



Title: Similarity, diversity and respect
Part 3: Boys and Girls

Level: FIRST

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"> Recognises that everyone is unique and identifies similarities and differences. Explains that development and growth of each individual is different.

The RSHP resource learning activities provide information about Es/Os and Benchmarks associated with RSHP within Health and Wellbeing. The teacher/educator can make links to other curricular areas. In terms of this activity there are clear links to the *Mental, Emotional, Social and Physical Wellbeing* curricular area and so the relevant Experiences and Outcomes are also identified here:

- 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 1-09a
- 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 1-10a

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 show respect for others.
- 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.

Resources to support this activity

- PowerPoint Slides
- Paper/pens/crayons for *When I am grown up I want to be...* drawing
- Help Kids Learn about Gender with Scoop and Friends (duration 3 minutes) produced by amaze.org <https://youtu.be/St6t1WvbysU>

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

This learning activity is presented as 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.

This activity continues a narrative across the RSHP resource that encourages children 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 activity can help engage children in this work.

You may have a child in your class who at this early age does not wish to be identified as either a boy or a girl. You may have a child 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 child's parent/carer about the child's gender dysphoria. In these circumstances the duty remains to ensure a safe and healthy learning environment for this child, respectful of their and their parents and carers' 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 child may experience prejudice-based bullying and while this set of learning activities about similarity, diversity and respect 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 children.

Part 1

Image of mum and new-born: **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.

Images of boy and girl toddlers: **Today we are talking about being boys and girls.**

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, based on clues like what we are wearing or if we have long or short hair.

Ask: When you see a baby with their clothes on, are there any clues as to whether it's a boy or a girl? The image on the slide represents the pink/blue stereotype re clothes, children will pick up on this - 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 it's just something that's made up. It is a stereotype – a stereotype is when we say that all people in a group are or should be the same – so only boys should wear blue and only girls should wear pink.

Go on to explain that sometimes people say: “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 because you are a boy?

After some conversation explain that today and in other lessons the children will be continuing their conversation together that everyone is special and unique, and today is about being the girl or boy they want to be.

Part 2

Introduce along these lines (and of course encourage conversation): 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. (As you go, find out who likes to do these things).

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

To 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

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

To end: Of course, girls and boys can have all these feelings.

Part 4

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, any person can do any job, it doesn't matter if they are a man or a woman

Ask: Do any of you know what you want to do as a job when you grow up? Have some shoulder-partner discussion then feedback. Acknowledge and accept all ideas! Find out what inspires the children to have such an aspiration.

Part 5

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

So let's recap (along these lines):

- We have learned that your **sex** is what your parents are told you are when you are born – girl or boy.
- People might think they know your sex because of clues like the clothes you wear, or how you behave, or the things you like to do. But these things only tell them about what you like to wear and do, not about whether you are a boy or a girl.
- In Scotland, we say that your sex should not matter when it comes to things like clothes, how we feel, the jobs we do, and the activities we like: as girls and boys, as women and men, we are equal. But still, sometimes people will tell you "Oh a boy shouldn't do that" or "Oh a girl can't do that!". But you can.
- 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.
- We must always remember to be kind and thoughtful to all other boys and girls.

Watch the animation: *Help Kids Learn about Gender with Scoop and Friends* (duration 3 minutes) produced by amaze.org <https://youtu.be/St6t1WvbysU> It presents many of the points made so far in this activity.

Part 6: 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. Arrange for some colleagues to visit so that children can see gender stereotypes challenged – a female Police Officer, a male nurse....

Connecting with home

This text might be useful to connect learning with home:

We are continuing our learning on the theme of similarity, diversity and respect. We are learning that children can express themselves and be any kid of girl or boy they want to be. In our school/centre we encourage 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. We are talking about women and men doing whatever job they want to do. 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 have and express the same feelings and 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, they explore stereotypes and encourage an understanding of difference/diversity:

- 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

- *Part 1:* I am unique: My self portrait
- *Part 2:* We are similar and different
- *Part 4:* Disability
- *Part 5:* Heterosexual, Lesbian, Gay and Bisexual

Practitioner Notes