



ALL IN, ALL EQUAL PRIMARY RESOURCE

For teachers, school staff or youth workers planning group activities with children and young people in a primary school setting.



Young and Equally Safe in Renfrewshire: Tackling Gender Based Violence.

Encouraging children and young people to build healthy, respectful relationships in personal lives, schools and communities

Encouraging children and young people's voices in Renfrewshire to be heard

Exploring respect, fairness, boundaries, and empathy



Young and Equally Safe in Renfrewshire is a Scottish Government-funded initiative called Delivering Equally Safe and is aimed at tackling Gender-Based Violence amongst young people, led by Renfrewshire Youth Services and in partnership with Children's Services. Originally a two-year pilot, the project has been extended through 2024–2026 due to its success and impact.

Renfrewshire Council's Youth Services team supports young people aged 10 to 25 through rights-based youth work, helping them access information, gain skills and awards, have a voice in decision-making, and take part in projects that benefit them and their peers.



Why Early Intervention?

At age 3-4 27% of children had their own mobile phone, 26% age 5-7 and 90% by age 11 (2024)

A third of children aged 8-17 (32%) said they had seen something 'worrying or nasty' online in the past 12 months (2024)

By age nine, 10% had seen pornography, 27% had seen it by age 11 (2023)

By 2022, 99 Scottish primary schools had been named on the website Everyone's Invited

In a report by the Gender Equality in Education and Learning children as young as nine years old shared experiences of intimidation by boys and threats of sexual violence (2022)

At the time they start school, at least one child in every class will have been living with domestic abuse since they were born.

52% of Child Sexual Abuse and Exploitation crimes in 2022 (Eng. And Wales) were committed by 10-17 year olds. Historically child on child abuse tended to be about about a third of all cases.

40% of 8-11-year-olds went online on their own room and therefore unsupervised for at least some of the time

44% of girls aged 7 to 10 have had strangers message them or send them friend requests when they play games online



Education
Scotland
Foghlam Alba

Hints and Tips

1. Start with basic values:

Everyone deserves to be treated with kindness, respect, and fairness, no matter if they're a boy, a girl, or anyone else.

2. Talk about unfair treatment:

Sometimes, people are treated unfairly just because they're a girl or a boy. That's not right. For example, someone might not let a girl join in a game, or might tease a boy because he likes something different.

Adopt a gender-equal approach.

3. Introduce the idea of hurt or harm:

Sometimes, unfair treatment can hurt someone's feelings, or even hurt their body. That's called violence, and it's never okay, especially when it happens just because someone is a girl or a boy.

4. Emphasise safety and speaking up:

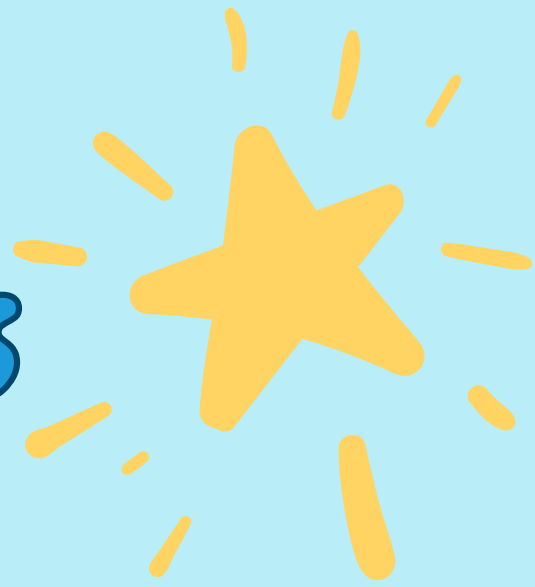
If you ever see someone being hurt or treated unfairly, it's really important to tell a trusted adult, like a teacher or a parent. Everyone has the right to feel safe.

Helpful Tips:

- Use stories or role-play to help young people understand (for example, a story where someone helps a friend being left out).
- Focus on positive actions they can take like including others, speaking kindly, and being fair to everyone.
- Avoid graphic or scary details. Keep the conversation centred on fairness, kindness, and safety.
- Reinforce that violence is never acceptable, no matter who it's towards.



What's in This Resource?



This resource features short activities on how to create a space to reflect and discuss gender-based violence and challenging gender stereotypes with primary school aged children and young people in a positive change which covers the following:

YOU HAVE THE
RIGHT TO:



SHARING
THOUGHTS FREELY





**A space to
be with
others**

**A space to
be safe**

**A space to
be included**

**A space to
be
respectful**

**A space to
be kind**

**A space to
be heard**

**A space to
make
friends**

**A space to
be brave**

**A space to
be accepted**

**A space to
be mindful**

**A space to
accept each
other's
differences**

**A space to
be explore
identities**

How To Use This Resource?

Each card will be laid out the same with the following headings:

- Title of Activity
- Theme
- Materials required
- Instructions
- Purpose of Activity



These cards can be used in any order, adapted and changed to suit your setting, shortened or lengthened and you can even invent your own activities using these as inspiration!

Getting Started

Ice breakers can be a great way to introduce the topic, as this can be a potentially sensitive it's ok to start off by saying if anyone needs to take a break or leave the session at any time they can.

To get started give an introduction into what we are going to be talking about today and why it's important, remember this should be fun and light hearted to help put the group at ease. This will help the group to open up and be ready to input their ideas and suggestions to the session.



Generic Icebreakers

Two Truths and a Lie (with a Twist)

Each person shares two true things about themselves and one false one. The group has to guess the lie.

Twist: If the group guesses wrong, the speaker gets a point. If they guess right, the group gets a point.

The Emoji Story Game

Everyone is given 3 random emojis (on cards or from a generator). They have 1–2 minutes to make up a short story involving all three. Hilarious results usually follow.

Name That Sound

Play random, funny or obscure sound effects (e.g., from a soundboard). The group guesses what they are.

You can make it competitive by forming small teams.

Speed Charades

Fast-paced version of charades with a 30-second timer per round. Keep the categories fun: TikTok trends, animals doing weird things, superhero fails, etc.

Human Bingo

Create a bingo card with statements like:

"Has been on a rollercoaster"

"Can do a backflip"

"Has more than 1 pet"

Players walk around and find people who match the squares. First to get bingo wins!



Focused Icebreakers

Activity 1: Introduce the Concept (5 minutes)

Theme/Purpose: To start thinking about fairness, kindness, and how treatment can vary depending on gender (or other differences).

Welcome & Set-Tone (1 min)

“Hello everyone. Thank you for being here. Today we’re going to think about how we treat others, and how to know if something is fair or unfair. Everyone should be treated kindly, whether they’re a boy or a girl, or anyone else”.

Open Discussion (4 mins)

Ask: “When you hear that everyone should be treated kindly, how does that make you feel?”

Give a few moments for people to share.

Follow-up: “Have you ever felt that something was unfair because of whether someone was a boy or a girl, or something like that? Can you share without naming people if you prefer?”

Encourage multiple voices, affirm all contributions, thank people for sharing.



Focused Icebreakers

Activity 2: Gender-Divided / Gender Stereotype Icebreaker (10 minutes)

Theme/Purpose: To explore what in our lives we assume are “for boys” or “for girls” and to begin questioning where those ideas come from.

Materials Needed:

Post-it notes (lots)

Pens or markers

A board / wall / flip chart where post-its can be stuck

Optional: paper & pens if someone wants to draw examples rather than write.

Steps:

Prompting the Brainstorm

“On your post-it notes, I want you to write things in your life that are often split by gender – things people tend to think are for boys OR for girls. These could be about sports, media (movies, music, shows), clothes, what we eat, day-to-day life – anything that comes to mind.”
Give 3-4 minutes for writing; encourage them to write as many as they can, one example per post-it.



Putting on the Board & Sharing

Ask everyone to stick their post-its on the board.
Invite 2-3 people to pick a post-it and explain their example
(optional, depending on time).

Discussion: Where These Ideas Come From

Ask questions like:

“Why do you think people say ‘football’s for boys’ or
‘cooking’s a girls’ thing’?”

“Who or what teaches us that? (Family? Media? School?
Friends?)”

“Do you think those are fair? Do they stop people from
doing things they’d like to do?”

Reflection / Closing

Ask: “How does it feel when someone says you shouldn’t do
something because of your gender?”

Encourage thinking about ways to challenge the stereotype
(for example, “if I like cooking, I’ll do it even if someone says
it’s ‘for girls’”, or supporting others to break those
boundaries).





Activities Based on Feeling Hurt or Mistreated



Buddy System for Kindness

Objective: Encourage young people to look out for each other and build a supportive community.

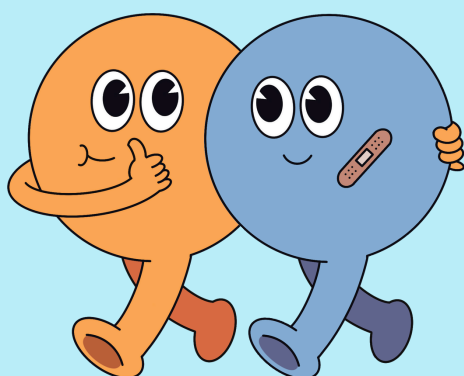
Activity:

Pair up young people in "Buddy Pairs" for the week, where each buddy is responsible for checking in on their partner's well-being, making sure they're included, and practicing kindness.

Encourage them to do one kind thing each day (e.g., complimenting their buddy, inviting them to play, etc.).

At the end of the week, have students reflect on how it felt to give and receive kindness.

Learning Outcome: Builds empathy, teaches inclusion, and helps young people recognise the importance of supporting each other.





Empathy Circle



Objective: Build empathy through active listening and sharing personal experiences.

Activity: Sit in a circle and give each young person a chance to share something about themselves, such as a time they helped a friend or stood up for someone.

After each young person shares, the group can ask them how they felt during the situation, encouraging active listening and empathy.

Alternatively, you can have a "talking piece" (a special object passed around) so that only the person holding it speaks.

Learning Outcome: Teaches empathy, listening skills, and the importance of supporting others.





Feelings Wheel

Objective: Help young people understand and express their emotions, fostering emotional intelligence.

Activity:

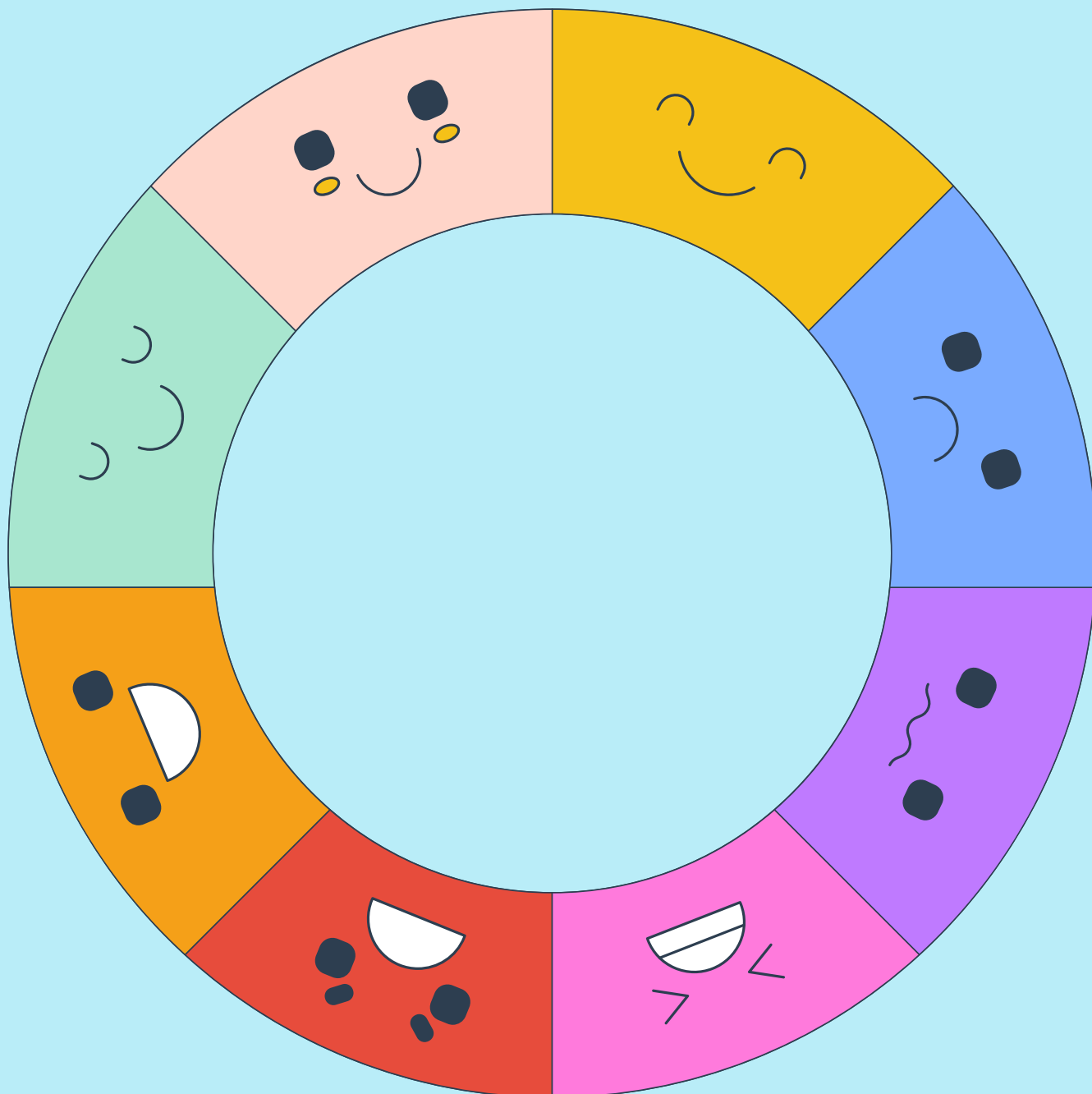
Create a "Feelings Wheel" (template on next page) with different emotions (e.g., happy, sad, angry, excited, frustrated, etc.).

Ask each young person to spin the wheel and share a time when they felt that emotion.

After sharing, young people can talk about healthy ways to handle those emotions, such as asking for help, talking to someone, or finding a calm space.

Learning Outcome: Develops self-awareness and emotional regulation.

Feelings Wheel Template





Activity: Kindness Web

Objective: To show how kindness connects everyone and creates a strong, respectful group environment.

How it works:

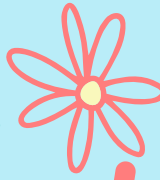
1. Sit the group in a circle with a ball of string or wool.
2. The first young person holds the string and says one kind or respectful thing about someone else in the circle.
3. They hold the end of the string and pass the ball to that person.
4. Keep going until a web has formed connecting everyone.

Reflection:

"What happens when one person is left out?"
(Let go of the string to demonstrate how the web changes.)

"We all help each other stay strong when we're kind and fair."

Be
Kind.





Activities Based on Respect



Respectful Communication Practice

Objective: Teach young people how to communicate with respect and clarity, especially in challenging situations.

Activity:

Pair group up and give them a topic (e.g., how to ask for help, how to apologise, or how to express how they feel).

One young person will practice talking about the topic using "I statements" (e.g., "I feel..." or "I need..."), while the other listens respectfully and responds with empathy.

Switch roles so both students practice the communication technique.

Learning Outcome: Encourages respectful dialogue and helps young people resolve conflicts without aggression.



Scenario Sorting Game (15 minutes):

Read out one scenario card at a time (printable scenario cards on the next page). Ask young people to walk to the corner they think matches the situation: "Fair" or "Unfair".

Example Scenario Cards:

"A girl is told she can't play football because it's 'just for boys.'"

"A boy is laughed at for playing with dolls."

"Everyone gets to choose a job in class, no matter if they're a boy or a girl."

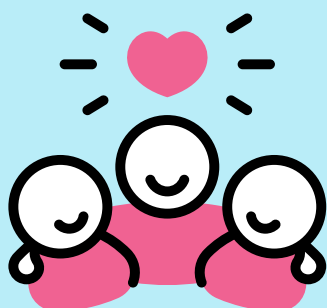
"Only girls are asked to help tidy up."

"A boy helps a friend who has been left out of the game."

"A girl is told she's clever and should help others with their work."

After each round, have a short chat:

"Why do you think that was fair or unfair?
How could we make it fairer?"



RESPECT

Scenario Cards



yes

A BOY SAYS GIRLS CAN'T
PLAY FOOTBALL BECAUSE "IT'S
A BOYS' GAME."



yes

A GIRL LAUGHS AT A
BOY FOR CRYING
AFTER HE FALLS OVER.



yes

A GROUP OF BOYS DOESN'T LET A
GIRL JOIN THEIR LEGO CLUB
BECAUSE "SHE WON'T BE GOOD AT
IT".



yes

DURING GROUP WORK. JAY SAYS.
"LET'S HEAR WHAT EVERYONE THINKS."
INSTEAD OF ONLY ASKING THE BOYS
OR GIRLS.



yes

LIAM WANTS TO HUG HIS
FRIEND SUSIE BUT FIRST ASKS.
"IS IT OK IF I GIVE YOU A
HUG?"



yes

**KATIE MOCKS DANIEL FOR TIDYING
UP AFTER ART BY SAYING HE'S
DOING A "GIRL'S JOB."**



yes

**A GROUP STARTS GOSSIPING
ABOUT A GIRL IN THEIR CLASS
BECAUSE SHE WEARS TROUSERS.**



yes

**THE TEACHER IS EXPLAINING WHAT TO
DO FOR THE NEXT TASK AND SOMEONE
RUDELY INTERRUPTS ASKING
QUESTIONS BEFORE THEY'VE FINISHED.**



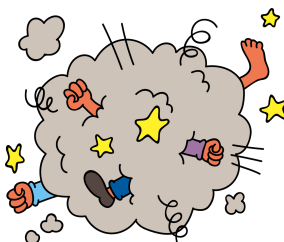
yes

**DURING GAMING CLUB, THE BOYS
SAY "NO GIRLS ALLOWED—IT'S
A BOYS' THING."**



yes

**TWO PEOPLE IN YOUR CLASS ARE
ARRANGING TO FIGHT AFTER
SCHOOL.**



yes

Lesson Plan – Yorkie’s Campaign for Girls Only “Pink Yorkie” from 2005

Time: 30 Mins
Age range: P6-P7

Learning outcomes:

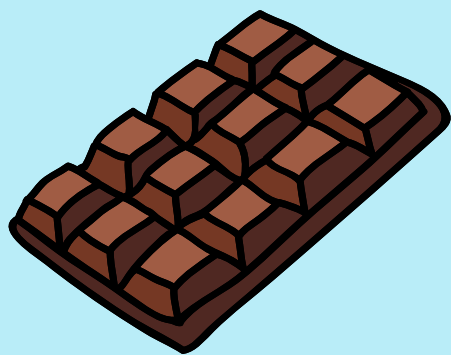
- To get the group to explore advertising through a gendered lens.
- To understand gendered language that can be used.
- To challenge stereotypes of women and girls.

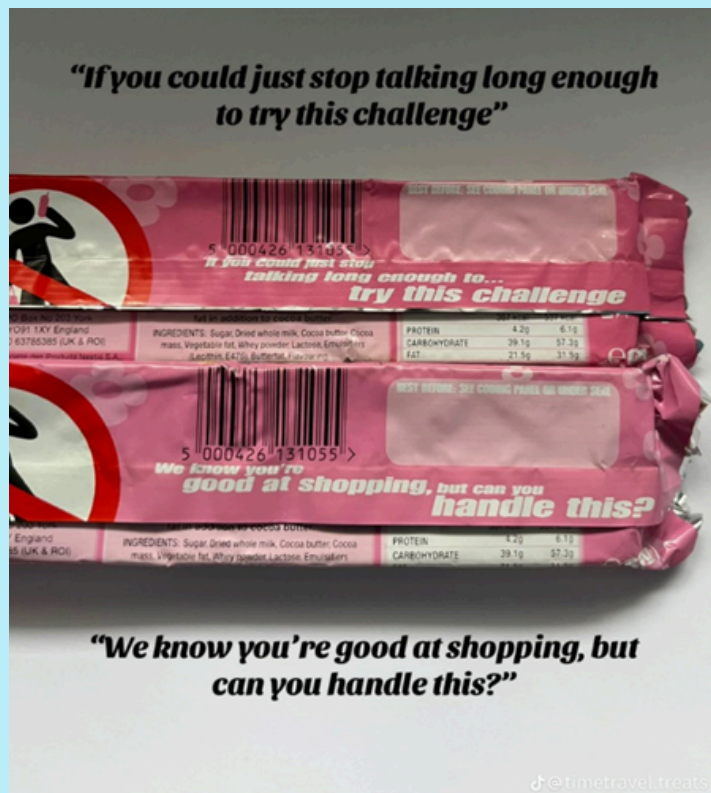
Let’s see it in action (30 mins)

Split the group into gendered groups and look at the campaign below from Yorkie, give them 5 minutes to discuss the messages it sends to them – how does it look, what does it say? Ask the groups to feedback and see if there is a difference between the groups.

Ask the group to debate the difference in views and pick a few of the slogans and ask what messages it sends to women and girls “If only you could stop talking enough to try this challenge” “easier to choose than shoes”.

Ask the group if there any differences in the Yorkies we see today.





The Respect Tree Activity

Theme/Objective-

A collaborative or individual art-and-values exercise where a tree graphic grows leaves representing respectful behaviours, or thoughts.

Set the Scene

1. Draw or attach a large tree trunk and branches on poster paper or a wall display. It can be simple or decorative.

Talk about what “respect” means—list ideas like kindness, listening, sharing, helping, self-respect, etc.

2. Create the Leaves (printable template on the next page)

Each young person cuts or is given a leaf. On their leaf, they write or draw a respectful action or behaviour:

E.g. “Please and thank you” or “Waiting my turn”

“Respecting my toys,” “Including friends,” “Listening”

You might use prompts or pre-written suggestions for younger children.

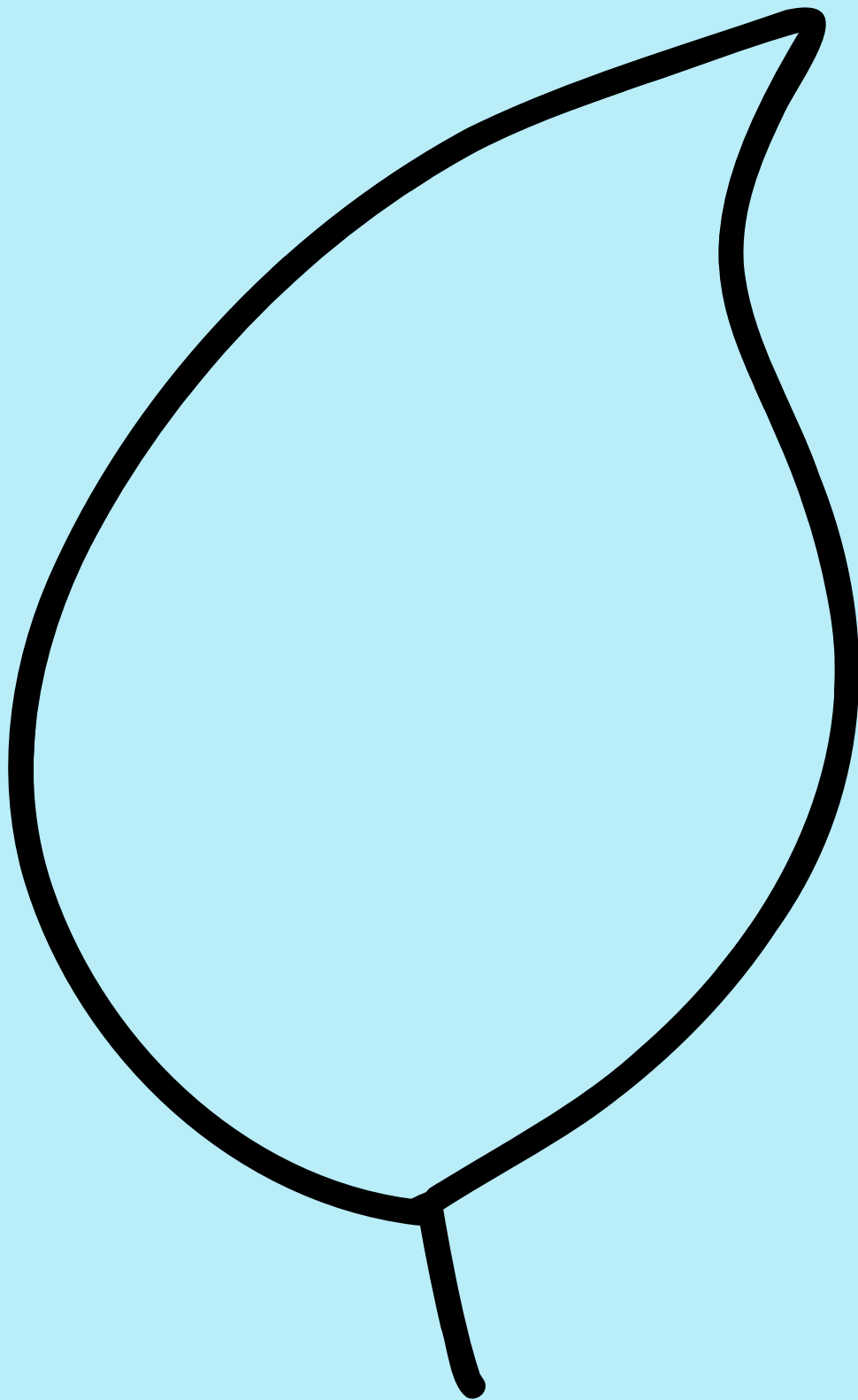
3. Attach to the Tree

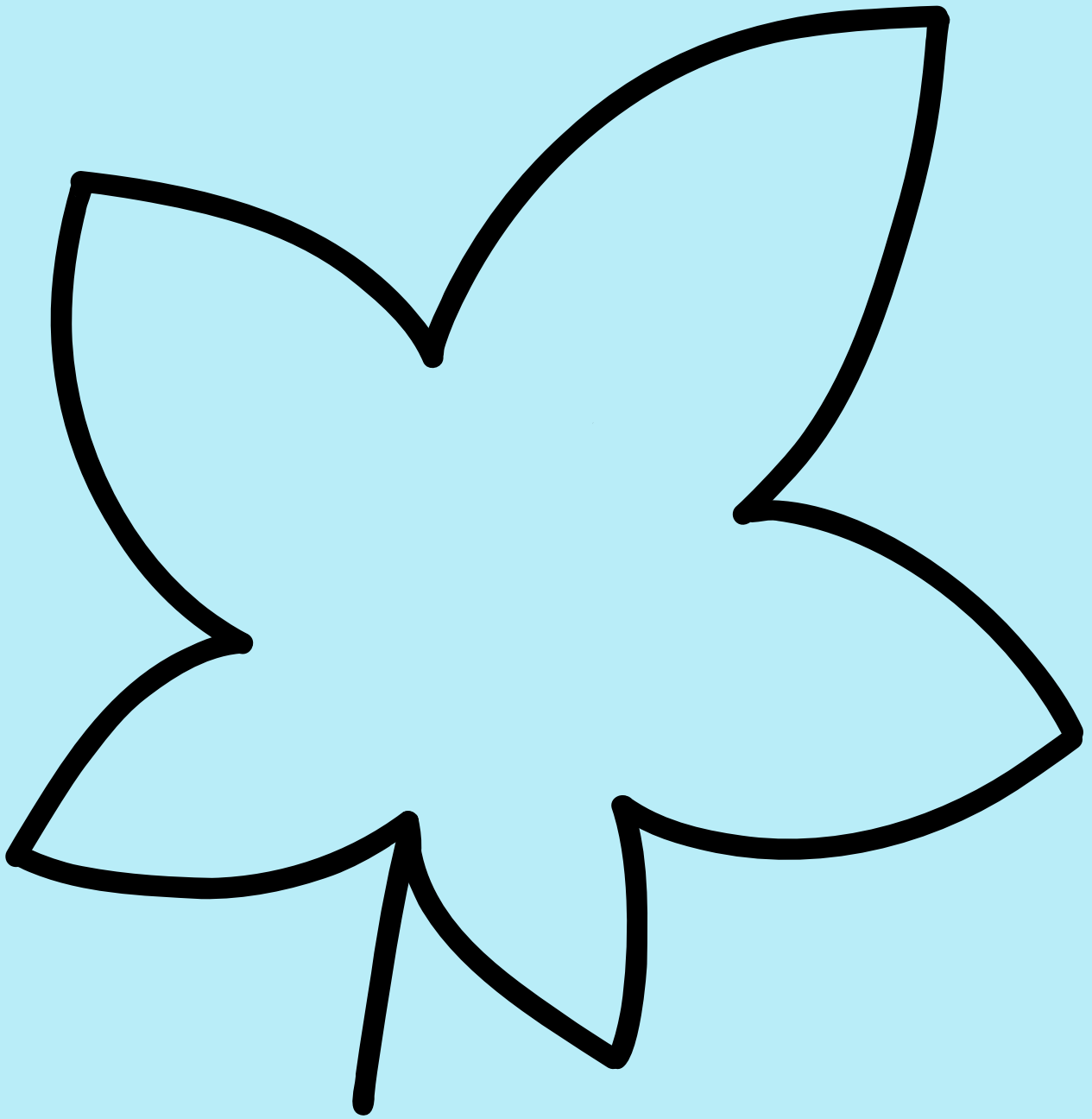
Have young people place their leaves on the tree branches, either one at a time or as a group. As they do, they say what’s written on the leaf aloud.

4. Discuss Together Ask:

- How do these acts show respect?
- Which ones surprise you?
- How could we practice them every day?









Activities Based on Safety and Speaking Up





Safe Space Creation

Objective: Empower young people to identify spaces and behaviours that promote safety.

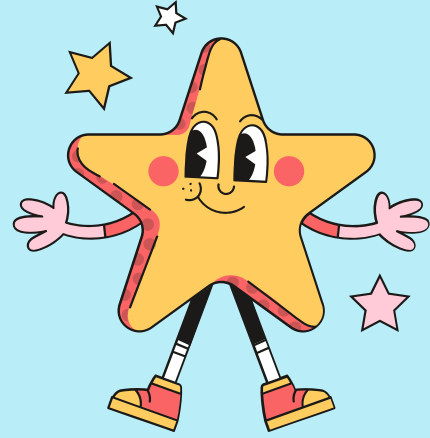
Activity:

Have the group brainstorm what makes them feel safe at school (e.g., friendly voices, respectful language, kindness).

Use a large sheet of paper to create a “Safe Space Map” where students draw or write about different places in the school where they feel safe or comfortable (e.g., library, classroom, playground). Discuss how they can contribute to making these spaces safer for everyone.

Learning Outcome: Reinforces the importance of physical and emotional safety in a community.





Storytelling with a Message

Objective: Use stories to explore themes of respect, safety, and standing up for what's right.

Activity:

Read a short story or show a video about standing up for others or preventing bullying.

Afterward, hold a class discussion on the characters' choices and what other options they might have had. Ask students to come up with their own "What would you do?" endings for the story, where the characters act respectfully and stand up for others.

Learning Outcome: Promotes critical thinking and teaches the importance of positive decision-making in difficult situations.



Poster Challenge

1 lesson or more (can be extended into an art or literacy project)

Objective:

To encourage pupils to think about how they can stand up for others and promote fairness.

How it works:

Discuss what it means to stand up for someone or help them feel included.

Ask young people to create posters with messages like:

“Kindness is stronger than bullying”

“Boys and girls can do anything”

“Fair means everyone gets a turn”

Display the posters around the space, classroom or school.



Role-Playing Scenarios: "What Would You Do?"

Objective: Teach young people how to respond to situations involving bullying, peer pressure, or exclusion.

Activity:

Break the group into small groups and give each group a scenario (e.g., witnessing someone being bullied, hearing hurtful language, or seeing someone left out).

The group discusses how they would stand up for others, using respectful language and actions.

Afterward, groups perform their scenario in front of the class, showing both a negative and positive response.

Learning Outcome: Young people practice identifying harmful behaviours and how to respond positively.



Activity: “What Would You Do?” – Bystander Roleplay

Age Group: P6–P7

Time: 20–30 mins

Objective:

To help young people think through safe ways to respond when they see unfair or unkind behaviour.

How it works:

Split the group into small groups (3–5 pupils).
Give each group a scenario (see examples below).

Ask them to discuss:

What is happening?
Is it fair or unfair?
What could someone do to help?

Groups act out the scenario and a positive way to respond (e.g. asking for help, supporting the person, saying “that’s not okay”).

Example Scenarios:

Someone laughs at a boy for crying.
A group won’t let a girl play a game because “it’s not for girls.”
Someone’s lunch is made fun of because it’s different.
A pupil keeps getting left out at playtime.

Debrief Questions:

“How would you feel in that situation?”
“What makes it hard to speak up?”
“Who can you go to if you’re unsure what to do?”



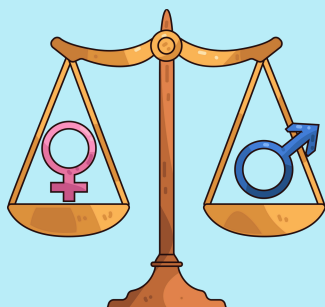
The Equality Wall

Objective: Foster a sense of fairness and equality in the group.

Activity:

- On a large bulletin board, create an “Equality Wall” where young people can post what equality and respect mean to them.
- Provide different coloured paper or sticky notes for young people to write or draw ideas such as "Everyone should be treated equally," "Kindness is important," or "No one should be left out."
- Encourage discussions about what actions they can take to create an equal and safe environment.

Learning Outcome: Reinforces equality and promotes positive actions towards inclusivity.





Evaluation



Evaluation

Evaluation techniques are useful to find out how your group have found the session and what they have learned.

This helps us to gauge what information is being put across and how we are delivering sessions, it is a valuable tool to help us continuously improve and evaluation activities and sessions.

These can be done in fun interactive ways to help young people be honest about their experiences and feelings.



Evaluation 1

Washing Line (10mins)

Print out clip art below and ask the group:





Evaluation 2

Reflection & Kindness Pledge (10 minutes):

Ask:

"Have you ever seen something like this happen?"

"What could you say or do if you see someone being treated unfairly?"

End with a group kindness pledge:

"We promise to treat everyone with kindness and fairness, no matter who they are."

You could even write the pledge on a poster and let pupils sign or decorate it.



Evaluation 3:

Get the group to fill out the sheet below on how they feel after the session, they can circle as many emojis as they want.

Feelings Chart			
			
Happy	Tired	Worried	Angry
			
Proud	Bored	Excited	Upset
			
Embarrassed	Sick	Hungry	Lonely
			
Surprised	Relaxed	Scared	Silly
			
Stressed	Hurt	Nervous	Disappointed

Links to Reporting and Monitoring

HIGOS Outcomes:

- 2.4: Removal of barriers to learning.
- 1.2: Children and young people leading their own learning.
- 3.1: Inclusion and equality.

Youth Work Outcomes:

- 1: Young people are confident, resilient and optimistic for the future.
- 4: Young people participate safely and effectively in groups.
- 7: Young people broaden their perspectives through new experiences and thinking.

UNCRC:

- Article 2: No discrimination.
- Article 13: Sharing thoughts freely.
- Article 28: Access to education.

