



Title: Gender: We are all one-of-a-kind! (V4)

Level: SECOND

Code: 2.5.2

Links to Curriculum for Excellence

Experiences and Outcomes	Benchmarks
<p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b</p> <p>I know that all forms of abuse are wrong, and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</p>	<ul style="list-style-type: none"> • Identifies different kinds of friendships and relationships. • Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. • Identifies positive things about own body image and appearance. • Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. • Demonstrates an understanding of diversity in sexuality and gender identity.

Learning Intentions

- Children learn about gender.
- Children consider gender-based prejudice and discrimination.
- Children view themselves as unique individuals.

Success Criteria

- I describe myself positively, recognising my unique attributes and interests.
- I can give examples of and can challenge gender-based prejudice and discrimination.
- I understand and accept diversity amongst my peers.

Resources to support this activity

- PowerPoint/Slides
- Being Fair situations/card game

Activity

1. Review and reflect back on the previous learning activity – remember key discussions and the activities where children explored stereotypes and they created a word search that captured the things that they like and make them unique.
2. Explain that in this lesson they will be thinking about how we can all be fair, and how children can have a **fair and equal life as boys and girls**. To do this the children are going to hear about some children and their stories, and also about some things about how girls and boys get on in school.
3. **Being fair**. Children have a strong sense of what is right and fair. This activity helps frame discussions and learning about gender in such a way. Have the children work in small groups of 3 and give them each a pack of the situations cards – explain that these are situations that could happen in a school or club or at home or in a shop (not necessarily *their* school, or clubs or homes etc so they need to imagine these situations can happen to children). The children are to decide which are fair and which are unfair, or if they are unsure the card goes into the ‘Not Sure’ category. (Please change the names used if you have a child in class with this name). If helpful split the game into two or more parts, checking in after each part.

Fair or unfair? You decide:

1. When the children queue for lunch its always girls’ first.
 2. The school uniform is the same for everybody.
 3. In the toy shop there is a girls’ section full of princesses and pink sparkly clothes and a boys’ section full of action figures, skateboards and bikes.
 4. Girls are told that people like their hair, or that they are wearing a nice dress. Boys get told they are good at things.
 5. In the nursery, all the girls’ coat pegs are pink and the boys’ coat pegs are blue.
 6. At home all the children are expected to do the same chores.
 7. After school the boys’ football team has a coach. The girl’s football team doesn’t.
 8. A new kid has arrived in school, someone said he’s a boy, but the new kid says their name is Ellie. Ellie doesn’t answer questions like “are you a boy or a girl?” Some boys have started to tease Ellie.
 9. In the classroom, when girls are chatting as they work that’s okay, when the boys chat they are told to keep their voices down.
 10. The teacher gets everyone to sit boy/girl because she says the boys behave badly when they sit together.
 11. In the clothes store there isn’t a girls’ or boys’ section anymore, just lots of clothes and children can pick.
 12. The teacher says that all subjects can be done by all children equally well.
 13. Every child in the class gets to do any activity they want – there’s no such thing as boys’ activities and girls’ activities.
 14. When the teacher asks for a helper, she usually picks a girl.
 15. Every child plays well together, it doesn’t matter what gender they are.
 16. When the children were in the class together last year one of their classmates was Leo, after the summer holidays Leo has come back to the class and is changing the way they look. Now Leo wants to be called Leah. Everyone is happy that Leah is happier now.
4. Give each group plenty of time to discuss and organise their piles, then bring them together to run through the situations and ask the groups to indicate: *Are these situations fair or unfair?* Discuss as you go, explore where there is broad agreement or disagreement, acknowledge differences of opinion. Where there are *not sure* responses ask why so and encourage discussion.

5. **Some important words and ideas.** Explain that as we are talking about being fair and including people equally whether girl or boy there are some interesting (possibly) new words that we need to learn. Use the slides to introduce each and clarify as you go, taking contributions and questions:

Prejudice is when you decide something about a person just because of the way they look, or maybe where they come from, so before you even get to know them you think something negative.

By way of further explanation, you can use something along these lines to explore further: Have you ever looked at someone and made a judgement about them just because of the way they look? And thought something bad about them? The most common types of prejudice are based on someone's gender (so thinking girls are not as good as boys) or race (so thinking someone of a different race is not as good as you).

Discrimination is about what you do, it is when you treat someone badly because of who they are.

Again, to deepen understanding you might go further: People can discriminate against someone because they are a different sex, or because they are from a different country or of a different race – in fact many different things. If you are treated unfairly just because of who you are, this is discrimination.

Sexism is a kind of prejudice and discrimination. It is when a person is put down or hurt or discriminated against just because of their gender.

And to encourage understanding you might expand: Mostly this happens to girls and women, but it can also happen to boys and men. If someone experiences sexism they might say, **"That's sexist"**.

6. **Welcome to our school!** Explain that you are going to imagine that some new children are coming to join the class. You will introduce them – say that you have a picture and a bit of information. Explain what you would like the children to do is to think about what they could do – individually or as a group (of friends or whole class) to welcome the new child. After introducing each child ask for shoulder partner discussion then contributions in the group, bringing in boys and girls into the conversation regardless of the child being presented. Take opportunities to be explicit about how a child can be picked when they challenge stereotypes. On the slides:

My name is Charlie *My favourite things are to play with my friends and my two dogs Salt and Pepper. When I was born my parents called me Charlene, I like to be called Charlie. I like to keep my hair cut short, and I don't like to wear dresses or things like that. Sometimes people can be mean, but I just get on with it, people just need to see me as Charlie.*

My name is Mikey *I like to read books and write stories. I don't like it when it's too noisy. My family are moving to this new place and I am coming to your school and I'm a bit worried about it. What if someone picks on me?*

My name is Robin. *I would say that people sometimes don't understand me very well. They look at me and they think 'oh, that's a girl', but then they look again and think 'oh that's a boy'. It seems like people get upset or confused because I want to be me and wear clothes I like and do things I like to do. I like to do sports stuff, I don't think it's fair that there are so many rules about being either a boy or a girl.*

7. End with recognition of all the learning the class have been doing about gender, friendships and getting along. Acknowledge contributions and kindness shown when talking about others. Remind everyone how important it is in this class/group to treat each other with respect.

Connecting with home

Text is provided with Activity 2.5.1

Further learning activities are available that connect to this RSHP curriculum content

- 2.5.1 Boys, Girls and stereotypes
- 2.5.3 What is transgender?

Practitioner Notes