

KS2 Workshop on Gender

Length: 1 hour 20 mins


Group: 20-30 students, Year 5-6

Outcomes:

Student will learn to:

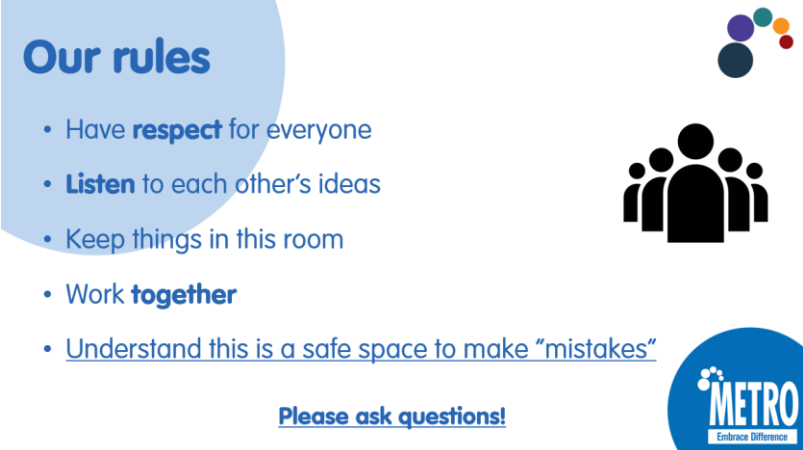
- Explain the meaning of gender.
- Explain the meaning of sexuality.
- Describe what "gender stereotypes" are and how they influence us.
- Identify how some LGBTQ+ people may be made to feel different to others.
- Suggest ways we can all help stop people being bullied for being different.
- Explain how to get help for themselves or other people.





Session Plan Summary


5 mins	Introductions and group agreement		
5 mins	Learning objectives and outcomes		
10 mins	What is gender? – YouTube video & discussion		
10 mins	Part 1 - Understanding Gender: Students explore what society says boy/girl should be like.		
10 mins	Part 2 - Understanding Gender: Students discuss the gender stereotypes in society.		
5 mins	What is sexuality?		
5 mins	The 'Genderbread Person'		
5 mins	The Equality Act 2010 & school values		
10 mins	I am going to... (assessment and plenary)		
10 mins	Question time (assessment and plenary)		
5 mins	Revisiting learning outcomes and wrap up (assessment and plenary)		
Time	Activity	Info	Resources
1 min	Intro	<p>Explain that today we will be doing a session exploring gender and sexuality.</p> 	<p>Slides</p> <p>Flipchart</p> <p>Pens</p> <p>Blue tac</p> <p>Group agreements flipchart</p> <p>Laptop/computer</p>

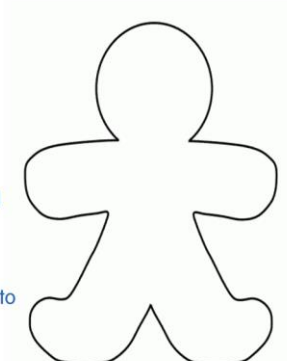

The PSHE Association quality mark applies to this workshop plan.

It should not be seen as an endorsement of any individual facilitator or organisation.


4mins	Our rules	<div data-bbox="454 347 1260 795">  <h3>Our rules</h3> <ul style="list-style-type: none"> • Have respect for everyone • Listen to each other's ideas • Keep things in this room • Work together • <u>Understand this is a safe space to make "mistakes"</u> <p><u>Please ask questions!</u></p> </div> <p>Talk through the rules and make sure everyone understands and agrees. Some clarifying questions could include:</p> <p><i>What do you think respect means?</i> <i>Why is it important to listen to each other?</i> <i>If someone says something private, how might they feel if we go and tell someone what they said?</i> <i>Why is it good to make mistakes?</i></p> <p>Use this opportunity to explain to them the concept of confidentiality and expand further on the 'Keep things in this room' rule is known as confidentiality. Explain that "when something happens that causes a big concern to us, or worries us or a member of staff, we may need to break this rule to ensure your safety and share this information with someone else outside this room. That would be your safeguarding lead who is here to make sure you're always safe.</p> <p><i>For the facilitator:</i> It is important that you know the safeguarding and child protection policies in place for your organisation or school. If a student does disclose anything that worries you in or after this session, you will need to follow the safeguarding procedure.</p> <p>Once introducing the rules, ask the class if there are any rules that they might want to add that can also be used during the workshop.</p> <p>After having explained the rules, introduce the concept of the 'question box' that is placed in the classroom. Explain that it is for them to use if they have a question they want to ask or don't feel confident raising it in front of everyone. The 'question box' is for them to use and will be anonymous. There will be time at the end</p>	
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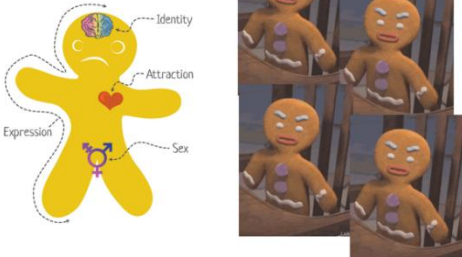

		for everyone to write a question and put it in the box, and there will be plenty of time to answer them all.	
5 mins	Learning Objectives and Outcomes	<p>Today we are learning...</p>  <ul style="list-style-type: none"> ... about what gender means to us and society. ... about how being seen as different can affect how people are treated. ... about people's experience of being seen different to others in school.  <p>Talk through the objectives and explain the things we are going to cover in the session.</p> <p>I can...</p>  <ul style="list-style-type: none"> ... explain the meaning of gender. ... explain the meaning of sexuality. ... describe what "gender stereotypes" are and how they influence us. ... identify how some LGBTQ+ people may be made to feel different to others. ... suggest ways we can all help stop people being bullied for being different. ... explain how to get help for myself or other people.  <p>Go through the learning outcomes and explain that they might not know what some of them mean right now, which is fine! By the end of the session they should be fairly confident doing each of these things. Ask the students to score each learning outcome with how confident they feel with their fingers.</p> <p>1 finger = Not confident 2 fingers = slightly confident 3 fingers = fairly confident (50/50) 4 fingers = very confident 5 fingers = extremely confident</p>	Slides


		This should help get an idea of where they are at the start of the session.	
10 mins	What is gender? – YouTube video & discussion	 <p>What is gender?</p> <p><small>If you are finished: Can we tell someone's gender by looking at them?</small></p> <p>Baseline assessment activity Discussion: What is gender? Split the group up into smaller groups depending on the group size. Explain that they will work with this group throughout the workshop.</p> <p>Once they are in their groups, give them 3 -5 minutes to discuss what they think gender is and what it might mean to them. Have them write down their ideas on flipchart paper that may be revisited towards the end of the lesson. For groups that include students with special educational needs, ensure that an adult sits with them for their discussion and note their ideas down if writing and recording are barriers for them. This adult should not prompt or give their thoughts, they should simply facilitate a discussion and provide support with note-taking.</p> <p>Use this time to go around the group and listen to their discussions.</p> <p>Once time is up, hear from one person from each group before moving onto the video.</p> <p>Once you have heard from a few of them, play the YouTube clip below for 3:01 minutes.</p> <p>https://www.youtube.com/watch?v=nWu44AqF0il</p> <p>After showing the short clip, ask the room what they saw and their perspective on the video.</p>	Slides Whiteboard Laptop/computer YouTube video

		<p>Some possible follow-up questions include:</p> <p><i>What did they do in the experiment?</i></p> <p><i>What did they find out?</i></p> <p><i>Why do you think they did that experiment?</i></p> <p><i>What do you think the intention of the experiment was?</i></p> <p><i>What do you think it shows us about gender?</i></p>	
10 mins	Part 1 – Thinking about gender stereotypes	<p>After having shown the students the YouTube clip, break them up into a task.</p> <div> <div> <p>Task:</p> <ol style="list-style-type: none"> 1. In your groups, you will be given one plain diagram of the Genderbread Person. 2. On that sheet, I want you to label what you think society thinks a boy and girl should look like and be like. 3. Think about the characteristics and what they might like doing, according to what society says. </div>   </div> <p>Activity: What does society expect boys and girls to be like? In their groups, hand out one plain 'Genderbread Person' sheet, ask them to think about what society says a boy/girl should look like and ask them to label and draw it. There should be one sheet per group.</p> <p>Get them to think about the characteristics that society says a boy/girl might have and what they might like to do – e.g. the sports they might like to play or what hobbies they might like to do.</p> <p>Make sure they label their diagram first. If they have time after, they can illustrate it.</p> <p>Allow 10 minutes for them to talk about it with their peers and label the diagram.</p>	<p>Flipchart</p> <p>Pens</p> <p>Genderbread person worksheet</p>
10 mins	Part 2 – Understanding why gender stereotypes exist in society	<p>Ask the class to put their hands up and share what they put down. Emphasise that we are sharing stereotypes that people have discussed, and we may or may not agree. Write up their ideas under the titles 'boy' and 'girl'.</p>	<p>Flipchart</p> <p>Pens</p>

		<p>Once all their ideas are up, ask them to discuss with their group whether they agree that all girls fit the ideas listed under 'girl' and all boys fit the ideas listed under 'boy'.</p> <p>If they do agree, challenge some notions that are just limited to one gender. (E.g., boys like to play video games. Challenge this by asking them to raise their hands if they play video games – it is likely there will be a mixed response. Highlight that it seems it is a mixed response therefore; we know this is a stereotype).</p> <p>End with the notion that it is bizarre that society tells you what a boy/girl looks like and might like to do. Facilitate a discussion about these stereotypes, where they come from, and why we follow them.</p> <p>Possible prompt questions:</p> <ul style="list-style-type: none"> - <i>Is there a rule book somewhere that tells us what boys/girls should be like?</i> - <i>Where do we learn stereotypes from?</i> - <i>How is someone treated if they don't fit into the stereotypes of boys/girls?</i> - <i>Would a boy would feel comfortable wearing a skirt in school? If not, why not?</i> <p>After the discussion, refer back to the 'Genderbread Person'.</p>	
5 mins	Understanding sexuality	<p>What is sexuality?</p> <p>What is sexuality?</p> <p><i>If you are finished: Can we tell someone's sexuality by looking at them?</i></p> <p>Have a brief conversation about what sexuality is and link it back to the assembly before reintroducing the Genderbread Person to the classroom.</p> <p>Some prompt questions could be to ask them the first thing that comes to their minds when they think about sexuality? Hear from</p>	Slides

		<p>a few and if someone mixes their answers up with gender, draw them back to what came from the gender discussion earlier and how sexuality might differ.</p> <p>Once a few have shared, explain that sexuality is who you are attracted to/ who you fancy. Get them to refer back to the flipchart and write on a fresh one what they think sexuality is.</p> <p>This is a good opportunity to help them distinguish between the two.</p>	
5 mins	The Gender bread Person	<p>Show the class the 'Genderbread Person'.</p> <p>The Genderbread Person</p>  <p>Explain the following:</p> <p>Identity: This is how you see yourself. Whether you see yourself as a boy, a girl, neither, or both.</p> <p>Expression: This is how someone chooses to express their gender. This can consist of how someone dresses, their tone of voice, their vocabulary, their posture etc.</p> <p>Biological sex: This is whether someone is born physically male, female or intersex.</p> <p>Attraction: This is who you are attracted to, who you develop feelings for.</p> <p>It is important to emphasise that these are all separate things. We can't assume someone's identity from their expression; their attraction from their biological sex, etc.</p>	Slides

		 <p>Explain that sometimes if someone is different, people are mean to them. Therefore, if someone is boy, and they fall in love with another boy – some people might think that that is different and treat them unfairly because of this.</p> <p>This should lead onto the next section.</p>	
5 mins	The Equality Act 2010 & school values	 <div data-bbox="858 996 1209 1064" data-label="Section-Header"> <h3>The Equality Act</h3> </div> <p>It is illegal to treat someone unfairly because of who they are attracted to, or their identity.</p> <p>This law protects the characteristics that we just spoke about when you saw the 'Genderbread Person' – sex, gender reassignment, and sexual orientation. It also protects you from being treated unfairly because of your race, your age, your religion, or if you are disabled.</p> <p><i>But there is something greater than the law – what might that be?</i></p> <p>It's us, we as a community can help others so that they're not bullied for what they look like or whom they like.</p> <p>Link this to the school's values. Explain that the school has values that they would like to see carried out in school which help to create a very welcoming and warm environment. On top of this, there are policies written for you and your school to protect you</p>	Slides

		<p>from any harm that may come your way – e.g. your anti-bullying policy. These protect you in the same way that The Equality Act protects us: they mean that all the adults in your school have a responsibility to keep you all safe and stop any bullying that might happen.</p> <p><i>Optional: If there's time, get the students to write down the values they'd like to see in their school – this can later to be used for a school display, e.g. tree of values.</i></p>	
10 mins	'I am going to...'	<p>Following on from the previous discussion, explain that as students they are part of the school, and have a responsibility to care for and support each other. Get the class to think of one thing they will do to support students who may be seen as different or be experiencing bullying because of who they are.</p> <p>Before setting them off to do this independently, gather some ideas from around the room. Encourage some momentum and positivity about ways that the students can support others in their school and the change that they can help happen.</p> <div data-bbox="541 1059 1259 1503" data-label="Image">  </div> <p>Give them some time to write it down on their blank 'Genderbread Person'. Students who need support with writing can be aided by adults in the room. Students who finish can be given the second genderbread person, which encourages them to think about what the school can do to support LGBTQ+ people/tackle bullying. Once finished, encourage them to share a few of their ideas.</p> <p>These can then be used as part of a display, to keep the conversation going.</p>	<p>Slides</p> <p>Blank Genderbread person</p> <p>Pens</p>

10 mins	Question time	<div data-bbox="464 344 761 392" data-label="Section-Header"> <h2>Question time</h2> </div> <div data-bbox="1165 320 1249 392" data-label="Image"> </div> <div data-bbox="464 443 1123 501" data-label="Text"> <p>Everyone needs to write down a question or a comment on their post-it note.</p> </div> <div data-bbox="464 530 786 560" data-label="Text"> <p>You will then put it into the box.</p> </div> <div data-bbox="464 589 999 618" data-label="Text"> <p>No one will know who has asked which question.</p> </div> <div data-bbox="464 647 836 676" data-label="Text"> <p>We will answer as many as we can!</p> </div> <div data-bbox="1110 640 1254 766" data-label="Image"> </div> <div data-bbox="450 799 1248 976" data-label="Text"> <p>Explain that now there will be time for everyone to ask questions about anything we have discussed today. They could be about gender, sexuality, about being trans, being bullied, etc. Emphasise that they will be completely anonymous and ensure the process is understood.</p> </div> <div data-bbox="450 1012 1252 1223" data-label="Text"> <p>Give out post-it notes and encourage all to write a question, to allow those who have questions to ask them without feeling self-conscious. If they do not have a question, they should write a comment on what they thought about the session. Collect up these questions in the box, and then answer them one by one from the box.</p> </div>	Post-it notes Question box
5 min	<p>Learning Objectives – check in</p> <p>(Assessment and plenary)</p>	<div data-bbox="464 1323 616 1366" data-label="Section-Header"> <h2>I can...</h2> </div> <div data-bbox="1031 1319 1230 1460" data-label="Image"> </div> <div data-bbox="464 1420 770 1447" data-label="Text"> <p>... explain the meaning of gender.</p> </div> <div data-bbox="464 1469 783 1496" data-label="Text"> <p>... explain the meaning of sexuality.</p> </div> <div data-bbox="464 1518 1080 1545" data-label="Text"> <p>... describe what “gender stereotypes” are and how they influence us.</p> </div> <div data-bbox="464 1568 1144 1594" data-label="Text"> <p>... identify how some LGBTQ+ people may be made to feel different to others.</p> </div> <div data-bbox="464 1617 1144 1644" data-label="Text"> <p>... suggest ways we can all help stop people being bullied for being different.</p> </div> <div data-bbox="464 1666 935 1693" data-label="Text"> <p>... explain how to get help for myself or other people.</p> </div> <div data-bbox="1110 1637 1254 1762" data-label="Image"> </div> <div data-bbox="450 1796 1244 1868" data-label="Text"> <p>Go back to the learning outcomes and ask the students to score each learning outcome with how confident they feel.</p> </div> <div data-bbox="450 1904 743 1939" data-label="Text"> <p>1 finger = Not confident</p> </div> <div data-bbox="450 1937 802 1975" data-label="Text"> <p>2 fingers = slightly confident</p> </div> <div data-bbox="450 1973 873 2009" data-label="Text"> <p>3 fingers = fairly confident (50/50)</p> </div>	Slides

		<p>4 fingers = very confident 5 fingers = extremely confident</p> <p>This should help get an idea of how they've found the session and where they're at now.</p> <p>Invite students to look back at their notes on flipchart paper from the beginning of the lesson and either discuss or, in a different colour pencil/pen, change anything they now feel should be different and/or add their new learning.</p> <p>Wrap up by checking in whether they feel they have covered the learning objectives highlighted earlier and acknowledge how great they have been throughout the workshop.</p> <p>Some possible clarifying questions: <i>How do you think you would describe gender after all of our discussions today?</i> <i>Where do stereotypes come from?</i> <i>Are stereotypes always true?</i> <i>What is something new that you have learnt today?</i> <i>What are you going to do to stop people being bullied for being different?</i></p> <div style="text-align: center;">  </div> <p>Finish up by thanking the class for the workshop, and reminding them that if they want to talk about anything at all that has come up in the workshop then they can either talk to METRO Charity (if we will be around for more time during the day), or their teachers. Their teachers are all happy to talk to them about any of these things. Also remind them of the safeguarding lead.</p>	
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For more information about how METRO Charity can support your school contact us at www.metrocharity.org.uk, by phoning 020 8305 5000 or emailing schools@metrocharity.org.uk.