




Discussion cards: KS1 & KS2








Notes for teaching staff





The discussion cards are intended to prompt discussion amongst children. They aim to highlight gender stereotyping and promote discussion of in/equality across a range of areas and these notes offer some prompts for discussion of the issues. The aim is not to provide children with ‘answers’, but rather to encourage children to start thinking critically about why they feel the way they do and begin to question stereotypical beliefs. The discussion of the issues raised can of course be tailored according to age.

For younger years see also the EYFS Discussion cards and for KS2 the Additional Discussion cards.

The cards can be used on screen or printed in colour (4 to a page) and laminated.

Screen shot of card	Prompts for discussion
 <p>Which would you rather wear to climb a tree?</p>	<ul style="list-style-type: none"> ○ Is it coincidence that shoes sold as ‘for girls’ are generally more delicate and less supportive than those sold as ‘for boys’? ○ What does this say about how girls and boys are expected to play? ○ Do you see connections with any other gendered messages you’ve seen?
 <p>Boy or girl? Boy or girl?</p>	<ul style="list-style-type: none"> ○ It is only because pink clothes have come to be associated with girls that people might assume the baby on the right is a girl – we don’t know! ○ But colours are not ‘for girls’ or ‘for boys’ – all colours are for everyone. ○ The baby can’t choose its own clothes but do you think how people choose to dress babies and young children may affect what they choose later?
 <p>Who is this colouring book aimed at? What makes you think that?</p>	<ul style="list-style-type: none"> ○ What signals who this is aimed at and who it’s not aimed at? Colour, images, font and overall look ○ What is missing? E.g. action, transport ○ What might an equivalent colouring book aimed at boys look like? ○ If you are a boy, would you choose this book? If not, why not? Make the connection with how gender attitudes are limiting of boys’ choices (as well as girls’)

 <p>Is it ever OK to break the law?</p> <p>Suffragette being arrested</p> 	<ul style="list-style-type: none"> ○ A topic for debate... ○ The context provided here is a Suffragette being arrested. Emmeline Pankhurst grew impatient with the gradualist, law-abiding tactics of the Suffragists which by 1903 had not succeeded in winning women the vote. She formed the Suffragette movement which became more militant and violent in their campaigning. Law-breaking, violence and hunger strikes became part of their tactics. ○ Emmeline Pankhurst said: ‘we are here, not because we are law-breakers; we are here in our efforts to become law-makers’ – what did she mean by this? ○ Comparisons can be made with Rosa Parks who was arrested in 1955 in Montgomery, Alabama (US), for violating a city law requiring racial segregation of public buses – further information here... https://www.archives.gov/education/lessons/rosa-parks
 <p>What is her job – can you guess?</p> 	<ul style="list-style-type: none"> ○ What is her job – can you guess? ○ Can you tell what someone’s job is just from looking at them? ○ Can you tell what someone’s job is by whether they are a woman or a man? ○ Her name is Fran Kirby and she is a professional footballer ○ Fran joined her home town club (Reading) at the age of seven and worked her way through the youth teams. ○ Fran plays as a forward for FA WSL club Chelsea and the England national team.
<p>“I know more boys who like football than girls who like football”</p> <p>Is this a sexist comment?</p> 	<ul style="list-style-type: none"> ○ If you know more boys who like football than girls who like football that’s fact – it’s not sexist to say so
<p>“Boys like football more than girls do”</p> <p>Is this a sexist comment?</p> 	<ul style="list-style-type: none"> ○ This is a gender stereotype – a fixed or widely held belief about a group of people based on their gender ○ The suggestion is that all boys like football more than all girls – based on nothing more than their gender ○ It is sexist because it relies on stereotypes of girls’ and boys’ preferences
<p>What does it mean to “run like a girl”?</p> 	<ul style="list-style-type: none"> ○ There is no such thing as running like a girl because all girls are individuals and run differently according to their size, gait, strength, fitness, effort etc ○ ‘run like a girl’ is intended to insult and humiliate the person (girl or boy) it is addressed to – implying that girls run slower or less effectively than boys ○ Using this expression is offensive and sexist ○ This short video illustrates how negative connotations associated with ‘like a girl...’ are learned over time – therefore

	<p>it is something we can change...https://www.youtube.com/watch?v=XjJQBjWYDTs</p>
 <p>What does it mean to "cry like a girl"?</p>	<ul style="list-style-type: none"> ○ A message to boys that 'real men' don't cry and that as boys they need to learn to suppress their emotions ○ Harmful effects for boys and men – men account for 75% of suicides in the UK ○ Humiliating and demeaning by reference to girls – puts down one boy and all girls ○ If you have 11 mins, watch this powerful TED talk Tony Porter (not one for the kids)... https://www.ted.com/talks/tony_porter_a_call_to_men#t-5837
 <p>Is it fair to have a girls-only day on the football pitch?</p>	<ul style="list-style-type: none"> ○ Isn't it unfair, because girls can play any other day and a girls-only day would mean they get more time on the pitch than boys? ○ But haven't children noticed that the pitch tends to be dominated by boys? Can children suggest why that might be? Do some boys feel that they are 'entitled' to play football? Do some girls feel that this excludes them? ○ Can we generalise about girls and boys here? Do some girls play football? Do some boys not play football? ○ It's important to point out that there is no difference in girls' and boys' brains to explain different preferences. ○ Notes for staff: even in schools without a football pitch we have seen that boys tend to dominate whatever football-related activities are made available (e.g. shoot-out areas). ○ Note: this card is duplicated in the additional cards for KS2 resource, with notes for a more in-depth discussion
 <p>What do you think about these colouring books?</p>	<ul style="list-style-type: none"> ○ Why beautiful for girls and brilliant for boys? What about the different colours, themes, even fonts? What if you are a girl who wants to colour robots or a boy who wants to colour butterflies? ○ How do these books make you feel?
 <p>if you are a boy who wants to buy the pink stationery, would you bring it to school?</p>	<ul style="list-style-type: none"> ○ If you are a boy who prefers the pink stationery, would you bring it to school? Would you be worried about being teased? ○ Would you ever tease a boy who brought pink stationery to school? (this may be a question for children to think about rather than answer this out loud) If so, why? ○ Would a boy bringing pink stationery be more likely to be teased than a girl bringing blue stationery? If so, why do you think this is?

