


<p>Learning Objective: To recognise and understand the similarities and differences between people and how to challenge stereotyping.</p>	<ul style="list-style-type: none"> To identify similarities and differences between others and myself. *To understand what is meant by identity and how this can be confusing for some. To understand how gender identity and expression might conflict with each other. To consider how gender identity may affect someone and to recognise the different attitudes that arise from this. To understand and recognise stereotyping. To know how to challenge stereotypes. <p>Thinking Skills</p> <ul style="list-style-type: none"> Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Evaluate own evidence offered and that offered by others i.e. I think that example is... Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry Evaluate in some detail the range of possibilities <p>* Community should be consulted before this unit is taught.</p> <p>This unit may need to be adapted for your own school/community.</p> <p>Session 2 and the vocabulary list will need to be specific to meet the needs of your community and the children in your setting.</p>	
<p>Vocabulary: gender male female identity trans gender homosexual heterosexual bisexual gender neutral stereotypes characteristics attitudes accurate accuracy assumptions</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p>Recap of prior learning:</p>	
<p>1</p>	<ul style="list-style-type: none"> How to recognise personal qualities and individuality Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth 	<p>L.O. To identify similarities and differences between others and myself.</p> <p>Skills Focus: Evaluate own evidence offered and that offered by others i.e. I think that example is...</p> <p>Invite the children to suggest ways in which they are similar to each other. Now ways in which they could be different. In pairs, (friendship pairs would be best) the children should discuss how they are like their partners and how they are different.</p> <p>Explain how what you are like is part of your identity – its what makes you, you. Discuss that this can be identifying themselves as British, English, a sibling, a dependent etc. Does it matter if we are different from our friends? Discuss the children’s thoughts and let them lead the discussion with your support.</p> <p>At the end of the session, get the children to record their findings. I am like _____ because _____ I am different from _____ because _____</p> <p>Ensure that they produce the quantity and quality for Year 5 expectations using conjunctions etc. Ask them to reflect on how</p>

		<p>this helps them to identify with each other and themselves. Record their thoughts.</p>
<p>2</p>	<ul style="list-style-type: none"> What is individuality – what makes you unique? Some people are alienated because of that. Why is it? 	<p>*L.O. To understand what is meant by identity and how this can be confusing for some. (Be careful with this session and make sure that you know what you can and cannot talk about in your setting)</p> <p>Skills Focus: Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry</p> <p>Ask the children what is meant by gender. What does the word identity mean? Invite two children to look up these words in the dictionary.</p> <p>Begin with the terms male and female as the most commonly used terms to identify a person. As discussed in a previous lesson we can also identify with the place that we live or come from – English, British, Indian, Romanian etc...</p> <p>What other ways do we identify ourselves with? If this is as far as you are going with this area, the children could then use a template to complete details of their identity. Give each student 20 minutes to complete a piece of work about who they are, where they are from, interests and hobbies, likes and dislikes. They should use their interview sheet to help them plan and decide what to include. It's up to each student how he or she does this. Some may decide to complete a poem, piece of artwork, poster, song, descriptive writing, newspaper article, information booklet. You may wish to complete this task yourself ahead of time and model your work.</p> <p>The rest of this session then depends on what your setting has decided to allow for discussion. Carefully and only after consultation with leadership and the wider community, discuss the subject of gender identification. Encourage the children to ask questions to secure their understanding of terms that have been agreed with SLT and parents alike.</p>
<p>3</p>	<ul style="list-style-type: none"> Recognise and respond to challenging and conflicting feelings – strategies 	<p>L.O. To understand how gender identity and expression might conflict with each other.</p> <p>Skills Focus: Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Air feelings in a way that supports the enquiry Encourage others to contribute to an enquiry</p> <p>Share the clip below: https://www.youtube.com/watch?v=XjJQBjWYDTs Ask the children for their thoughts. Does our gender identity make us express ourselves differently? The girls in the film ran differently when they were asked to run like a girl to how they acted when they were just asked to run. How does this cause conflict with other people? Can a boy not take part in ballet because he is a boy? Would taking part make him something different?</p>

		<p>Share an example of your own – e.g., when I was younger I liked to climb trees and fix things – people called me a tomboy, but does this mean I was like a boy or I just liked doing things that interested me? What other examples can the children think of?</p> <p>Children to write a speech bubble of their thoughts from the session for their books.</p> <p>Invite some of the children to share their thoughts at the end of the session.</p>
4	<ul style="list-style-type: none"> Recognise when someone might need support – they are unkind to others as they are unhappy *Terms of relationships – respect all equally- any word can be used as an insult. 	<p>L.O. To consider how gender identity may affect someone and to recognise the different attitudes that arise from this.</p> <p>Skills Focus: Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Air feelings in a way that supports the enquiry Evaluate in some detail the range of possibilities</p> <p>Give the children a typical statement e.g. 'Only boys can wear blue' on the board or flipchart. Do you agree or disagree?' Explain your thoughts</p> <p>How might gender identity affect someone's behaviour? Watch: https://www.bbc.co.uk/news/av/magazine-40936719/gender-specific-toys-do-you-stereotype-children Pause at intervals and discuss the children's thoughts with them. What if the girls want to play with cars and the boys with dolls? How might this affect their behaviour as they grow up? Discuss the school who banned the girls from wearing skirts: In 2017, Priory School in Lewes updated its uniform policy to include a rule, which dictated that all new students must wear trousers. What effect do you think that this had on the pupils at the school? What about the boys who might want to wear skirts?</p> <p>https://www.youtube.com/watch?v=uopLUlluf-I How might Jessie have felt if her dad has not supported her? How might not being allowed to play football have affected her and her relationships with others? Follow up with this clip from Billy Elliot. https://www.youtube.com/watch?v=CH8HV5gXQB4 What are dad's feelings? What do you think will happen as a result of Billy showing his dad how much he wants to dance?</p> <p>To end the session ask the children to write statements relating to the issues of identity and how it can affect people. Keep these to make a class collection for books.</p>
5	<ul style="list-style-type: none"> Stereotyping – exclusion due to this. What is discrimination and what groups might be discriminated against? 	<p>To understand and recognise stereotyping.</p> <p>Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Air feelings in a way that supports the enquiry</p>

	<p>Race, sexuality, gender, faith.</p> <ul style="list-style-type: none"> Laws relating to discrimination. 	 <p>1) Ask pupils to decide (in their heads) which one of these six people in the pictures they would most like to have as their teacher. Most children can and will choose someone. This highlights that most people do make assumptions about people based only on what they look like. This is not always helpful, as you can never really know what a person is really like until you have got to know them.</p> <p>2) Ask everyone to guess which:</p> <ul style="list-style-type: none"> two people are doctors (C and E) person is a car mechanic (B) person plays the violin (D) person is a teacher (A) person is a headteacher (F) <p>This usually illustrates that the assumptions we make based just on what someone looks like can often be wrong.</p> <p>Without any discussion or clues show the children the following clip up to 1:17:</p> <p>https://www.youtube.com/watch?v=qv8VZVP5csA</p> <p>Discuss the children's thoughts. Follow up with this activity if time permits.</p> <p>https://www.twinkl.co.uk/resource/nz2-p-01-stereotypes-lesson-pack</p>
<p>6</p>	<ul style="list-style-type: none"> Stereotyping – exclusion due to this. What is discrimination and what groups might be discriminated against? Race, sexuality, gender, faith. Laws relating to discrimination. 	<p>L.O. To know how to challenge stereotypes.</p> <p>Skills Focus: Show appreciation for the comments of others i.e. that is a good point/that has made me think about... Question peers to support progress in an enquiry Air feelings in a way that supports the enquiry</p> <p>Present the children with the lifeboat challenge. You could laminate characters and give the children actual boats to make it more real. Agree some rules for speaking and listening in the group with the children to make sure that everyone is given a fair chance to participate.</p> <p>The children should work through the activity. The teacher and any other adults should take a back seat in this session and observe the children, listening to the children's comments and reasoning.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> Identifies and compares similarities and differences between themselves and others.

	<ul style="list-style-type: none"> • *Understands what is meant by identity and can describes their own identity. • Begins to recognise how gender identity and expression might conflict with each other. • Begins to understand how gender identity may affect someone and begins to recognise the different attitudes that arise from this. • Understands and recognises ways that people can use/be stereotyped. • Uses appropriate ways of challenging stereotyping.
<p>Resources needed for project:</p>	<p>Included in individual session planning. Lifeboat challenge</p>
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>	<p>Challenge: teacher to challenge children through AfL questioning throughout the lesson.</p> <p>SEND: Children to be provided with prompts, visual support etc.</p>