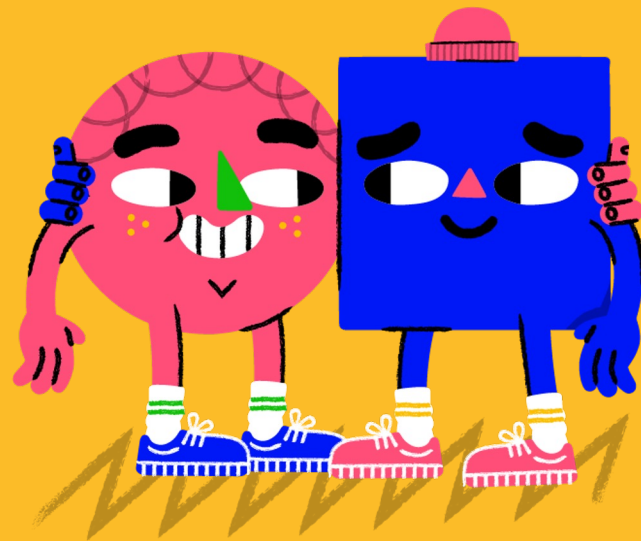


# BEYOND GENDER STEREOTYPES

## Lesson 3

Challenging gender stereotypes  
and supporting gender equality

Year 3/4



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Stereotypes

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The  
Children's  
Society



equimundo

# Learning objective

We are learning how to challenge gender stereotypes within friendships and play.

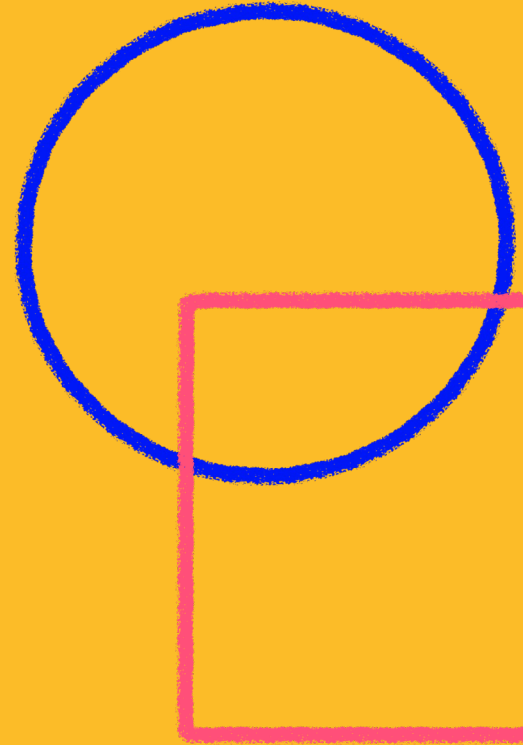


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# Learning outcomes

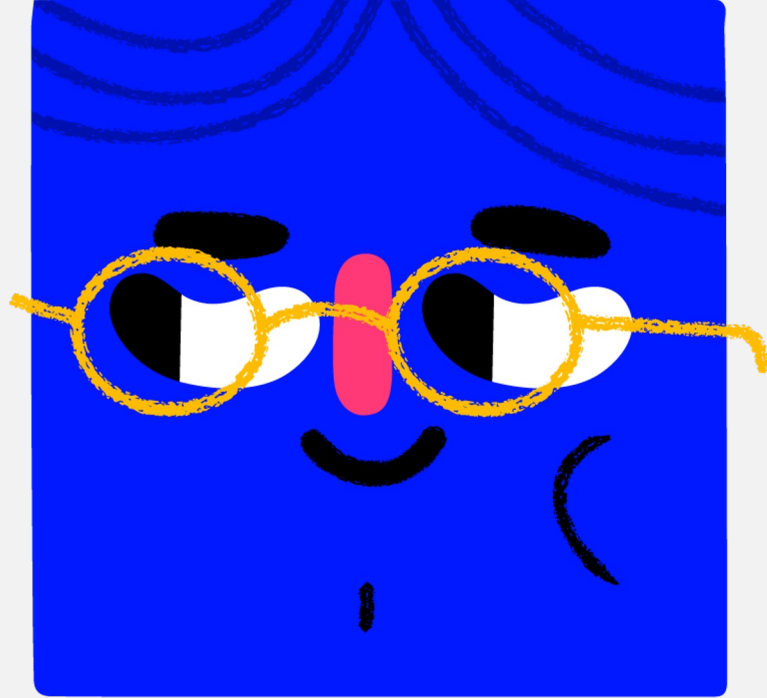
We will be able to:

1. Identify the qualities of friendship.
2. Explain what we can do to challenge gender stereotypes.
3. Give examples of how to change words and phrases so they are not gender stereotyped.



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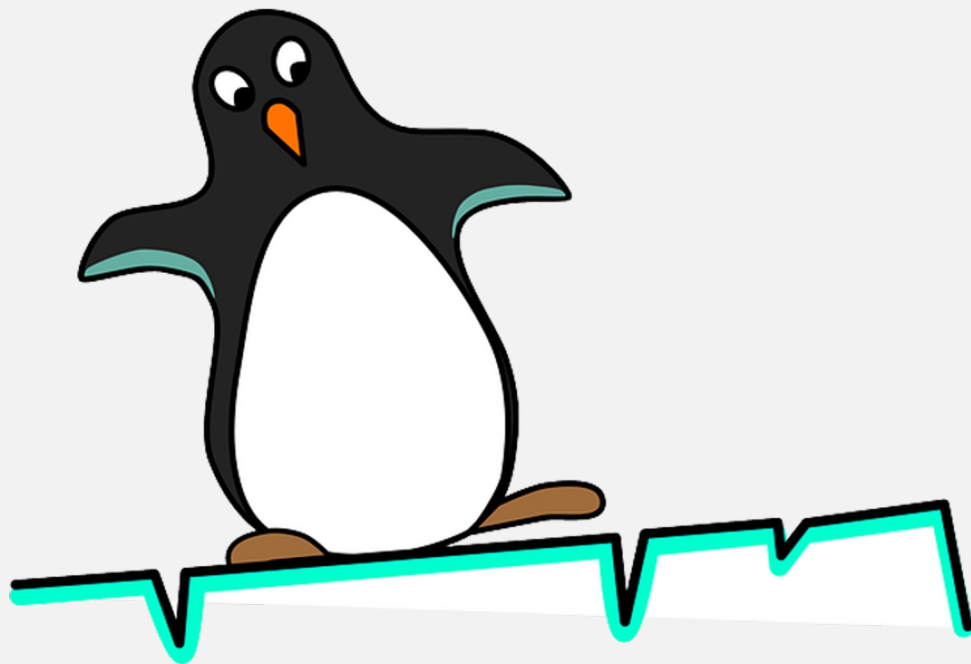
# GROUND RULES



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Starter Activity

# A challenge...



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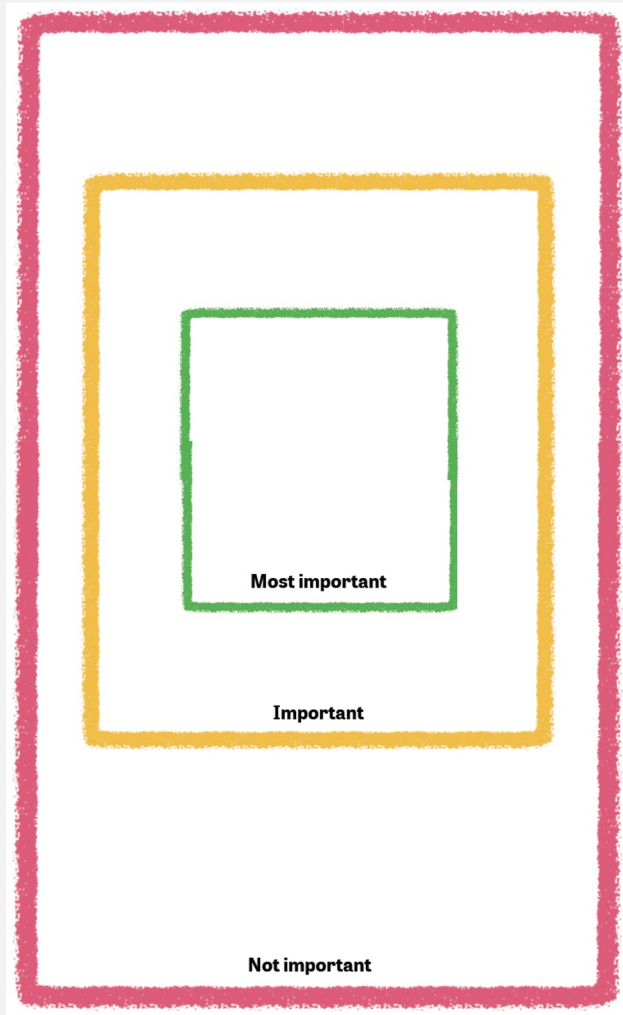
|                                  |                                                       |                                 |
|----------------------------------|-------------------------------------------------------|---------------------------------|
| being kind<br>and caring         | being<br>friendly<br>to others                        | trusting<br>each other          |
| helping<br>each other            | wearing<br>the same<br>clothes                        | being from<br>the same<br>place |
| like doing<br>the same<br>things | to play<br>together                                   | making<br>each other<br>laugh   |
| standing up<br>for each<br>other | talking<br>together and<br>listening to<br>each other | having the<br>same<br>religion  |
| being<br>different<br>genders    | being the<br>same<br>gender                           |                                 |

# Friendship qualities cards



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# Friendship qualities diagram



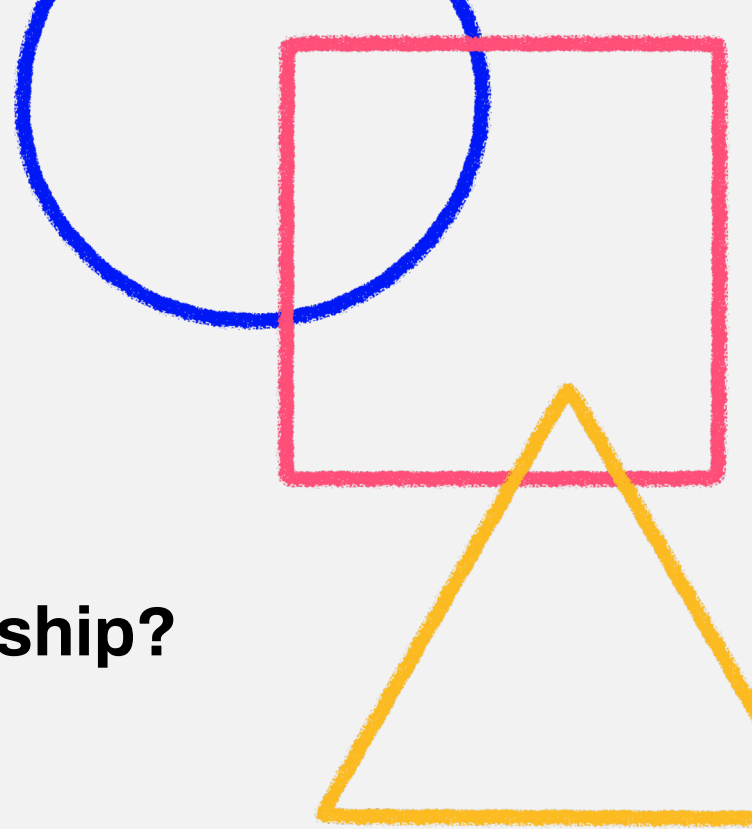
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## Main Activity 1

# Talk about...



**What is most important in a friendship?**



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## Main Activity 2

# Finish the sentence...

- It does not matter what gender they are; a good friend is someone who...
- It is ok to have friends of different genders because...
- What is important in a friendship, is not what gender someone is, but...



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## Main Activity 3

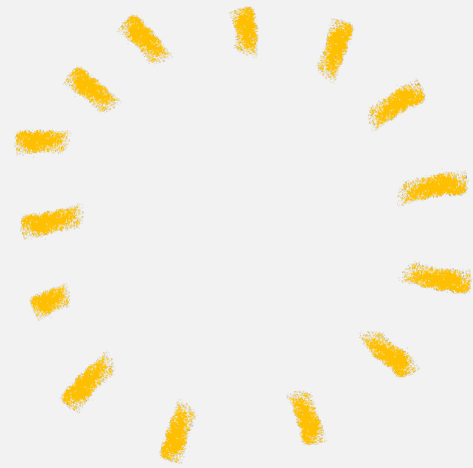
# Discuss the statement

- What is the problem with what is being said?
- What is the gender stereotype in this situation?
- How could this situation be made more inclusive for all children, whatever their gender?
- How easy or difficult would this be?

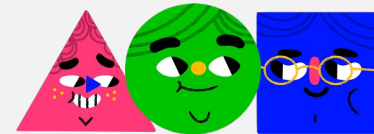


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# Playground scenarios



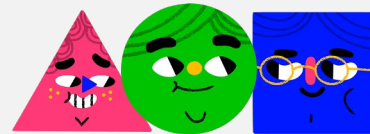
- A. “No, the girls can’t join in! This is a boys’ game only.”
- B. “This is the girls’ area, no-one else can sit here.”
- C. “Oh man up!” (when someone falls over playing football)
- D. (to a girl) “You can’t have your hair cut short because you will look like a boy!”
- E. “You are being such a girl, stop crying!”
- F. “I’m only inviting girls to my party because boys are silly!”



# Playground scenarios



- G. “I need some strong boys to help me carry these heavy bags!”
- H. “The girls will do the dance performance, because girls are better at dancing!”
- I. “Why can’t you boys be less naughty, and more sensible, like the girls?”
- J. “Boys on this side, girls on that side!”
- K. “The boys can act as pirates, because they are good at fighting!”



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## Main Activity 3

### **Explain...**



...the problem with what is being said.

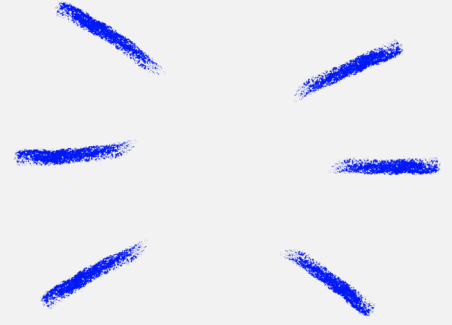
...what could help make the situation more inclusive.



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Plenary

**Remember...**



Worried about friendships, play, stereotyping  
or bullying?

Talk to someone you know well and trust.



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# Plenary

## Think about...



**Heart:** What do you feel about what you learned? What did you enjoy learning about?

**Head:** What did you think about or learn in these lessons?



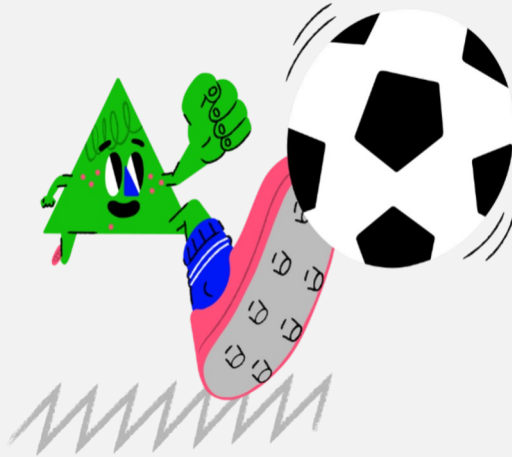
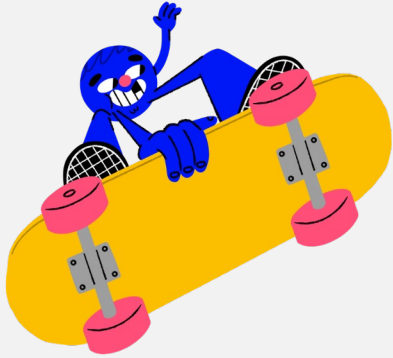
**Hands:** What will you do, or say, that is different from before, because of these lessons?



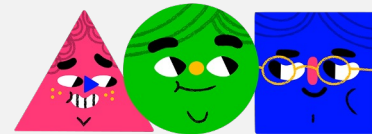
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# Additional activity 1

## Comic strip



Create a comic strip drawing showing one of the playground scenarios with a positive (gender inclusive) ending.



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