



GENDER 10

Gender Equality Toolkit for Primary Schools

Created by EAC HWB team, NHS Ayrshire and Arran, East Ayrshire Women's Aid and staff and pupils at Dalmellington Primary school.



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Special thanks to staff, pupils and parents at Dalmellington Primary school for their contributions to the toolkit and to PC Kennedy for supporting the work in school. We would also like to thank the East Ayrshire Violence Against Women Partnership (EAVAWP) for their support and guidance throughout the whole project.

Background

This project was developed based on the Education in Scotland (EIS) paper 'Getting it right for girls'¹

(<https://www.eis.org.uk/Content/images/equality/Gender/Get%20it%20Right%20for%20Girls%202016%20WEB.pdf>) and both local and national policy. The project was an opportunity to utilise a range of resources to promote gender equality and challenge gender stereotypes within a Primary School Setting.

This toolkit aims to provide guidance and practical examples of how to use a whole school approach to embed gender equality into school policy, ethos and the curriculum in order to create and sustain a culture where our children and young people are empowered to challenge inequality and promote respect for all.

Introduction

Both the WHO Global Action Plan (2016)²

(<https://www.who.int/reproductivehealth/publications/violence/global-plan-of-action/en/>) and the Scottish Government Equally Safe Strategy (2016)³

(<https://www.gov.scot/publications/equally-safe/>) highlight the importance of tackling gender inequalities in order to prevent and ultimately eradicate violence against women and girls.

The consequences of misogynistic attitudes and behaviours include sexual harassment and bullying; gender policing; long term impact on society; violence against women; gender inequality in economy; and disproportionately low level of participation by women in public life¹

Under the Equality Act (2010)⁴ (<https://www.gov.uk/guidance/equality-act-2010-guidance>) schools are required to show that they are eliminating unlawful discrimination and harassment and promoting equality between women and men. Schools who are committed to challenging gender stereotypes/inequality promote a culture of equality and respect where children and young people are able to flourish and no one is limited by their gender⁵.

(<https://www2.gov.scot/resource/doc/196713/0052704.pdf>)

A wide range of evidence shows that from a very early age, gender stereotyping can have a significant impact on opportunities and choices for both boys and girls with gendered divisions over what is considered acceptable. Often behaviour or subject choices are reinforced through both the attitudes of pupils, staff and parents and through codes of practice in school, careers advice, school management and staff.

By providing children with environments that encourage non-gendered norms and expectations, children can feel more accepted and celebrated for their individuality. By creating a more inclusive culture in schools our children and young people will

benefit from a school environment where all individuals are equally safe and respected.

Rights Respecting Schools

Taking a holistic view of the wellbeing of children and young people is at the heart of the Getting it right for every child approach. Getting it right for every child has its origins in the United Nations Convention on the Rights of the Child (UNCRC), which outlines the rights of children to have their basic needs met, and to reach their full potential. The UNCRC general principles of non-discrimination, best interests of the child, right to life, survival and development, and respect for the views of the child, are the overarching rights needed for any and all rights in the Convention to be realised⁶ (GIRFEC Policy Update, July 2017)

(<https://www.gov.scot/publications/getting-it-right-for-every-child-girfec-update-july-2017/>)

If we are really to get it right for every child in our schools, gender equality must be at the heart of policy and practice. Gender Equality is a crucial element of Rights Respecting Schools (RRS).⁷(<https://www.unicef.org.uk/rights-respecting-schools/>). Please find more information in the Gender Equality Policy Section below.



Gender Equality Policy, Dalmellington Primary School

Gender Equality Statement: To create and maintain a culture where our children are safe, healthy, achieving, nurtured, active, responsible, respected and included.

Through promoting equality in all areas, we are committed to tackling gender stereotyping and raising children who are active citizens with increased abilities and aspirations.

We believe that it is never too early to question what is seen as 'normal' or what is traditionally expected of boys and girls in our society. In fact, we believe that doing so from a very young age, helps to protect children from the negative consequences of inequality and discrimination as they grow into adults.

Rationale: There is a direct link between gender inequality and gender based violence with gender stereotypes perpetuating inequality and reinforcing the difference between men and women rather than individuals being people first and equals.

Gender stereotyping from a young age can have negative consequences for both boys and girls including limiting what children can do, be and become with future decisions being influenced by gender divisions.

Breaking down gender stereotypes from a young age helps to stop negative consequences of inequality and discrimination as it can support children to grow into adults who are not limited by expectations based on their sex. By providing children with environments that encourage non-gendered norms and expectations, children can feel more accepted and celebrated for their individuality. This can broaden their aspirations and be more open to a wide range of opportunities*.

A gender equality approach means helping children to achieve and aspire, promoting a culture of equality and respect where children are able to flourish and no one is limited by their gender.

Aim: To promote gender equality and tackle gender stereotypes and discrimination to create a gender inclusive learning environment.

Rights Respecting Schools: Our commitment to being an inclusive school where every young person, regardless of gender is supported and encouraged to achieve to their highest potential links directly to the work we are doing in order to become a Rights Respecting school.

Article 2:

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 17:

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 19:

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28:

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29:

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Ten Top Tips for Gender Equality

These were produced by “Gender 10”, Dalmellington Primary Schools Gender Equality Pupil Group:

1. Everyone deserves respect- all pupils, staff, parents and visitors
2. People deserve to be heard. Everyone gets a turn to speak
3. Think about the language you use- no sexist language
4. Avoid stereotypes and challenge them if you hear them
5. Everyone can work together- not boys against girls or girls against boys
6. Classrooms jobs should be shared equally- Girls and boys are as strong and able as each other!
7. Everyone can participate in any activity that's available - there are no boys or girls only activities
8. Think about the classroom - are they gender friendly. There are no boys toys or girls toys! They are just toys. Boys and girls can play with any toy they choose
9. Choose resources and books that have a good mix and balance of characters. There are no boys or girls books! They are just books and anyone can read them.
10. Don't assign particular colours to boys or girls - everyone can choose any colour they like

Key Establishment Procedure

Leadership: Management understand and encourage a Gender Friendly environment.

Policy Review & Development : The school ensures that gender, gender expression and sexual orientation are not barriers to participation and achievement by:

- Having Gender equality reflected in the school's Visions Values and Aims.
- Treating all children, parents, carers, staff and visitors equally irrespective of their gender.
- Having policies and procedures for dealing with sexist, homophobic or sexually abusive incidents are clear and in line with local and national guidance
- Discussing Anti-bullying procedures, including procedures for dealing with sexist or homophobic bullying, with children and young people on a regular basis
- Encouraging children and young people to report such incidents
- Ensuring there is nowhere in the school where sexist or homophobic harassment, e.g. “jokes”, name-calling, etc. are acceptable forms of behaviour. This includes playgrounds, staff rooms, changing rooms, classrooms, corridors, dining halls, etc.
- Valuing and Accepting Children, young people, parents, carers and staff whose behaviour and/or appearance does not conform to traditional expectations of their sex

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Learning and Teaching: All children have equal opportunity to take part in all experiences and are encouraged to access all areas of the curriculum:

- Opportunities for extending learners' experience, knowledge and understanding of equality and anti-discrimination (including gender equality) are sought, planned and delivered across the curriculum at all stages (i.e. equality and anti-discrimination are mainstreamed into the curriculum)
- Peer education is used to pass on learning about gender equality.
- Teachers are aware of the possible bias/differences in their questioning of girls and boys and take steps to monitor and if necessary improve their own practice: e.g. give equal "wait time" to girls and boy, asking higher-order, open-ended questions of both boys and girls
- Staff do not group boys together and girls together, rather they encourage a mixture of children.

Engagement of Staff: All staff understand, share and are committed to the school's aims, values and actions relating to gender equality:

- There is clear guidance on how standards of conduct, policies and strategies are to be used to ensure equality and anti-discrimination (including gender equality) permeates throughout the work of the school
- All staff have received Gender Equality training and therefore have an understanding of gender issues.
- There are two identified Gender Equality Champions in the centre.

Involvement with Parents, Carers, the wider community and other partners: Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the school's gender equality initiatives:

- Parental Engagement events have been held on the topic of gender equality and there is regular communication on new initiatives in the school via the school newsletter
- Both male and female parents and carers feel supported and encouraged to be involved in the work of the school and are satisfied with the opportunities they have to contribute to their children's learning and progress
- Local individuals, groups and projects are invited to contribute to the development, delivery and evaluation of the school's gender equality initiatives
- There are strong links in place with organisations such as women's aid and the NHS who support the school with the development of the gender equality work
- Communication with parents/carers is audited carefully to avoid assumptions about gender/gender roles etc

Whole School Ethos: Gender equality is visibly recognised throughout the school by:

- Newsletters, posters, displays, speakers, learner's work etc.
- Staff consistently promoting the values of gender equality, use non-stereotypical language and model preferred terms.
- The creation of a Gender Equality pupil group who are fully involved in the planning and consultation process
- Staff having high expectations of behaviour from both girls and boys
- Girls and boys being encouraged equally to take on responsibilities in classrooms and across the school
- Staff offering extra encouragement for girls and boys to take part in non-stereotypical roles, for example, girls taking part in football and boys dancing.
- Inviting non-stereotypical visitors to the school, for example, female fire fighters and male nurses
- Whole school events and assemblies are held on issues relating to gender equality issues, healthy relationships etc

Resources and space for learning: All spaces and resources actively promote gender equality by:

- The inclusion of a gender equality information board for children, parents, carers, staff and visitors.
- Auditing all resources to ensure they reflect a gender balance and are gender neutral.
- Ensuring there are a variety of gender friendly books, some of which show people in non-traditional roles.
- Ensuring displays show a good variety of boys, girls, women and men in non-stereotypical roles

Key documents

Just like a Child, Zero Tolerance (<https://www.zerotolerance.org.uk/resources/Just-Like-a-Child.pdf>)

Gender Equality, Education Scotland
(<https://education.gov.scot/improvement/learning-resources/Improving%20gender%20balance%203-18>)

***Evidence of how gender stereotypes can impact on children and young people**

- There is a direct link between gender inequality and gendered based violence. Gender-based violence also begins at a much earlier age than once assumed. According to a study by NSPCC a quarter of teenage girls have experienced physical violence in their intimate relationships. The study also found that girls as young as 12 had experienced pressure from their peers to send topless pictures of themselves by text and social media.
- Gender stereotypes also have negative consequences for boys. The school exclusion rate for boy is 4 times that of girls. Suicide is the main cause of death for males between the ages of 20-49 in the UK. In Scotland (2016), the suicide rate of men was more than two and a half times that for women. In 2017, Childline reported that boys were 6 times less likely than girls to seek support for suicidal thoughts.
- Research evidence suggests that young people are continuing to choose stereotyped career paths upon leaving school. Although girls are in general attaining well at school, many go on to face a pay gap of 12% within full time employment and 38% within part-time employment.
- Only one in four MPs in Westminster are women ; women are better represented in the Scottish Parliament, but still only one in three MSPs is a woman.
- On average, women earn 11.7% less than men increasing to 32.1% less when taking part-time work into consideration.

Sources

www.guardian.co.uk/politics/2011/may/09/action-increase-women-devolved-parliaments

www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/sexting-research-summary_wdf89270.pdf

¹²

www.nspcc.org.uk/Inform/research/findings/partner_exploitation_and_violence_summary_wdf68093.pdf

www.closesthegap.org.uk/statistics.html

Childline

[Scottish Equal Opportunities Commission Scotland, 2006](#)

Promoting Gender Equality - Practical Examples

This section outlines the key areas to consider as well as practical ideas and examples of how to develop, promote and sustain a gender equality ethos within a Primary School Setting. This toolkit provides schools with suggested ideas and activities for exploring gender equality and we would encourage you to adapt and expand on the examples given in order to meet the diverse needs of your own school community.

Baseline - Exploring Unconscious Bias

In order to develop and plan your approach to promoting gender equality, it can be helpful to find out about the children's understanding of gender and explore any unconscious bias they may have. This can be achieved through a variety of interactive, age appropriate activities which both introduce the topic and highlight key areas of learning that may be required.

Baseline Example

Early Level: Children worked in groups using hoola hoops (venn diagram) to sort pictures into categories (boys/girls/both). This activity created discussion around different ideas and opinions about boys and girls which allowed the opportunity to explore gender stereotypes and encouraged children to challenge both their own ideas and others' (see **appendix 1 and 2** for lesson plan and materials)

First Level: Children explored gender stereotypes through participating in an interactive whole class activity where children had to decide if they agreed/disagreed or were unsure with a variety of statements around the subject of gender inequality by moving around the classroom (appendix 1 and 2)

Example Statements

- *'It's okay for boys to cry'*
- *'Men are the boss of the house'*
- *'Girls can be doctors'*
- *It's mums job to do the housework'*

(For further examples see appendix 2)

Second Level: Children worked individually on a short questionnaire, where they were asked to consider statements exploring gender stereotypes and decide if they agreed/disagreed or were unsure. They then worked in groups to sort statements into categories (male/female/both). (Appendix 1, 2 and 3)

Findings

During our baseline activities we noticed that when children were directly asked about jobs that women and men can do, they generally answered positively and confidently that 'anyone can do anything' however through using a range of statements it was evident that the children were influenced by gender stereotypes and unconscious bias. For example there was an attitudinal difference around emotions, appearance and roles in the house according to gender.



Interestingly, we noted that children within the early and first level, displayed more unconscious bias than children within second level. This would indicate that work around gender equality is required from early level in order to embed and sustain gender equality throughout the school.

Staff Baseline

In order to establish what stage the school are at in their journey towards gender equality staff were asked to individually complete a short survey and participate in group discussion around the school's strengths, challenges and opportunities to promote gender equality in the school. (see appendix 4 for example staff survey)

Example Discussion Questions:

- Gender Equality – What is going well?
- What are the barriers and challenges to promoting gender equality?
- What opportunities are available to promote gender equality?

Findings

Staff identified a real appetite for taking forward gender equality and building upon their Rights, Respecting School work.

Staff Engagement and Development (See appendix 5 for staff action plan)

As this approach requires all staff to be engaged, motivated and fully committed to addressing gender inequality, staff engagement is essential, ensuring staff have the opportunity to fully explore and challenge individual and societal bias and the impact that this may have on learning and teaching.

Example - Engagement Session

Early development work included engagement and training sessions with staff to introduce the project and to explore gender and gender equality. It was important that the whole staff, including support staff felt able to tackle these issues, both individually and collectively. The initial session raised awareness of the 'WHY' for the project to support staff to understand the importance of challenging gender inequality. The staff explored gender stereotypes and gender inequality and the impact and harm that this can cause. The session explored how we all have unconscious bias and how important it is that we are aware of these in our interactions with children. It also provided an opportunity for staff to recognise, reflect and discuss their own biases.

See **appendix 6** for example group discussion activity.

Self Reflection of classroom environment, resources and teaching practice

Staff were given the opportunity to reflect on their own practice and the school environment to highlight good practice and identify areas for development.

This included:

- Self Reflection Questions (**See appendix 7**)
- Observation Audit (**See appendix 8**)
- Gender Neutral Language Support Sheet (**See appendix 9**)

Gender of Characters: *Child was adamant that Loch Ness Monster was a boy. I discussed with child why he thought it was a boy.*

Language: *Teacher commented ... "Will you be my first hand man"
Child replied "It should be first hand man and first hand women"
Teacher changed comment to "First hand person"*

Resources: *We were exploring people who help us. We print off photos that show different professions being carried out by both men and women.*

Parents and Carers

The project recognised that in order to achieve long lasting cultural change all members of the school community needed to be involved, including parents and carers. This included engaging parents and carers via the parent council, providing regular updates through the school newsletter and developing a parental survey and home link activities. This ensured that parents and carers were aware of the rationale for the project and given the opportunity to explore any misconceptions or concerns.

In the parent survey, all parents indicated that they had heard sexist/stereotypical views from their child's peer group and from other parents in the school. Although returns were low, from those who did engage it was clear to see that they wanted to support the school in challenging gender stereotypes and promoting gender equality.

See Appendix 10 and 11 for parent survey and action plan

Gender Equality Pupil Group



The development phase included the establishment of a gender equality pupil group, now named “Gender 10”. This group firstly learned about gender equality and inequality and developed a pupil action plan (**see appendix 12**) to share their

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learning with the whole school. All the children have now fully embraced the opportunity to become gender equality champions. This role has included:

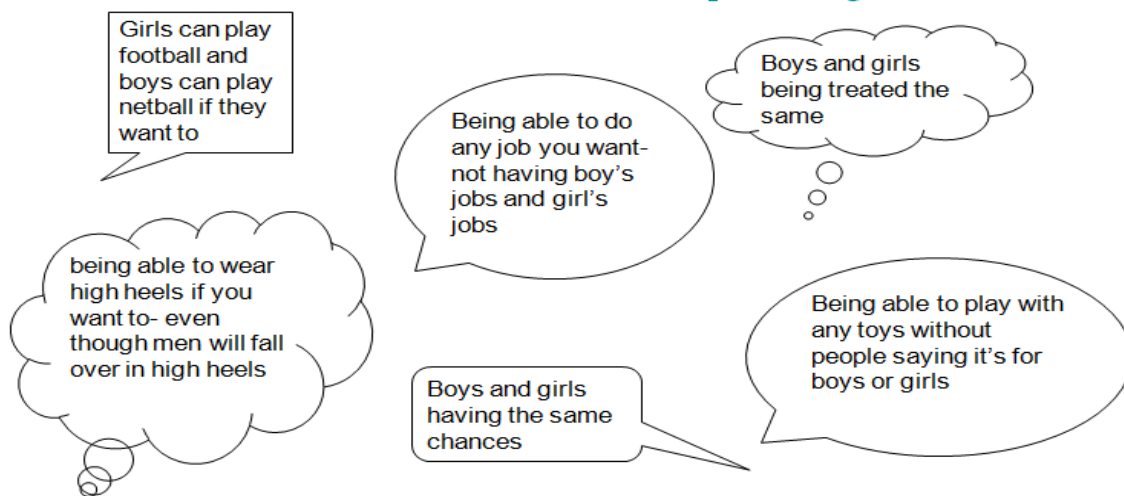
- Developing a 'design the logo competition'
- Developing a gender equality wall
- Developing and delivering peer education sessions (**see appendix 13**)
- Carrying out an audit of the school surroundings and resources (**see appendix 14**)
- Developing the 10 top tips to promote gender equality
- Assembly presentations
- Parents evening information stall
- Promoting national days
- Gender Champions

Gender Equality Wall

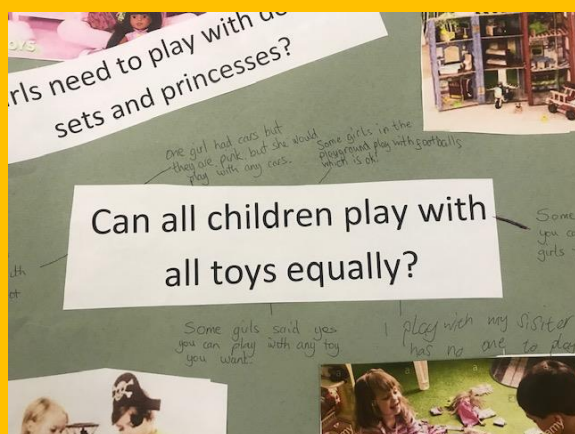


Developing Understanding of Gender Equality

What is Gender Equality?



Peer Education Sessions



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Presentations and Stalls at Assemblies and Parents Evenings



Ten Top Tips for Gender Equality



Everyone Deserves Respect- all pupils, staff, parents and visitors



People Deserve to be heard- everyone gets a turn to speak



Think about the language you use- no sexist language



Avoid stereotypes and challenge them if you hear them



Everyone can work together- not boys against girls or girls against boys



Classrooms jobs should be shared equally- Girls and boys are as strong and able as each other!



Everyone can participate in any activity that's available - there are no boys or girls only activities



Think about the classroom - are they gender friendly. There are no boys toys or girls toys! They are just toys. Boys and girls can play with any toy they choose



Choose resources and books that have a good mix and balance of characters- there are no boys or girls books! They are just books and anyone can read them.



Don't assign particular colours to boys or girls - everyone can choose any colour they like

Curricular Resource

The programme recognised the range of resources available nationally; therefore our curricular resource draws upon existing good practice, providing tools, resources and activity examples to promote gender equality within the primary school setting from early through to second level. This resource aims to support schools to embed gender equality into a variety of curricular areas as part of a whole school approach. Gender equality can be incorporated into many aspects of the existing curriculum and is key to delivering many of the Curriculum for Excellence (CfE) experiences and outcomes.



Early Level Curricular Resources

Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Health and Wellbeing – Planning for Choices and Changes	Expectations and Aspirations Relevance of Learning to Future Choices	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0-20a In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a	<ul style="list-style-type: none"> We are learning about a wide range of different jobs/roles We are learning that all jobs can be done by either a man or woman We are learning that gender does not limit career choices
			Suggested Teaching Strategies/Resources
			<p>World of Work</p> <ul style="list-style-type: none"> Think about the resources and role models used when planning activities and/or discussing the world of work. Use pictures and stories which depict men and women in a variety of and non traditional roles– for example male nurse, female fire fighter. Think about the language used to describe roles and encourage children to use gender neutral terms for example fire fighter rather than fireman. Guest Speakers –If arranging guest speakers/parents to come in a discuss their job with the children, think about the gender balance/split and actively seek a wide range of different roles <ul style="list-style-type: none"> Jobs/Roles - When assigning jobs/roles for daily activities use a bag containing different role cards to assign roles at random. <p>Dress Up/Role Play</p> <ul style="list-style-type: none"> For dressing up games, make it clear that all children can dress up in whatever clothes they choose and avoid assuming that boys want to be pirates and girls want to be princesses. Materials – Use a range of wooden and mental materials rather than plastics of particular colour

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			<ul style="list-style-type: none">Explore using the house corner for a range of places – garage, shop, post office with the opportunity to explore different roles and jobs <p>https://rshp.scot/early-level/ - EL5 "People who help and look after me" Activity plan and slides</p> <p>http://lettoysbetoys.org.uk/eight-ways-to-challenge-stereotypes-in-early-years-settings/</p> <p>Suggested Book List:</p> <table><tr><td>Princess Smarty Pants- Babette Cole</td><td>Princess Smartypants does not want to get married. She enjoys being a Ms. Princess Smartypants fights to preserve her independence in this fairy-tale-with-a-difference.</td></tr><tr><td>Man's Work- Annie Kubler</td><td>A picture story for younger children. This book tells the story of a dad and his son cleaning the house.</td></tr></table>	Princess Smarty Pants- Babette Cole	Princess Smartypants does not want to get married. She enjoys being a Ms. Princess Smartypants fights to preserve her independence in this fairy-tale-with-a-difference.	Man's Work- Annie Kubler	A picture story for younger children. This book tells the story of a dad and his son cleaning the house.
Princess Smarty Pants- Babette Cole	Princess Smartypants does not want to get married. She enjoys being a Ms. Princess Smartypants fights to preserve her independence in this fairy-tale-with-a-difference.						
Man's Work- Annie Kubler	A picture story for younger children. This book tells the story of a dad and his son cleaning the house.						

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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions	
Health and Wellbeing - RSHP	Physical Changes	I recognise that we have similarities and differences but are all unique HWB 0-47a	<ul style="list-style-type: none">• We are learning to recognise that people are individual and unique.• We are learning to view ourselves as unique individuals• We are learning about similarities and differences between us• We are learning that treating someone badly/poorly based on a difference is not okay.• We are learning to explore gender roles and begin to challenge gender stereotypes	
			Suggested Teaching Strategies/Resources	
			<ul style="list-style-type: none">• Explore similarities and differences: The Unique, Similar and Different Lesson Plan - https://rshp.scot/early-level/• Toys and Gender - http://lettoysbetoys.org.uk/wp-content/uploads/2015/08/Lesson-plan-R-and-Y1.pdf <p>http://lettoysbetoys.org.uk/eight-ways-to-challenge-stereotypes-in-early-years-settings/</p> <p>http://lettoysbetoys.org.uk/early-years-resources/</p> <p>https://rshp.scot/early-level/</p> <p>Suggested Books:</p>	
			<p>Who Am I? I Am Me!: A book to explore gender equality, gender stereotyping, acceptance and diversity- Jayneen Sanders</p>	<p>Frankie loves dress-ups, playing soccer, visiting Grandpa, cooking pancakes, and so much more. Frankie loves what Frankie loves! The choice is always Frankie's. Through Frankie's active and fun encounters, readers soon learn that in Frankie's world there are no gendered roles - kids are just kids!</p>

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			Red – by Michael Hall	A lovely story about a red crayon who actually colours blue! He tries so hard to be red but in the end accepts that he is blue...and so do all his friends.
			Alex and Charlie – Edinburgh City Council	A book about gender stereotypes for young children. Developed by Edinburgh City council, teachers resource book to accompany resource
			Are you a boy or are you a girl? By Sarah Savage and Fox fisher	This lovely books allows children to explore gender identity in fun but sensitive way. The main character in the book, Tiny has just started a new school but prefers not to say if they are a boy or a girl. This causes a few questions in the class but tiny is able to overcome them.
			Introducing Teddy by Jessica Walton	This is a story about a little teddy bear called Thomas who is very sad. Thomas has never felt like a boy teddy bear and would much rather be a girl called Tilly. The story explores how Thomas' friends feel about their new friend, Tilly.

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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Literacy – Listening and Talking	Understanding, analysing and evaluating/ Creating Texts	<p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c</p> <p>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that</p>	<ul style="list-style-type: none"> We are learning to explore gender stereotypes in nursery rhymes, fairy tales and stories We are learning to challenge 'traditional' views of the roles of girls and boys within stories/nursery rhymes We are learning about the different roles men and women can play.
			<p style="text-align: center;">Suggested Teaching Strategies/Resources</p> <ul style="list-style-type: none"> Encourage children to create their own nursery rhymes and/or fairy tales which promote gender equality. For example re-telling with gender equal roles, in a more gender equal manner. Ask the children to explore how it feels and encourage them to explore the different roles we can all play. Encourage children to explore alternatives storylines and ideas for children's play storytelling. For example storylines with a heroic princess who rescue a prince or cast girls as builders or dragons and boys in caring, and domestic roles For role play games, make it clear that all children can dress up/take on whatever roles/costume they choose and avoid making assumptions about what role/costumes children would like. Allow children to create their own costumes and characters. Actively select books that challenge gender stereotypes and incorporate them within literacy work. Take time to draw children's attention to books/stories which challenge or affirm stereotypes. <p> https://www.zerotolerance.org.uk/work-early-years/ https://www.teachers.org.uk/files/stereotypes-stop.pdf http://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf </p>

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		<p>communicates my message. LIT 0-09a</p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a</p>	<p>Suggested Books:</p> <table><tr><th>Title</th><th>Theme</th><th>Synopsis</th></tr><tr><td>The Different Dragon – Jennifer Bryan</td><td>Family structures</td><td>This story about bedtime stories shows how the wonderful curiosity and care of a little boy, with some help from one of his moms, can lead to magical and unexpected places.</td></tr><tr><td>Man’s Work- Annie Kubler</td><td>Board Book/ Picture book</td><td>A picture story for younger children. This book tells the story of a dad and his son cleaning the house.</td></tr><tr><td>The Paperbag Prince – Robert Munsch</td><td>Stereotypical role reversal- Princess is the hero</td><td>Role reversal fairy tale.</td></tr><tr><td>Super Daisy- Kes Gray</td><td>Female Hero</td><td>A super-fun , action-packed story with flaps, split pages and pull tabs.</td></tr></table>	Title	Theme	Synopsis	The Different Dragon – Jennifer Bryan	Family structures	This story about bedtime stories shows how the wonderful curiosity and care of a little boy, with some help from one of his moms, can lead to magical and unexpected places.	Man’s Work- Annie Kubler	Board Book/ Picture book	A picture story for younger children. This book tells the story of a dad and his son cleaning the house.	The Paperbag Prince – Robert Munsch	Stereotypical role reversal- Princess is the hero	Role reversal fairy tale.	Super Daisy- Kes Gray	Female Hero	A super-fun , action-packed story with flaps, split pages and pull tabs.
Title	Theme	Synopsis																
The Different Dragon – Jennifer Bryan	Family structures	This story about bedtime stories shows how the wonderful curiosity and care of a little boy, with some help from one of his moms, can lead to magical and unexpected places.																
Man’s Work- Annie Kubler	Board Book/ Picture book	A picture story for younger children. This book tells the story of a dad and his son cleaning the house.																
The Paperbag Prince – Robert Munsch	Stereotypical role reversal- Princess is the hero	Role reversal fairy tale.																
Super Daisy- Kes Gray	Female Hero	A super-fun , action-packed story with flaps, split pages and pull tabs.																

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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions					
Technology	Design and construct models/product	I explore ways to design and construct models. TCH 0-09a	We are learning explore different types, designs and colours of toys and discuss if this influences who might play with them					
			Suggested Teaching Strategies/Resources					
			Looking at and Challenging Gender expectations through toys					
			<div><div>1. Explain that today we are all thinking about toys. First, let the children get out the toys they have brought in (or the toys you have provided) and simply share them with each other and play with them for ten minutes or so.</div><div>2. When they have had enough playing, ask the children to get into a circle and sit down, bringing the toys with them.</div><div>3. Briefly go round the circle and let the children show everyone what toys they have brought; then explain you want them to think about sorting them out – how could we sort them? Get some ideas from the children and select an idea that might lead to some discussion about gender(e.g. materials/colour/type of toys): aim for three piles – girls', boys' and neutral toys.</div><div>4. Lead a discussion about the gender issues with the toys – get the children to think about: Did girls and boys mix (or not) when we were playing just now? What (if anything) did you play with together?</div><div>5. Encourage the children to design their own gender neutral toys including drawing a design and making a model.</div></div>					
			http://lettoysbetoys.org.uk/eight-ways-to-challenge-stereotypes-in-early-years-settings/					
http://lettoysbetoys.org.uk/early-years-resources/								
Suggested Books:								
<table><tr><th>Title</th><th>Theme</th><th>Synopsis</th></tr><tr><td>Interstellar Cinderella</td><td>Gender Role Reversal fairy tale</td><td>With a little help from her fairy godrobot, Cinderella is going to the ball. But when the prince's ship has</td></tr></table>			Title	Theme	Synopsis	Interstellar Cinderella	Gender Role Reversal fairy tale	With a little help from her fairy godrobot, Cinderella is going to the ball. But when the prince's ship has
Title	Theme	Synopsis						
Interstellar Cinderella	Gender Role Reversal fairy tale	With a little help from her fairy godrobot, Cinderella is going to the ball. But when the prince's ship has						

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					mechanical trouble, someone will have to zoom to the rescue!	
			Ada Twist, Scientist-Andrea Beaty	Girls in STEM	Like her classmates, builder Iggy and inventor Rosie, scientist Ada, a character of color, has a boundless imagination and has always been hopelessly curious.	
			Rosie Revere, Engineer-Andrea Beaty	Girls in STEM	Rosie may seem quiet during the day, but at night she's a brilliant inventor of gizmos and gadgets who dreams of becoming a great engineer	

Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Expressive Arts	Drama	<p>I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a / EXA 1-13a / EXA 2-13a</p>	<ul style="list-style-type: none"> We are learning to explore and challenge gender stereotypes through role play
			<p style="text-align: center;">Suggested Teaching Strategies/Resources</p>
			<ul style="list-style-type: none"> During role play, challenge children assumptions. For example if you are a woman, you could take on the role of a scientists or explorer or the local doctor. Assign roles at random by using a hat/bag containing different role cards. For role play games, make it clear that all children can dress up/take on whatever roles/costume they choose and avoid making assumptions about what role/costumes children would like. Allow children to create their own costumes and characters. Use a range of fabric and materials in the dress up area rather than branded costumes to encourage the children to create their own costumes. <ul style="list-style-type: none"> https://www.zerotolerance.org.uk/resources/Just-Like-a-Child.pdf https://www.teachers.org.uk/files/stereotypes-stop.pdf http://www.careinspectorate.com/images/documents/4704/Gender%20equal%20play%20in%20early%20learning%20and%20childcare.pdf

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First Level Curricular Resources

Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
HWB - Planning for Choices and Changes	Expectations and Aspirations Relevance of Learning to Future Choices	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a	<ul style="list-style-type: none"> We are learning to explore gender stereotypes associated with different careers. We are learning that all jobs can be done by either a man or a woman We are learning to describe ways in which stereotyping can impact on career choice
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Discussion/Drawing/Writing about what children want to be when they're older. Discuss reasons for this. Explore a variety of different careers. Establish that men and women can do any job they want. Look at men/women who do non-stereotypical jobs, e.g. female firefighters, footballers, scientists etc, male dancers, male teachers, male nurses etc. Perhaps invite visitors in to talk about jobs. Ask what skills are needed for certain jobs –footballer - balance, fitness, Ballet dancer – etc Look at an advert for gender stereotypical job for male – e.g. builder. Don't tell job, but just give specifications of skills needed. Ask class who would like to do job. Do the same for stereotypical job for female -nurse. Key questions: Can anyone do any job? Why do some people think particular jobs are for men or women? Are men and women better at different things? Why do some people think that men make better builders? (for example) Equality lesson available on https://www.myworldofwork.co.uk/activity/equality Venn diagram – children sort jobs into different categories - male and female. Why did they make their choices As a class discuss results – are there any jobs male/females can't do? Children could write job description for stereotypical “male” or “female” job focusing on the skills needed for that job Children could look at a variety of different job adverts (don't reveal what the job is) Discuss the skills needed for the job. Do they think they have the skills for this job? Do they think they'd lie to do the job? Reveal the name of the job (ballet dancer, mechanic etc) Would they change their mind now?

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			<p>Why are certain jobs seen as male/female jobs? Children could then work in pairs to interview each other for different jobs focusing on the skills they need for the job. Girls could apply for stereotypical male jobs and vice versa.</p> <ul style="list-style-type: none"> Ask learners to draw a range of professionals (such as a firefighter, scientist, teacher, gymnast, doctor or farmer). Ask them to identify which ones they have drawn as women and which they have drawn as men. Why did they make those choices? Are there any jobs only women/men can do? <ul style="list-style-type: none"> https://www.myworldofwork.co.uk/partner-resources Inspiring the Future - Redraw the Balance (2m 07s) <p>https://www.youtube.com/watch?time_continue=70&v=qv8VZVP5csA – short film about children's perceptions of which jobs are male and female</p>
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
RSHP	Physical Changes	I recognise that we have similarities and differences but are all unique. HWB1-47a	<ul style="list-style-type: none"> We are learning about what gender means We are learning to explore gender stereotypes and know that it is ok not to conform to these We are learning that there are different types of relationships including gay, lesbian, bisexual and heterosexual (use age and stage appropriate terminology) We are learning to show respect to all, regardless of gender
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> In pairs or trios pupils work together to make a simple list of similarities and differences of males and females. Pupils then take it in turns to share and discuss their ideas with the class.

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			<ul style="list-style-type: none"> • Discuss findings and stereotypes of what someone looks like, for example, some girls will have short hair and some boys will have long hair • What is Gender lesson - https://rshp.scot/wp-content/uploads/2018/10/1.4.3-What-is-gender-Activity-plan.pdf • Gender Stereotypes Lesson (Available on GLOW) – Print out selection of pictures from magazines/catalogues(toys, clothes, jobs, colours etc) Get children to sort them into piles – boys/girls/boths. Establish that they can all be used by both. Explore the impact of media on gender stereotypes. Show adverts, cartoons etc which have stereotypical male/female roles and discuss impact of these. • Different types of relationships (Lesbian, Gay, bisexual, heterosexual) https://rshp.scot/wp-content/uploads/2018/10/1.4.5-Heterosexual_LGB-Activity-plan.pdf • https://rshp.scot/first-level/ • Gender Stereotypes powerpoint and lessons on Glow HWB Tile <p><u>Suggested Book list</u></p> <ul style="list-style-type: none"> • Alex and Charlie – Gender stereotypes - Developed by Edinburgh City council, teachers resource book to accompany resource. • Red, A crayon's story by Michael Hail • Are you a boy or are you a girl? By Fox Fisher • Introducing Teddy by Jessica Walton • I am Jazz – By Jessica Harthnel • Morris Micklewhite and the Tangerine Dress
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Literacy - Writing	Organising and Using information	<p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a</p> <p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a</p>	<ul style="list-style-type: none"> We are learning to discuss images and content in well-known childrens' comics and assess how "gender friendly" they are We are learning to design a magazine that is suitable for girls and boys We are learning to write a letter outlining our opinion We are learning to create our own, fictional characters that challenge gender stereotypes We are learning to change the characters and plot of a story
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Pupils explore childrens' magazines. Discussion around "girls" and "boys" magazines. How do you know they are aimed at boys/girls? What colours are used? What images are used? Do you think we should have magazines aimed at boys and girls? Children then design their own magazine which is suitable for boys and girls and challenges gender stereotypes Children explore popular comics such as the beano and discuss how gender friendly they are. Do they use mainly male or female characters? Who do they think they are aimed at? Children could then write a letter to the publisher of the comics outlining their concerns and asking to make them more gender friendly Children could create complex characters that do not rely on gender stereotypes Ask children to rewrite a traditional fairy story with the main characters roles' swapped, or write a story about a brave heroine, or a male protagonist who needs rescuing.

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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Literacy - Reading	Understanding, analysing and evaluating	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</p> <p>To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a</p>	<ul style="list-style-type: none"> We are learning to recognise gender stereotypes in fiction texts and films We are learning to compare traditional stories with more modern stories to see if there is an improvement in gender balance/representation
			<p style="text-align: center;">Suggested Teaching Strategies/Resources</p> <ul style="list-style-type: none"> Children can explore traditional fairy tales and explore gender stereotypes in these story. They could then compare them with more modern Disney films such as Shrek, Brave, Pocahontas and Mulan to see how women/men are portrayed. Has there been an improvement? Discuss the stereotypes in many fictional texts. What stereotypes does the book illustrate? Are they justified? Provide learners with modern stories that specifically challenge gender stereotypes. Try to include those with caring male characters as well as strong female protagonists. <p>Suggested Book list</p> <ul style="list-style-type: none"> The Paperbag princess by Robert Munsch Princess Smartypants by Babette Cole My Mummy is an engineer/a scientist/a plumber by Kerrine Bryan & Jason Bryan Ballerino Nate by Kimberley B Bradley 10,000 dresses by Marcus Ewert Allie's basketball dream by Barbara E Barber Princesses can be pirates too by Christi Zellerhoff Morris Micklewhite and the tangerine dress by Christine Baldacchino

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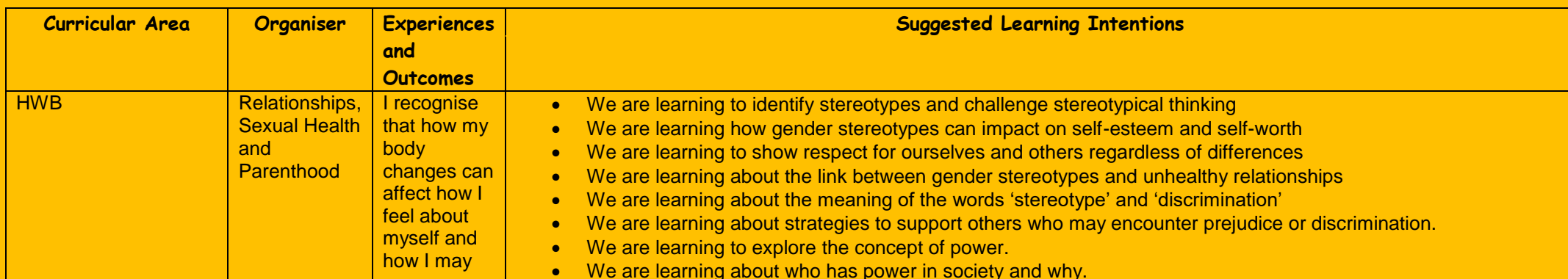
Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Social Studies	People, Past events and societies	I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a	<ul style="list-style-type: none"> We are learning to compare old and modern toys We are learning to explore gender stereotypes in toy advertisements
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Children will sort old and modern toys and explore how they are different Put a statement on the board "Girls don't like playing with cars" or "boys can't play with dolls". Get the children to discuss/debate Children sort toys using venn diagram into "boys" and "girls" Children will look at a range of toy advertisements and discuss gender stereotypes in adverts Children use what they have learned to create a poster challenging gender stereotypes <p><u>Activity – Let toys be toys</u></p> <ul style="list-style-type: none"> Ask the class what their favourite toys are and why. What common ground is there between the genders in their answers? If there is time, arrange an anonymous poll the previous day or lesson: ask each child to write down their favourite toy and why they like it on a piece of paper and put it in a box. Collate the answers in a chart. Create another chart during the lesson of the children's favourite toys and see how that second chart compares to the first anonymous chart. Choose a selection of toys: a doll, a car, a pink toy, a board game, loom bands or another topical toy. Show to the class and ask them 'Who is this toy for?' Wait to see if the children respond with ideas of gender. If so, ask why they think it's a girl toy or a boy toy. Watch Newsround report on toys, children and stereotypes. Read some of the comments underneath the film

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			<ul style="list-style-type: none"> • Ask the class: What did you think of the film? Do you agree that shops shouldn't have signs? Why or why not? Does labelling toys 'for boys' or 'for girls' put you off playing with them? • Write your own comment for the Newsround website. What would you like to say? • Explain what an advert is and how they can be on TV, in magazines, on billboards or on the internet. Ask the children to brainstorm what adverts they've watched or seen recently. Watch an advert or choose a (current) printed advert. How does this advert let us know that this toy is aimed at a boy or a girl? • Ask the class to consider: colour; gender of child in the picture; words used eg. strong / pretty / adventurer etc • Toys in history: compare old and new adverts. Were toys always as gendered as they are now? - 1981 Lego ad 'What it is, is beautiful' 1976 Fisher Price toy ad • Get a plain cardboard box – one per table – and design packaging or a poster to appeal to both boys and girls. Do a brainstorm of how toys might appeal to boys and girls simultaneously. Introduce the words 'unisex' and 'gender-neutral'. Ask the children for suggestions which they can then implement when they create their designs. Look at: colours; showing both boys and girls playing with the toy; what adjectives could be used to describe the toy <p>• Gender Stereotype Toy activity on Glow</p>
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Expressive Arts	Drama	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 1-13a	<ul style="list-style-type: none"> We are learning to explore inequality, stereotyping and peer pressure related to gender through role play
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Pupils could be encouraged to create complex characters that do not rely on gender stereotypes Drama Convention: Role on the Wall using “The Tunnel” by Anthony Browne. Work in small groups. Each group creates a drawing of a boy and a girl in outline to represent the brother and sister in the book. Inside each outline, each group writes down the characteristics they image for the brother and sister just from their pictures – this can reveal a lot about gender stereotypes. Pin the drawings on the wall. In what ways, then, are the children the same? In what ways different? Role Play - Ask the children to work in pairs and prepare a script of the conversation they think the children might have about why they wanted to go in the tunnel (boy) or why they didn't want to go in (girl). Set up a role-play in the round – children sit on the floor in a circle. Ask for a volunteer pair to move to the middle of the circle and perform a role-play for the class based on their script. After they have been given a chance to get into their role-play any one of the other children can move into the middle and tap either one of the children on the shoulder, swap places with them and continue with the role-play using ideas from their own script. Carry on swapping places until all children who want to have a go have had one. <p>Suggested Resources:</p> <ul style="list-style-type: none"> Anthony Browne's - THE TUNNEL <p>This book can be used to explore gender stereotypes further</p>



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		behave – HWB 2-47a	<ul style="list-style-type: none"> • We are learning to explore the kind of power young people have and the power others have over them. • We are learning how people misuse power to try and control others. • We are learning about the nature and prevalence of 'gender based violence'. • We are learning about myths and stereotypes about gender based violence and about some of the causes of gender based violence. • We are learning about the impact of domestic abuse on women and children and why women (and men) stay with abusive partners. • We are learning to explore the wider impact of violence and abuse on everyone. <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> Suggested Teaching Strategies/Resources </div> <ul style="list-style-type: none"> • Collect and review materials and images from magazines, TV adverts, television soaps, films etc to explore how many include gender diversity, non-stereotypical images and diverse family structures, such as single or same sex parents. Do the same for materials and images which reinforce gender stereotypes. Compare, contrast and discuss. • RSHP.Scot – 2nd level – boys and girl stereotypes – Activity plan and slides • RSHP.scot – 2nd level – We are all of one kind – Activity plan, slides and props • NSPCC, Gender Stereotypes Lesson – available at https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships/ • Challenging stereotypes and discrimination lesson – available at https://www.equalityhumanrights.com/en/lesson-activity-ideas • Respect and Gender Lesson – Zero Tolerance • Respect and Difference Lesson – Zero tolerance • Respect and power lesson – Zero Tolerance • Respect, power and change lesson – Zero Tolerance <p>Suggested Resources:</p> <ul style="list-style-type: none"> • https://rshp.scot/second-level/ • Zero Tolerance Primary Respect Lessons • NSPCC – Making sense of relationships lessons <p>Film Clips</p>
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			<ul style="list-style-type: none"> Gillette Advert – The best men can be https://www.youtube.com/watch?v=koPmuEyP3a0 Boys and Girl on gender stereotypes (2m 49s) https://www.youtube.com/watch?v=aTvGSstKd5Y Always advert - “Like a girl” https://www.youtube.com/watch?v=XjJQBjWYDTs
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
HWB	Planning for choices and changes	<p><i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a</i></p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a</p>	<ul style="list-style-type: none"> We are learning about a wide range of jobs We are learning to describe ways that stereotyping can impact on career choice We are learning to explore and challenge our own stereotypes about jobs We are learning to describe the skills and qualities required for different jobs and understand that these are more relevant than gender We are learning to represent different jobs in pictures and words
			Suggested Teaching Strategies/Resources
			Suggested Activities: <ul style="list-style-type: none"> Identify people in your local community who are doing non-traditional jobs and invite them into speak or devise a questionnaire asking them why they chose their job role, the barriers they had to overcome (if any) and what they would say to encourage other people in to that field of work. Display posters that show adults in non-stereotypical jobs, for example female firefighters, pilots or politicians, male ballet dancers, nurses or ELC practitioners. This

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			<p>will help prompt all children to see they can aspire to be anything regardless of gender.</p> <p>– Move to planning for choices and changes</p> <ul style="list-style-type: none"> • Skills development Scotland – Equality lesson - https://www.myworldofwork.co.uk/activity/equality • Skills Development Scotland – Stereotypes Lesson - https://www.myworldofwork.co.uk/activity/stereotypes • Skills development Scotland – Stand up job game - https://www.myworldofwork.co.uk/activity/stand-job-game • “There’s no such thing as a boys/girls job” lesson – available at https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-3-explore-wide-range-jobs-and • Compile a list of non traditional jobs for men and women working for East Ayrshire Council i.e. Teachers, Refuse Collectors, Electricians. Catering staff etc. Explore the numbers of men and women in these roles in East Ayrshire Council in 2005 and today. Discuss if this has changed and why. <p>Suggested Resources:</p> <p>Skills Development Scotland – My world of work, partner resources - https://www.myworldofwork.co.uk/partner-resources</p> <p>https://www.youtube.com/watch?time_continue=213&v=G7l6crIMOrw - Equal choices equal chances- a short, music-driven piece, designed to inspire and excite children about the world of work and their futures, as well as challenging some of the stereotypical thinking they might have around certain jobs.</p> <p>https://www.abc.net.au/news/2018-07-12/midwife-breaks-gender-barriers-says-men-need-to-bring-a-game/9944964 - Males breaking into non traditional roles.</p>
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
HWP	Mental and emotional wellbeing	<ul style="list-style-type: none"> I am aware of and able to express my feelings and am developing the ability to talk about them. 	<ul style="list-style-type: none"> We are learning about self-awareness, self-worth and respect for others We are learning how to cope with challenges, manage change and build relationships We are learning about diversity and understand that it is everyone's responsibility to challenge discrimination
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Collect and review materials and images from magazines, TV adverts, television soaps, films etc to explore how men and women, boys and girls are represented in relation to emotions and strength. Compare, contrast and discuss are these accurate, are they fair, could they be harmful? Design a non gender specific superhero with all the qualities you would want in a friend in particular the kind of emotions and values they would have? Design posters with positive statements that support your super heroes values and display around the school, in school publications, newsletters etc. <p>Film clips</p> <ul style="list-style-type: none"> How being a boy or a girl influences those around us and the choices they make for us https://www.youtube.com/watch?v=nWu44AqF0il <p>Social experiment where boys and girls are dressed as the opposite gender exploring the toys the adults select for them. Highlights the unconscious bias society has around boys and girls toys and the influence this may have in the home and at work – Move to section on toys</p> <ul style="list-style-type: none"> Boys and Girls talk about emotions https://www.youtube.com/watch?v=XnMvPwGsASc&list=PL4B448958847DA6FB&index=106 Boys and Girls talk about aggression and sports (3m 56s)

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			https://www.youtube.com/watch?v=sJxgybreVQI&list=PL4B448958847DA6FB&index=104 <ul style="list-style-type: none"> My Heroes" challenges gender stereotypes with Halloween costume choices. (2m 06s) https://www.youtube.com/watch?v=-pC2UHYizag
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Literacy and English	Listening and Talking, Writing and Reading	To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. LIT 2-08	<ul style="list-style-type: none"> We are learning to identify adjectives that describe males and females We are learning how to write a job application We are learning how to challenge views and opinions in letter writing We are learning to identify gender stereotypes used in advertising and marketing We are learning how to use persuasive techniques to advertise/market a gender neutral product We are learning to identify gender stereotypes within literature
		As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. LIT 2-04a	Suggested Teaching Strategies/Resources
		To show my understanding across different areas of learning, I can identify and consider the purpose	<ul style="list-style-type: none"> Explore the use of gender stereotypes within literature. Children design a gender neutral cartoon character or super hero and label them with adjectives to describe positive adjectives that can be used to describe males and females As part of a discussion on women's rights children could be encouraged to apply for particular jobs and write job applications. They would then receive replies saying that they could not do the job because they were a girl (or boy). Children would then be encouraged to reply to the letter challenging the views they

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		<p>and main ideas of a text and use supporting detail. LIT 2-16a</p> <p>I can: discuss structure, characterisation and/or setting recognise the relevance of the writer's theme and how this relates to my own and others' experiences discuss the writer's style and other features appropriate to genre. ENG 2-19a</p>	<p>contained. They should be encouraged to think about how rights cannot be taken for granted but must be constantly asserted</p> <ul style="list-style-type: none"> • Explore a variety of TV/youtube adverts that use gender stereotyping to advertise their products. Discuss techniques used and if they are necessary • Devise an advert for a product that is traditionally marketed at women and another for men. Discuss the techniques used • Design an advert (written or filmed) to market a toy/product that is gender neutral • Use the gilette advert as a stimulus for discussion around adverts that have been created to challenge gender stereotypes. Can the children think of any more? Ask the children to create their own advert to challenge gender stereotypes • Devise a poster to promote and encourage men to pursue a career in Nursing and another poster encouraging women to go into science. • Devise a 30 second tv advert to support the above <p>Suggested Resources:</p> <ul style="list-style-type: none"> • Gendered Marketing (7m 24s) https://www.youtube.com/watch?v=3JDmb_f3E2c • Gilette – The best men can be advert - https://www.youtube.com/watch?v=koPmuEyP3a0
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Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Sciences	Topical Science	<ul style="list-style-type: none"> Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society. SCN 2-20a I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b 	<ul style="list-style-type: none"> We are learning about careers in Science, Technology and maths We are learning about men and women who work in Science, Technology and maths We are learning about famous female scientist and inventors and contributions they have made to society
			<p style="text-align: center;">Suggested Teaching Strategies/Resources</p> <ul style="list-style-type: none"> Consider opportunities to link with Dalmellington Dark Sky's Observatory. . Do they have any people in non-traditional roles that could come and talk to the pupils about their work in science and associated career path. Link with Ayrshire college, pupils can either go there or the college can come to them to Learn about careers in STEM– contact - sara.turkington@ayrshire.ac.uk Explore female contributions to science. Discuss issues from the past where female scientists, Jocelyn Bell and others work was claimed as work done by males. - https://www.theguardian.com/science/2018/oct/07/five-women-the-nobel-prize-missed <p>She Can STEM: Lucianne Walkowicz, Astronomer at the Adler Planetarium - https://www.youtube.com/watch?time_continue=27&v=XDKyD-XBfG8 (30s)</p> <p>https://www.youtube.com/watch?v=s6M62LcuP2Q – She can Stem so can you film</p> <p>https://www.youtube.com/watch?time_continue=29&v=X7SVvTLmFXU – Women in Science video</p>

Gender 10 - A practical toolkit for primary schools

Curricular Area	Organiser	Experiences and Outcomes	Suggested Learning Intentions
Social Studies	People, Past events and societies/People in society/economy and business	<p>I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p> <p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p> <p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b</p> <p>I can discuss issues of the diversity of cultures, values and customs in our society. SOC 2-16c</p>	<ul style="list-style-type: none"> To look at the historical context of power and privilege in relation to gender. To show that current gender roles are not rigid; that they have changed over time and that making change is possible. <p>To consider collective power and how power can be used positively to challenge misuse of power.</p>
			Suggested Teaching Strategies/Resources
			<ul style="list-style-type: none"> Respect, Power and Change Lesson – Zero Tolerance Reasons for women's invisibility in some historical accounts could be explored when considering the nature of historical evidence Explore Historical inequalities and injustice relating to gender Exploring Women's Rights– Pupils could create a timeline showing how these have changed over a period of time <p>Suggested Resources:</p> <ul style="list-style-type: none"> BBC History – quiz game about women's rights in the Victorian era https://www.bbc.co.uk/history/british/victorians/launch_gms_womens_rights.shtml SCAN Education Women's Suffrage in Scotland http://www.scan.org.uk/education/suffrage/index.html Women in World History – a resource website including lessons, biographies and articles - http://www.womeninworldhistory.com/

Impact of Gender 10 Project

The project highlighted the real appetite for change and the opportunities within the curriculum to embed gender equality. The co-production methodology demonstrated the value in pupils leading the project resulting in a sustainable approach for schools.

Quotes from pupils:

"The teachers now say "everyone" to us instead of always "boys and girls", Corey, P6

"The teachers have changed the language that they use. For example they don't say things like can I have 2 strong boys to help me move that table." Amy, P4

"We have learned about Gender equality in our class. We played the stand up job game, where the teacher read out things that boys and girls can do. One boy in my class thought that boys couldn't be a ballerina but they can." Amber, P6

Quotes from staff:

"After the training I am more aware of my language around gender and the negative impact that this could have."

"I am more aware of how I speak to the class and groups of children. E.g do not refer to the children as girls and boys."

"The training and inputs have given me the confidence to challenge gender stereotyping and consider different ways of doing things."

"I am more aware of the gender attainment gap and consider this when planning and evaluating."

Key Learning

Having an enthusiastic pupil group who were empowered to lead and develop the project was crucial to the success of gender 10. Pupils had complete ownership of the project, they developed and implemented their own action plan and ultimately inspired and created an appetite for change amongst pupils, staff, parents and the wider community.

“Boys can play with girls toys and girls can play with boys toys” Amber, Primary 4

“Everyone is equal”, Amy, Primary 4

**“I’ve learned that everyone can love different things and be different and that’s ok”,
Corey, Primary 6**

“That you can be whatever you want to be, no matter what”, Amber Primary 6

Using a peer approach was highly beneficial. The Gender 10 pupils were encouraged to develop their skills:

‘I’ve got better at speaking out in front of an audience and to adults. Being part of Gender 10 has really improved my confidence’, Corey Primary 6

***‘I’ve got better at working with other people, especially adults outside the school’,
Amber Primary 6***

Having key partners from the local community engaged widens the reach of the project and can provide extra support and resources. For example Dalmellington Primary have regularly engaged with the local Campus Police Officer to promote positive role models and promote wider connections. The campus Officer has spoken to the children about the issue of Gender based violence and made important links to the Mentors in Violence Prevention(MVP) Programme, a peer education programme which tackles gender based violence in secondary schools.

Challenges

Within our initial project plan, we had intended to develop a parent working group. Whilst parents were interested and enthusiastic about the project, developing and sustaining the parent working group proved challenging. This was due to a variety of reasons including time and availability to meet and take forward the parent’s action plan. On reflection, we would recommend using a variety of different approaches to engage parents in order to ensure their skills and experience are utilised and they are fully on board to work in partnership with the school on promoting gender equality.

Next Steps

To measure the impact of the project in terms of attitudinal change and school ethos, we hope to carry out a follow up evaluation which will be compared to the baseline results. Dalmellington Primary school are also planning on exploring and reflecting upon levels of attainment after introducing and embedding a gender equality ethos.

Further Resources and Support

- [Reflective Questions to support self reflection in the area of Gender Equality - Education Scotland](https://education.gov.scot/improvement/learning-resources/Reflective%20questions%20to%20support%20self-evaluation%20in%20the%20area%20of%20gender%20equality) (<https://education.gov.scot/improvement/learning-resources/Reflective%20questions%20to%20support%20self-evaluation%20in%20the%20area%20of%20gender%20equality>)
- [Just like a Child – Zero Tolerance](https://www.zerotolerance.org.uk/resources/Just-Like-a-Child.pdf) (<https://www.zerotolerance.org.uk/resources/Just-Like-a-Child.pdf>)
- [Gender equal play – Zero Tolerance and Care Inspectorate](https://www.zerotolerance.org.uk/resources/Gender-equal-play-in-early-learning-and-childcare.pdf/) (<https://www.zerotolerance.org.uk/resources/Gender-equal-play-in-early-learning-and-childcare.pdf/>)
- [Equal Choices, Equal Chances - Equality and Human Rights Commission](https://www.equalityhumanrights.com/en/primary-education-resources) (<https://www.equalityhumanrights.com/en/primary-education-resources>)
- [RSHP.Scot Website](https://rshp.scot/) (<https://rshp.scot/>)
- [Boys' things and girls' things – National Union of Teachers](https://www.teachers.org.uk/files/boys-things-revise-8875.pdf) (<https://www.teachers.org.uk/files/boys-things-revise-8875.pdf>)
- [Improving Gender Balance, 3-18 – Education Scotland](https://education.gov.scot/improvement/learning-resources/Improving%20gender%20balance%203-18) (<https://education.gov.scot/improvement/learning-resources/Improving%20gender%20balance%203-18>)

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1. Getting it right for girls (2017) Challenging misogynistic attitudes among children and young people. [EIS](https://www.eis.org.uk/Content/Images/equality/Gender/Get%20it%20Right%20for%20Girls%202016%20WEB.pdf) (<https://www.eis.org.uk/Content/Images/equality/Gender/Get%20it%20Right%20for%20Girls%202016%20WEB.pdf>)
2. World Health Assembly: Global Plan of Action to strengthen the role of health systems within a national multisectoral response to address interpersonal violence, in particular against women and girls, and against children (2016) (<https://www.who.int/reproductivehealth/publications/violence/global-plan-of-action/en/>)
3. Scottish Government: Equally Safe: Scotland's Strategy for preventing and eradicating violence against women and girls (2016) (<https://www.gov.scot/publications/equally-safe/>)
4. Equalities Act (2010) <https://www.gov.uk/guidance/equality-act-2010-guidance>
5. Gender Equality, A toolkit for Education Staff – Education Scotland (2007) (<https://www2.gov.scot/resource/doc/196713/0052704.pdf>)
6. Getting it right for every child (GIRFEC) (2017) <https://www.gov.scot/publications/getting-it-right-for-every-child-girfec-update-july-2017/>)
7. Rights Respecting Schools (<https://www.unicef.org.uk/rights-respecting-school/>)

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Appendix 1 - Gender Equality/Gender Based Violence Baseline Activities

P1/2

TIMING	ACTIVITIES	RESOURCES
10 Minutes	<p>Introduction – Here to find out about their opinions on subject of gender. Discuss what word gender means.</p> <p>Agree/Disagree/Unsure Activity - Go over the words and what they mean. Show symbols on cards and where in the room they are placed. Tell children you are going to read out some statements/sentences. They should go to area of room to indicate whether they agree, disagree or are unsure. Make sure they understand not to copy their friend. They should go where they think. There are no right or wrong answers. Ask teacher to record results according to gender using sheet.</p> <p>Sorting Activity</p> <p>Ask children to get into groups of preferably 3 or 4. For this activity you would like girls to go together and boys to go together. Once seated, lay out hoops with symbols in each section. Explain you will give them some cards they should put them into a section of hoop, boys, girls or both. They should decide as a group where is best to place them. Go over</p>	<p>Agree, disagree, unsure cards</p> <p>Blu-tack</p> <p>Questions</p> <p>Sheet for recording answers</p>

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15 mins	cards so children know what the pictures represent. Remind them they can ask you if unsure. Give out laminated cards – children to get started!	Hoops (if space is available)
5 mins	Tidy up and close. Take pictures of results. Thank the children and let them know you'll be coming back to work with them over the summer!	Sorting headings Sorting Cards

P2/3

TIMING	ACTIVITIES	RESOURCES
10 Minutes	<p>Introduction – Here to find out about their opinions on subject of gender. Discuss what word gender means.</p> <p>Agree/Disagree/Unsure Activity - Go over the words and what they mean. Show symbols on cards and where in the room they are placed. Tell children you are going to read out some statements/sentences. They should go to area of room to indicate whether they agree, disagree or are unsure. Make sure they understand not to copy their friend. They</p>	<p>Agree, disagree, unsure cards</p> <p>Blu-tack</p> <p>Questions</p> <p>Sheet for recording answers</p>

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	<p>should go where they think. There are no right or wrong answers. Ask teacher to record results according to gender using sheet.</p> <p>Sorting Activity</p> <p>Ask children to get into groups of preferably 3 or 4. For this activity you would like girls to go together and boys to go together. Once seated, lay out hoops with symbols in each section. Explain you will give them some cards they should put them into a section of hoop, boys, girls or both. They should decide as a group where is best to place them. Go over cards so children know what the pictures represent. Remind them they can ask you if unsure. Give out laminated cards – children to get started!</p>	
15 mins		Hoops (if space is available)
	Tidy up and close. Take pictures of results. Thank the children and let them know you'll be coming back to work with them over the summer!	Sorting headings
5 mins		Sorting Cards

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P3/4

TIMING	ACTIVITIES	RESOURCES
10 Minutes	<p>Introduction – Here to find out about their opinions on subject of gender. Discuss what word gender means.</p> <p>Agree/Disagree/Unsure Activity - Hand out questionnaires. Remind them to write gender. Go over how it works. Explain what agree, disagree, unsure mean. There are no right or wrong answers. Ask children to be honest and put it what they think. It is anonymous. Read out questions and do as whole class. Remind them of what words are agree, disagree or unsure. Collect in questionnaires.</p> <p>Sorting Activity</p>	Questionnaires
15 mins	<p>Ask children to get into groups of preferably 3 or 4. For this activity you would like girls to go together and boys to go together. Once seated, lay out hoops with headings in each section. Explain you will give them some cards they should put them into a section of hoop, boys, girls or both. Choose a reader in each group to read out the cards. They should decide as a group where is best to place them. Remind them they can ask you if unsure. Give out laminated cards – children to get started!</p>	

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5 mins	Tidy up and close. Take pictures of results. Thank the children and let them know you'll be coming back to work with them over the summer!	Hoops (if space is available) Sorting headings Sorting Cards
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P5-7

TIMING	ACTIVITIES	RESOURCES
10 Minutes	<p>Introduction – Here to find out about their opinions on subject of gender. Discuss what word gender means.</p> <p>Agree/Disagree/Unsure Activity - Hand out questionnaires. Remind them to write gender. Go over how it works. There are no right or wrong answers. Ask children to be honest and put it what they thin. It is anonymous. Do silently on their own. If anyone is struggling with reading our understanding questions put hand up and we will help. When finished turn over sheet and draw either a boy or a girl. Write down as many words as they can think of that they associate with a boy girl e.g. personality, how they act, what they look like, jobs they might do, what they're good at, hobbies etc. Collect in questionnaires.</p>	Questionnaires

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15 mins	<p>Sorting Activity</p> <p>Ask children to get into groups of preferably 3 or 4. For this activity you would like girls to go together and boys to go together. Once seated, lay out hoops with headings in each section. Explain you will give them some cards they should put them into a section of hoop, boys, girls or both. Choose a reader in each group to read out the cards. They should decide as a group where is best to place them. Remind them they can ask you if unsure. Give out laminated cards – children to get started!</p>	
5 mins	<p>Tidy up and close. Take pictures of results. Thank the children and let them know you'll be coming back to work with them over the summer!</p>	<p>Hoops (if space is available)</p> <p>Sorting headings</p> <p>Sorting Cards</p>

Appendix 2

Cards for Sorting P5-6

Firefighter	Hairdresser
Likes dancing	Likes computers
Good at Football	Good at Gymnastics
Sensitive	Emotional
Well- behaved	Gets into trouble
Has long hair	Has short hair

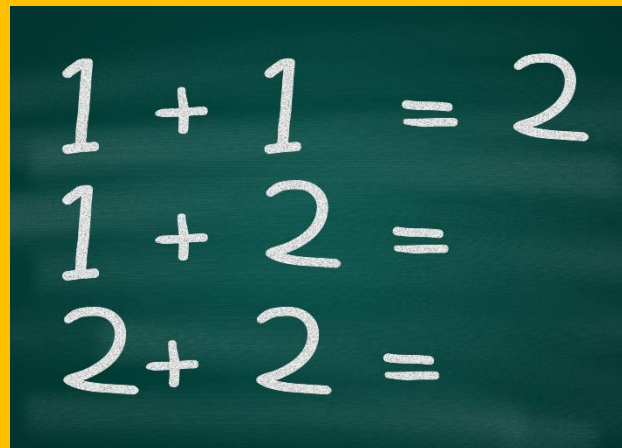
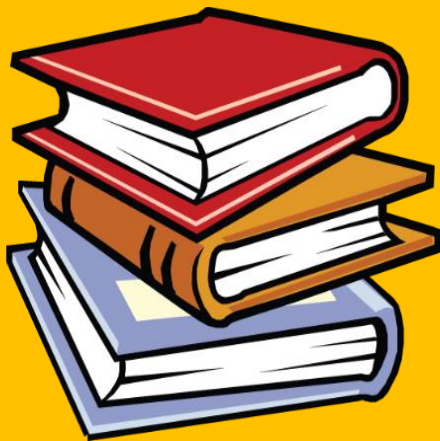
Wears jewellery	Can marry a man
Can marry a woman	Does the housework
Goes out to work	Likes cars
Strong	Aggressive
Builder	Teacher
Childminder	Doctor
Good at driving	Talks a lot

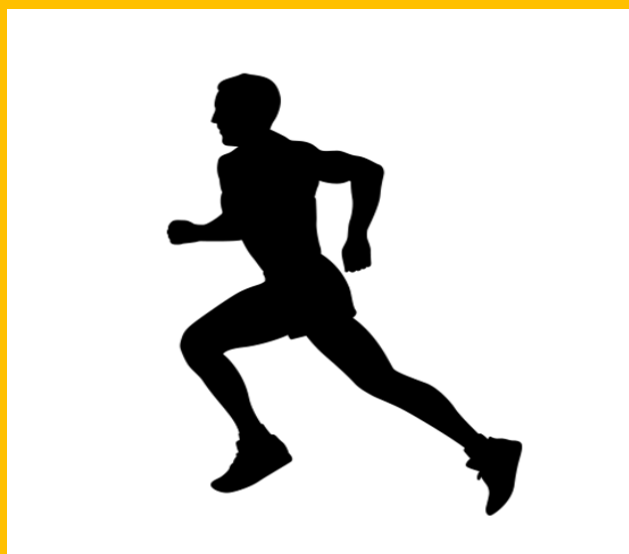
Competitive

Good at
cooking

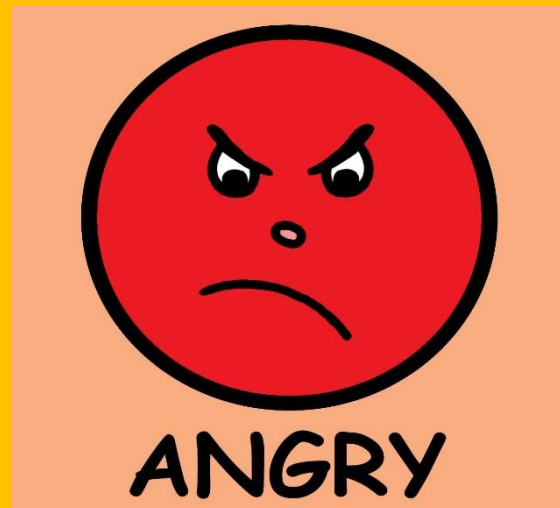
Pictures for Sorting P1-4

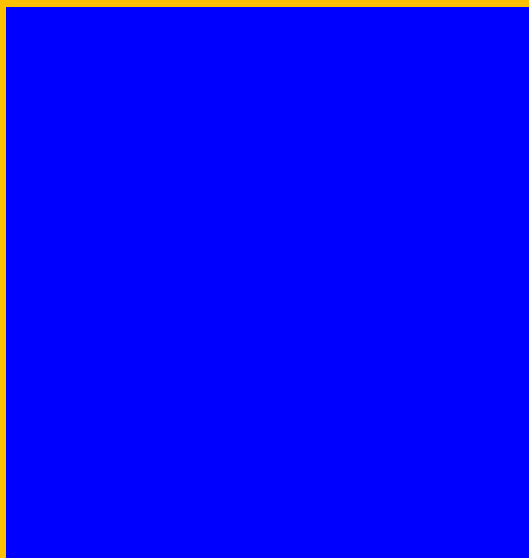
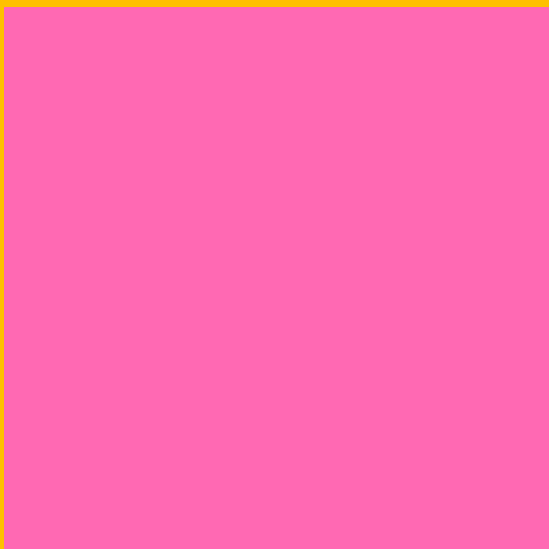
















The image displays two distinct toys. On the left is a pink baby stroller with a black frame, large black wheels, and a matching pink bag. On the right is a 'Royal Set' toy kit in a pink plastic case, featuring various accessories like a crown, shoes, and a dress, along with a 'Lol Surprise' logo.

Appendix 3 - Questionnaires

Gender Stereotypes - P4



Gender: _____

Please read the following statements carefully and then circle to indicate if you **agree**, **disagree** or are **unsure** about it. This questionnaire is anonymous, please fill it out honestly according to your beliefs. Thank you 😊

Boys are better at maths than girls	Agree	Disagree	Unsure
Girls are better at reading than boys	Agree	Disagree	Unsure
It is ok for boys to cry	Agree	Disagree	Unsure
Girls are strong	Agree	Disagree	Unsure
Boys are good listeners	Agree	Disagree	Unsure
Boys can be nurses	Agree	Disagree	Unsure
Girls can be doctors	Agree	Disagree	Unsure
Girls like football	Agree	Disagree	Unsure
It is a woman's job to do the housework	Agree	Disagree	Unsure
It is ok for girls to cry	Agree	Disagree	Unsure

Men are the boss of the house	Agree	Disagree	Unsure
Girls can have short hair	Agree	Disagree	Unsure
Boys can wear pink	Agree	Disagree	Unsure
Boys can wear dresses	Agree	Disagree	Unsure
It is ok for a man to marry a man	Agree	Disagree	Unsure
Men should be paid more than women	Agree	Disagree	Unsure
Women should stay at home	Agree	Disagree	Unsure
Men are more successful at work than women	Agree	Disagree	Unsure
Girls should look pretty	Agree	Disagree	Unsure

Gender Stereotypes P5-7

Gender: _____

Please read the following statements carefully and then circle to indicate if you **agree**, **disagree** or are **unsure** about it. This questionnaire is anonymous, please fill it out honestly according to your beliefs. Thank you ☺

Boys are better at maths than girls	Agree	Disagree	Unsure
Girls are better at reading than boys	Agree	Disagree	Unsure
It is ok for boys to cry	Agree	Disagree	Unsure
Girls are strong	Agree	Disagree	Unsure
Boys are good listeners	Agree	Disagree	Unsure
Boys can be nurses	Agree	Disagree	Unsure
Girls can be doctors	Agree	Disagree	Unsure
Girls like football	Agree	Disagree	Unsure
It is a woman's job to do the housework	Agree	Disagree	Unsure
It is ok for girls to cry	Agree	Disagree	Unsure
Men are the boss of the house	Agree	Disagree	Unsure
Girls can have short hair	Agree	Disagree	Unsure
Boys can wear pink	Agree	Disagree	Unsure
Boys can wear dresses	Agree	Disagree	Unsure

It is ok for a man to marry a man	Agree	Disagree	Unsure
Men should be paid more than women	Agree	Disagree	Unsure
Women should stay at home	Agree	Disagree	Unsure
Men are more successful at work than women	Agree	Disagree	Unsure
Girls should look pretty	Agree	Disagree	Unsure
It is ok for a man to hit a woman	Agree	Disagree	Unsure
Girls should not fight	Agree	Disagree	Unsure
Only men are violent	Agree	Disagree	Unsure
Men who like dancing are gay	Agree	Disagree	Unsure
A husband can tell his wife what to do	Agree	Disagree	Unsure
Only men should fight in the army	Agree	Disagree	Unsure
Men and women should have equal rights	Agree	Disagree	Unsure
I am happy to show affection to someone who is the same gender as me	Agree	Disagree	Unsure

Appendix 4

Gender Equality Project Dalmellington Primary School

Staff Survey

Pre-Survey – October 2018

To allow us to plan further support for this project, we are asking you to take a few minutes and complete this survey. There are no wrong or right responses. Please answer the questions by responding to each item as you personally believe or perceive them to be.

Please circle a response for each of the following statements that best represents your view.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Awareness of equality and diversity issues are high on the schools' improvement agenda					
Our school monitors a range of data to ensure gender balance					
Gender based violence is an issue in our school community					
Gender bias is an issue in our school					
Gender bias is too embedded in society for schools to do anything about it					
Through training, policies					

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and procedures, staff are empowered to tackle any gender biased attitudes and behaviour they encounter in school					
I feel confident in responding to sexist comments from parents and children					
I engage differently with boys and girls					

Appendix 5 - Gender Equality Project – Dalmellington Primary Staff Action Plan

Key Actions	What support/resources do we need?	Timescale
1. Gender Equality Audit	Audit Template Disseminated GIRFG collect and collate – DEC 2018	November 2018
2. Staff Information Session	GIRFG deliver staff information session	Oct 2018
3. Developing curricular resource	Working with GIRFG Group to test out/pilot curricular resources	Jan to March 2018
4. Support Gender 10	Working with/supporting Gender 10 to carry out audits/consultations to develop a class wish list for books. Support Gender 10 with Peer Educator activities and equality champions	Jan to March 2018
5. Gender Equality Policy	Work with GIRFG Group to develop Gender Equality policy for school with parents and pupils	Jan to March 2018
6. Promote Gender Equality	Work with Gender 10 and Parent Group to plan promoting gender equality events calendar (tie in with assemblies, parents nights, world of work week	TBC

Appendix 7 - Smartie Challenge!

Take it in turns to take a smartie from the tube. Answer the corresponding question, depending on which coloured smartie you get -no eating the smartie until the question is answered! Have fun!



Do you ever group/segregate children by gender? When? Why - What are the benefits? Discuss any potential negative impact this may have on the children.



Do you ever use girls to "police" boys. Give examples of when you do this. What are the benefits of this. Discuss any potential negative impact this may have.



Discuss some of your own biases, values and belief systems in relation to gender. How might these influence the way you interact with children?



Think about the organisation of your classroom. Are there certain areas of the room favoured by one gender in particular? What could you do to change this?



Can you think of any language you use that may unconsciously add to gender stereotypes in the school?



What assumptions might you unconsciously make about which curricular areas and types of activities boys and girls prefer?

Appendix 7

Gender Equality Audit of Classroom environment, practice and resources


Questions to consider for reflection

1. Are there certain areas of the room favoured by one gender in particular? If so talk to the children about why they like or don't like playing/learning there. Talk to them about why everyone can play/use any area or use any toy/resource. You should encourage blending areas/resources across the classroom to encourage use by everyone.
2. Think about how you organise the space. For example the presence of a "home corner" and a building block area can unconsciously segregate girls and boys. Consider the colours used in the home corner – is it mostly pinks and pastel colours? Consider decorating the home corner with greens, reds, yellows, oranges etc.
3. Do you have any posters/resources that show adults in non-stereotypical jobs e.g. female firefighters, pilots or politicians, male ballet dancers, nurses etc?
4. Do you have male and female dolls in the home corner?
5. Do you have images/materials in your classroom that promote gender diversity, non-stereotypical images and diverse family structures such as single or same sex parents?
6. Check your library. Are there an equal balance of books that give children a wide range of role models?
7. Are your dressing up or role play props limited to costumes that may be aimed specifically for boys and girls? Consider moving from providing ready-made super-hero or princess costumes to providing a variety of general clothes that children can use creatively to dress up.
8. Are toys and activities gender neutral? Or are they geared towards boys or girls?
9. How are children lined up for movement around the school: coming in and out, fire practice, going to PE etc.
10. If children are given jobs to do in the classroom how do you decide who does what? E.g. do boys do the 'heavier' lifting type jobs while girls might do the tidying up? Who runs the messages?
11. Is the learning content / outcomes of an activity viewed critically with regard to gender? Do changes need to be made? Items removed? Replaced? E.g. worksheets and the subtexts they carry – restriction of colours / types of material (e.g. glitter)
12. Are both girls and boys equally challenged to interact within the classroom environment?
13. Do you challenge gender restrictive language / assumptions? Girls can't do that, boys don't cry? Among other children and staff?
14. How do you refer to the children? What terms of address are used?
15. Are the children separated by gender for any activities? PE, Group work?
16. Do you vary who you choose to demonstrate certain skills? In PE, Art etc?
17. Do you comment on children's appearance / behaviour within gender specific confines? Eg. Pretty dress / ear rings. Strong boys?
18. Do you make assumption about the capabilities of children based upon their gender? E.g. boys don't like reading? Girls are quiete

Appendix 8 - Gender Equality Project – Dalmellington Primary

Observations Audit

Observe, identify, reflect on gender equality or gender inequality

	Actions/Activities/Attitudes and Behaviours which promote gender equality?	Actions/Activities/Attitudes and Behaviours which reinforce gender inequality?
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		

Keep your observations to discuss and reflect with your staff team

Appendix 9 - Improve your gender-neutral language skills

The words we use to communicate influence how we think and act. Think about whether what you say to the children reinforces gender stereotypes, and if so, use more neutral and inclusive language. This will support their understanding that everyone can do or like anything, regardless of gender. Here are a few suggestions:

- Try greeting the children with “hello everyone or children” instead of “hello girls and boys”
- Compliment a girl because she has achieved something and not because of how she looks; try a compliment such as “I like your skipping” and not only comments on her appearance such as “I like your hair, I like your nails.”
- Use the same words of flattery for girls and boys
- Tell boys it’s ok to be scared, upset or emotional
- Tell girls it’s OK to get angry and to express this in a healthy way
- Praise all children when they share and display cooperative behaviour with other children
- Be mindful of phrases that may undermine boys or girls “e.g. can I have a strong boy to help me carry this box.” “I’m looking for a sensible girl” etc.

Points for reflection

- Think about whether you treat girls and boys who are crying the same –why?
- Think about whether you treat disruptive behaviour of boys and girls differently –why?
- Think about whether you interact more with boys or girls – why?

Appendix 10

Gender Equality Project Dalmellington Primary School

Parent Survey

Pre-Survey – October 2018

*To allow us to plan further support for this project, we are asking you to take a few minutes and complete this survey. **There are no wrong or right responses.** Please answer the questions by responding to each item as you personally believe or perceive them to be.*

Please circle a response for each of the following statements that best represents your view.

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
It is important to treat boys and girls the same in early childhood					
Boys and girls naturally like doing different things					
Gender stereotyping is an issue on TV/movies					
Gender stereotyping is an issue in children's toys					
I have heard sexist/stereotypical views from my child's peer group					
I have heard sexist/stereotypical views from other parents					
Gender stereotyping occurs in the nursery					
Gender stereotyping occurs in early primary school					
Gender Stereotyping occurs in the later stages of primary school					
Books in the school show stereotypical					

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male and female images					
I would like support to challenge gender stereotypes					
I am aware of resources on gender stereotyping					

Appendix 11 - Gender Equality Project – Dalmellington Primary Parents

Key Actions	What support/resources do we need?	Timescale
1. Story Sacks	Support the development of Story Sacks – What information/resources would parents want/need	
2. Gender 10 logo	Support Gender 10 to create Gender 10 Mascots	
3. Parents Survey	Complete parents survey and arrange with Claire for wider dissemination – GIRFG Group Collate responses – NHS A&A	
4. Newsletter/Parent Information	Support the development of information for parents	
5. Parent Evening	Support the development of information for parents – what information would be helpful for parents at parent evening	
6. Gender Equality Policy	Work with GIRFG Group to support development of Gender Equality policy for school with teachers and pupils	Jan to March 2018
7. Promote Gender Equality	Work with Gender 10 and teachers to plan promoting gender equality events calendar (tie in with assemblies, parents nights, world of work week)	TBC

Appendix 12 - Gender 10 Action Plan

Gender Equality Project – Dalmellington Primary Pupil Group

Key Actions	What support/resources do we need?	Who?	Timescale
1. Develop Gender 10 logo/marketing	Develop logo and posters/models	Gender 10 with parents group	
2. Audit Class Library/Resources	Develop a template to audit class books/resources Time to carry out audit	Gender 10 with support from GIRFG Group	
3. Class Wish List	Consult each class on what books they would like, using book suggestions	Gender 10	
4. Promoting Equality Wall	Create a promoting equality wall with positive words/phrases/activities	Gender 10 with parents group	
5. Peer Educator Activity	Develop activity to deliver to class around toy marketing	Gender 10 with support from GIRFG Group	
6. Promoting Equality in Playground	Develop activity to promote Gender Equality in the playground (Posters outlining positive gender equality)	Gender 10 with support from GIRFG Group	

Gender 10 - A practical toolkit for primary schools

7. Promoting Equality in classrooms	Develop key messages for promoting equality in classrooms (10 top tips)	Gender 10 with support from GIRFG Group	
8. Gender Equality Policy	Work with GIRFG Group to help develop the school Gender Equality Policy with teachers and parents	Jan to March 2018	
9. Promote Gender Equality	Work with Teachers and Parent Group to plan promoting gender equality events calendar (tie in with assemblies, parents nights, world of work week	TBC	

Appendix 13 – Peer Education Task

Your challenge is to plan, prepare and deliver 2 peer education lessons - one for P1-3 and one for P4-7. The lesson should be focused around gender stereotypes in toy marketing/toy advertising. The lesson should start with either a video or powerpoint which shows them how gender stereotypes are used to advertise the toys currently and you should lead a discussion about this. The children will then be expected to produce a poster which challenges gender stereotypes in toy marketing.



For P1-3 the children could make a collage using pictures from catalogues or their own drawings showing what people think girls/boys should play with versus what they can actually play with. For P4-7 you could challenge them to design their own poster to challenge gender stereotypes in toy marketing. The posters should be displayed in class/around the school and you will choose a winner for each class to be put on the "Promoting Equality wall"

Suggested Criteria for Posters

P1-3

- Poster should show how toy companies use gender stereotypes in their advertising
- Poster should challenge this and make it clear that boys and girls can play with whatever they like!
- Poster should be colourful and attractive
- Poster should have a suitable title

P4-7

- Poster should challenge gender stereotyping used in the marketing of toys and should explain some of the dangers of this
- Poster should be colourful and attractive
- Poster should have a suitable title
- Poster should be neat and easy to read

Appendix 14 - Gender Equality Project- Dalmellington Primary

Gender 10 Audit of Environment and Resources

Resource	Gender friendly? / Equality in terms of Gender?	Action to be taken