



**Title: A fair and equal life for girls and boys**  
**Part 1: Stereotypes and equality**

**Level: SECOND**

**Links to Curriculum for Excellence**

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

We can also identify these additional CfE Experiences and Outcomes as being relevant to these activities; they sit within **Mental, Emotional, Social and Physical Wellbeing** within Health and Wellbeing. As the responsibility of all they do not have associated Benchmarks.

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 2-09a
- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2-10a

**Learning Intentions**

- Children learn about themselves, what makes them unique and the idea of diversity.
- Children consider stereotypes and gender-biased expectations.

**Success Criteria**

- I understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do.
- I can give examples of, and can challenge, stereotypes.
- I show respect for others.
- I understand and accept diversity amongst my peers.

**Resources to support this activity**

- PowerPoint slides
- My Word Search activity
- *Help kids learn about gender with Foxy* (duration 2 minutes 30 seconds) produced by amaze.org <https://youtu.be/lbhd-23mloc>

*Whenever you use content on a platform like YouTube please cue the film you intend to play in advance, check it is the film you want to view, and skip adverts.*

## Activity

- 1. Introduction:** RSHP learning is enhanced if children can sit together, gather together if you can. The introductory slides introduce basic concepts about how a child's sex is identified and how perceptions of a child can then be based on stereotypes. This is a reminder of First Level learning. The text *in italics* is suggested as some introductory explanation.

**Slide 1: A mum can find out what sex her baby is before it is born, or find out at the birth when the midwife will say the baby is a girl or a boy.**

*When a woman is pregnant she will have scans to check how the baby is developing. Sometimes a pregnant woman will ask the nurse or doctor to look and see if they can tell what sex the baby is. Whether the mum knows or not, when a baby is born she is told what **sex** the 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.*

**Slide 2:** Today we are learning about boys and girls having a fair and equal life.

*As we grow up, a person might think they know whether you are a girl or a boy because of the clothes you wear, or how you behave, or the things you like to do – but often these are just stereotypes.*

Children might know the term stereotype already, explain that to help everyone think more about this idea there are some questions to think about together.

- 2. Have you ever heard someone say 'that's boy's stuff?' Have you ever heard someone say 'that's girl's stuff?'** after some initial acknowledgement of the question use the questions on the subsequent slides to ask children to talk with a shoulder partner firstly, then get some feedback:
  - What kinds of things do you hear people say this about? Why do you think a person might say such a thing?
  - Say you are a boy that likes to do ballet, how would you feel if someone told you, you shouldn't do it because you are a boy?
  - Say you were a girl that liked to play football how would you feel if someone told you, you shouldn't play it, because you are a girl?
  - Can you think of any names people call a child if they are doing something that they think the child shouldn't do, *just because they are a boy or a girl?*

Children might identify the use of the word 'gay' as a put down. Acknowledge this, and that some people are gay or lesbian but of course this has nothing to do with who they can be as a boy or a girl. Acknowledge that name-calling can hurt, that it makes children feel sad or worried when someone tries to say they can't be who they want to be.

- 3. Boys? Girls? The Gameshow.** This would be best played as active move around game (some game show intro music in the slide...) where children go to a given spot in the space to indicate their choice of *girl* or *boy*, or could be played as a paired/small group discussion, or simply in the big group with a show of hands. If you go with the game show idea introduce a bit of fun with a big fake hand-held microphone so you can go to children to get individual comments. Explain that you will show a number of rules that children might be expected to follow. They *could* apply to both boys and girls, but which do they think *people would expect the rules to apply to mostly?* After each

go to wherever children have gone (or voted) and find out why so? Why would this be expected to fit boys more than girls, or girls more than boys? Why the pressure to be like this?

- Be sensible
- Don't cry
- Be good at fixing things
- Be neat and organised
- Don't be affectionate
- Be gentle
- Take risks and be daring
- Love sport

After running through the list ask children if they could pick all the things that they really want girls and boys *to be able to do equally – and why so?*

**4. Stereotypes.** Return to the idea that when people tell us that boys or girls have to be a certain way this is called a stereotype. Use the slide/clarify understanding.

A **stereotype** is an idea that people might have about a group of people based on how they look on the outside. When you stereotype people this is wrong, because what is on the outside is only a small part of a person. Sometimes, what you might think about a group of people might be true for some of them, but to say they are **ALL** something (and especially something bad) then that's a stereotype.

Ask the children: *What examples of stereotypes can we think of? Especially when it comes to girls or boys?* They may be able to suggest examples from media/social media, sports, school or home. Use some examples to start if it will help:

- All Scottish people wear kilts – NO (but some do sometimes)
- All dogs are dangerous – NO (but a small number might be)

After discussion and examples from the children clarify further along these lines: So, to say that something is a boy thing, or a girl thing is a stereotype. To say that a boy or a girl can't like or do something or behave in a certain way *because* they are a boy or girl just isn't fair. In Scotland we can do what we like to do or like what we like, whether we are a boy or a girl.

This animation clarifies the messages on stereotypes, *Help kids learn about gender with Foxy* (duration 2 minutes 30 seconds) <https://youtu.be/lbhd-23mloc>

**5. The idea of equality.** Share the slide with the word: **Equality**. Explain that this is an important word because to stop people being stereotyped or told they *can't* do something just because of who they are, then people need to have a fair and equal chance in life. Share the definition, and again through questions and conversation clarify as necessary.

**Equality is about being fair. Equality means making sure that every girl and boy, and every woman and man, has the same chances to make the most of their lives and talents.**

**6.** Share the final slide before the individual activity (read out) and discuss any responses.

**You are a unique person, you know who you are....**

**There are no rules about how to be a girl or a boy - be who you want to be.**

**That's why we say.... In this class, we are all individuals, different, unique and special.**

**7. My Word Search.** See prop. The purpose of the activity is to focus on the uniqueness of each child, to reinforce that what they like/like to do is affirmed. Introduce the activity along these lines. That today the children have been thinking and talking about what children can do and what they can like. There has been some discussion about stereotypes, that sometimes a person says you can't do something because you are a girl or a boy. So, this last activity is all about you. It's a blank word

search, there are 20 things listed that you might like to do – pick up to 10 of them. If you don't see what you like here, then you can add your own words. On the word search, put in the words you choose, circle the chosen words *on the list* so that the person doing your word search knows what to look for. When all your words are inserted, fill up the blank spaces with random letters.

8. Collect the completed word searches in and make 2 copies – one for children to do in class together (perhaps if they don't put their names on they can guess whose word search they have completed?) and one copy to take home for the children to do there.
9. To end, encourage some sharing about what the children like to do as shared in their word search.

### Additional ideas

- If they wish to do so, they can take their personalised word search home to do with someone there.
- *Should toys just be for girls or for boys?* Newsround <https://www.bbc.co.uk/newsround/24211824> (duration 2 minutes 12 seconds) for additional conversation about gender stereotyping in regard to toys.

### Connecting with home

*The following could be the basis of a short email/message home to parents/carers about this series of learning activities:*

As part of our RSHP (Relationships, Sexual Health and Parenthood) learning, we are exploring being a boy and girl. The children will learn that they can be whatever kind of girl or boy they want to be – with interests and ambitions that show them to be unique individuals. In our learning across lots of different subjects and activities we want girls and boys to be and feel equal and treat each other with respect. We will also learn that some people would like to have a different gender from the one they have been brought up in, this is called being transgender. Children will see and hear about these things in the media or from others and so it is important we give them good information and allow them to ask questions.

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

- Being fair
- Being transgender

### Practitioner Notes