



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 Reception/P1 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.

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.



Reception – England and Wales

P1 – Scotland

Learning objective: To be able to share my opinions

Activity	Details	Resources
<p>Class activity: Draw a racing driver</p>	<p>Show a picture of Charlie Martin's racing car. Tell the children that it belongs to a racing driver called Charlie Martin.</p> <p>Ask the children to draw a picture of a racing driver on their whiteboard. What do they think a racing driver might look like?</p> <p>Give them 5 minutes to do it and then ask them to hold their board up.</p> <p>As a class discuss what the racing drivers all had in common. Encourage children to explain why they chose to represent the racing driver in that way. Use questioning to draw out discussion: For example, "Did anyone draw a woman?"</p> <p>Show the class the photo of Charlie. Were any of them surprised that she's a woman? Discuss that not many women are racing drivers but that doesn't need to be the case. Explain that sometimes people have the idea that some jobs are for men and that some jobs are for women, but anyone can do any job.</p> <p><i>SEND/ASN adaptation: For students unable to draw a picture of a racing driver, they could complete a sorting activity (racing driver vs not racing driver). Make sure that your racing driver pictures include pictures of women. You can then use the racing driver pictures to discuss that a racing driver could be a man, woman or</i></p>	<p><u>PowerPoint:</u></p> <ul style="list-style-type: none"> Challenging Gender Stereotypes PowerPoint Reception P1 <p><u>Paper resources:</u></p> <ul style="list-style-type: none"> Stonewall Challenging Gender Stereotypes Posters Racing car outline worksheet <p><u>Video</u></p> <ul style="list-style-type: none"> Charlie Martin Racing Showreel 2015 https://www.youtube.com/watch?v=fMIbssFfums <p><u>Other resources:</u></p> <ul style="list-style-type: none"> Whiteboard and pen <p><u>Resources for SEND/ASN differentiated activities</u></p> <ul style="list-style-type: none"> Photos of racing drivers and people with other jobs. Sorting boxes <p><u>Signs/Symbols</u></p>



	<p><i>non-binary person. Discuss what protective equipment they need, using the pictures as prompts.</i></p>	<ul style="list-style-type: none"> • Boots • Brave • Car • Charlie • Dislike • Fast • Gloves • Helmet • Jumpsuit • Like • Man • No • Non-binary person • Not racing driver • Racing driver • Steering wheel • Tyres • Wheels • Woman • Yes • Symbols for a range of colours
<p>Class activity: Would you be a racing driver?</p>	<p>Watch the Charlie Martin Racing Showreel.</p> <p>Ask the children: Would you like to be a racing driver? Why/why not? Think. Pair. Share.</p> <p><i>SEND/ASN adaptation: Use symbols to support.</i></p>	
<p>Individual activity: Design a racing car</p>	<p>Children design a racing car for Charlie Martin by decorating the racing car outline on the worksheet. Remind them that it's important to avoid gender stereotypes – just because Charlie is a woman, it doesn't mean that she wants a pink car, colours are not gendered.</p> <p><i>SEND/ASN adaptation: Print the worksheet onto A3 if needed.</i></p>	
<p>Plenary: Peer assessment</p>	<p>Children show their racing car design to a partner, who should tell them what they like about the design and what they would improve.</p> <p><i>SEND/ASN adaptation: Use symbols to support.</i></p>	



Year 1 and 2 – England and Wales

P2 to P3 – Scotland

Learning objective: To be able to explain my opinions

Activity	Details	Resources
<p>Class activity: Draw a racing driver</p>	<p>Show a picture of Charlie Martin's racing car. And tell the children that it belongs to a racing driver called Charlie Martin.</p> <p>Ask the children to draw a picture of a racing driver on their whiteboard. What do they think a racing driver might look like?</p> <p>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 racing drivers all had in common. Encourage children to explain why they chose to represent the racing driver in that way. Use questioning to draw out discussion: For example, "Did anyone draw a woman?"</p> <p>Show the class the photo of Charlie. Were any of them surprised that she's a woman? Discuss that not many women are racing drivers but that doesn't need to be the case. Explain that sometimes people have the idea that some jobs are for men and that some jobs are for women, but anyone can do any job.</p>	<p>PowerPoint:</p> <ul style="list-style-type: none"> Challenging Gender Stereotypes PowerPoint KS1 P2 P3 <p>Paper resources:</p> <ul style="list-style-type: none"> Stonewall Challenging Gender Stereotypes Posters Racing car outline worksheet) <p>Video</p> <ul style="list-style-type: none"> Charlie Martin Racing Showreel 2015 https://www.youtube.com/watch?v=fMIbssFfums <p>Other resources:</p> <ul style="list-style-type: none"> Whiteboard and pen
<p>Class activity: Would you be a racing driver?</p>	<p>Watch the Charlie Martin Racing Showreel.</p> <p>Ask the children: Would you like to be a racing driver? Why/why not?</p> <p>Think. Pair. Share.</p>	



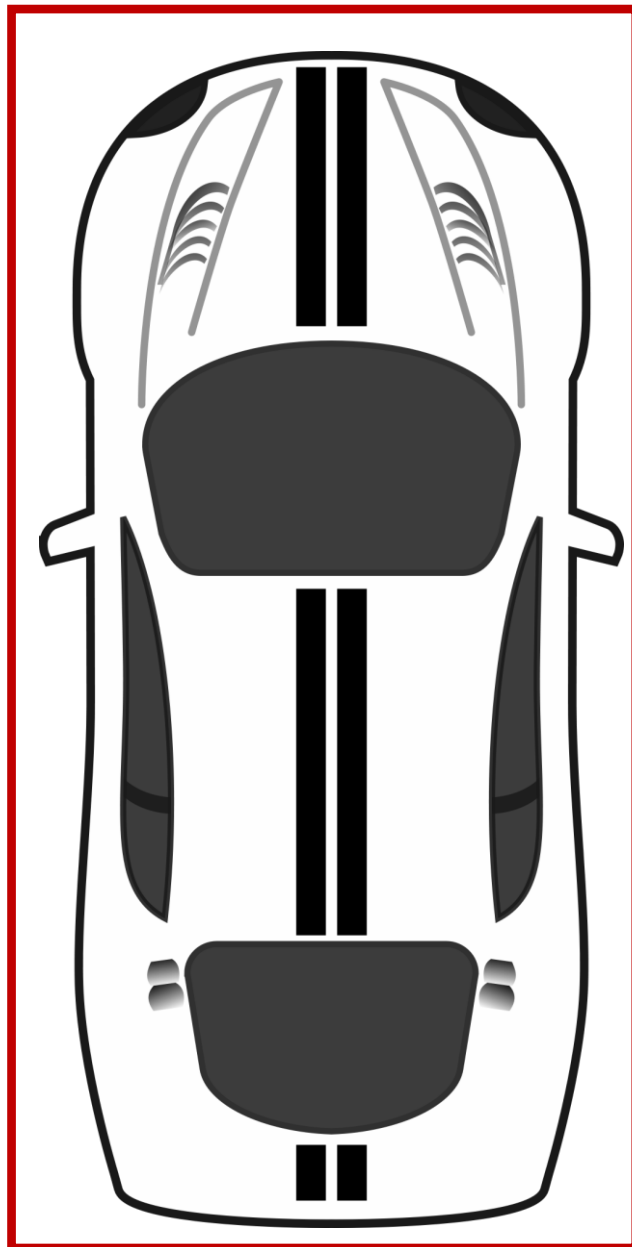
<p>Individual activity: Design a racing car</p>	<p>Children design a racing car for Charlie Martin by decorating the racing car outline on the worksheet. Remind them that it's important to avoid gender stereotypes – just because Charlie is a woman, it doesn't mean that she wants a pink car, colours are not gendered.</p> <p>Underneath the design children should (choose the most appropriate for your class):</p> <ul style="list-style-type: none">• Answer the questions about whether or not they would like to be a racing driver.• Write a sentence to explain whether they would like to be a racing driver, and why.	
<p>Plenary: Peer assessment</p>	<p>Children show their racing car design to a partner, who should tell them what they like about the design and what they would improve.</p>	

Name _____

Date _____

My racing car design

Design a racing car for Charlie.

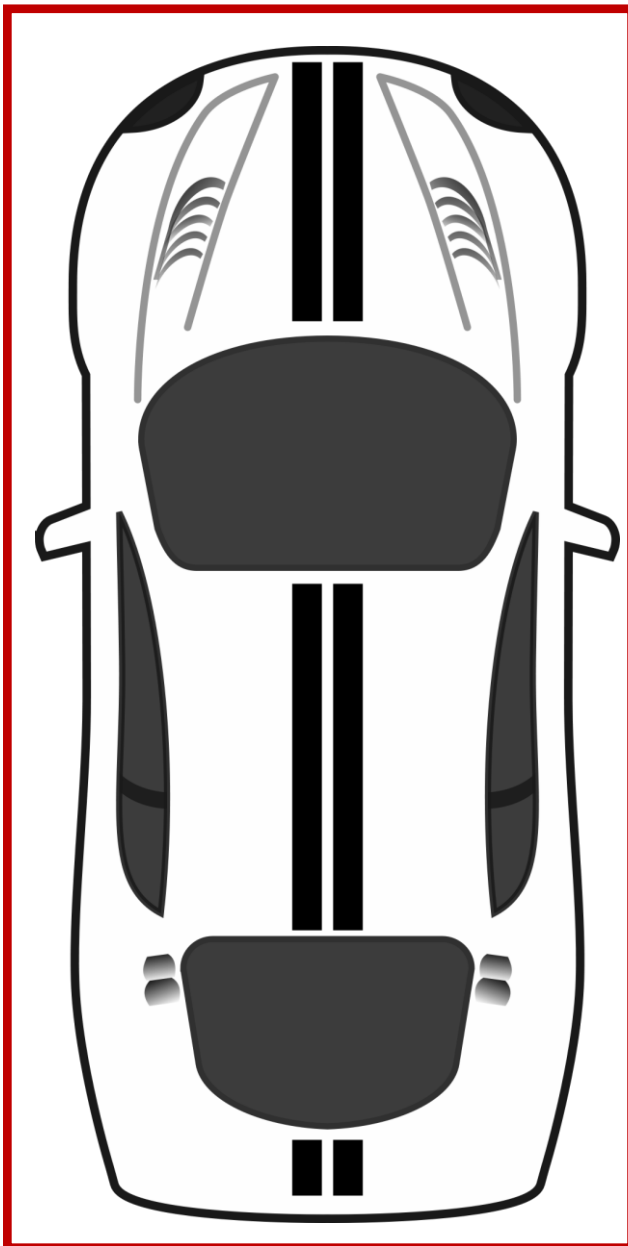


Name _____

Date _____

My racing car design

Design a racing car for Charlie.



Would you like to be a racing driver?

Why?

Name _____

Date _____

My racing car design

Design a racing car for Charlie.

