

# Year 2

## Differences

### Lesson 1

#### Learning Intention

To introduce the concept of gender stereotypes  
To identify differences between males and females

#### Learning Outcomes

Understand that some people have fixed ideas about what boys and girls can do  
Describe the difference between male and female babies

#### Resources

2 large PE hoops

[Boy/Girl/Everyone labels](#)

Bag of objects and clothing to explore male and female stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt)

**OR** [Pictures of objects and clothing](#)

[Clothed Babies picture cards](#)

[Clothed Babies whiteboard summary](#)

[Pictures of newborn babies](#)

## Activities

### 1. Group Agreement

Sit in a circle ask the class questions to help establish some rules for these lessons. Ensure you include the following: listen to each other; treat each other with respect (this includes no laughing at each other and no put downs).

### 2. Defining Different and Similar

Explain that the lesson will be about differences between boys and girls and refer to the learning outcomes on the whiteboard and discuss what they mean. Write the words DIFFERENT and SIMILAR on the board and ask the children to tell you what the words mean. Ask the children to give you examples of things or people that are similar or different.

### 3. Differences Between Boys and Girls

In pairs, ask the children to discuss what the differences are between them. Share some ideas. In the same pairs ask the children to discuss what the differences are between boys and girls. Accept their ideas and use them to introduce the next part of the activity, which explores whether the ideas we hold about boys and girls are always true.

### 4. Who Does This Belong To? Sorting Activity

Using the PE hoops make a venn diagram and label the spaces [BOY GIRL and EVERYONE](#). One by one invite the children to select an object from the bag of objects and clothing and place it beside BOY GIRL or EVERYONE. Ask them to explain their choice using the sentence stem: *I put it there because...* Accept the children's decisions for the time being. Alternatively, display the [Pictures of objects and clothing](#) on the whiteboard and encourage the class to sort them and discuss.

### 5. Discussion and Review

When all the objects have been placed ask the children what they think about the choices made. Explore any stereotypes or assumptions, asking questions such as: *Is it always true that only boys wear trousers? Does anyone know any males with long hair?* Ask whether anyone would like to move any of the objects and why. Ask the children what they have learned from doing this activity. Draw out the idea that some people have fixed ideas (stereotypes) about the differences between boys and girls.

### 6. Male and Female Babies

Write the words MALE and FEMALE on the board and ask the children to tell you what the words mean. Explain that when people use the word FEMALE they are often talking about girls or women, when they use the word MALE they are often talking about boys or men. In small groups at tables, ask pairs to briefly discuss how we tell whether a baby is a male or female when it is first born. Give each table a [Clothed Babies picture card](#). Ask the pairs to decide if they can tell if their baby is male or female and how they know.

### 7. Biological Differences

Display the [Clothed Babies whiteboard summary](#). Feed back ideas with the whole class about whether the baby in the picture is FEMALE or MALE. Explain that it is very hard to tell from the pictures whether the babies are Female or Male because we can't see the babies' bodies. Ask the class how a doctor or midwife might decide whether a newborn baby is female or male. Accept any terms the children use such as "private parts" or other familiar names. Explain that in a future lesson they will learn the scientific names for these parts of the body. Use the [Pictures of newborn babies](#) to support the discussion.

## Additional Activities

### Sorting the Girls from the Boys

Consider using pictures/photos/drawings of girls and boys doing various activities. In small groups ask the children to sort the pictures into piles to show which activities are done by 'only boys', 'only girls' or 'both girls and boys'.

### Reading about gender and stereotyping

Read a story that explores gender roles or stereotypes and how these can make people feel. Explore how the characters are behaving in a way that some people might not expect a person of a particular gender to behave.

### Suggested reading:

*Pearl Power and the Toy Problem*, Mel Elliott

*Julian is a Mermaid*, Jessica Love

*Are you a boy or are you a girl*, Sarah Savage and Fox Fisher

*Princess Smartypants*, Babette Cole

*William's Doll*, Charlotte Zolotow

*Amazing Grace*, Mary Hoffman and Caroline Binch