

CURRICULUM UNIT 6: Family Life and Human Sexuality**LESSON TITLE:** Gender Stereotypes**Health Literacy Skill:**

- Interpersonal Communication

MSDE Performance Indicator:

1c.7.7: Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, and gender identify).

4.MS.a: Apply verbal and non-verbal communication skills to enhance health

OBJECTIVE:

Students will explain how a lack of understanding and acceptance can lead to harmful situations related to gender and gender stereotypes.

TEACHER NOTES :

1. Teachers are encouraged to use best practices when presenting material to students.
2. Before starting the lesson, review class expectations and Family Life guidelines with the class.
3. Remind students of anonymous question protocol.
 1. Teacher Suggestion: Question box and/or Anonymous Padlet Page.
 2. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
4. Teachers should review Family Life Teacher Resources:
 1. Secondary Family Life Teacher Vocabulary Resource
 2. Answering Difficult Question Document
 3. Teaching Sensitive Topics in Health Education

MATERIALS:

Gender Stereotypes PowerPoint
Student Vocabulary Resource
Gender Stereotype Chart
“Redraw The Balance” Video
Gender Scenarios Analysis
Scenario Analysis Questions
Closure Questions

VOCABULARY:

Acceptance	Stereotype
Gender	Tolerance

MOTIVATION: Warm up- Teacher may choose to have students complete the warm-up using any strategy best suits the needs of their class.

List your favorite movie, book, childhood toy, color, or activity/interests.

LESSON PROCEDURES:

1. **Teacher-led Discussion- Vocabulary:** Explain to students that today we will be learning about gender and gender identity.
 - Acceptance- Appreciating other people and situations.
 - Gender- A social construct based on emotional, behavioral, and cultural characteristics attached to a person's assigned biological sex. A person's social and/or legal status as male or female.
 - Stereotype- An exaggerated and oversimplified belief about an entire group of people, such as an ethnic or religious group or a gender.
 - Tolerance- Willing to accept feelings, habits or beliefs that are different from your own.
2. **Student Activity - Gender Stereotypes :** In small groups (make sure the groups are mixed gender), students will discuss gender stereotypes. They will be sharing ideas about how boys and girls "should" be. Give each group a copy of the Gender Stereotypes worksheet. Students should list as many gender stereotypes as possible. For example: girls "love pink", boys "like blue," girls "play with dolls," etc. They can use their answers from the warm-up as a resource. Students should think about the following questions:
 - How are boys and girls "supposed" to behave?
 - What are they supposed to like/dislike?
 - How are they supposed to look, think, feel, and act?
 - What are boys and girls supposed to be good at? Bad at?
3. **Video:** Introduce the video "Inspiring the Future- Redraw the Balance."
 - Before the video- Ask students to think about how gender stereotypes influence our views and how they can be harmful.
 - After the video- Ask
 - How did the students feel once the guests revealed their identities?
 - Do you think it was easy or difficult for students to change their perspectives? Explain.
 - What can we do to help break down stereotypes?
4. **Teacher-Led Discussion- Gender Stereotypes Continued :** Share and record a few examples from the student's gender stereotypes that they came up with in their groups. Discuss with students that sometimes these stereotypes can cause

conflict within the person themselves but can also create conflicts with others. Explain that these stereotypes sometimes make people feel trapped or boxed in. Sometimes people may fit into gender stereotypes, but almost all of us have something that makes us different and unique.

- Have students think about something that makes them different and unique.

5. **Assessment - Scenario Analysis :** Students will work in groups to analyze a scenario. Give each group a scenario and a copy of the guided questions. Students should read the scenario and answer the questions using the information from the discussion of gender stereotypes.

- Allow groups to share their analysis of the scenarios

CLOSURE:

Exit Ticket:

1. Is it easy or difficult to view gender roles in a different way? Explain your answer. How is this accepted within our society?
2. What are several ways changing gender roles have affected male and female relationships? Think about how roles have changed in the workplace, within families, and in social settings.

FORMATIVE ASSESSMENT:

Class Discussion

Scenario Analysis

Student responses to closure question

EXTENSION ACTIVITIES:

Vocabulary Resource

USEFUL RESOURCES: