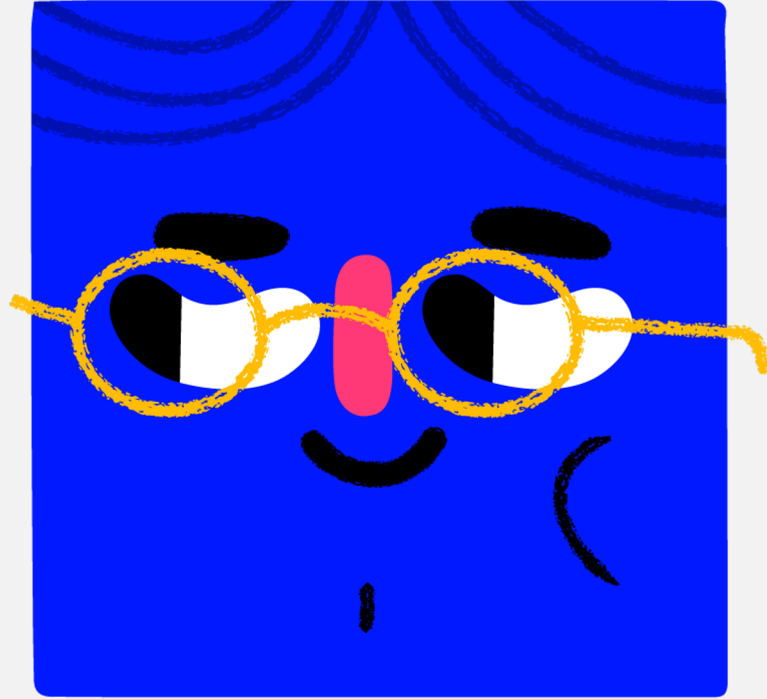
We will be able to:

1. recognise gender stereotypes.
2. explain how to challenge gender stereotypes.
3. ask for help and support to challenge gender stereotypes.



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GROUND RULES



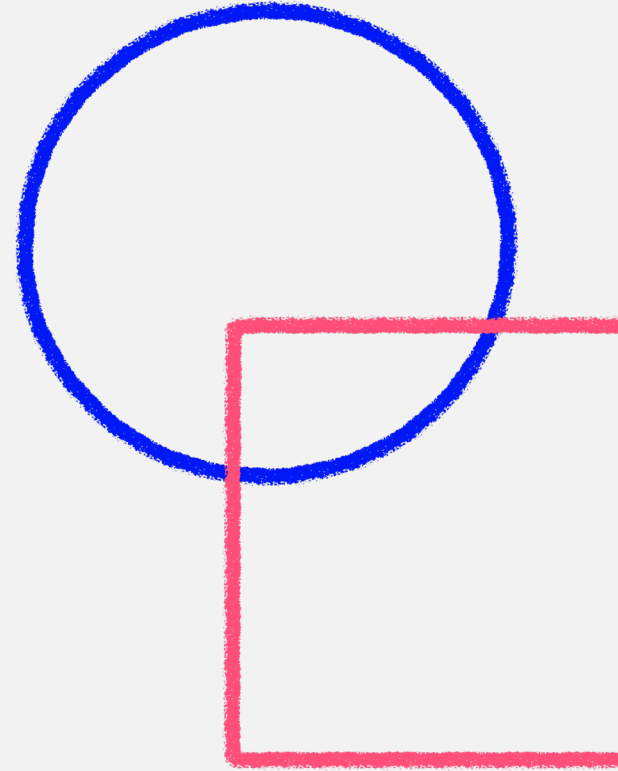
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Starter Activity

Discuss...



What were some of the gender stereotypes we talked about in the last lesson?



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Main Activity 1

Discuss the scenario...



- What are the gender stereotypes in the situation?
- How might the person feel in this situation?
- How might 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?



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Gender Stereotype Scenarios

- A. **Uma** really likes to play rugby but her mum has enrolled her in ballet classes instead. Mum won't let her play rugby because she says it is too rough and is for boys only.
- A. **Billy** is upset at school and is worried he will cry. He doesn't want to cry in front of the other boys because he feels like they will tease him for being weak and not acting strong.
- A. **Evie** doesn't like pink things, but her granny keeps buying her pink clothes and pencil cases because she says all girls like pink. Evie prefers green and orange but doesn't want to upset her granny.



Gender Stereotype Scenarios



D. **Sol's** brothers keep telling him that boys should fight back but even though Sol is a boy, he doesn't want to fight. Sol is feeling pressure to fight in the playground like the other boys.

E. **Cameron** and his sister, **Cara** are helping at home. Their dad says Cara can help cook the dinner and Cameron can wash the car. Cara thinks she should be allowed to wash the car.

F. **Sharif** has a baby sister. He enjoys helping feed her but his cousin says that this is not a job for boys and so he should let his twin sister help instead. Sharif looks up to his cousin and wants to be like him, so now he isn't sure what to do.



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Gender Stereotype Scenarios



G. The girls are doing craft activities, and the boys are playing with cars. **Ruby** doesn't want to do the craft activities - she wants to play with the cars instead.

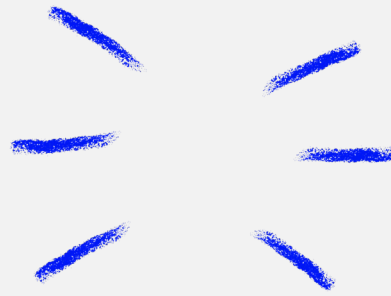
H. **George** enjoys playing 'hot shot ball' with a group of girls, but some of his friends who are boys, are teasing him for going to play with the girls.

I. It is sports day at school and **Rory** is in the next race. The boys are said to be the fastest runners. Rory wants to join in the race but is not sure he should take part because he is not a fast runner.



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Gender Stereotype Scenarios



J. **Izzy** and her grandad are watching a TV programme about fishing. Grandad says, “that’s right, the men go out on the boats to catch the fish, and the women stay at home and cook the fish for dinner.” Izzy disagrees with her grandad but is not sure whether to tell him in case it upsets him.

K. **Morgan** does not want to be called a boy or a girl. Sometimes Morgan likes playing with boys and sometimes with girls. When Morgan goes to play with some of the boys in the playground, these boys say Morgan can’t join them. Sometimes some of the girls also say Morgan can’t join them.



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Main Activity 1

Explain...



...how others might react if the person goes against the stereotype.

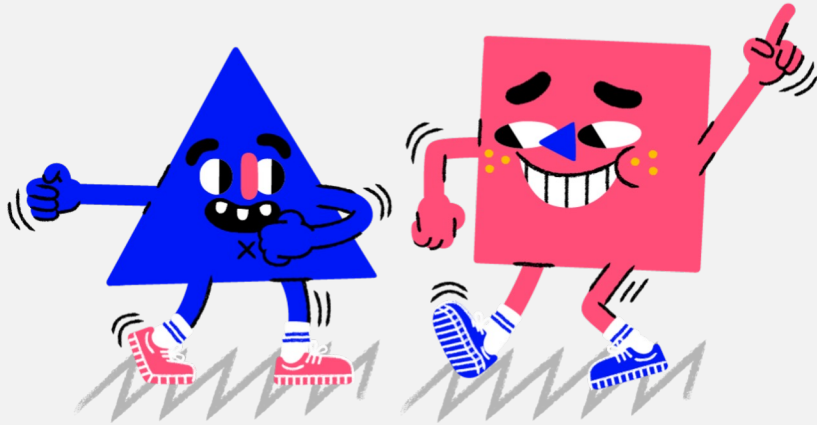
...the feelings the person might have about the situation.



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Main Activity 2

Give some advice



- Should the person go against the stereotype in this situation?
- What could the person do next?
- Why?

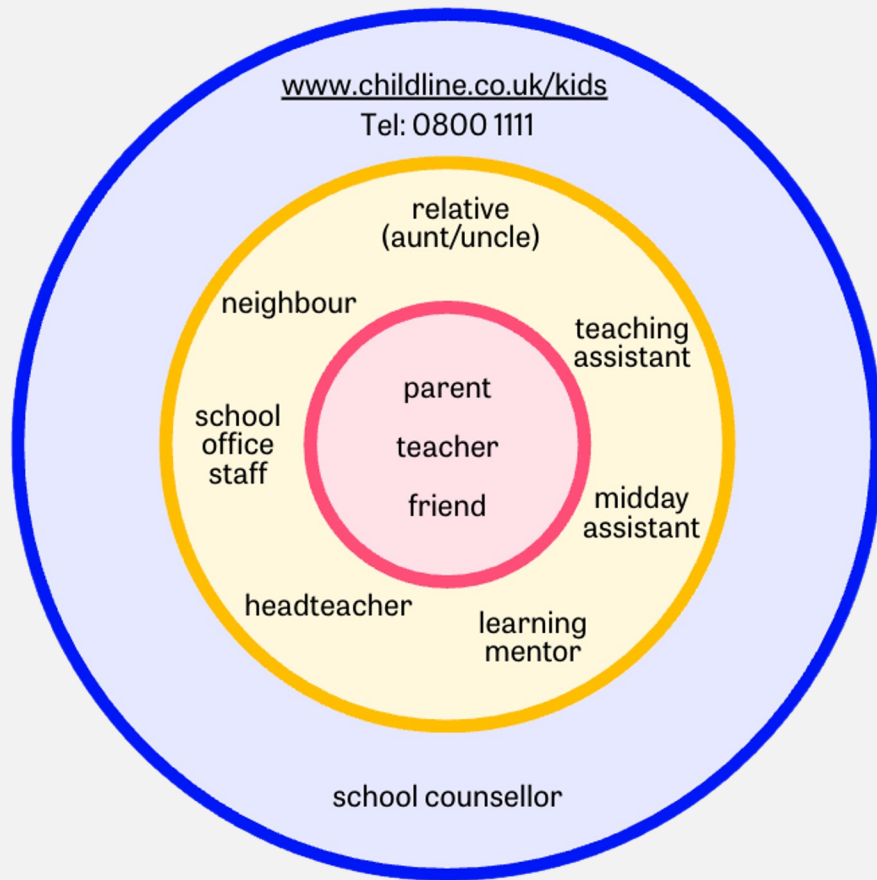


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Main Activity 3

Discuss

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



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Main Activity 3

Role-play



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Person:

Can I talk to you about something important?

[Explain the problem.]

It would be helpful if you could...

Thank you, I feel...

Friend / adult:

Of course, come and tell me about it.

So, what you are saying is...
What would you like me to do to help?

Ok, I could help by....
Another thing I could do is...
Do you like those ideas?

Thank you for talking to me about this. I am always here, and I am happy to listen and help if I can.

Plenary

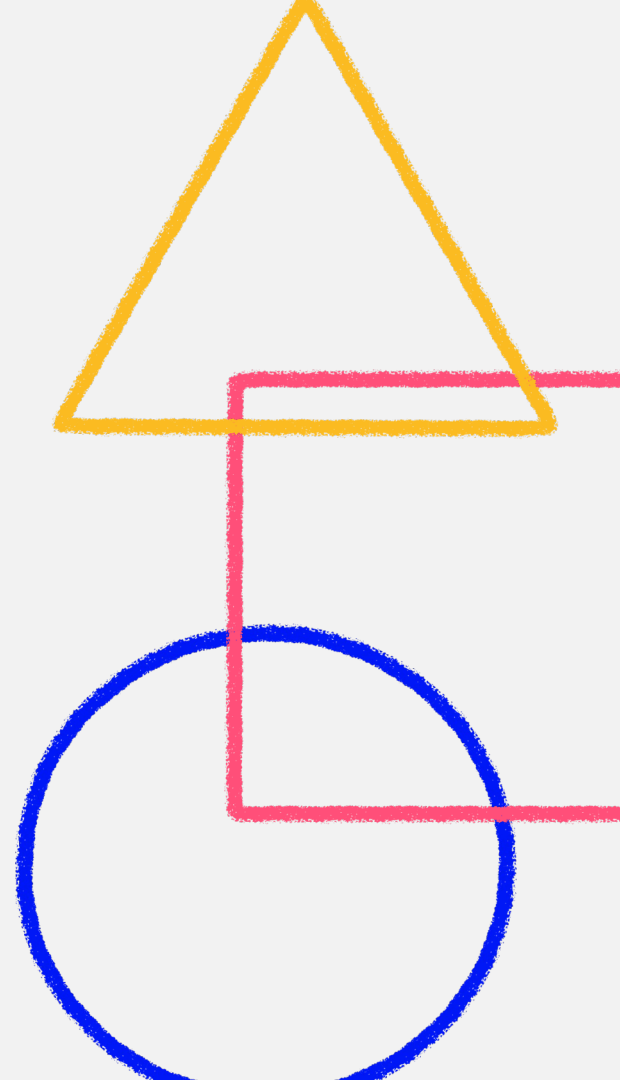
Complete the sentence...



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



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Additional Activity 1

Your ideas!

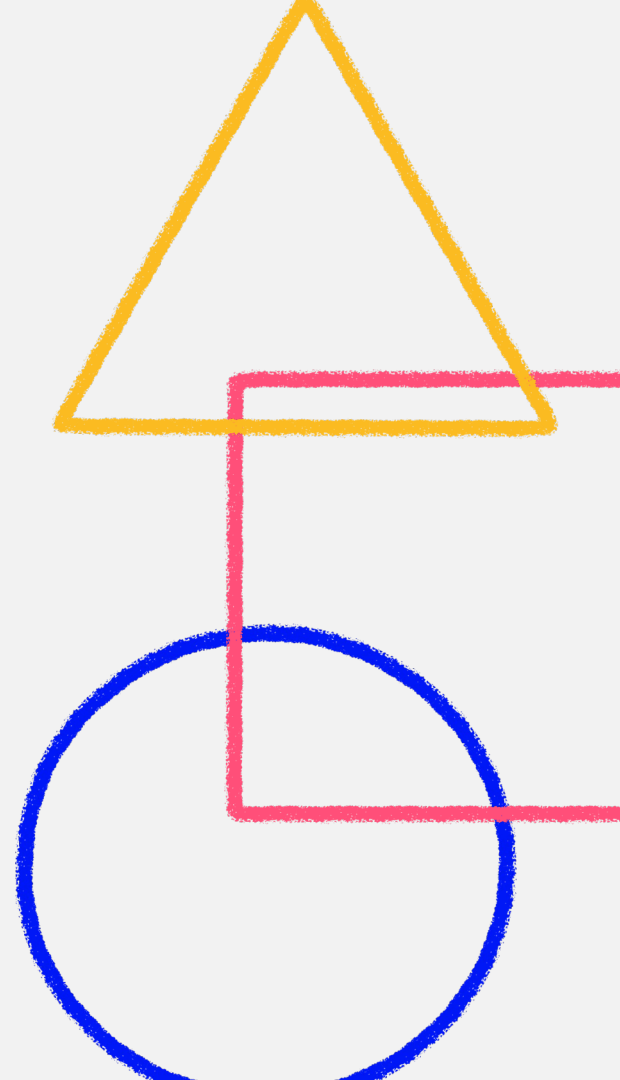


A person has written to a problem page on a website asking for advice. Imagine you are a problem page advisor.

Write the person an email or message, giving them advice about what to do next.



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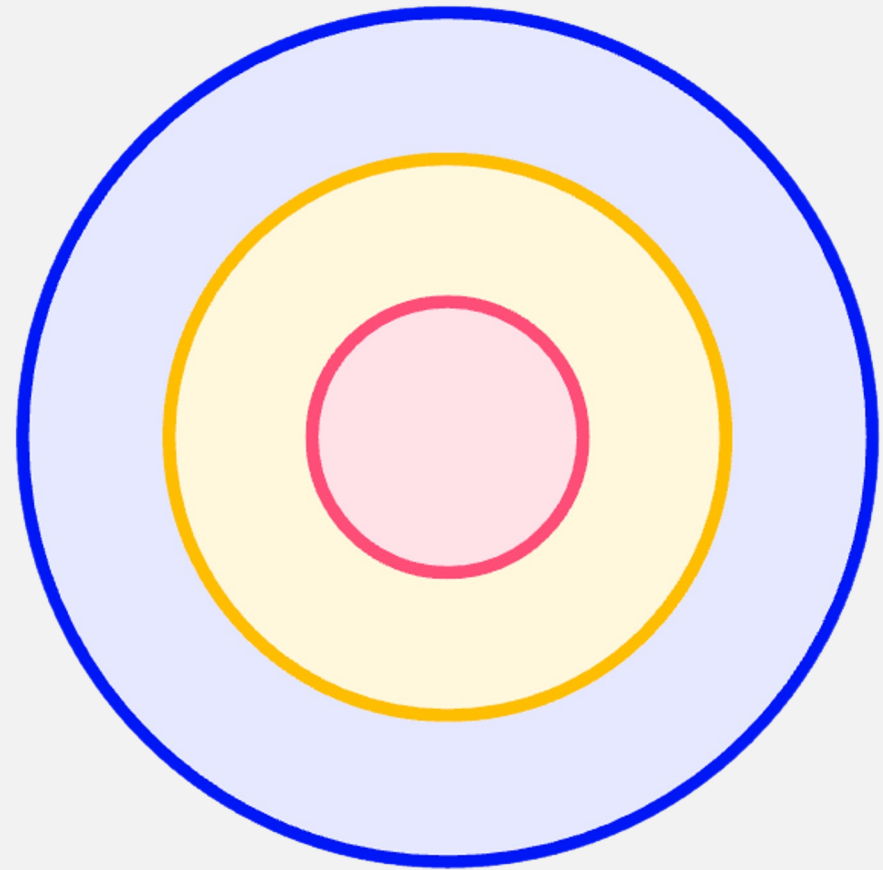
Additional Activity 2

Your ideas!



Make your own version of the circles of support diagram.

Who can you talk to for help, advice, or support?



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