

## SRE LESSON PLAN

### Gender

**Suggested  
Year Group 7**

**Unit Aims:** To provide the opportunity to consider and challenge Gender stereotyping

**Lesson duration:** 1 hour

**Organisation:** Mixed Sex

**Resources required:**

- ✓ *Gender Differences Activity File*
- ✓ *Gender Discussion Points*
- ✓ *Flipchart*
- ✓ *Pens*

### Intended Learning Outcomes:

- Understand the meaning of Gender and Gender Stereotypes
- Begin to explore where Gender Stereotypes come from in terms of culture, Media and family influences.
- To identify their own beliefs around Gender and Stereotypes.

Introduction:	Time	Grouping
<p><b>1. Establish/Recap Ground Rules</b> In a circle, go through the ground rules that you have set for these lessons. Ensure you explain - don't ask personal questions, confidentiality and the right to pass.</p>	5 mins	Whole Group
<p><b>2. What is Gender?</b> Discuss with the group what Gender means and how they would define Gender Stereotypes, e.g. what do they see as activities or roles of a male/female. <a href="http://www.genderspectrum.org">www.genderspectrum.org</a> provides further information around Gender stereotypes, Cisgender and Gender definitions.</p>	10 mins	Whole Group
<p><b>3. Gender Fact Sheet</b> There are two 'Jo Likes' Fact Files in the resource <i>Gender Differences Activity File</i> - one where Jo is a girl and one where Jo is a boy. Do not let the pupils know the gender &amp; refer to Jo in gender neutral terms.</p> <p>Explain that you will be providing each group with a sheet called 'Jo Likes'. In their groups they need to consider each question and come to an agreement as to what Jo likes. Distribute both male and female versions but do not make reference to gender of Jo.</p> <p>Regroup ask groups to feedback their ideas of what Jo likes.</p> <ul style="list-style-type: none"> <li>• Do the groups agree?</li> </ul>	20 mins	Small Groups

<ul style="list-style-type: none"> <li>Ask them to consider why there are differences?</li> </ul> <p>Reveal the gender differences and ask the group to consider why there would be differences in boys and girls?</p> <p>(The names for this activity can be changed depending on pupil names in the classroom, names can include Sam, Charlie, Chris, Alex)</p>		
<p><b>4. Gender Identity</b></p> <p>Explain to the group that all of us undergo a process of becoming 'gendered' which often begins at a young age. Our own sense of our gender identity grows and changes over time, in response to ideas around us and to our own experiences. Gender identity is usually enforced through messages about our biology/physiology and reproductive capacity and expected social roles.</p>	5 mins	Whole Group
<p><b>5. Gender Discussion:</b> Give each group a <i>Gender Discussion Point</i>. This could be stuck to a large flipchart paper for pupils to note down their reactions and ideas. Give each group 2/3 minutes to add their ideas and then move to the next discussion point.</p> <ul style="list-style-type: none"> <li>Can you take a moment to reflect on the first moment that you realised that you were a girl or boy or a woman or man. Think about who was involved, what actions were involved, and how you felt at the time.</li> <li>Who provided you with the earliest messages about how different genders should behave? (For example, was it your parents, other kin members, peers?)</li> <li>If you acted in a way that was not in line with gender norms, how was this dealt with? (For example, if as a girl you wanted to climb trees or if as a boy you wanted to play with dolls?)</li> <li>How do you feel about the process of 'becoming gendered'? (For example, do you feel pride, fear, anger, humiliation, a sense of responsibility, a drive to challenge this process?)</li> </ul> <p>Take feedback from the group and share different messages they have received around Gender through the variety of influences.</p>	15 mins	Small Groups
<p><b>6. Review &amp; Closing Activity (plenary):</b></p> <p>Ensure pupils feel confident to challenge Gender Stereotypes and to identify where they come from.</p>	5 mins	Whole Group