

Stonewall

ABOUT THIS RESOURCE

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at www.stonewall.org.uk

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Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.

Are you a boy or are you a girl?

by Sarah Savage and Fox Fisher



This lesson plan has been designed to support you in your discussion of gender, gender stereotyping and gender identity with your pupils. The story, "Are you a boy or are you a girl?" lends itself to discussions of what it might mean to question your gender, and help support pupils who are gender variant and their classmates.

There are some poignant questions at the end of the book that pupils could choose from, which allow for differentiation, a range of answers and method of completion. One idea could be to create a display board with pupil responses and their pictures of Tiny. Tell us how you use the lesson plan and send us photos of your display boards to education@stonewall.org.uk

Time	Suggested Activity
0-5 minutes	Settle pupils in to a circle (Circle time/Golden time/P4C routine) and introduce the story and the author. Introduce Tiny and their family. Read through the story until page 10 and recap that Tiny has moved house and is about to go to a brand-new school. Question the pupils on how they think Tiny might be feeling. Take responses.
5-10 minutes	Continue reading until page 20. Question pupils. These could be recap questions or thematic questions for discussion in pairs or as a group or both. Some examples could be: <ul style="list-style-type: none"> • Who is Buster? • How is he treating Tiny? Why do you think this is? • What did the children realise when they met the firefighter? Did you realise anything? • Do you think Buster means it when he says 'Sorry'? Why? • What does Buster realise about Tiny? What does he realise about himself?
10-15 minutes	Read to the end of the book – "I am me!". One of the things Tiny loves to do the most is dress up. Ask the pupils who else likes to dress up and what they like to dress up as. Question the pupils about what it is about dressing up that they like so much. Introduce individual task and ask pupils to return to their seats.
20-40 minutes	Pupils should spend the remainder of the lesson reflecting on some of the themes of the story or writing an answer to one of the questions posed at the end of the book. Pupils could: <ul style="list-style-type: none"> • Write their thoughts and ideas up in response to one of the questions they have been asked in the discussion or one from the book. • Draw a picture of Tiny and how they (Tiny) like to dress up explaining why they (pupils) think this might be. • Draw a picture of themselves dressed up explaining what they enjoy about it. • Write a letter to Tiny about their experiences at their new school. Pupils might offer support and encouragement or ask further questions. • Draw or write a reflection called "I am me!" where pupils can express their identity and what they enjoy doing. This may or may not include reference to gender.
45-50 minutes	Bring pupils back together and: <ul style="list-style-type: none"> • ask pupils to share their work if they would like to • answer any questions pupils may have • ask pupils to relate the values they have learnt back to class/school/ community values. Can they describe how it could influence their behaviour?