

Learning objective and success criteria	Before the lesson
<ul style="list-style-type: none"> • To begin to understand what is meant by a stereotype • I understand that stereotypes about boys and girls exist • I can explain why these are often incorrect • I can challenge stereotypes 	<p>Have ready</p> <ul style="list-style-type: none"> • PE hoops or a large piece of paper with big circles drawn on <p>Print</p> <ul style="list-style-type: none"> • <i>Activity: My favourite things</i> - (see Classroom resources) - one per pupil, there are two copies per sheet • <i>Activity: Card sorting</i> (see Classroom resources) - one per group of pupils
Attention grabber	
<p>Give each pupil a copy of the <i>Activity: My favourite things</i> and ask them to complete the short questionnaire. This activity can be completed as a whole class with you reading out each question and the children writing (or drawing) their answer.</p> <p>Ask the children to keep their answers secret for the moment and explain that you will be coming back to their answers later in the lesson.</p> <p>Key questions</p> <ul style="list-style-type: none"> • What are our favourite things? 	
Main event	

Put the children into groups with a mix of boys and girls. Give each group a copy of the *Activity: Card sorting* and two hoops or a large piece of paper with two circles drawn on it. Explain that they need to decide if the things on the cards are more likely to be liked or done by a 'boy' or 'girl'.

At the end of the activity discuss with the children how they found the task and if they had any problems with it. Some might say that they found things that could be both boys and girls. Explain that they are right but sometimes people think of things as being either for boys or girls. We call this a stereotyping.

Now tell the children that they can move their two hoops (or draw an extra circle) to give a crossover zone for 'everyone'. Ask the children to look again at their cards. Are there any they would like to move into the 'everyone' section?

Give the children time to discuss and challenge each other. You should also move around the groups and challenge some of their ideas. By the end of the activity the children should have all their cards in the 'everyone' zone. Explain by doing this they have overcome the stereotypes and shown it doesn't matter whether you are a boy or a girl, you can like and do whatever you want.

Now ask the children to look at their answers from the attention grabber activity. Do their answers fit with stereotypes of what boys or girls like or do they have differences? Take some time to discuss these answers and explain that their choices are their own but being a boy or a girl shouldn't make them feel they need to make certain choices. Explain that sometimes they will fit the stereotype and this is fine as long as they have decided that for themselves.

Key questions

- What is a stereotype?

Wrapping up

Discuss with the children how you want to make sure that in school stereotypes about boys and girls are avoided. Ask the children how they think they could help to achieve this, for example not laughing at someone when they do or like something usually associated with boys/girls, trying an activity usually associated with boys/girls and not assuming things based on whether someone is a boy or a girl.

Explain that you would like them to let you or each other know if they do spot stereotypes relating to being a boy or girl over the next few days.

Key questions

- What can we do to overcome stereotypes in school?

Glossary

- Stereotype
- Favourite
- Boy
- Girl

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding

indicated by: Being able to explain what a stereotype is.

Pupils working at greater depth indicated

by: Being able to explain why stereotypes are often incorrect and giving examples.

Pupils needing extra support:

Give examples to demonstrate that stereotypes are not correct e.g. children in the class who don't conform to the stereotype or adults the children know well.

Pupils working at greater depth: Could add their own ideas into the boy and girl categories during the initial sorting activity.