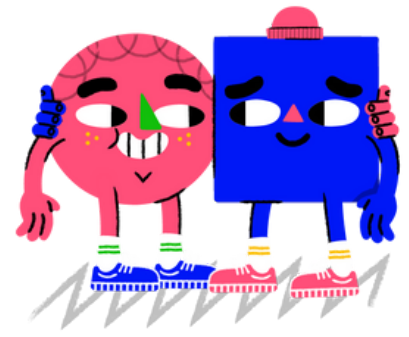


Y3/4 Lesson 2 - Resource 1

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.

B. 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.

C. 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.

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 isn't sure what to do.

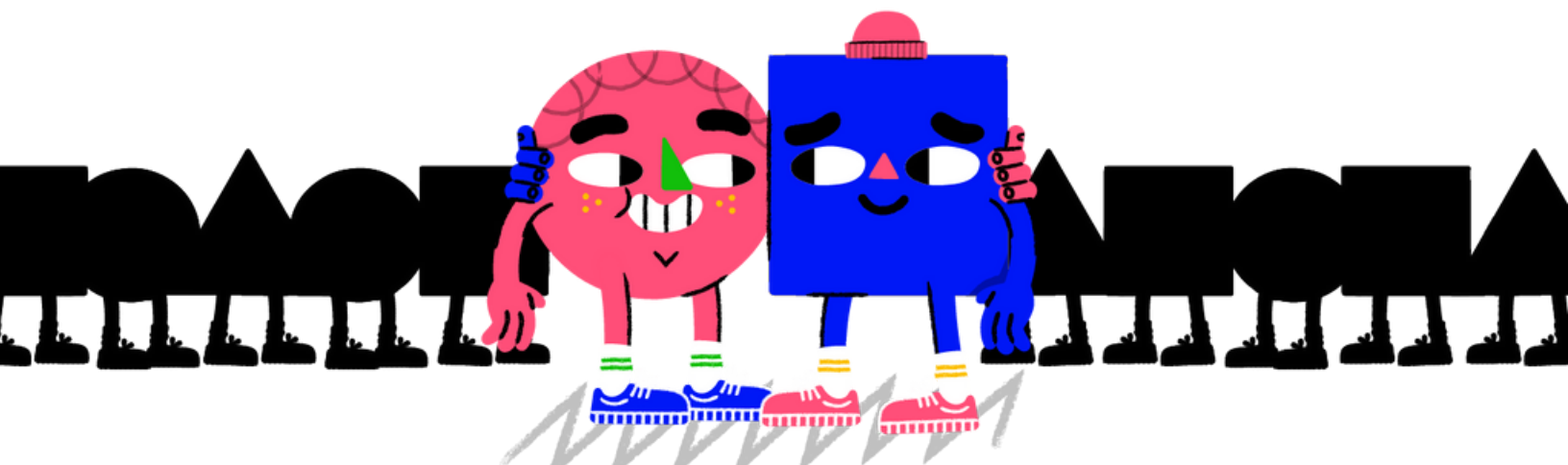
G. The girls are doing craft activities, and the boys are playing with cars. Ruby doesn't want to do the craft activities - she wants to play with the cars instead.

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.

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.

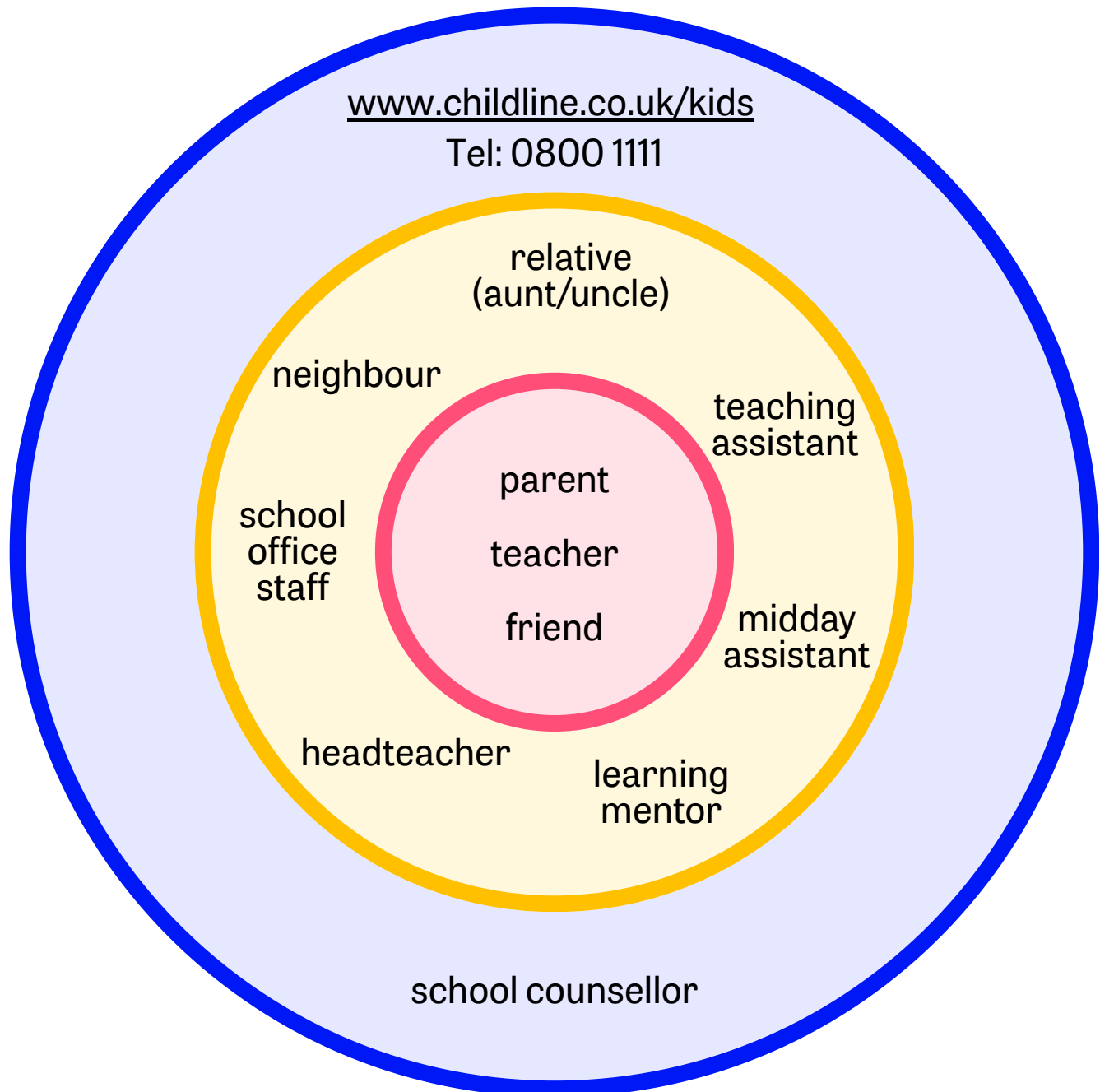
K. Morgan does not want to be called a boy or a girl. Sometimes Morgan likes playing with boys and sometimes with girls. When Morgan goes to play with some of the boys in the playground, these boys say Morgan can't join them. Sometimes some of the girls also say Morgan can't join them.



Y3/4 Lesson 2 - Resource 2

Circles of Support

We all have people we can trust, who we feel comfortable and secure with, who will listen to us and be there if we need them. The inside circle is people we are closest to and can easily reach out to. The next circle is for people, we are not as close to, but are happy to talk to if needed. The outer circle is for people we don't know but can trust. Below is an example:

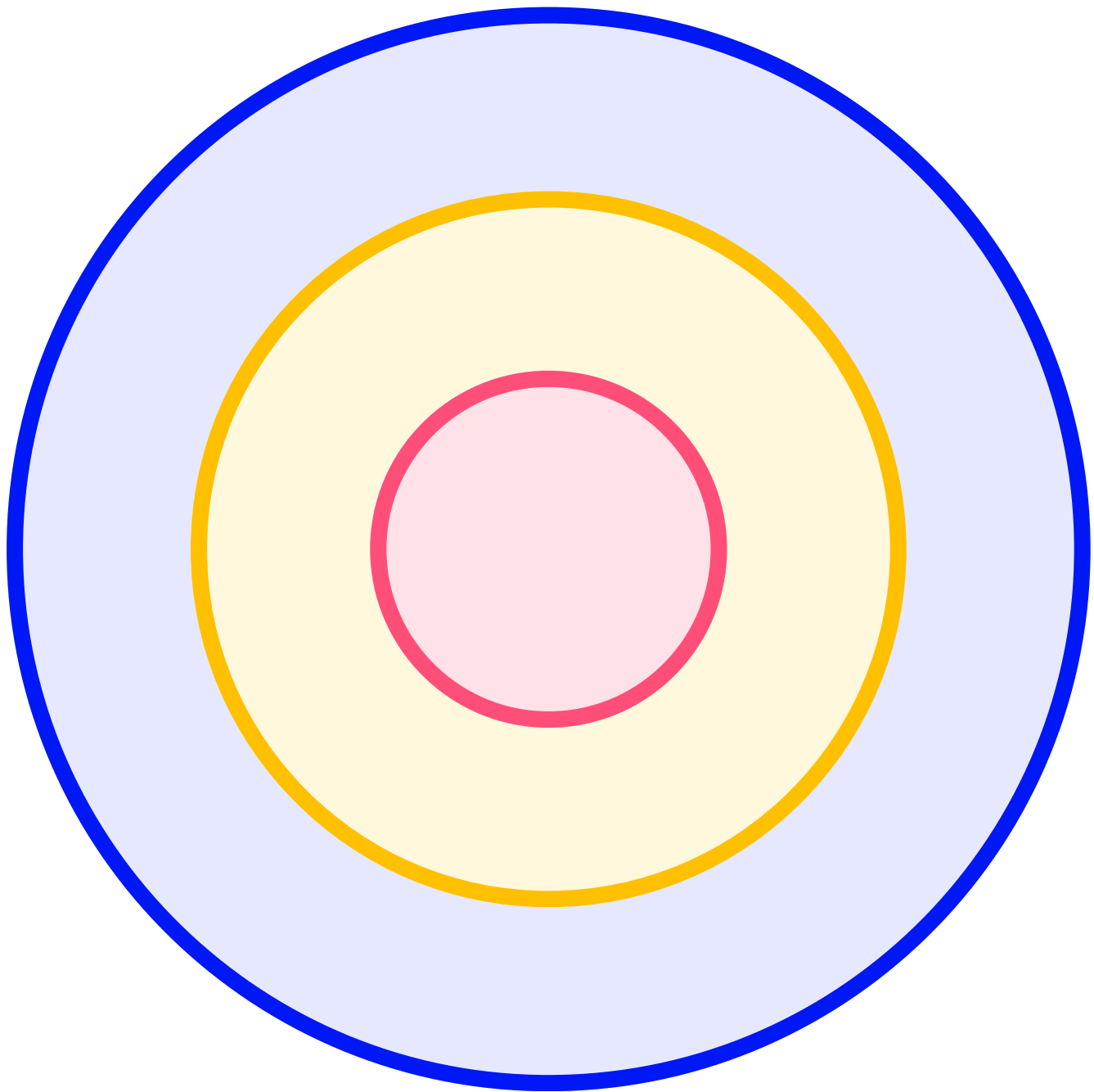


These people can help you with your worries – all you have to do is ask. If one of them is busy, don't give up, ask the next in line!

Y3/4 Lesson 2 - Resource 2

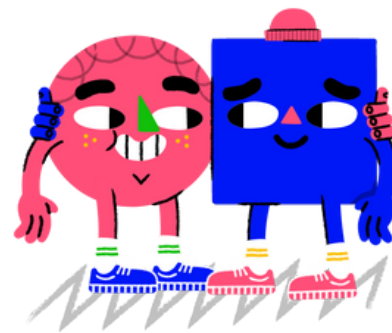
Circles of Support

Below is a blank version for pupils to fill out as an additional activity.



Y3/4 Lesson 2 - Resource 3

Caring conversations guide



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.