

Topic: Unpicking Gender	Year 8	Lesson number 7
<p><b>What does the session explore?</b>            In our Unpicking Gender session, we begin to consider what are the elements of our experience of gender, where we get our ideas about gender from and how gender affects how we are treated. We consider gender stereotypes and how they affect our daily lives and relationships.</p>	<p><b>Lesson at a glance</b>            The Accident – starter activity            What do we mean by gender?            Agree/Disagree            Gender roles &amp; behaviours            Challenging gender stereotypes</p> <p><b>Resources needed:</b>            PowerPoint            Internet access for YouTube</p>	
<p><b>Learning outcomes:</b>            Young people will be able to:</p> <ul style="list-style-type: none"> <li>• articulate what we mean by ‘gender’</li> <li>• recognise the influences that create gendered behaviour</li> <li>• identify and challenge gender stereotypes</li> </ul>		
<p><b>Activity details</b>            The Accident – 5 mins            Read out, or ask students to read, each step of the story from the slide.            Pairs discuss the ‘how so?’ question and volunteer responses to the whole group.            Answer: The surgeon is the boy’s mother. The purpose of this exercise is for students to recognise that we make regular assumptions about gender and the assumption here is that a surgeon is a man’s job role.            Ppt slide 2</p>	<p><b>Key delivery information</b>            It’s important to start the lesson with this short activity so that students are not already thinking too much about gender roles.            The surgeon could also be the boy’s father (i.e. a family with two dads).</p>	
<p>Introduce the aims of the lesson, as outlined on the PowerPoint.            Refer to the class constitution to highlight ground rules for the session.            Ppt slide 3</p>	<p>Make it clear that no question is too basic.            Remind students of the LGBTQ+ lesson and that this builds on some of the learning from that lesson.</p>	
<p>What do we mean by gender? – 10 mins            Remind students that in the LGBTQ+ lesson they explored the difference between gender, assigned sex and attraction. Here we’re focusing on gender. The 3 are not necessarily linked.            Recap definition of assigned sex: Usually determined at birth, based on the observation of genitals. Chromosomes, hormones, genes and internal organs contribute to the make-up of biological sex.            Definition of attraction: Who you’re attracted to or fancy; can be any combination of sexual, emotional, romantic attraction.            Gender identity is a SPECTRUM which we can all move along during our lives. Gender identity is a social construct, not based on biology.            Non-binary – elicit definition (an umbrella term for gender identities outside the binary of ‘girl’ and ‘boy’) and ask students if they</p>	<p>Whole group presentation and discussion.            Check comprehension of terminology and concepts.</p> <p>Plotting gender identity and expression: students can do this individually, in small groups or be asked to do it outside the lesson, depending on whether the teacher knows this is a safe environment for all members of the group to</p>	

<p>remember descriptions of any genders that would fit the ‘other’ (these may include, e.g. genderfluid, genderqueer, agender). Gender expression is how you present yourself – your clothing, name etc. People can use pronouns other than she/her and he/him. For example, they/them or ze/zir or a combination. People who identify as non-binary people may use these.</p> <p>Again, gender expression is a spectrum and can change depending on age, context etc. It doesn’t always match or reflect your gender identity.</p> <p>Check that students understand the meaning of ‘androgynous’, i.e. gender expression or presentation that is neither specifically masculine nor feminine. An androgynous person is not necessarily non-binary.</p> <p>Students can plot their own gender identity and expression on the spectrums (see delivery information).</p> <p>Ppt slide 4</p>	<p>undertake the activity.          Time may also be a deciding factor.</p>
<p>Agree or disagree? – 5 mins</p> <p>Students discuss the statement – ask them to give a rationale for their decisions. During whole group feedback, ask:</p> <ul style="list-style-type: none"> <li>• Do we make a decision based on a person’s gender identity or their gender expression?</li> <li>• Do we make assumptions about their gender identity?</li> </ul> <p>Ppt slide 5</p>	<p>Small group discussion and feedback to whole class.</p>
<p>Gender roles and behaviours – 20 mins</p> <p>Talk through the first 2 thought bubbles:          Gender roles and behaviours are:</p> <ul style="list-style-type: none"> <li>• Society’s expectations of how people should behave based on their gender</li> <li>• Gender roles in UK majority culture have relaxed over time, but they still exist - <b>Can you think of examples?</b></li> </ul> <p>Small group activity: discuss examples of gendered roles and behaviours, e.g.          masculine: firefighter, aggressive, strong, don’t cry          feminine: nurse, gentle, caring, easily upset</p> <p>Whole class comes back together to feed back then ask them where these ideas come from.          Elicit a list that might include: the media, education, government, family.</p> <p>Ask the whole class: Do these descriptions represent you?          Assuming they say no, move to the third thought bubble:</p> <ul style="list-style-type: none"> <li>• Gendered expectations can lead to stereotypes*. <b>How do these gender stereotypes affect us?</b></li> </ul> <p>In small groups discuss and answer the above, and:</p> <ul style="list-style-type: none"> <li>• What happens if you don’t conform to gender stereotypes?</li> <li>• What about people who identify as non-binary? Where do they fit in?</li> </ul> <p>Come back to the whole group to share discussions. Ppt slide 6</p>	<p>Start activity as a whole class, then move to small group discussion.          Check comprehension:</p> <ul style="list-style-type: none"> <li>• ‘UK majority culture’, i.e. White British, Christian, heterosexual, cisgender.</li> <li>• ‘stereotypes’: over-generalised beliefs about a person or group of people which are not necessarily based on evidence and may not be true.</li> </ul>

### Activity details

Challenging gender stereotypes – 20 mins

Watch the video – tell students that while they watch to look out for any more examples of gender stereotypes that they haven't already identified.

<https://www.youtube.com/watch?v=HzN2417-d78>

After viewing, feedback on the above question.

Then pairs:

- Discuss what they do that conforms to a gender stereotype and why they do it; what they want for themselves (e.g. not to have to wear make-up, play football)

Ppt slide 7

Plenary:

The people on the video urges you: 'don't judge, celebrate'.

As a class:

- Make suggestions how they might share this message with other students – display? Assembly? School website?
- Are there any role models that challenge gender stereotypes that could be used to convey this message?

Gather suggestions to be developed in a future lesson.

Ppt slide 8

### Key delivery informaton

Pair discussion after watching the video then everyone coming together at the end to share their ideas.

Ppt slide 9:

At the end of the lesson, you can share The Kite Trust details with the class, for young people who may want to talk about their gender identity or sexuality:

<http://thekitetrust.org.uk/>

Text/Whatsapp:

07808189158

Email:

[info@thekitetrust.org.uk](mailto:info@thekitetrust.org.uk)