

Erin's Law Lesson Plans for THES and GES - Spring 2019

GRADE **K** **1** **2** 3 4 5

WEEK 1 2 3 4 5

TOPIC: Gender

Lesson Outline	Script	Curriculum Used/Materials Needed	Standards Addressed (copy and paste)
<p>Objective: Student will recognize there are stereotypes associated with being a boy or being a girl and that those stereotypes are not always true.</p> <p>Alien Activity (see script on right) ("What is a Boy?/What is a Girl?").</p> <p>Define the words <u>Stereotypes</u> and <u>Gender</u>.</p> <p>Stereotypes: Untrue or mean opinions that people may have of other people</p> <p>Gender: How someone acts/dresses as a boy or girl</p>	<p>Ask Students: <i>"When a baby is born, what is the first thing we want to know (Boy/Girl)? Where do we look to find out if they are a boy or girl?"</i></p> <p><i>After response, say, "That's right. We look at the genitals, which you may call the "private parts of your body." Most boy babies would have a penis, and most girl babies would have a vulva."</i></p> <p>Say to the class: <i>"Imagine for a moment that an alien landed from outer space who's doing some research on different creatures on our planet. One of these creatures the alien is researching is called (write the word "Boys" on the board or on a sheet of flipchart paper) a 'boy'. How would we describe to someone who's never encountered a boy before what boys are like?"</i> Ask the class to shout out answers to your prompt: <i>"Boys are...,"</i> telling them they shouldn't worry about how any of them sound. <i>Write all of the responses on the board or flipchart sheet. As you write,</i></p>	<p>Whiteboard/Flip Chart Markers Projector Computer with Wi-Fi</p> <p>Video: https://www.youtube.com/watch?v=St6t1WvbysU</p>	<p>HE.4.K.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.4.1.5 Discuss ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.4.2.5 List ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.1.K.7 Recognize that there are many ways to express gender.</p> <p>HE.1.1.7 Explain that there are many ways to express gender.</p> <p>HE.1.2.7 Recognize differences and</p>

repeat the phrase, "boys are..." to continue to prompt the students. Continue to write until you have filled the flipchart sheet or board. Thank the students for creating the list. Then say, "The alien appreciates all of the data you have shared. It just needs a bit more data before it heads back home. The alien would also like to be able to describe what (write the word "Girls" on the board or on a sheet of flipchart paper) a 'girl' is like. How would we describe to someone who's never encountered a girl before what girls are like?" As before, ask the class to shout out answers to your prompt, "Girls are...", "telling them they shouldn't worry about how any of them sound. Write all of the responses on the board or flipchart sheet. As you write, repeat the phrase, "girls are..." to continue to prompt the students. Continue to write until you have either filled the sheet of newsprint or have two columns filled with words that are as close to equal in length to what was generated by the class for the "boys are" list. Thank them for their work, and let them know that the alien has left happy with all its data. (20 minutes) STEP 3: Ask the students to look at both lists. Ask, "What do you notice about the two lists?" As the students identify themes they have noticed, ask, "Are there things on these lists that are stereotypes? That apply to some, but not all, boys or girls?" The students will acknowledge that, yes, this is the case. Go to the boys list. Ask, "Are there things on this list that can apply to girls?" An example of this might be, "be athletic." Ask, "Is it okay if a girl is [athletic; funny; strong]?" The class is likely to say it is. Then go to the

similarities of how individuals identify regarding gender.
HE.1.K.8 Recognize the importance of treating others with respect including gender expression.
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HE.1.2.8 Recognize the importance of treating others with respect including gender expression.
HE.2.K.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender
HE.2.1.4 Provide examples of how friends and family influence how people think they should act on the basis of their gender.
HE.2.2.4 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.

	<p>girls list. Ask, "Are there things on this list that can apply to boys?" An example of this might be, "Be sensitive." Ask, "Is it okay if a boy is [sensitive; sweet; dramatic]?" The response to this will be mixed; girls will be more likely to say it is okay for guys to express themselves in different ways, while boys will be more likely to say certain things are not okay for boys to be or do.</p> <p>Note to the Teacher: The most important question you can ask as you process these lists is, "Why do you think this is?" In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms . Be prepared for questions or comments that might arise (such as that's "gay") when talking about gender norms. Ask "why?" Refer back to the discussion above ("is it OK if...") (15 minutes)</p>		
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GRADE K 1 2 **3 4 5**

WEEK 1 2 3 4 5

TOPIC: Gender

Lesson Outline	Script	Curriculum Used/Materials Needed	Standards Addressed (copy and paste)
Objectives At the end of the lesson, students will be able to	<i>What are gender and gender identity? What are some of our ideas about how people</i>	Teaching Tolerance: Chart Paper	HE.4.3.5 Describe ways to communicate respectfully with and

<ul style="list-style-type: none"> define and acquire relevant vocabulary to talk about gender identity identify and discuss gender stereotypes talk about ways stereotypes can result in unfair or even harmful situations <p>Essential Questions</p> <ul style="list-style-type: none"> What are gender and gender identity? What are some of our ideas about how people of different genders “should” be or act? What is a stereotype? How might stereotypes affect people as they grow up? Enduring Understandings <ul style="list-style-type: none"> ‘Gender’ deals with whether someone is male or female. Gender identity is about how someone expresses his or her gender. Despite the many roles men and women play in today’s world, some people still judge others based on how they think males and females ‘should’ act. Stereotypes are ideas about how people will act, based on the group to which they belong. Many children grow up identifying certain characteristics as belonging only to boys or girls. 	<p><i>of different genders “should” be or act?</i></p> <p><i>What is a stereotype? How might stereotypes affect people as they grow up?</i></p> <p>SAY: <i>“‘Gender’ deals with whether someone is male or female. Gender identity is about how someone expresses his or her gender. Despite the many roles men and women play in today’s world, some people still judge others based on how they think males and females ‘should’ act.</i></p> <p><i>Stereotypes are ideas about how people will act, based on the group to which they belong. Many children grow up identifying certain characteristics as belonging only to boys or girls.”</i></p> <p><i>(Note: Before beginning this lesson, prepare two pieces of chart paper with a large square drawn in the middle. At the top of them, write “Girl” and “Boy.” Leave those papers to the side at the beginning of the lesson.)</i></p> <p><i>1. Explain that you will be talking about gender. Ask students to help define the term. Chart their responses</i></p>	<p>Pen</p> <p>Video:</p> <p>https://www.youtube.com/watch?v=St6t1WvbysU</p>	<p>about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.4.4.5 Practice ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.4.5.5 Demonstrate ways to communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.1.3.11 Recognize differences and similarities of how individuals identify regarding gender or sexual orientation.</p> <p>HE.1.4.10 Describe differences and similarities of how individuals identify regarding gender or sexual orientation.</p> <p>HE.1.5.12 Discuss ways of expressing gender.</p> <p>HE.1.3.12 Recognize the importance of treating others with respect including gender expression and sexual orientation.</p>
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<p>Overview</p> <p>Gender norms and stereotypes are so ingrained in our society that adults are often surprised to realize how early children internalize these ideas. When young children get caught up in stereotypical notions of gender, though, it can harm their self images and the way they interact with peers. Children need opportunities to consider these internalized stereotypes and think about the problems they cause. In this lesson, students will think about characteristics they ascribe to either boys or girls. They will learn about the idea of “stereotypes” and will consider whether gender stereotypes are fair or unfair. They will also discuss how it feels to not conform to socially defined gender norms.</p> <p>Procedure</p> <p>(Note: Before beginning this lesson, prepare two pieces of chart paper with a large square drawn in the middle. At the top of them, write "Girl" and "Boy." Leave those papers to the side at the beginning of the lesson.)</p> <p>1. Explain that you will be talking about gender. Ask students to help define the term. Chart their responses without comment. After a brief discussion, provide a working definition. Tell the class that you will be amending this definition together as you learn more. (Note: If you plan additional lessons, save the chart paper with students' initial ideas so that they may reflect on those on as their understanding develops.)</p> <p>2. Ask students to define “stereotype.”</p>	<p><i>without comment. After a brief discussion, provide a working definition. Tell the class that you will be amending this definition together as you learn more. (Note: If you plan additional lessons, save the chart paper with students' initial ideas so that they may reflect on those on as their understanding develops.)</i></p> <p><i>2. Ask students to define the word stereotype. Allow them to share a few examples of stereotypes they know. Emphasize that identifying a stereotype does not mean you believe it's true. (Note: If students are confused about the meaning of the word stereotype, provide examples. You may clarify that a stereotype is an oversimplified and unfair belief that a group of people has particular characteristics or that all members of a group are same. So, for example, a stereotype would be that "Women are good at cleaning and cooking; Men are good at making things." Note: If your students do not have much background knowledge with these terms, you can simply follow this step:</i></p>		<p>HE.1.4.11 Understand importance of treating others with respect including gender expression and sexual orientation.</p> <p>HE.1.5.13 Describe the importance of treating others with respect including gender expression and sexual orientation.</p> <p>HE.2.3.6 Recognize how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</p> <p>HE.2.4.6 Describe how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</p> <p>HE.2.5.6 Provide examples of how friends, family, media, society and culture influence how people think they should act on the basis of their gender.</p> <p>HE.1.5.12 Discuss ways of expressing gender.</p> <p>HE.7.3.4 List ways to treat yourself and others with dignity and respect, with regard to race, ability, other identities,</p>
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	<p><i>Explain that you will be talking about gender and stereotypes. Review the meaning of the terms. After a brief discussion, write student-friendly definitions on an easel pad or whiteboard. Explain that you will come back to the terms. (Note: If students are confused about the meaning of the word stereotype, provide them with examples. “Stereotypes usually involve assuming that all members of a particular group have, or should have, a certain characteristic; for example, thinking that all tall people are good at basketball or that thin people do not eat enough.)</i></p> <p><i>3. Divide students into two groups and explain that they will be talking about gender stereotypes—that is, generally accepted ideas about how boys and girls should act or be. It is important not to segregate the groups by gender. (Note: If your class is large, or if you think that the groups will be too big to effectively work together, you may want to create four groups and have two of each poster.) To help facilitate work you can assign one student in each group write responses or draw</i></p>		<p>gender, gender identity, and sexual orientation.</p> <p>HE.7.5.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, and sexual orientation.</p> <p>HE.3.3.8 Recognize sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression</p> <p>HE.3.4.9 Identify sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.</p> <p>HE.3.5.9 Discuss sources of support such as parents or other trusted adults they can tell if they are being teased, harassed or bullied based on gender identity, sexual orientation, and gender expression.</p>
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	<p><i>pictures to represent students' ideas.</i></p> <p><i>4. Give one group the chart paper marked "Girl" and the other group the paper marked "Boy," along with several markers. Challenge students to think of as many gender stereotypes as possible to write, or draw, inside each square. Some examples to get them started might be "love pink" for girls or "like race cars" for boys. Guide groups as they work to make sure the discussions stays on topic and address a variety of questions. Ask: "How are all girls/boys supposed to behave? What are they supposed to like or dislike? How are they supposed to look, think and feel? What are they supposed to be good at?" As the groups work, ask students to think about where these stereotypes come from. Explain that you will talk about this later in the lesson or series.</i></p> <p><i>5. After the students have had sufficient time to work on filling the squares, explain that now they should write or draw some ideas outside of their square. Ask, "What might make a girl or boy outside of the box?" An</i></p>		<p>HE.3.3.5 Recognize people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</p> <p>HE.3.4.6 Identify people at home, school or in the community who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</p> <p>HE.3.5.6 Discuss the qualities of people at home, school or in communities who can provide medically accurate information and/or support about healthy sexuality, including sexual orientation and gender identity.</p>
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example could be a boy who likes flowers, or a girl who likes motorcycles. (Note: Student's examples may focus on dress or taste, which is important and valid. However, try to direct their thinking to issues of personality and behavior expectations as well.)

6. Point out that although some people seem to fit into gender norms or stereotypes more than others, almost everyone has times or parts of themselves that are outside the box. Ask student partners to share one time they felt like they were "inside the box" and one time they felt like they were "outside the box" for their gender. Ask for volunteers to share with the class.

7. Have students come together as a group to look at and share their responses, then discuss the different ideas they share. Explain that being inside or outside a box are gender stereotypes, or ways that other people think men or women should act. (This may be a good time to revisit the original student definitions of gender and stereotypes.) Help students begin considering where some of these stereotypes

come from. Ask them what might be helpful and harmful about these stereotypes. Discuss a conversation about the ways these stereotypes might be unfair or limiting to children as they as they grow up and decide what they like to do, what careers they strive for, what sports they want to play, and so on. Discuss the importance of accepting others who may not fit stereotypes. Ask: "How might a boy feel if he wears pink clothing to school and people make fun of him? How might a girl feel if she wants to play basketball and boys tell her she can't?"

8. Finally, ask students to form a circle. Let each student take a turn and share one character trait he or she has (or wishes to have) from the square of the other gender. (Students may "pass," or repeat others' comments, but emphasize that they should listen to others and respect one another's feelings.