Educate Together / Plan Resource Project

Topic: Gender Identity
Sub Topic: Being a Boy/Girl
Lesson: 2

Date:
Subject: Learn Together Programme
Class level: 1st/2nd Class (Ages 6-8)

Learning objectives:
This lesson explores assumptions we make about what other children like based on their gender and how these stereotypes are not always true.

Strand: Equality and Justice
Strand Unit: The Democratic Process
Strand Unit: Activating Equality through positive action

Content Objectives:
- To explore an issue in depth such as ‘gender’ comparing issues at a community, local and global level.
- To help children to explore their own values and attitudes in relation to others, to the local and global context.
- To encourage empathy for and understanding about children living in different countries.

Lesson Objectives:
- Recognise, through personal choice, some differences between boys and girls
- Question stereotypical views on gender by comparing these choices to those of children from other parts of the world

Learning activities:

Introduction:
- If lesson 1 has been taught, teacher reads out a selection of worksheets.
- If lesson is being taught standalone, teacher can use Appendix 1.
- Teacher will read these out to the class. E.g. I am 7. I like x. My favourite colour is y.
- Class then orally responds to these statements. Do they agree with them? Why? Why not? Is this a boy or girl? Why?

Development:
- Teacher shows children 8 images of children from around the world (see PowerPoint).
- Teacher reads out the likes and dislikes of each child (randomly).
Teacher splits children into mixed ability groups and they must try to decide which child (A – H) fits the statement (1-8). (Depending on time each group only does 2-3!)
Teacher can pass out a copy of the images so that children can mark image 1-8 if they choose.
Children must then orally explain the reasons for their decision.

Conclusion:
- Teacher reads out the results from the class.
- Are the children surprised? Why? Why not?
- Teacher leads class discussion of the results, noting there is no right or wrong answer and leading class to understand that what people like and don't like to do should have nothing to do with being a boy or girl. (Depending on the level of the class the concept of ‘gender stereotype’ could be introduced.)

**Linkage and Integration for this lesson:**

**Geography:** People in other lands.

**SPHE:** Myself - Self-identity - Self-awareness - Recognise and appreciate the similarities and differences between people.

**Differentiation:**
- Children will be differentiated by role in the group. Some children can write answers, others may be more comfortable expressing the reasons for their answers.

**Assessment:**
- The children will self assess by correcting their answer sheets.
- They can also revisit their initial answer and decide if they should change it.

**Resources:**
- IWB
- PowerPoint presentation
- My Likes – Appendix 1
- Printed copy of images
Extension Activities: (Ideas to extend this sub topic in EE and other subjects)

- Project on children from a particular country – Choose a country and look at ‘A Day in the Life’ of that child, comparing with their own experience
- Class collage on ‘What girls and boys in our class like the most’: list things that children say they like and rank them according to which receives the most votes, then children draw the top 15 things mentioned
- Class project to locate images that challenge stereotypes about what girls and boys like i.e. girls boxing, men/boys wearing pink/long hair, women pilots/race car drivers etc. Make a classroom display of the images.
- Lesson looking at who children are and how they are similar to each other all over the world. Looks at a child from India and a child from Mexico. [http://www.oxfam.org.uk/education/resources/our_food_our_world/files/lesson4_who_am_i.pdf](http://www.oxfam.org.uk/education/resources/our_food_our_world/files/lesson4_who_am_i.pdf)

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