

g* | paideia

Gender behaviour

lesson plans



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Learning outcomes:

- To analyse models and subjects of learning gender-specific behaviour
- To identify gender-based stereotypes

Key vocabulary: Gender behaviour, learned behaviour, boys and girls, stereotypes

Resources needed: Papers with unfinished sentences, Empty box, papers, pens

Time: 1 hour

Lesson Plan Development

STARTER ACTIVITY

Prepare papers in advance with the following statements:

- *Being a boy is good because...*
- *Boys can't...*
- *Boys are uncomfortable when...*
- *Boys will be praised when...*
- *The boy is expected to...*
- *Boys are allowed...*
- *A boy will be ridiculed if...*
- *Boys don't like to ...*
- *Being a girl is good because...*
- *Girls can't...*
- *Girls are uncomfortable when...*
- *The girls will be praised when...*
- *The girls are expected to...*
- *Girls are allowed to...*
- *Girls will be ridiculed if...*
- *Girls don't like to...*
- *(...)*

Put the papers in a box and have each student take one piece of paper when entering the class. Let students read aloud the sentences written on the paper with completing them. All students can add their ideas to someone else's sentence.

MAIN ACTIVITIES

Activity 1

Students, individually, should write several gender -specific behaviours (3 to 5) that they have learned in childhood. Tell them to think from whom and how they learned the particular behaviour (e.g. *My aunt told me that girls do not play with cars because it is a game for boys.*)

Thereafter, they should write down a few gender-specific behaviours (3 to 5) that they noticed with their family (e.g. *Dad always changed the light bulb because it was a man's job*).

Activity 2

Students are divided into smaller groups where they need to talk about what they have written and answer the following questions:

- *Do they notice any of these learned behaviours in their lives today?*
- *Did you notice that the learned behaviour was consistent with or contrary to what they observed with their family?*
- *Were they experimenting with a new behaviour or were they warned that the behaviour was not right for them?*

Write the key stereotypes on the board and in what way do these stereotypes limit us? Then analyze whether a stereotype was good for students.

Suggested follow-up activities

The introductory exercise can be done in such a way that each student takes one piece of paper and finishes the sentence, or you can give each student a sheet with all the statements to complete. They can complete sentences in pairs or in groups.

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