



# Are You a Boy or a Girl? Planning

| Date:  | Learning Challenge: Can I challenge gender stereotyping? | Learning Outcome: |
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| <p>Ask children to draw the following: a. A footballer b. A ballet dancer c. A swimmer d. A gymnast</p> <p>Discuss with the children whether they have drawn their characters as men or women; do they know why they did this?</p> <p>Show the children strong role models from different genders for all four sports, e.g:</p> <ul style="list-style-type: none"><li>a. Marta Vieira da Silva, Lucy Bronze, Lionel Messi</li><li>b. Carlos Acosta, Wayne Sleep, Misty Copeland</li><li>c. Ellie Simmonds, Mark Foster, Rebecca Adlington</li><li>d. Simone Biles, Max Whitlock, Kōhei Uchimura</li></ul> <p>Ask children to come up with traits that they think a good sports person needs. Encourage children to come up with physical and psychological traits, e.g. positive thinking, resilient, fit and healthy, perseveres and practices.</p> <ul style="list-style-type: none"><li>a. Is it possible to sort these into 'male' and 'female' traits?</li><li>b. Discuss with the children what makes us see certain traits as masculine and feminine. You could talk about listening to older children/adults talking about people, seeing people behave in these ways (or not), and how male/female traits are shown in the media.</li><li>c. Challenge the children's views, e.g. if the children say that you must be strong to be a good sportsperson, and say this is a male trait, give an example of a woman who is strong, such as Amna Al Haddad – weightlifter.</li></ul> <p>Get children to do four actions: run; run like a boy; run like a girl; run as fast as they can.</p> <ul style="list-style-type: none"><li>a. Which one felt best? Which one felt most like themselves?</li><li>b. How did they feel when they were asked to run like someone of the same/a different gender as themselves? Discuss whether there were differences between how people ran as a girl/boy.</li><li>c. Have the children ever heard someone say, "You run/hit/throw like a girl"? Was this meant as a compliment or not?</li></ul> <p>Use the text: Are you a boy or are you a girl? By Sarah Savage. There are some poignant questions at the end of the book that pupils could choose from, which allow for differentiation, a range of answers and method of completion. One idea could be to create a display board with pupil responses and their pictures of Tiny.</p> <p>Settle pupils in to a circle and introduce the story and the author. Introduce Tiny and their family. Read through the story until page 10 and recap that Tiny has moved house and is about to go to a brand-new school. Question the pupils on how they think Tiny might be feeling. Take responses.</p> <p>Continue reading until page 20. Question pupils. These could be recap questions or thematic questions for discussion in pairs or as a group or both. Some examples could be:</p> <ul style="list-style-type: none"><li>• Who is Buster?</li></ul> |  |                   |

- How is he treating Tiny? Why do you think this is?
- What did the children realise when they met the firefighter? Did you realise anything?
- Do you think Buster means it when he says 'Sorry'? Why?
- What does Buster realise about Tiny? What does he realise about himself?

Individual task

Read to the end of the book – “I am me!”

One of the things Tiny loves to do the most is dress up. Ask the pupils who else likes to dress up and what they like to dress up as. Question the pupils about what it is about dressing up that they like so much.

Pupils are to reflect on some of the themes of the story or writing an answer to one of the questions posed at the end of the book.

**Task:** Children are to write a letter to Tiny expressing the different themes within the book.

Ask pupils to relate the values they have learnt back to class/school/ community values. Can they describe how it could influence their behaviour?

| <b>Working Below</b><br><i>What they will do and how we will know they have been successful</i> | <b>Working Within</b><br><i>What they will do and how we will know they have been successful</i> | <b>Working Above</b><br><i>What they will do and how we will know they have been successful</i> |
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| <b>Working Below</b><br><i>Notes to aid Assessment for Learning</i>                             | <b>Working Within</b><br><i>Notes to aid Assessment for Learning</i>                             | <b>Working Above</b><br><i>Notes to aid Assessment for Learning</i>                             |
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