



## STONEWALL LESSON PLANS – Challenging Gender Stereotypes

This Women's History Month, we've written some lesson plans to help you discuss and challenge gender stereotypes with your pupils. Adapt the lesson plan to best suit the needs of your class and to fit the amount of time you have available. For the Year 3/4 or P4/P5 lesson we've included differentiated activities for pupils who are working on P-Scales. Teachers in SEND/ASN specialist schools may wish to mix and match activities from across the two lesson plans. Each lesson has a PowerPoint and resources that you can use to support your whole class teaching. Other suggested resources are noted in each lesson plan.

### Who are Stonewall?

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people. At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full. Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter. To find out more about our work, visit us at [www.stonewall.org.uk](http://www.stonewall.org.uk).

### Join our Education & Youth programmes

Our experienced team are proud to have supported many primary and secondary schools, colleges, Local Authorities and Multi Academy Trusts to challenge bullying and celebrate diversity.

We offer online training for education staff; an awards scheme; membership programmes; consultancy; a wide range of resources.

To find out how your school, college or setting can benefit from working with Stonewall, visit [www.stonewall.org.uk/schools-colleges](http://www.stonewall.org.uk/schools-colleges).



## Year 3 and 4 – England and Wales

### P4 to P5 – Scotland

**Learning objective:** To be able to actively contribute to a group discussion

Activity	Details	Resources
Pairs: Match it up	<p>In pairs or threes, children match the job titles to the explanations of the jobs.</p> <p><i>SEND/ASN adaptation: Children match the name of the job to a photo of the person doing the job. Practice using the signs of the symbols for the job.</i></p>	<p><b><u>PowerPoint:</u></b></p> <ul style="list-style-type: none"> <li>Challenging Gender Stereotypes PowerPoint Year 3 Year 4 P4 P5</li> </ul>
Class activity: Draw a.....	<p>Ask children to draw a civil engineer on their whiteboard. Give them a few minutes to do it and then ask them to hold their board up.</p> <p>As a class discuss what the civil engineers all had in common. Encourage children to explain why they chose to represent the engineer in that way. Use questioning to draw out discussion: For example, “You drew the engineer wearing trousers, do you think all engineers wear trousers?”</p> <p>Repeat for:</p> <ul style="list-style-type: none"> <li>Racing Driver</li> <li>Helicopter Pilot</li> <li>Chief executive</li> </ul> <p>Discuss any stereotyped views of gender that arise from the discussion.</p> <p><i>SEND/ASN adaptation: Students sort photos of engineers, racing drivers, helicopter pilots and chief executives. Discuss what sort of clothing and equipment they might need for their job. You can then use the pictures to discuss that these jobs could done be a man, woman or non-binary person.</i></p>	<p><b><u>Paper resources:</u></b></p> <ul style="list-style-type: none"> <li>Challenging gender stereotypes glossary (included in the poster set)</li> <li>Stonewall Challenging Gender Stereotypes Posters</li> <li>Jobs and definitions matching activity</li> </ul> <p><b><u>Resources for SEND/ASN differentiated activities</u></b></p> <ul style="list-style-type: none"> <li>Photos of engineers, racing drivers, helicopter pilots and chief executives</li> <li>Sorting boxes</li> </ul> <p><b><u>Signs/Symbols</u></b></p> <ul style="list-style-type: none"> <li>Boots</li> <li>Brave</li> <li>Calculator</li> <li>Car</li> <li>Charlie</li> </ul>

		<ul style="list-style-type: none"> <li>• Computer</li> <li>• Desk</li> <li>• Dislike</li> <li>• Engineer</li> <li>• Fast</li> <li>• Gloves</li> <li>• Hard hat</li> <li>• Headset</li> <li>• Helicopter</li> <li>• Helicopter pilot</li> <li>• Helmet</li> <li>• Helmet</li> <li>• Jumpsuit</li> <li>• Like</li> <li>• Man</li> <li>• No</li> <li>• Non-binary person</li> <li>• Not racing driver</li> <li>• Phone</li> <li>• Racing driver</li> <li>• Steering wheel</li> <li>• Suit</li> <li>• Tape measure</li> <li>• Tyres</li> <li>• Wheels</li> <li>• Woman</li> <li>• Yes</li> </ul>
<p>Group activity: Challenging our perceptions</p>	<p>Give each group of children a different poster from the <i>Challenging Gender Stereotypes</i> poster set (only give out: racing driver, helicopter pilot, CEO and civil engineer posters) – place it face down on the table.</p> <p>Tell children the profession they have been given – give them 5 minutes to discuss who they had each drawn for that profession. They can use the definition that matched the job title from the starter activity to remind them what the job entails.</p> <p>Each group should nominate a chairperson to lead the discussion, a scribe to make notes and a spokesperson to feed back to the class.</p> <p>Children to then look at the poster and answer the questions as a group:</p> <ul style="list-style-type: none"> <li>• Does anything surprise you about this poster?</li> <li>• Did the person look like you expected?</li> <li>• How are they different to what you expected?</li> <li>• Has this poster helped you to learn anything?</li> <li>• What skills would you need to do this job?</li> <li>• Would you like to do this job?</li> </ul> <p>Once they have completed their discussion, they should work together to make a poster. They should stick their poster in the middle of a sheet of A3 paper and write their answers to the questions around the outside of the poster.</p> <p><i>SEND/ASN adaptation: Allocate each student or group of students to a profession. They should use the photos they had sorted to make a poster representing that job.</i></p>	<p><b>Other resources:</b></p> <ul style="list-style-type: none"> <li>• Whiteboards and pens</li> <li>• A3 paper</li> <li>• Felt pens</li> </ul>



<p>Plenary: What did we learn?</p>	<p>Children present their posters to the class.</p> <p>Discuss with the children that quite often we have certain ideas about jobs based on stereotypes, but that we don't need to be held back by those stereotypes. No matter what your gender is, all careers are a possibility for you.</p>	
--	---	--



## Year 5 and 6 – England and Wales

### P6 to P7 – Scotland

**Learning objective:** To be able to give a presentation

Activity	Details	Resources
<p>Pairs: Match it up</p>	<p>In pairs or threes, children match the job titles to the explanations of the jobs.</p>	<p><b><u>PowerPoint:</u></b></p> <ul style="list-style-type: none"> <li>Challenging Gender Stereotypes PowerPoint Year 5 Year 6 P6 P7</li> </ul>
<p>Class activity: Draw a.....</p>	<p>Ask children to draw a civil engineer on their whiteboard. Give them a few minutes to do it and then ask them to hold their board up.</p> <p>As a class discuss what the civil engineers all had in common. Encourage children to explain why they chose to represent the engineer in that way. Use questioning to draw out discussion: For example, “You drew the engineer wearing trousers, do you think all engineers wear trousers?”</p> <p>Repeat for:</p> <ul style="list-style-type: none"> <li>Racing Driver</li> <li>Helicopter Pilot</li> <li>Chief executive</li> </ul> <p>Discuss any stereotyped views of gender that arise from the discussion.</p> <p><i>Note: The glossary page in our Challenging Gender Stereotypes poster set has useful child friendly definitions to help children’s understanding in this lesson.</i></p>	<p><b><u>Paper resources:</u></b></p> <ul style="list-style-type: none"> <li>Challenging gender stereotypes glossary</li> <li>Stonewall Challenging Gender Stereotypes Posters</li> <li>Jobs and definitions matching activity</li> </ul> <p><b><u>Other resources:</u></b></p> <ul style="list-style-type: none"> <li>Whiteboards and pens</li> <li>Laptops/ICT suite</li> </ul>

<p>Group activity: Challenging our perceptions</p>	<p>Put children in groups of 3. Give each group a different poster from the <i>Challenging Gender Stereotypes</i> poster set (only give out: racing driver, helicopter pilot, CEO and structural engineer posters) – place it face down on the table.</p> <p>Tell children the profession they have been given – give them 5 minutes to discuss who they had each drawn for that profession.</p> <p>Children to then look at the poster and answer the questions as a group:</p> <ul style="list-style-type: none"> <li>• Does anything surprise you about this poster?</li> <li>• Did the person look like you expected?</li> <li>• How are they different to what you expected?</li> <li>• Has this poster helped you to learn anything?</li> <li>• What skills would you need to do this job?</li> <li>• Would you like to do this job?</li> </ul> <p>Once they have completed their discussion, they should work together to make a presentation about the profession they had looked at – ideally they should create a PowerPoint, however they could write a speech if the class doesn't have access to laptops or the ICT suite. The presentation should include their answers to the discussion questions. They could research the specific profession online and add that information to the presentation.</p> <p><i>Note: Ensure that you re-iterate safe searching techniques with the children before they use the internet to research the profession.</i></p>	
--	---	--



<p>Plenary: What did we learn?</p>	<p>Children give their presentations to the class.</p> <p>Discuss with the children that quite often we have certain ideas about jobs based on stereotypes, but that we don't need to be held back by those stereotypes. No matter what your gender is, all careers are a possibility for you.</p>	
--	--	--

## Jobs and job descriptions matching activity

<p style="text-align: center;"><b>Chief executive</b></p>	<p style="text-align: center;"><b>Civil engineer</b></p>
<p>The person in charge of a company or an organisation. As part of their job they are in charge of all the members of staff. They have the final say on any decisions that are made and they are often the spokesperson for the organisation.</p>	<p>A person who designs roads, bridges, dams and similar structures. They need to have good knowledge of the properties of different building materials. In addition to this, they need to be good at maths so that they can calculate the forces that will be acting on the different structures.</p>
<p style="text-align: center;"><b>Racing driver</b></p>	<p style="text-align: center;"><b>Helicopter pilot</b></p>
<p>This person races cars for a living. They have to be able to drive safely at high speeds and use tactics to win the race. It is important to work as part of a team as they are often given instructions through their headset.</p>	<p>Someone who flies helicopters for a living. They might be in the armed forces or the emergency services. Police helicopters are often used to track suspected criminals, whilst coastguard helicopters are used to rescue people in trouble at sea. There is a whole crew on board a helicopter.</p>