

Stop, start, stereotypes

Year: Y5

Subjects and Issues

◆Bullying ◆Diversity ◆Identity ◆Prejudice ◆Respect ◆Rules and laws ◆Stereotypes ◆ Relationships education ◆LGBT+ ◆Relationships ◆Gender ◆Law

Introduction

Ask if anyone can explain what they think is meant by the term stereotype.

Look at two definitions on IWB (see Resources needed area):

1. *An often unfair and untrue belief that many people have about all people or things with a particular characteristic.* [Source: Merriam-Webster dictionary]
2. *A set idea that people have about what someone or something is like, especially an idea that is wrong.* [Source: Cambridge dictionary]

Ask the class to think of any well-known stereotypes [e.g. an absent minded professor; boys don't wear pink; girls don't play football; girls can cry but boys can't; all gay men act like females.]

Ask children to reflect on whether these stereotypes are based on fact or on assumptions and prejudice, concluding that some people might be like this but many won't be. (You can show the definition of prejudice at this point, to help explain that stereotypes are based on pre-judging people, (prejudice) before knowing them. See definition on IWB slide in Resources needed area).

There are often stereotypes around the issues of sex, gender and sexual orientation.

These definitions may be helpful when introducing this:

- **Biological sex:** a label that someone is assigned (by a doctor) at birth. Female - XX chromosomes, has a vagina and ovaries. Male - XY chromosomes, has a penis and testes.
- **Gender identity:** how a person feels about themselves in their head. Whether they feel they are a boy or girl or neither.
- **Gender expression:** how a person shows their gender by the way they act, behave, dress etc.
- **Sexual orientation:** who someone is attracted to, physically and emotionally attracted, e.g. a person of the opposite sex, a person of the same sex, or both (bisexual).

For further information regarding children who feel uncomfortable with the gender they were assigned at birth, or are unhappy with the gender role that society requires see the Gender Identity Development Service website commissioned by NHS England. View this here. (<https://gids.nhs.uk/parents-and-carers#why-does-my-child-feel-this-way>)

People who are seen to be different are often bullied.

First reminding the children of the Class Agreement (and that it's not appropriate to use names if the examples are of people they know; instead, just say 'someone' or 'a person') discuss examples of this. These could include:

- The word gay is sometimes used as an insult
- A gay man might be called names

- People laugh at a boy who likes to bake cupcakes or design clothes
- A girl who wears jeans and has short hair who gets called a boy

Activity – Stop Start

On a blank A4 piece of paper, each child draws a circle in red, writing STOP at the top, but inside the circle. Also in the circle, they then write what people do or say to bully someone else about their gender, expression or sexuality.

Ask for some examples and share these. Discuss whether it is OK for people to be treated in this way? [No. Emphasise that is also against the law.]

Discuss together how this behaviour can be stopped. Take several ideas. Look at what is written in the red circle then ask:

- What could someone start to do to make this behaviour better?

On a separate piece of A4 paper, each child now draws a green circle, writing START at the top, inside the circle. They then write in the middle what behaviour should replace the bullying behaviour (words or actions) e.g. In the STOP circle, the phrase 'shouting poof at a gay man' would be countered with START smiling and being friendly. Similarly STOP saying boys don't cry. START saying everyone should be able to show their feelings.

Plenary

Cut out all the circles, keep the pairs together. Make a chain all the way around the walls of the classroom with the red followed by the green. Ask for volunteers to read theirs to the class. Everyone reads along the chain.

Summarise by reminding everyone that bullying of any kind, verbal or physical, is unacceptable. Also ask children to list people that can help if someone is being bullied [e.g. trusted adult, parent, friend, lunchtime supervisor, grandparent etc.]

Learning Outcomes

Children will be able to:

- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.