

**BBC**

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# 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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# ***Boys and girls***

## **Introduction**

In these two programmes pupils are encouraged to explore the similarities and differences between boys and girls and how they cS M ferendhs



**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.

The diagram shows a large rectangular area with a wavy bottom edge, divided into three vertical columns by two vertical lines. Above each column is a horizontal box with a downward-pointing arrow, indicating where to place words for 'Masculine', 'Feminine', and 'Both'.

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

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# Household jobs

Who would be best at doing these jobs at home?



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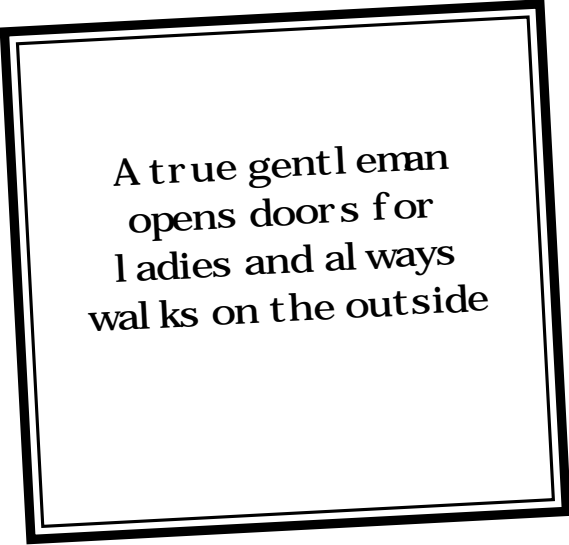
## Manners and Etiquette

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?*



A true gentleman  
opens doors for  
ladies and always  
walks on the outside



**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 r # " -

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## 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 sugS uM

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Ltqk

Ozit

Gfirnsyts

Wzlgr

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