

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

Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)

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.

MAKE SPORT EVERYONE'S GAME.

Use this guide in primary schools to challenge gender stereotypes and to make sport everyone's game. Choose the exercises that work best for your pupils, and share what you get up to with us through education@stonewall.org.uk.

RAINBOW LACES

www.stonewall.org.uk/rainbowlaces

Show the children sports they might not have seen before (based on what you know about their world views, given the families/community around your school). Try and show people who represent them taking part in a range of activities.

- How do the children feel seeing people e.g. who are the same gender as them, wearing hijab/yarmulke like them, in a wheelchair like them, who have the same colour skin as them, who have someone helping like them etc? (Hopefully: proud, like they could do it, like taking part is possible.)
- Try playing a sport that no one has played before, or playing a sport in a different way. If it's a team sport, mix up your teams as much as possible!

Ask children to draw the following:

- A footballer
- A ballet dancer
- A swimmer
- A gymnast

Discuss with the children whether they have drawn their characters as men or women; do they know why they did this? Show the children strong role models from different genders for all four sports, e.g.:

- Marta Vieira da Silva, Lucy Bronze, Lionel Messi
- Carlos Acosta, Wayne Sleep, Misty Copeland
- Ellie Simmonds, Tom Daley, Rebecca Adlington
- Simone Biles, Max Whitlock, Kōhei Uchimura

Get children to do four actions: run; run like a boy; run like a girl; run as fast as they can.

- Which one felt best? Which one felt most like themselves?
- How did they feel when they were asked to run like someone of the same/a different gender as themselves? Discuss whether there were differences between how people ran as a girl/boy.
- Have the children ever heard someone say, "You run/hit/throw like a girl"? Was this meant as a compliment or not?

Ask the children questions using football statistics, e.g. Which team scored most goals last season? / Which of these teams won the highest percentage of their games last season? Which footballer is paid the most? etc. Include men's and women's teams as options in the multiple-choice answers for each question.

- Which teams had the children heard of before? Can they spot anything about the teams they have heard of that is the same/different? (e.g. may have heard of more men's teams, more teams that have been on TV, or more successful teams.)
- Can the children spot any difficulties in splitting teams into men and women? (This might be easier if you reference a sport such as judo, which relies on weight categories too, to speak about a variety of differences, including children who show gender variance). Why might sports teams still usually be split into men and women? (e.g. historic/traditional reasons, size/strength/speed, popularity of televised sport, etc.) What do the children think is most fair in school?

Ask children to come up with traits that they think a good sports person needs. Encourage children to come up with physical and psychological traits, e.g. positive thinking, resilient, fit and healthy, perseveres and practices.

- Is it possible to sort these into 'male' and 'female' traits?
- Discuss with the children what makes us see certain traits as masculine and feminine. You could talk about listening to older children/adults talking about people, seeing people behave in these ways (or not), and how male/female traits are shown in the media.
- Challenge the children's views, e.g. if the children say that you must be strong to be a good sportsperson, and say this is a male trait, give an example of a woman who is strong, such as Amna Al Haddad – weightlifter.

TEAM PRIDE

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Acceptance without exception