

Truth or Norm?

Respectful Relationships

To help students examine common social beliefs and gender norms, question their origins, and explore respectful and inclusive alternatives.



Learning Intentions

Students learn to identify common gender-based stereotypes.

This helps students recognise subtle and overt messages that shape beliefs and behaviour.

Students aim to be able to explain why these stereotypes are problematic.

This builds critical thinking and encourages empathy by understanding how norms can limit and harm people.

Students practice sharing respectful alternatives and challenge harmful views.

This supports students to become positive changemakers in their social circles and beyond.



Success Criteria

Awareness:

Students can distinguish between facts, opinions, and stereotypes related to gender and identity.

Critical Thinking:

Students can unpack where social messages come from and analyse their impact.

Respectful Communication:

Students can discuss sensitive topics calmly and suggest more inclusive ideas.



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Objective:

To help students examine common social beliefs and gender norms, question their origins, and explore respectful and inclusive alternatives.

Players:

Whole class, ideally played in an open space with clear movement areas.

Materials:

- Printed statement cards (found in PDF resource tab)
- Three signs: **TRUE**, **FALSE**, and **STEREOTYPE**
- Optional: reflection journals or exit tickets

Setup:

- Place the **TRUE**, **FALSE**, and **STEREOTYPE** signs in different corners of the room.
- Print or download the statement cards of bold and thought provoking statements such as:
 - "Boys should make the first move in relationships."
 - "Crying is a sign of weakness in boys."
 - "Girls are more emotional than boys."
 - "Only women should care for babies."
 - "Boys are naturally better at sport."
 - "Strong girls are bossy."

Activity:

1. Read a statement aloud

Present one statement at a time to the group.

2. Movement response

Students silently walk to the zone that represents their view: **TRUE**, **FALSE**, or **STEREOTYPE**.

3. Discussion and debrief

Invite volunteers from each zone to explain their reasoning. Use these guiding questions:

- Where did this belief come from?
- Who benefits or is harmed by this belief?
- Is this based on fact, opinion, or a stereotype?
- How could we think differently or more inclusively?

4. Encourage respect

Reinforce respectful language, active listening, and creating a safe space for different views. A healthy debate is great, if the student's responses create a healthy debate amongst the class let it roll!



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Reflection prompts:

- What's one stereotype you've noticed in your life or in the media?
- How do these beliefs affect the way people behave or feel?
- What's one way you could challenge a harmful norm?

Winning the game:

This is a learning experience, not a competition. The "win" is in expanding awareness, building empathy, and growing confidence to challenge limiting beliefs.

Additional notes:

This activity can be used to launch deeper conversations on gender equity, respectful relationships, and social change. It aligns with curriculum outcomes for ethical capability, personal and social development, and critical thinking. It pairs well with written reflection or poster-making extensions.



STATEMENT CARDS

PRINT AND CUT OUT THE CARDS AND PLACE THE TRUE, FALSE, AND STEREOTYPE SIGNS AROUND THE ROOM. READ EACH STATEMENT ALOUD AND HAVE STUDENTS MOVE TO THE ZONE THAT MATCHES THEIR VIEW.

BOYS SHOULD MAKE
THE FIRST MOVE IN
RELATIONSHIPS.



CRYING IS A SIGN OF
WEAKNESS IN BOYS.



GIRLS ARE MORE
EMOTIONAL THAN
BOYS.



ONLY WOMEN
SHOULD CARE FOR
BABIES.



STATEMENT CARDS

BOYS ARE NATURALLY
BETTER AT SPORT.



STRONG GIRLS ARE
BOSSY.



MEN SHOULD ALWAYS
PAY ON A DATE.



WOMEN SHOULD CARE
MORE ABOUT HOW
THEY LOOK THAN MEN.



STATEMENT CARDS

BOYS WHO SHOW
EMOTIONS ARE LESS
"MANLY."



GIRLS CAN'T BE GOOD
LEADERS IN MALE-
DOMINATED FIELDS.



IT'S WEIRD WHEN
BOYS LIKE FASHION
OR ART.



GIRLS SHOULDN'T PLAY
ROUGH SPORTS LIKE
FOOTBALL OR RUGBY.

