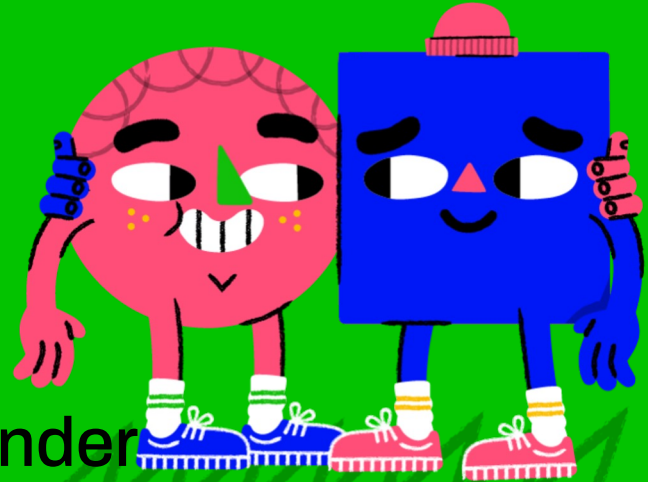


BEYOND GENDER STEREOTYPES

Lesson 2

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

Year 5/6



Beyond Gender
Stereotypes

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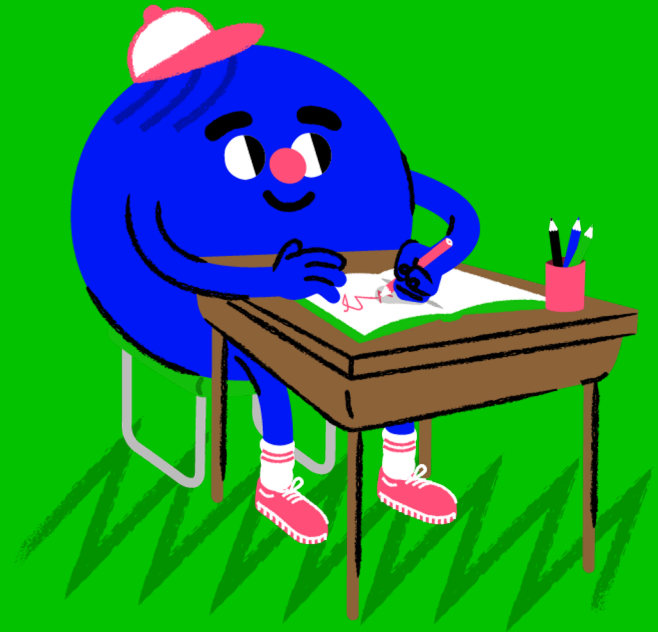
The
Children's
Society



equimundo

Learning objective

We are learning how gender stereotypes might influence friendships and feelings.



Learning outcomes

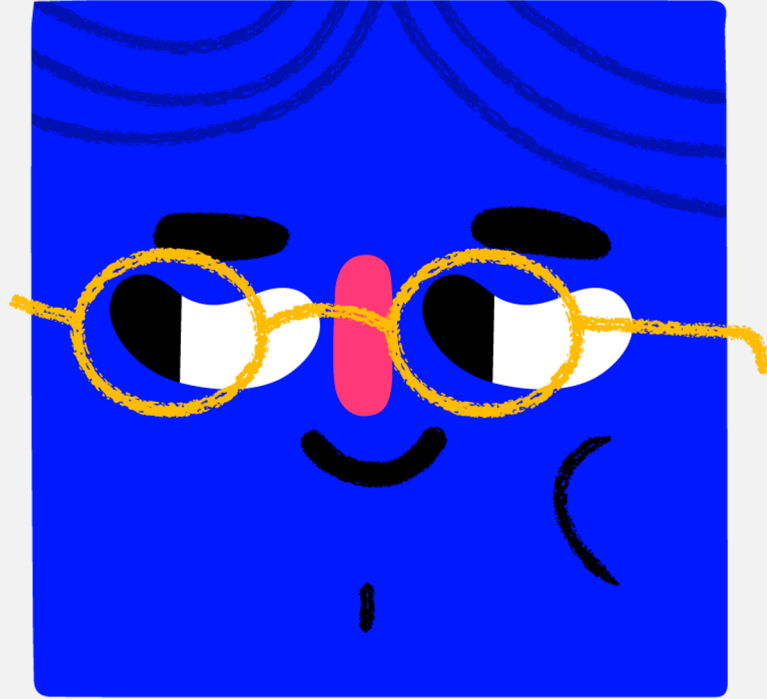
We will be able to:

1. explain how people can feel pressure from gender stereotypes.
2. recognise that gender stereotypes can stop them from sharing their feelings honestly.
3. explain ways to overcome gender stereotypes.



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GROUND RULES

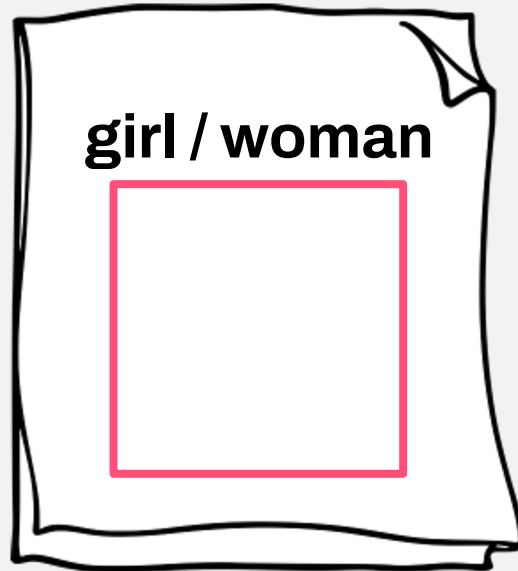
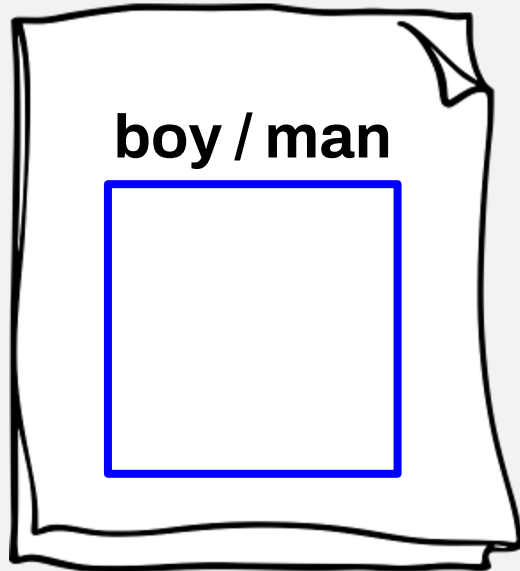


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Starter Activity

TALK ABOUT...

stereotypical characteristics



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Main Activity 1

THINK ABOUT...



Do you
agree or
disagree?



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Main Activity 1

Agree or disagree?



- Friendships where people talk about their feelings are more important to girls than boys.
- Boys would never want to cry or tell a friend they are scared.
- Girls like to give their female friends a hug, but boys don't like to hug their male friends.
- It is more difficult for boys to remain calm when they feel angry.
- People don't like it when girls express big emotions like anger, loudly.
- Girls are more kind than boys.
- People of all genders should be able to share their feelings with close friends.



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Main Activity 2

DISCUSS THE SCENARIOS



- Why might the character/s be responding in this way?
- Could the character/s be finding it hard to share their emotions openly because of pressure to act in a gender stereotyped way? (*Are there other stereotypes that could also be influencing the situation?*)
- If they want to share their emotions but feel they can't, what might be stopping them?
- What can they do about it?



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EMOTION SCENARIOS



Henry

Henry is upset with his test result and feels he should have done better. As his teacher reads out everyone's score, Henry can feel tears coming to his eyes. He tries to hold the feelings in because he doesn't want to cry in front of his classmates. Instead, he keeps his sadness in and decides to be mad at the teacher for giving him a bad score.

Amber

When she is happy, Amber is confident, she loves talking, singing, talking and jumping around! Her parents and friends are always saying to her 'Stop – it's too much!' but Amber likes being loud and doesn't want to sit quietly and whisper like some of the other girls. She wants to feel free to express herself but instead she tries to keep quiet and still.



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EMOTION SCENARIOS



Jamal

Jamal is worried about going to school on the bus on his own. His mum asks “*What’s wrong?*” but Jamal says “*Nothing!*” so she doesn’t ask him again. Jamal wonders whether he could tell a friend about it, but they just want to be playing football or gaming. So, Jamal keeps quiet and doesn’t say anything and instead feels increasingly worried.

Kyle

Someone in class said a joke, but Kyle didn’t get it and now he feels embarrassed. Some of the class is laughing, but Kyle starts to feel angry. He can sense the anger burning inside him, his face goes red, and he can feel he is making his hands into fists. He feels like he might punch something or someone. He starts to shout at one of the other children.



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EMOTION SCENARIOS



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Freya

Freya got told off for something she didn't do. She feels cross about this. Even though she knows it wasn't her fault, she doesn't stand up for herself. Instead, she just keeps quiet and her head down. The anger sits inside her, but she still doesn't tell anyone. Her friends will just think she is making a fuss about nothing and should get over it. However, she becomes gradually infuriated and as though she will explode with anger!

Chang

Chang gets called a nasty name by another boy in the class. All the other boys are saying he should go and hit the boy as they shouldn't be allowed to get away with it. Chang wants to be liked and be tough like the others. Chang gets ready to hit the other boy, he is being encouraged by the others and thinks he will feel better once he has hit them. even if it turns into a fight.

EMOTION SCENARIOS



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Inaya

Inaya has been worrying that all the other girls in her class are pretty, but not her. Some of the other girls in her class told her they don't think she is pretty, and even her mum said, "*It doesn't matter, you are clever instead.*" But Inaya has started to feel anxious that she will grow up and not be liked if she is not pretty. Now, she doesn't want to go to school because she is worried about her looks.

Oliver and Muhammed

Oliver and Muhammed are close friends and love hanging out together in and out of school. A few other children started teasing them, saying "*they should be boyfriends*" and should hold hands. Oliver and Muhammed feel embarrassed and start talking about whether they should see less of each other at school. They both feel sad about it, but don't tell anyone else.

Main Activity 2

Role-plays

Ways to help

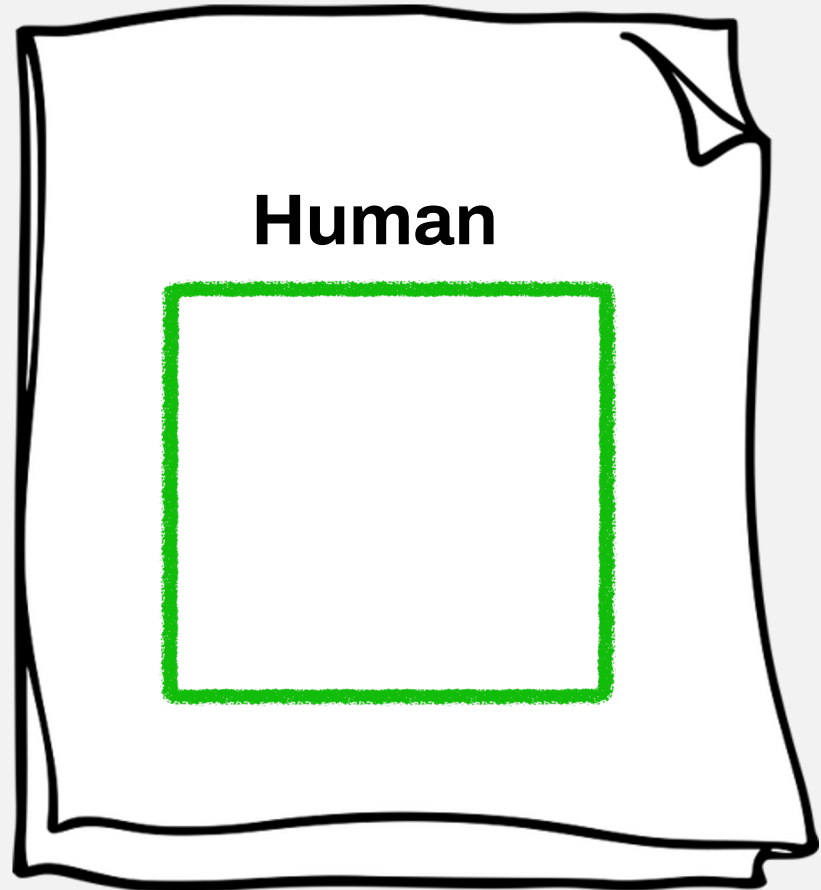
- noticing and acknowledging how the person is feeling.
- showing care and concern for the person.
- telling them it is ok for them to feel...
- offering them an opportunity to talk about their feelings.
- making time to talk to them.
- listening, without judging them.
- making suggestions about what the person could do next to manage the emotions in a healthier way, including talking to a trusted adult.



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Main Activity 3

Reconsider



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Plenary

COMPLETE THE SENTENCES

Something I think people should know about gender and expressing emotions is...

Something I will do to help myself or others express emotions in healthier ways is ...



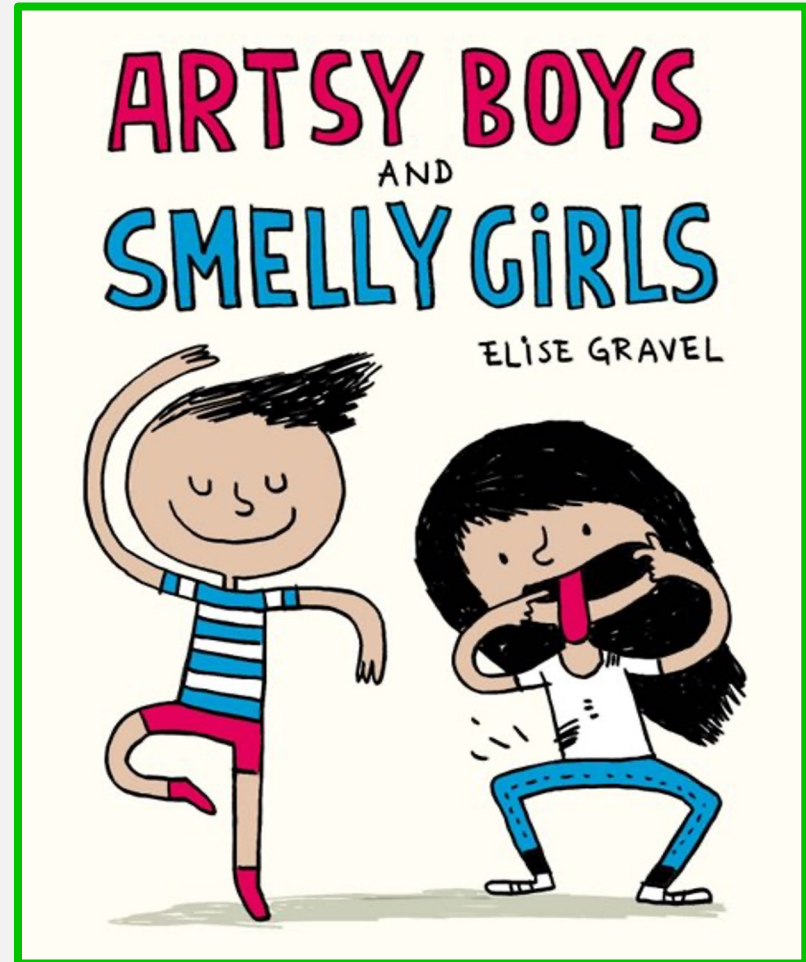
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Additional Activity 1

READ



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Additional Activity 2

DESIGN CHALLENGE

Design a positive poster for boys, girls or all children whatever their gender, encouraging them to express their emotions in healthy ways.



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