



**Title: A fair and equal life for girls and boys**  
**Part 2: Being Fair**

**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

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

**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
- Being Fair situations/card game

## Activity

1. Review and reflect back on the previous learning activity – remember key discussions and the activities where children talked about the meaning of *stereotypes* and the meaning of the word *equality*. Then they created a word search that captured the things that they like and make them unique.
2. Explain that in this activity they will be thinking about how we can all be fair, and how children can have a **fair and equal life as girls and boys**. 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 sex/gender in such a way. Have the children work in small groups of 3 and give them each a pack of the situation 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 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 a name used). 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 it's 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 child 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.
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 sex (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. Again, the children may have examples of discrimination they can identify.

**Sexism is a kind of prejudice and discrimination. Sexism is the belief that members of one sex are less intelligent or less capable than those of the other sex. Sexism is when someone is treated unfairly just because of their sex.**

*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"**. Encourage some feedback from the children, make links back to the earlier card game.

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 of being a girl or boy.* 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.*** *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'. 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 stereotypes, 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 *Stereotypes and equality*.

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

- Stereotypes and equality
- Being transgender

### Practitioner Notes

