



SCOTTISH RESOURCES: 7–9

Autumn 2008

Tuesdays 03.45–04.00

18 and 25 November

BBC Radio 4 digital (terrestrial, cable, satellite)

Boys and girls

Programmes in this series may be purchased on CD.

Contact BBC Schools Broadcast Recordings, telephone 08701 272 272.

They are also available on demand on the BBC website for seven days post-transmission.

Curriculum for Excellence

These notes relate to re-transmitted programmes, and were conceived within the 5–14 framework. While the 5–14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.



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Listening and talking

Boys and girls

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Series introduction

Links to A Curriculum for Excellence

These programmes link to the Languages area of Curriculum for Excellence. They give pupils the opportunity to talk and listen in pairs and groups. Pupils are encouraged to talk about their personal experiences and opinions. They will reflect on their ideas and the ideas of others.

Developing successful learners

Pupils will develop skills to enable them to communicate their thoughts and opinions effectively.

Developing confident individuals

Pupils will develop skills which will enable them to relate positively to others and interact successfully.

Developing responsible citizens

Pupils will practise communicating their thoughts and feelings through talking with others. They will consider the thoughts and feelings of others. This will help them develop their views of the world.

Developing effective contributors

Pupils will develop their creativity individually or as part of a group. They will develop an awareness of audience and communicate successfully in ways which are appropriate for different situations.

Using the programmes

Each programme tells a story in three parts. Towards the end of each part the presenter raises questions or issues which the children go on to discuss. The resource sheets are designed to pick up on some of the questions and key issues raised in each part. The activities on the resource sheet help to focus the group discussion and debate and support the group in reaching a satisfactory conclusion.

Boys and girls

Introduction

In these two programmes pupils are encouraged to explore the similarities and differences between boys and girls and how they can be treated differently. Programme One considers how boys and girls might be treated differently at home. Contributors of different ages discuss their views on issues such as clothing, helping around the home and showing respect for others. Programme Two looks at how boys and girls are perceived at school and work. Issues considered include how gender effects choices relating to work, school and leisure activities.

Programme One **At home**


—Transmission date 18 November 2008

Programme content

Part 1

The presenter explains what gender is and how similar and different the genders are. Traditional views held by older people are contrasted with those of the younger generation. There is discussion about appropriate clothing for girls and boys. The presenter then asks whether different words should only be used for describing one or either gender.


The activity asks pupils to consider words which have masculine or feminine connotations.

 Stopping point: *'Now you've listened, it's time to talk.'*

Part 2

Different generations discuss how boys and girls are treated at home and the expectations parents have of each gender. The children discuss who does most of the housework in their homes. The presenter then asks if boys and girls are now treated more equally. As an example, they ask if it is acceptable for boys to cry if they are hurt or upset.


The activity asks pupils to complete a survey about household tasks.

 Stopping point: *'Now it's time to stop and talk.'*

Part 3

The presenter asks how relevant manners are in today's world. In particular, pupils are asked to consider whether manners should be updated in the light of men and women being treated equally. Two grandmothers and two younger children give their views. Examples are then given of Victorian manners, which seem irrelevant in the 21st century.

The activity asks pupils to discuss some of the Victorian rules of etiquette and then write new rules for manners or etiquette for the 21st century.

 Stopping point: *'That's all from me for this week. Bye bye.'*

Presenter's questions

After each section of the discussion, the presenter asks some questions. A selection of these is given below. You may want to use them as the basis of discussion, or let the children discuss them in pairs or groups.

Part 1

- Do you think some words can only be used for boys and not girls?
- Have you ever been called any of these words?
- Can you come up with any more masculine and feminine words? Or words which can be used for either sex?

Part 2

- Are girls and boys still expected to do different chores at home?
- Is it acceptable for boys and men to cry too if they get hurt, upset or emotional?
- Why do people think they shouldn't?

Part 3

- How important are good manners today?
- Do you think women who expect to be treated equally at home and at work, should expect men to stand up when they enter a room or have doors opened for them?
- Do you think any of the Victorian rules are useful today?
- What new rules would you bring in?

Activities**Part 1****Masculine and feminine**

Children are asked to consider whether words are used mainly to describe males or females. They are given a list of words which they should then discuss as a group and then sort under the headings – masculine, feminine or both. Groups should then share their opinions giving reasons for their choices.

Part 2**Household jobs**

Children could complete the jobs questionnaire individually. They should then join together in small groups to discuss their choices and the reasons for these. One person from each group could then move to another group to share their findings. If time allows, pupils could take a copy of the survey home and ask an adult to complete the survey. They could then compare their finding with those of a different generation.

Part 3**Manners and Etiquette**

Each group is given the examples of Victorian manners. They should discuss these, given the prompts on the Resource Sheet. As a group, they should make up a shortlist of new rules.

Masculine and Feminine

Do you think some words can only be used for boys and not for girls? Would you be upset if someone used one of the words to describe you?

In your group look at each of the describing words. Try to decide if each of the words is best used to describe boys or girls. You might decide that some words can be used for both. Sort the words under three headings – ‘Masculine’ ‘Feminine’ ‘Both’

Remember to share your ideas with each other.

Beautiful

Brave

Strong

Handsome

Gorgeous

Gentle

Amazing

Soft

Rough

Loud

Smart

Weak

Hard

Quiet

Attractive

Masculine

Feminine

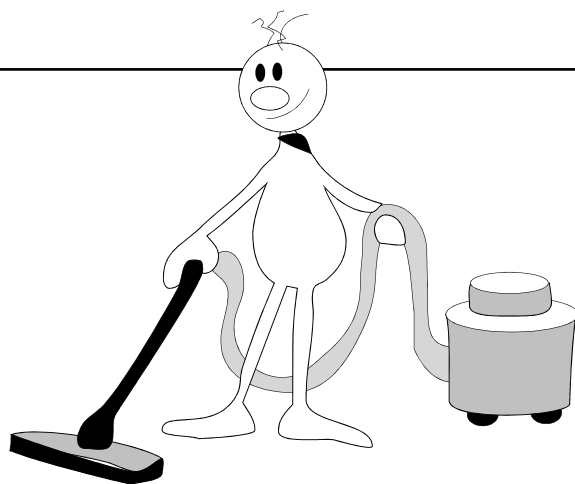
Both

Choose one member of your group to go to another group to tell them what choices your group has made.

Household jobs

Who would be best at doing these jobs at home? Discuss these with your group and decide who should do these jobs. Make sure you can explain the reasons for your choices.

Remember to share your ideas with each other.



Job	Male	Female	Both
Putting out the bins			
Cooking meals			
Painting and decorating			
Washing dishes			
Hoovering			
Washing the car			
Ironing			
Food shopping			
Doing the garden			
Mending broken things			
Cleaning the bathroom			

Do you think your answers would be different if you asked people of different ages? Try asking some people you know, what they think. Talk about your findings.



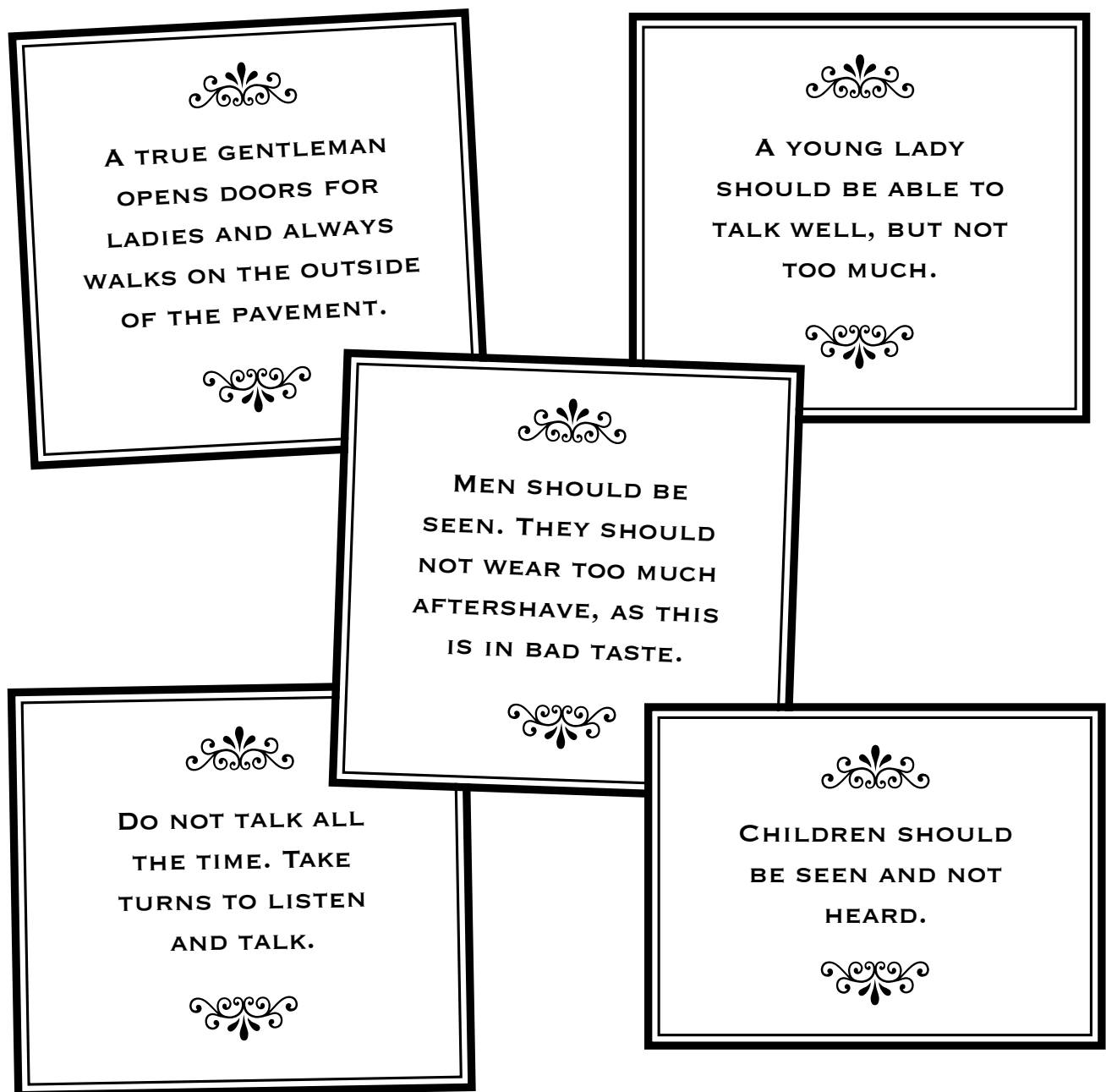
Manners and Etiquette

In the past, good manners were very important. The Victorians who lived just over a hundred years ago had many, many rules. Some of these seem strange to us today.

Below are some of the Victorian rules mentioned in the programme.

Look at each one and discuss them in your groups.

Think about — *What does the rule mean?*
 Is this a good rule for today?
 Why should we have, or not have, this rule today?



Now in your groups, think about making some new rules for our century.

Try to come up with three or four new ideas.

Make a poster and then explain your new rules to other groups.

Programme Two **At school**


—Transmission date 25 November 2008

Programme content

Part 1

The programme starts with a quiz where pupils have to identify which jobs the speakers, a female firefighter and a male nursery nurse, are describing. Pupils are introduced to the idea that in the past certain jobs were only thought suitable for one gender. Interviews show different views on whether women should be firefighters.


The activity asks pupils to consider whether boys and girls are treated the same or differently at school.

 Stopping point: *'Now you've listened, it's time to talk.'*

Part 2

Kevin, a nursery nurse, describes the reaction people have to his job and some children and a grandfather give their views on the matter. Kevin also gives an example of how he might approach his job differently because he is a man.

The activity asks pupils to list the qualities needed to be a firefighter or nursery nurse and then to decide if either gender is best suited to the job.

 Stopping point: *'It's time to stop and talk.'*

Part 3

This section considers the role gender plays in sport. Grandparents Colin and Moira relate differing views on girls playing football. There is mention of the introduction of the first female football commentator. The programme ends with a statement from a primary school pupil outlining his views on gender difference.

The activity asks pupils to identify a suitable sport for a boy and a girl to take part in.

 Stopping point: *'That's all from me. Goodbye.'*

Presenter's questions

After each section of the discussion, the presenter asks some questions. A selection of these is given below. You may want to use them as the basis for discussion, or let the children discuss them in pairs or groups.

Part 1

- Do you think boys and girls are treated equally at school?
- Do you think women make good firefighters?
- Can you think of any jobs which used to be thought of as masculine or feminine?
- Can you think of any school lessons which used to be thought of as masculine or feminine?

Part 2

- Who do you think makes the best child carers – men or women?
- Does this depend on the individual man or woman?
- What sort of reaction do you think Kevin gets when he tells other men about his job?

Part 3

- Do you think it matters which sports boys and girls play?
- Are there are sports which you think of as masculine or feminine?
- Do you agree with what Chris has to say? Why?

Activities**Part 1****Boys and girls at school**

The activity asks pupils to consider whether boys and girls are treated the same or differently at school. They should organise the cards under the headings – ‘Agree’, ‘Disagree’ or ‘Not sure’. They should also add their own statements to the two blank cards.

Part 2**Job descriptions**

The activity asks pupils to discuss the qualities needed to be a firefighter or nursery nurse. They should write these qualities on the blank cards. The group should then try to rank these in order of importance. After discussion, they should decide if either gender is best suited to the job. This task could be further extended to allow pupils to role-play a job interview.

Part 3**Sport for everyone!**

Pupils are asked to identify a suitable sport for a boy and a girl to take part in. They should be encouraged to consider the qualities and skills needed to take part in each sport and how much they would be enjoyed by the children.

Boys and girls at school

Do you think boys and girls are treated the same at school?

Look at each of the cards below. Decide whether you 'Agree', 'Disagree' or are 'Not Sure' about each of the statements. Sort them under these headings.

Share your decisions with your group.



*Boys take up
more space in the
playground.*

*Girls get
more rewards for
good work.*

*Boys are better
at using the
computer.*

*Girls get
more rows for
talking.*

*Girls are chosen
more often
for special jobs.*

*There should be
separate football teams
for boys and girls.*



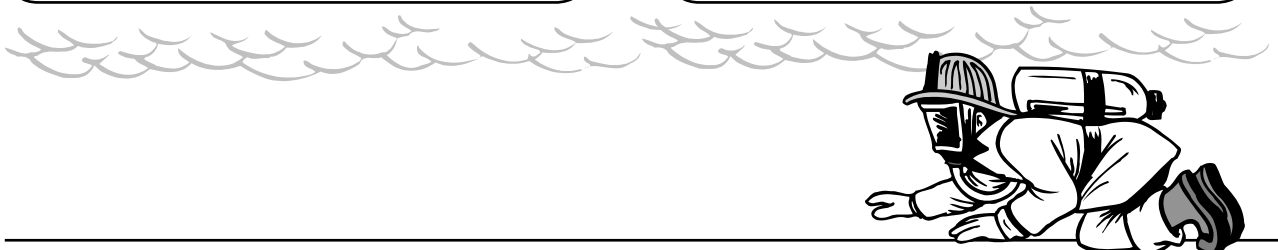
Job descriptions

What makes a good firefighter? What makes a good nursery nurse?

Choose one of the jobs above. Make a list of all the qualities needed to be good at that job. Then, in the circles, number them in order of importance. Try to agree an order for your group. Discuss your opinions with other groups.

A good firefighter needs to —

A good nursery nurse needs to —



Choosing sports

Jack and Louise are wanting to try out some new sports. They can't make up their minds as there are so many to choose from.

Look at the list of sports and decide which sports you would encourage them to try out. Think about why you are suggesting that sport.

We think Louise should try these sports.

How about trying

Tennis	Football
Netball	Golf
Judo	Badminton
Rugby	Swimming
Yoga	Keep Fit
Gymnastics	Tai Chi
Cricket	Athletics

We think Jack should try these sports.



Have you all chosen the same sports?

Have you chosen different sports for boys and girls? Why?