



**Title: Similarity, diversity and respect: What is gender? (V3)**

**Level:** FIRST

**Code:** 1.4.3

**Links to Curriculum for Excellence**

Experiences/Outcomes	Benchmarks
I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"><li>• Recognises that everyone is unique and identifies similarities and differences.</li><li>• Explains that development and growth of each individual is different.</li></ul>

**Learning Intentions**

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children learn about what is meant by the term gender.
- Gender stereotypes or gender-biased expectations are questioned.

**Success criteria**

- I show respect for others.
- I understand that how I look, how I behave, or my aspirations should not be limited by my gender.

**Resources to support this activity**

- PowerPoint Slides
- Paper/pens/crayons for *When I am grown up I want to be...* drawing

## Activity

This is a narrative with ideas for questions and discussion. In the PowerPoint provided there are images or words to match the 'story'. The text here is provided to support you deliver the key messages but use the text as you see fit – it is a guide not a script. Pause, chat, explore ideas and understanding as you go. This could be a whole class activity, or a small group approach.

### Part 1/Slides

#### Image of mum and new-born: **A midwife says what sex a baby is when they are born**

When a baby is born parents are told what **sex** their baby is. If the baby has a vulva the midwife will say 'you have a girl. If the baby has a penis, the midwife will say 'you have a boy'.

Sometimes it is not clear whether the baby has a vulva or a penis. When this happens, doctors will do some blood tests and have a careful look to understand how the baby has developed. Usually they can tell within a few days if the baby is a boy or a girl.

#### Images of boy and girl toddlers: **Today we are learning about gender**

After we are born people start to see us and think about us as a boy or a girl even if they don't know whether we have a vulva or a penis. This is when being a boy or a girl is called our **gender**.

*Ask: When you see a baby with their clothes on, are there any clues as to whether it's a boy or a girl? Acknowledge/explain that even colour of clothes has come to mean something – explain that although some people say pink for girls/blue for boys in fact a long time ago it used to be the other way round – so really its just something that's made up.*

Explain that sometimes people say: "A boy can't wear that" or "A girl can't wear that" or "Oh, only boys do that" or "Oh, only girls do that". *Ask: Have you ever heard someone say such a thing? How does it make you feel if someone tries to say 'you can't do that' because you are a girl or a boy?*

After some conversation explain that today and in other lessons the children are learning that each of us is special and unique, and so each of us will be able to say who we are. We can be whatever kind of girl or boy we want to be!

### Part 2/Slides

Introduce along these lines: Let's play a game. I am going to show you some pictures and you can tell me if you think this is something *a boy can do, or a girl can do, or both boys and girls can do.*

#### Slide **Who can bake a cake?**

Slide: both boys and girls baking

#### Slide **Who can play football?**

Slide: both girls and boys playing football

#### Slide **Who can build with Lego?**

Slide: Both boys and girls building with Lego

#### Slide **Who can play with technology?**

Slide: both boys and girls play with technology

End: Of course, just as you can see from the photos, girls and boys (and when they grow up, men and women) can do all these things if they choose.

### Part 3/Slides

Introduce along these lines: Now, let's try another thing. Let's think about how *you might feel*.

(While some discussion will happen, it would be good to talk about whether boys and girls feel they can express these feelings, do differences emerge?)

Slide **Who can be happy – girls, boys or both?**

Slide: happy

Slide **Who can be worried – girls, boys or both?**

Slide: worried

*Discussion: if you are worried how does it make you feel? Who would you go to if you had a worry?*

Slide **Who might cry – girls, boys or both?**

Slide: crying

Slide **Who can be shy– girls, boys or both?**

Slide: shy

Slide **Who can feel excited – girls, boys or both?**

Slide: excited

### Part 4/Slides

Introduce along these lines: Now let's think about something else. Did you know that sometimes even adults are told what they can do or not do? Sometimes people say: "Oh, that's a man's job" or "Oh, that's a woman's job". We're going to *look at jobs that grown-ups do, and you can say if you think this is a job for a man, a woman or for both*. (Encourage discussion, as you go, ask children if this is a job they would like to do, or if they know someone who does this job?)

Slide **Who can be a teacher?**

Slide: male and females in teaching role

Slide **Who can be a bus driver?**

Slide: female and male bus drivers

Slide **Who can be a Police Officer?**

Slide: male and female officers

Slide: **Who can be a dancer?**

Slide: male and female dancers

Slide: **Who can be a nurse?**

Slide: male and female nurses

Slide: **Who can be a Builder?**

Slide: male and female Builders

Slide: **Who can be a Firefighter?**

Slide: male and female Firefighters

Slide: **Who can be an engineer?**

Slide: male and female engineers

End with: Of course, it's the same again, anybody can do any job. It doesn't matter if they are a man or a woman

Do any of you know what you want to do when you grow up? (*some discussion...*)

Part 5 So let's recap (along these lines)

**In this class we are all individuals, different, unique and special.**

We learned earlier that your **sex** is what your parents are told you are by a midwife when you are born.

People might think they know your gender because of the clothes you wear, or how you behave, or the things you like to do.

In Scotland, we say that your gender should not matter, we are equal. We can do and like the same things. But sometimes people will tell you "Oh a boy shouldn't do that" or "Oh a girl can't do that!". But it's okay to be who you want to be. You are a unique person, you know who you are. You can be any kind of girl or boy.

#### **Individual task:**

Introduce the activity along these lines: Let's do some drawing – did everybody have an idea about what they want to be when they grow up? Let's make a gallery of all the things we want to be when we are adults.

As the children do their drawings, this is a good time to check in with children about individual understanding or questions.

#### **Additional material:**

For staff and parents 'Redraw the Balance' <https://www.inspiringthefuture.org/redraw-the-balance/>  
Watch the short film, you may think it appropriate for the children too.

## Connecting with home

*This text might be useful to connect learning with home:*

We are learning about gender, the idea that we are seen as male or female, boys or girls. We are learning that children can express themselves and be any kind of girl or boy they want to be. In our school/centre we are encouraging all children to do all activities, and to not think of some things as for girls or some things for boys. We want the children to learn respect for all and have ambitions and dreams that shouldn't be limited by being either male or female. It would be great if you could support this learning at home, it's as simple as encouraging the children to see boys and girls, and men and women, as able to do the same things. Our message is that we are all special and unique and we should be allowed to be who we want to be! Here are some great books you might find at the library:

- Are you a boy or are you a girl? By Sarah Savage
- Jacob's new Dress by Sarah Hoffman and Ian Hoffman
- Red, a Crayon's Story by Michael Hall
- The Princess Knight by Cornelia Funke

## Further RSHP activities on this topic Similarity, diversity and respect are available

- 1.4.1 I am unique: My self portrait
- 1.4.2 We are all special: What makes us similar and different
- 1.4.4 What is disability?
- 1.4.5 What is Heterosexual, Lesbian, Gay and Bisexual?

## Practitioner Notes