

Learning objective and success criteria	Before the lesson
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<ul style="list-style-type: none"> To recognise how attitudes to gender have changed over time I understand that attitudes and laws relating to gender have changed over time I can explain why gender equality is important 	<p>Have ready</p> <ul style="list-style-type: none"> <i>Activity: Gender stereotyping statements</i> (see Classroom resources) – one for the teacher <i>Presentation: Writing a newspaper report</i> (see Main event) Laptops, desktops or tablets Computers (optional) A4 paper (per group of pupils) Link: ‘BBC Bitesize – Emeline Pankhurst – Suffragette’ Link: ‘Gov.UK – History of Margaret Thatcher’ Link: ‘Space.com – Valentina Tereshkova: First woman in space’ Link: ‘National space centre – Helen Sharman: Britain’s First Astronaut’ Link: ‘Nursing Times – A brief history of men in nursing’ <p>Print</p> <ul style="list-style-type: none"> <i>Activity: Newspaper template</i> (see Classroom resources) – for pupils needing extra support
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Attention grabber

Handy out A4 sheets of paper to pairs or groups of children and ask them to write ‘Gender stereotypes’ in the middle of their sheet of paper. Then, ask them to create a mind map about anything they know anything about gender stereotypes, or recap learning from ‘RSE & PSHE, Year 4, Families and relationships, Lesson 5: Stereotypes: Gender’.

When the children have completed their mind map ask them to share some of their ideas.

Key questions

- What do we already know about gender stereotypes?

Main event

Explain to the children that many stereotypes have developed over time and that throughout history there have been different attitudes to males and females.

Read out the *Activity: Gender stereotyping statements* to the class and after each statement, ask the children to show if they agree or disagree with it by standing in the appropriate place in the room or by raising a designated hand (left or right).

Following each statement, use the discussion points and historical facts to confirm or challenge children's views. As part of this discussion, you can also look at the difference between the law and attitudes. In many cases, the law might say one thing but attitudes in society can take time to catch up.

You could also discuss issues between what the law says and the reality, for example, many issues still occur around equal pay and employers can use other reasons for justifying what they do.

Ask the children if they are aware of any other changes from the past which relate to gender.

Examples might include roles during WWII, women taking on significant roles e.g. Prime Minister, and men taking on what were once seen as female roles, such as nursing and teaching.

Ask the children to select an event from the list below, or one they have come up with themselves which they think is particularly of interest in light of the discussions in the lesson:

- Link: 'BBC Bitesize - Emeline Pankhurst - Suffragette'
- Link: 'Gov.UK - History of Margaret Thatcher'
- Link: 'Space.com - Valentina Tereshkova: First woman in space'
- Link: 'National space centre - Helen Sharman: Britain's First Astronaut'
- Link: 'Nursing Times - A brief history of men in nursing'

Explain to the class that they are going to write a newspaper article celebrating the change. The stories can reflect either changes for females or males. Display the *Presentation: Writing a newspaper report* to support their writing.

Pupils requiring additional support can use a copy of the *Activity: Newspaper template*.

Presentation: Writing a newspaper report

Show on your interactive whiteboard

Wrapping up

Ask some of the children to share their reports and then as a class, reflect on the changes they have found out about.

Ask the class if they think that there are still things they think need to change in relation to the way genders are treated. Explain that gender should not be an issue and that men and women should have the same opportunities and rights. Ask the children to write their wish for the future of gender equality. These ideas can then be shared with the class.

Key question

- What changes still need to be made in relation to gender?

Glossary

- Gender
- Stereotype
- Equality
- Change

Assessing pupils' understanding and progress

Next steps

Pupils with secure understanding

indicated by: Understanding that attitudes and laws around gender equality have changed over time.

Pupils working at greater depth

indicated by: Recognising the impact of changes and also that there are still things which need to be addressed.

Pupils needing extra support: Can use the *Presentation: Newspaper template* when writing their report and could benefit from being given information to support their chosen event.

Pupils working at greater depth: Should be challenged to demonstrate a greater understanding of the impact of change through their article.