



Title: Boys, Girls and Stereotypes Part 1: Stereotypes and equality

Level: THIRD/FOURTH

Links to Curriculum for Excellence

| Experiences and outcomes | Benchmarks |
|--|---|
| <p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <p>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</p> | <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** 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

The learning intentions and success criteria are met with delivery of both parts of this topic.

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.

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
- Men/Women stereotype work sheet.
- *Man up means...* <https://youtu.be/lZyHCT-hdNs> (duration 47 seconds)

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: In this activity young people to think of an adult they look up to. Someone who helps them to think about being the best woman or man they want to be. What do they make them feel? Aspire to? It can be someone in their family, someone they know or don't know, someone who is famous. If possible, ask the class/group to do some thinking about this in advance.

Activity

1. Introduce the session along these lines: That in this session and the next, young people will be exploring the idea that 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. To get started hand out the activity: **Who should be doing this?** On it are a number of tasks or activities, the young people are to indicate whether each should be done by a man or a woman. Present the handout (to pairs?) as it is, as a binary choice, but don't say to young people they have to decide one or the other, just leave them to figure out how they want to respond.
3. After some time bring everyone together and share and compare – what was the reasoning behind their responses? Maybe they refused to say one or the other (or ticked both) because these things can be done by anyone? Maybe they said they chose to allocate to one sex because that's the way it mostly is? Maybe they live with one parent/carer who does everything?
4. Explain to the young people that a lot of the learning they will do as part of their PSE/RSHP classes are about how we can all be the kind of girl and boy (or woman or man) we want to be, free from what we might call stereotypes – so the first question: **What is a stereotype?** After some discussion, share the slide.

A **stereotype** is an idea that people might have about a group of other people. 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.

5. **Sex-based stereotypes.** Ask the young people to work in pairs or 3s with a large piece of paper (A3+), ask the young people to fold it down the middle and then open it up again. On one side ask the groups to list all the stereotypes they can think for girls and women, on the other side all the stereotypes they can think of for boys and men. Encourage them to consider stereotypes about **how people look, how they behave, what they think, what they do, what they are good or not good at....** If it helps get a few examples to get everyone going.
6. After some time, get feedback – identify as you go what relates to behaviour, looks, emotions, activities, jobs, aspirations.... Discuss where something might be true of some people (a girl that likes fashion, a boy that likes football) and ask when does something become a stereotype? If any of the characteristics identified are true for them, does this mean it's a stereotype or just a recognition of who they are? What's the root of things we like or think we are good at – has anyone steered them toward an interest or activity *because* they are male or female? Explore: What's the harm of stereotypes?
7. **Exploring stereotypes.** In the slides 3 sex stereotypes are highlighted. Share and discuss one by one – importantly, *what impact do they actually have? Would young people frame this impact as harmful?*
 - The first slide is the children's nursery rhyme – how does such a view limit or impact on children?
 - The second is a claim about boys and girls and doing science or technology subjects - share the myth/false belief then (2nd slide) the truth. Ask young people to think about the power such claims have over people's confidence? Do the young people ever feel limited or lose confidence because someone says, 'oh you're a girl/boy and they don't do that...'

- The third example is about expressing emotions, about boys being told to 'man-up' with a short film (2nd slide) challenging this and the need to help boys/men be emotionally healthy. Have some discussion: Where does such a stereotype come from? What impact does it have on boys and men? *Man up means...* <https://youtu.be/lZyHCT-hdNs> (duration 47 seconds)

8. Having explored the stereotypes, introduce the next slide with the question: **What is equality?** Take some initial thoughts. Then explain along these lines – *the opposite* of putting people in boxes and making decisions about them just because you know what sex they are, or some other characteristic is equality (share and discuss responses):

What is equality?

Equality is about making sure that every person has the same chances to make the most of their lives and talents.

It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

9. Pose the question on the slide and ask: **Can you think of any groups of people who might feel discriminated against or stereotyped?**

10. Share the next slide, did the young people mention these groups/communities?

To believe in equality means that we recognise that certain groups of people like girls and women, LGBT people, people with disabilities or people from Black/Minority Ethnic communities have experienced discrimination.

11. **Who do I look up to?** (This could be put to young people in advance of the class, some may come prepared!) Ask the young people to think of someone they look up to. *Someone who helps them to think about being the best person they want to be.* What do they make them feel? Aspire to? It can be someone in their family, someone they know or don't know, someone who is famous. If it is someone who has an online presence perhaps use tablets or phones to check them out online to help young people report back on who they are. Ask those who would like to share who they pick. The young people could source pictures and create a gallery.
12. End with the slide, a consistent message across RSHP learning, and give an indication that the class/group will explore more about gender in the next session, acknowledging that people have different ways to think about and express their gender.

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

Connecting with home

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

As part of our RSHP (Relationships, Sexual Health and Parenthood) learning, we are exploring sex and equality. The young people 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/young women and boys/young men to be and feel equal and treat each other with respect. We will also be exploring different ideas of gender, how young people talk about their gender and what it means to be transgender. Young people 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 explore ideas and ask questions. The overall message for the young people is that in our class we are all different, unique and special and that we should treat each other with care and respect.

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

- More about Gender

Additional activities:

- *What stands in the way of women being equal to men? A BBC News production* (duration 43 minutes 35) <https://youtu.be/ayj9EVc2ZLI> For young people working at Fourth Level

Practitioner Notes