



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Use the characters of Yasmine and Tom as a distancing technique so that you and the children can talk about the issues without being personal.
- Reflect on the needs of the class and make changes to this lesson plan to meet those needs.
- Help children to talk about gender differences confidently, but inclusively by using terms such as 'some boys' and 'some girls' or by asking 'is this always true?'; also by reminding pupils regularly that there is more than one way to be a girl and more than one way to be a boy.
- Take care to be trans-inclusive by being ready to say that a very small number of children do not identify as the gender that they were given at birth and that: 'in our school this is ok'.
- Brief support staff to ensure they use language and promote values consistent with this lesson and those of the school community.
- Reflect on and develop responses to questions that could be asked by pupils.



Resources required

- Introduction video: Introducing Yasmine and Tom supported by *teacher helpsheet B* which provides background information on Yasmine and Tom.
- Interactive whiteboard resource: Gender stereotypes.
- A range of toys and/or pictures of toys.
- Labels 'Boy' 'Girl' 'Both' and set circles/hoops.



Aim of lesson

- To be introduced to the theme and characters for this series of lessons.
- To begin to be able to challenge gender stereotypes.



Learning outcomes

- I can describe some ways that boys and girls are similar or the same.
- I know that there is more than one way to be a boy and more than one way to be a girl.



Key questions

- What do Yasmine and Tom like to do?
- What do some boys like to do?
- What do some girls like to do?
- Is this always the same?
- Are there any rules for girls or rules for boys?
- Do people sometimes suggest that there are?
- Is this true?
- What can we do to help make sure all children are included in all activities and choices?



Differentiation

- Some pupils may benefit from some pre-teaching so that they are more able to engage with the lesson confidently.
- Some higher attaining children may be able to explain some of the stereotypes that they have noticed in shops or on television adverts. Describe why this could make some children feel excluded from some choices or activities.
- Some higher attaining children may be able to talk about how we can help to make things fair and make potentially excluded groups feel included.



Introduction to lesson and baseline assessment

1. Prepare some *ground rules* that will be agreed by the class and revisited during each lesson to ensure that everyone feels safe and valued in these lessons. These could include: listen respectfully; join in and help others to join in, there are no wrong answers; you have the right to pass; it's ok to disagree; it's ok to change your mind; be careful with what you share; you might want to share private and personal information with a trusted adult only.
2. Explain that the children are going to meet two characters called Yasmine and Tom who will be with us through a series of lessons to talk about things like our bodies, our relationships and feelings and how to stay safe online.
3. Divide class into groups of 4 or 5. Give small groups two pieces of paper, one with a picture of Yasmine labelled girls and one with a picture of Tom labelled boys. Ask the pupils to write or draw things that boys and girls do onto the pieces of paper. This activity can be used to assess understanding at the beginning of the lesson and to inform planning. Put this to one side until the end of the lesson.
4. Watch the introductory film clip about the two children.



Activities

5. Ask *talk partners* to discuss: 'what 3 things can you remember about Yasmine? And Tom?' Ask children to feedback what they can remember about the characters, their families and what they enjoy doing.
6. Ask *talk partners* to discuss and feedback: 'what is the same and what is different about them?'
7. Use the whiteboard resource: Gender stereotypes to decide together which toys might be for Yasmine, Tom or both. Ask children to explain their thinking, reminding the class about the *ground rules* of 'no wrong answers' and 'it's ok to change your mind'.
8. As a whole class or in small groups, children sort a range of toys or pictures of toys or objects into those for girls, those for boys and those for both, explaining their choice such as 'I think this is for a girl because...'
9. Ask the children to comment on other's choices. Are there any you would like to move? Why? Do we agree? Use the question 'is this true for all girls/boys?' to help when children say '...because I am a girl/boy and I like it.'



Plenary and endpoint assessment

10. Ask the children to recall what Yasmine and Tom like to do together. Ask: 'is there anything they cannot do together because one of them is a boy and one of them is a girl?' 'what can we say if someone says that something is just for boys or just for girls?' Look back at the baseline sheet: are there any changes that they would like to make? Give them back to the groups to make changes or additions.



Embedding learning

- Ask children next time they are in a toy shop to notice and talk with their grown-ups about how the toys are arranged, labelled and packaged in the shop. What do they think about that?



Additional resources to support learning

- Read a range of stories which challenge gender stereotypes. Relevant booklists can be found in various places such as the Stonewall website or LetterBox Library.*

* FPA referral does not mean external resources and links are approved by the PSHE Association.