

| TEXT | WILLIAM'S DOLL | | |
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| Key: Questions Resources Direction | | | |
| Step 1 | Step 2 | Activities | Reflect |
| <p>Predict: Look at cover. What do you think the book will be about?</p> <p>What do you think when you think dolls? Assess gender stereotyping.</p> <p>Look at stereotype girl/boy statements. Agree / Disagree / Not Sure – Ask children to show their opinions based on a set of given statements, e.g. “Girls should not play football”, “Cars are toys for boys”, etc.</p> | <p>What if those with blue eyes were thought to be less intelligent than those with brown eyes? Would this be fair? Is there any justification for this? Explain that sexism can be a result of gender stereotyping.</p> <p>What does it mean to ‘Act like a man?’ Note responses. Do same for ‘Acting like a lady.’ Where do we learn these gender roles? What people teach us these stereotypes? Where do women learn these lessons? What other people influence our perception on gender roles? ‘<i>You run like a girl.</i>’ Etc. Is this a fair comment? Discuss female athletes. Link to Hannah Beharry. Same for men-‘Boys don’t cry’ etc</p> <p>If boys /girls don’t fit the box, what names are they called? How do these names reinforce the stereotype box? How does it feel to be called these? How does the perpetrator feel? People are real, with real emotions. Stereotypes are dangerous as they limit our potential.</p> <p>Discuss how people can be grouped in several different ways and other people can decide what the ‘characteristics’ could be. There’s nothing wrong with boy mechanics and females enjoying cooking, but not exclusive to them. It becomes a problem when we’re told we have to behave like this to fit in. It’s all down to personal choice.</p> <p>Ensure children are aware that certain behaviours, such as racism, sexism and bullying, which should not be tolerated. Discuss Equal opportunities.</p> | <p>Show a doll. What words could we use to describe this? Assertive, ambitious, caring, adventurous etc Challenging stereotypical gender toys.</p> <p>Label a toy/drawing of a toy with gender neutral words</p>  | <p>Share words and discuss why you chose them. Adult/Learning buddy to challenge any words that restrict/gender stereotype</p> <p>Discuss 3 ways in which you’re the same as your learning buddy. How would you react if William were in your class? How do you feel about William wanting a doll? Why</p> <p>In what ways would you like to be different and not be stereotyped?</p> <p>Was it easy or quite difficult to find the label that matched the person/description? Were some labels easier than others to find matches for? Why? Are the descriptions true? If no, why do we all recognise them and believe them? What effect does stereotyping have?</p> |

SESSION 1

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| SESSION 2 | <p>How are women portrayed differently than men in the media and vice versa for certain situations?</p> <p>How are women portrayed differently than men in sports? Research how Andy Murray has spoken up for the misrepresentation of women in sport.</p> | <p>How are women and their emotions represented? Discuss ideas on women's emotions. Repeat for men.</p> <p>Watch and discuss views and opinions https://www.youtube.com/watch?v=5rqOM3hJQ2o</p> <p>We all have emotions and it's important that we all feel safe to express them-men and women.</p> | <p>What characteristics do you associate with athletes? Which are positive and which are negative for male athletes? Which are positive and which are negative for female athletes?</p> <p>Look at the athlete images. What words do you think of when you see the images? What words would you use to describe the athletes? Write them down. Look at the first word on the list. Do you think it is a good quality for a boy or man to have? If so, tick it in one colour. Do you think it is a good quality for a girl or woman to have? If so, tick it in another colour. Repeat for all of your words. Are any of the "positive" words the same for both men and women? Which ones? Which words are different? Why do you think that they are different? Recap stereotype (A stereotype is an assumption made about an individual based on group membership). Which of the words on the chart are stereotypes about men and women, and about athletes? How can you tell that they're stereotypes? How can stereotypes devalue and hurt people?</p> <p>Look at the Poster examples. Design your own poster to show how sport in Hollickwood does not gender stereotype.</p> | <p><i>We do not have to accept the limits of stereotypes. We have the power to decide what sense to us.</i></p> <p>Discuss with your learning buddy what you think his means and your opinion on it.</p> |
| SESSION 3 | <p>Read to page 23. What does William's dad think about him wanting a doll? What things does William's dad get him to play with? Why do you think he feels this way?</p> | <p>Do you think you are stereotyped in any way in this class? e.g. are they the class clown, the shy one, the chattering one. Ask pupils to consider how they can break the gender stereotype or their class stereotype in some way.</p> | <p>Using magazines, images and words, create a collage board to describe you.</p> | <p>Why do we tend to see boys and girls in a stereotypical way? What do you think of the magazines you used? Are they stereotypical? What sort of images did you see in boys' magazines and girls' magazines? What would it be like for you to be a boyish girl or a girly boy, or to break some of the gender stereotypes? How would others react?</p> |
| SESSION 4 | <p>Read the rest of the story. How does Grandmother help William? How does William feel when he has his doll?</p> | <p>What skills and qualities does a good parent have? Create an outline of a person and write all of the skills and qualities you think a parent requires.</p> | <p>How do the behaviours of the brother, dad and the neighbour suggest that boys and men should act? How does the grandmother aim to educate William's dad by buying the doll for William?</p> | <p>"It is expected that boys and men will be brave and portray themselves as courageous and strong. To tackle these gender stereotypes we need to let boys and men know that they can be caring, kind and sensitive."</p> <p>Discuss this with your learning buddy</p> |

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| SESSION 5 | <p>Everyone in Frida Kahlo class is caring, kind and sensitive. Everyone in Frida Kahlo class is awesome. There have been some big changes in our lives because of Coronavirus but one thing that stays the same is our ability to be kind.</p> <p>What do you do that shows kindness?</p> <p>It could be something small but powerful like always saying 'Thank you'.</p> | <p>In a time when our lives feel very different, we can use it as an opportunity to change the world. It can start in your home, your community, your town.</p> <p>One powerful way to change the world is to be kind. Kindness is a superpower! What does kindness mean?</p> | <p>Write a kind note to someone in school-specific or general. It could be on a handmade card, letter, postcard-anything! Send it to school so we can display it and celebrate your superpower.</p> <p>C/O Skeve Constantinou Hollickwood School Sydney Road Muswell Hill N10 2NL</p> | <p>Be kind to yourself. Write an encouraging note or notes! You could write 'You're a good friend' or 'You can do this!' Read them every day to remind yourself of how awesome you are!</p> |
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Girl/boy statements

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| Boys are brave | Blue is a boy's colour |
| Pink is girlie | Boys don't cry |
| Girls shouldn't play football | Girls are emotional |
| Boys are stronger than girls | Boys can't dance |
| Cars are toys for boys | Girls play with dolls |

Stereotypical gender toys examples



Athletes images



Poster examples

