



Title: Boys, Girls and Stereotypes
Part 2: More about Gender

Level: THIRD/FOURTH

Links to Curriculum for Excellence

Experiences and outcomes	Benchmarks
I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions. HWB3-46b	<ul style="list-style-type: none"> • Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. • Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. • Identifies and explains influence/impact of media, including social media and pornography on self-esteem and decision making.

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** group 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 3-09a
- 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 3-10a

Learning Intentions

- Young people learn about themselves, what makes them unique and the idea of diversity.
- Young people learn about gender and consider stereotypes and gender-biased expectations.
- Young people reflect on the experience of being transgender.

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 and I understand and accept diversity amongst my peers.

Resources to support this activity

- PowerPoint slides
- My friend is transgender (4 minutes 25) an animation by K. Kypers for amaze.org <https://youtu.be/9DO7wSU1tCA>

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.

NOTE: This activity continues a narrative across the RSHP resource that encourages young people to be whatever kind of girl or boy they want to be, free from stereotypes and gender-biased expectations. What is offered here is only one learning activity, in your class or setting there will be a need for a broader commitment to equality, this and prior activities can help engage young people in this work.

You may have a young person in your class who does not wish to be identified as either a boy or a girl. You may have a young person in your setting who experiences a marked incongruence between their experienced gender and the gender associated with their biological sex - you may have already been told by the young person themselves or by a parent/carer about the child's gender dysphoria. In these circumstances the duty remains to ensure a safe and healthy learning environment for this young person, respectful of their and their parents' wishes in terms of any changes they wish to make to things like name or dress or chosen pronouns. In any of these circumstances the young person may experience prejudice-based bullying and while this set of learning activities seek to promote kindness, empathy and rights, the learning activities will only be a part of how you create an inclusive, safe space for all learners.

As you work through the slides maintain an openness to the differences of opinion or views young people will have, matters of gender and gender identity are played out in the media young people are engaged with. They might support or challenge the use of some of the language, they might have different views about gender and gender identity, all of this okay if managed within the normal parameters of discussions with RSHP learning – questions or challenges should not be personalised nor unkind.

Activity

1. Start with a reminder that in the previous session young people were talking about being a girl/woman and boy/man and how they look, how they behave, or their aspirations should not be limited by stereotypes, by their sex or by expectations of what boys and girls should do.
2. Explain that in this session young people will be talking more about the idea of gender and how this differs from our biological sex. Use the series of slides, chatting and checking understanding as you go, draw on discussions from the previous session where helpful.
 - **People use the words *sex* and *gender*.** Sometimes people use them as if they mean the same thing. This can be confusing. So, what's the difference?
 - Our **sex** is fixed before we are even born – so a pregnant woman can find out the sex of her baby when she is pregnant, or if she doesn't know then when the baby is born the midwife will look at the baby and say whether it is a boy or a girl. For some babies this is not clear and so some tests would be done to make a decision.
 - **Gender** is a different thing. We could say that gender is a mix of our biological sex, how we feel about our identity and how we choose to express ourselves. Gender is also about how we experience life. For example, if someone thinks we are a woman they might treat us one way, if they think we are a man they might treat us a different way.
3. **Let's talk:** Having shared these slides and had some initial chat, build on learning from the previous lesson by exploring these questions in discussion.
 - Do you think you dress in ways that give clues as to your biological sex?

- Do you think you behave in ways that give clues to your biological sex?
- Are you free to express who you are – in the way you look or how you behave?
- Are your expressions limited by stereotypes of how masculine or feminine someone should be?
- Can you think of examples of how people are treated differently when they are thought to be a woman or a man? Does this happen to young people your age – have you been treated one way because you are/perceived to be a girl? Or in a particular way because you are/perceived to be a boy?

4. **How people talk about gender.** Introduce the next set of slides along these lines - acknowledge if young people have already used some of these terms in the discussion so far. *So these days when people talk about gender there are lots of different terms people might use, you might have heard them, they might be ways of talking about gender that describe you, or they might be terms you use yourself, or don't want to use. Let's just clarify what they are and what people mean:* (Pause and discuss each as you go)

- Most people describe themselves as girls/women or boys/men simply as a result of being born female or male (so because of their sex). Some people see themselves in a different way because of how they feel about, or choose to express their gender. When we talk about gender, there are lots of different terms people might use.

Let's clarify what some of the most common terms are, and what people mean:

- For some people their gender is not fixed, they don't want to be defined by being either a man or a woman. They might choose a different way to describe their gender, this might or might not match their sex, they might use the term **gender fluid** or **gender non-binary**.
- If a person describes themselves as **transgender** (sometimes people just say **trans**) they feel that the sex they were born does not fit with how they feel inside. So, a transgender woman lives as a female/woman today, but was born a boy. A transgender man lives as a male/man today, but was born a girl.
- A person might describe themselves as **cisgender** if they identify with, or express themselves in line with gender expectations associated with their sex (so they would say their gender matches their sex).
- A person might describe themselves as **gender non-conforming** if they do not identify as trans or gender non-binary / gender fluid and they also do not identify with gender expectations associated with their sex.

5. Acknowledge again that this might seem confusing some of the time – and that online and when you talk about sex and gender, people can have strong opinions. Ask young people if they are connected with some of these ideas or debates online – ask/explore: *Do they follow anyone who is exploring ideas of gender?* End this part of the activity with the message that the basic thing is to respect different views on sex and gender and remember there are no rules about how to be a girl or a boy - be who you want to be.

6. **My friend is transgender.** By way of further information and discussion about transgender identities watch the animation: *My friend is transgender* (duration 4 minutes 25)

<https://youtu.be/9DO7wSU1tCA>

Ask young people to share any thoughts. How would they react to and support a friend or peer who was coming to terms with being trans?

7. **Watch the animated song/film to end.** *Expressing myself my way* (3 minutes 36) a film by Dee Boyd by amaze.org - An animated song about gender identity <https://youtu.be/ITRdvGnplLU>
8. **End** with the 'help' information about ChildLine, explaining that ChildLine get calls and online contact from young people who have questions about gender, and the service is confidential.

Connecting with home

The text below could be used to communicate with home about the activities in this short block of learning.

Young people hear a lot through different media about gender. At school, as in society, we understand that people can have strong views about gender, our intention is to help our young people be critical, aware and kind when it comes to how they discuss the issues and also how they are toward others. As part of our learning we consider the experience of transgender young people, we are sharing this animation and short film.

My friend is transgender (duration 4 minutes 25) <https://youtu.be/9DO7wSU1tCA>

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

- Stereotypes and Equality

Some pupils may be interested in a definition of gender equality and gender from the United Nations:

Equality between women and men (gender equality): refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

Gender: refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age.

<https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

Practitioner Notes

