

Gender stereotypes and aspirations



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and act on guidance as appropriate.
- Reflect on gender stereotypical or sexist comments you have heard in class or in the school and use these to inform the lesson, particularly activity 3.



Resources required

- Worksheet H: Agree, Disagree, Not Sure printed onto card or paper.
- A short video clip of a person in a non-stereotyped job role.
- *Pink is for Boys* by Robb Pearlman, can be purchased from FPA.



Aim of lesson

- To develop an understanding of gender stereotypes.



Learning outcomes

- Pupils can take part in a discussion and respond respectfully to someone they don't agree with.
- Pupils can describe what a stereotype is.



Key questions

- What do I want to be when I grow-up?
- What or who might influence us to choose certain jobs?
- Can men and women do the same jobs?



Introduction to lesson

- *Ground rules* reminder with example rules specific to the lesson.
- Ask pupils if they remember from the previous lesson what 6-year-old Yasmine and Tom said they wanted to be when they grew-up: Yasmine (firefighter) Tom (showjumper).
- Then discuss with the class: now Yasmine and Tom are older, aged 7-9, do you think they have changed their minds about what they want to be? Explain that most people do change their minds about their future jobs throughout their lives.
- What do you think made Yasmine want to be a firefighter? What do you think made Tom want to be a showjumper? For example, influence from grown-ups around them; they saw in a book; heard about it on the radio or saw on the TV.

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Activities

- Set up areas of the classroom with agree/disagree and not sure. Read out the following statements and ask pupils to move to the area corresponding to their view. Ask pupils to discuss why they chose to go where they chose to go to, encouraging pupils to use positive language to debate with each other such as: *I agree with Seema because...*, *I disagree with Daniel because...* Do not comment on the discussion apart from praising those who debate positively and praise pupils who do not just 'follow' the rest of the class.
 - Women can be nurses.
 - Men can be nurses.
 - Women can be doctors.
 - Men can be doctors.
 - Women can join the army and fight in wars.
 - Men can work in nurseries looking after small children.
 - Show a short video clip of a person in a non-stereotyped job role.
- Give pupils a range of toy catalogues and ask them to see if they can work out why there are fewer men working in nurseries or fewer women who are mechanics. Explain that toy catalogues show us stereotypes as they expect boys to like playing with cars and girls to like playing with dolls. Explain that in our school it is fine for a boy to like sewing and a girl to like football. Explain that there are many ways to be a boy or to be a girl.
- Ask pupils to reflect on how stereotypes can be harmful. For example, they can limit our aspirations, or they can be used to bully and harm others. For example, 'boys don't cry' might be used to put down a boy showing his emotions.



Plenary and endpoint assessment

- Ask pupils to discuss in small groups what they would like to do as a job when they are older.
- Ask selected or volunteer pupils to share these with their reason why.
- Make the following points to end the lesson:
 - a. what we want to do is up to us and not related to whether we are a boy or girl;
 - b. we can change our minds about what we want to do;
 - c. we all need to work hard at school and on being a person that can work well with others to get the jobs we want;
 - d. in our school we don't say boys are like this...and girls are like that...or boys can do this... and girls can't do this...
- An end round such as 'something I have learned this lesson...'. This will help the teacher to identify any change in understanding or attitude. Similarly, pupils choosing non-stereotypical careers could indicate some positive learning.

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Embedding learning

- Throughout the week read *Pink is for Boys* by Robb Pearlman.
- Continue to practice language of agreement and disagreement. I agree with you because etc.



Additional resources to support learning

- If it is possible to get a local female police officer, fire fighter or a male nurse (or other gender stereotype challenging person), to attend this session that would provide positive role-modelling. Prior to the visit pupils could spend some time devising questions to ask the role models.

* FPA referral does not mean external resources and links are approved by the PSHE Association.

