



LESSON
PLAN

2

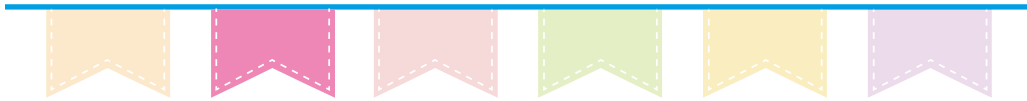
What is
expected of you



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DO... LESSON PLANS



LESSON PLAN 1: Let's start with you

LESSON PLAN 2: **What is expected of you**

LESSON PLAN 3: Love

LESSON PLAN 4: Communication, consent and sex

LESSON PLAN 5: Safer sex

LESSON PLAN 6: Problem solving

WHAT IS EXPECTED OF US?

We are given lots of rules about how we 'should' behave and how we 'should' have relationships and sex. Many of these rules relate to gender, and are based on the idea that:

- There are only men and women
- Men and women are opposites and there are specifically 'masculine' and 'feminine' traits that men and women have to follow
- Men and women are attracted to each other (the 'opposite' sex)
- Our bodies have to fit in with the gender we are given

The problem with these rules is that:

- If we break these rules, we can face major repercussions (bullying, harassment, violence)
- They are unequal (for instance, men get status for having sex, women get stigmatised)
- They leave some people out (e.g. trans and non-binary people, LGB people)
- The rules ignore how we are all complex and have different aspects of our identity that intersect (e.g. our sexuality, gender, race, disability, class, age)

So gender – and identity more broadly – is a huge topic in RSE. Allowing young people to explore the very strict messages we are given from an early age may give them the confidence to deconstruct and reconstruct an identity they may be happier with.

Key learning areas

- What does society tell us about how to be a man or a woman (and whether we should be one or the other)?
- How does gender become more complex as it intersects with other identities?
- How can we choose how we 'do' gender or even choose our gender?
- How do we challenge the idea of there being masculine and feminine traits?
- How does our gender dictate assumptions about our sexuality?

Resources and links

TEACHING RESOURCES

- **Gendered Intelligence** have some interesting resources around gender diversity: www.genderedintelligence.co.uk
- **'It's Pronounced Metrosexual'** have an interesting handout about gender and also a graphic about different genders:
Handout: www.itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3
Graphic: www.itspronouncedmetrosexual.com/2012/05/what-does-the-asterisk-in-trans-stand-for
- The **Centre for HIV and Sexual Health** provide training packs to help with running activities specifically for different genders:
Girls: www.sexualhealthsheffield.nhs.uk/product/girls-allowed
Boys: www.sexualhealthsheffield.nhs.uk/product/boys-r-us

ONLINE

- **BISH** has straightforward explanations about diverse genders and sexualities:
Diverse genders: www.bishuk.com/about-you/sex-and-gender
Sexualities: www.bishuk.com/about-you/sexualities
- **Scarleteen** has this interesting in depth article 'Sexuality: WTF is it, anyway?': www.scarleteen.com/article/gender



WHAT IS EXPECTED OF YOU

Key learning aims

To explore what people expect of you and how society creates expectations of our behaviour based on our gender

To find out more about how complex and wonderful our genders can be, and how they can cross over with other aspects of our identities, including our sexuality

Key learning objectives for students

Write the lesson objectives on the board (without ALL, MOST, SOME) so you can refer to them later.



ALL students will be able to:
explain what they understand by the term 'gender' and how it relates to them and society



MOST students will be able to:
discuss how external pressures may affect how they behave along gendered lines



SOME students will be able to:
understand how they can be involved in pressuring other people to 'do' their gender in particular ways and how they can make this easier

Equipment



Poster paper

Coloured pens or markers, or possibly paint or magazines to cut up

Glue for collages

Teacher's notes



See the **DO... Lesson guidance** resource for more information about discussing gender if necessary

Ensure you have ground rules set up with the class (examples can be found in the **DO... Lesson guidance** resource)

Consider including the before/after assessment/evaluation activity



ACTIVITIES

STARTER

ACTIVITY 1: Gender stereotypes (10 mins)



Structured discussion

1. On the board, write 'males' and 'females' and come up with two lists that cover some of the commonly believed differences between males and females.
2. Consider the list in terms of appearance, behaviours, attitudes and expectations of each gender.

It may help to prompt the class, for example:

- What do we hear about boys? Boys are...
- What do we hear about girls? Girls are...
- All men like...
- All women like...
- Boys can...
- Girls can...
- Boys can't...
- Girls can't...

(N.B. some students may – quite rightly – point out that there are more than two genders. Explain that the lesson is all about being critical of our binary view of gender and that all should be clear by the end).

Pro tip:

At this stage, just write up the list without judgement or discussion – remember you're not asking students what they believe, just what they've heard about men and women.

3. Examine the list and, using a different colour pen, cross out any phrases (stereotypes) that could actually easily apply to all genders (e.g. liking football, being strong, scared of spiders).
4. Examine what is left on the list. This is likely to mostly be physical attributes and some behaviours that the group feel cannot transgress the gender binary (e.g. boys wearing dresses or girls being physically stronger).
5. Ask the group to reflect on why it might be more socially acceptable to dress a little girl in boys' clothes than a little boy in girls' clothes, and what messages this is sending out about gender and clothes.

You could throw in the fact that years ago, all children used to wear dresses, regardless of gender, and it wasn't always blue for boys and pink for girls: www.smithsonianmag.com/arts-culture/when-did-girls-start-wearing-pink-1370097/?no-ist.



ACTIVITIES

MAIN

ACTIVITY 2: **How to be a man or woman** (30 mins)



Drawing, collage
and comics



Continuum

1. Divide the class into six groups (approx. five students per groups). Give each group a large piece of paper as well as a number of coloured marker pens or felt tips.
2. Ask three groups to make a poster/portrait of a man and the other three to make one of a woman – they can be any kind of man or woman, they don't need to be extreme examples of masculinity or femininity. If you have access to art facilities, they could even use paints or create collages from magazines.
3. Ask them to provide detail about the person they've drawn: their name, who they fancy (if anyone), what they do, hobbies, what they wear, and pick five words to describe their personality.
4. Ask the groups to take some time to consider how they came to be this way and what messages they received (from family, friends, society, school, media) about how to be.
5. Ask the class to consider if they have always been this way (e.g. has their name changed? Have they always fancied the same kind of person? Have they always had the same interests?).
6. Then bring the groups together and ask each one to present their person to the class.
7. After this, ask everyone to put the people in order of:
 - Masculine to feminine
 - Emotional to rational
 - Tough to sensitive
 - Dominating to sharing
 - Independent to nurturing
8. Ask everyone to notice how the pictures move around. Are there any traits that are exclusively 'masculine' or 'feminine'?

Point out that sometimes these traits will depend more on the situation than the gender of the person, e.g. how do we behave when we are competing at something, compared with looking after someone who is ill?

9. How many of their people fit neatly into being a man or a woman? Look at the attributes for each man and woman. Which traits are always gendered and which are just about being human?
10. Ask the class to reflect on how their own gender has shaped their personality and behaviours. Ask the class to consider whether the world would be a better place with or without genders.



ACTIVITIES

PLENARY

ACTIVITY 3: **Popularity contest** (10 mins)



Charting



Structured discussion

1. Ask the class to choose which one of the female and male characters they feel would be the most popular and then explain why. Pin their choices up on the board.
2. Ask them to imagine how people might react to those that don't fit in the 'popular stereotype' like these characters do? What names or put-downs would be directed at boys/girls when they don't fit the popular stereotypes? Write these down around the outside of the bodies.
3. Ask the class:
 - How does it feel if we are called such names?
 - How do these labels and names reinforce the stereotypes?
 - What happens if we go against what is expected of our gender?
4. Point out to the class that the names are used in order to hurt people emotionally, so people will react by retreating to the safety of a stereotyped body and behaviours. We often act in the way we are 'expected to act' because it is easier to be this way, than to be different or go against what we 'should be like'.
5. Ask the group: 'How can we support each other to all feel accepted and popular and make school less like a competition?' Come up with individual pledges to share with the class about how each student will try to make the school environment a kinder place.

ASSESSMENT AND EVALUATION IDEAS

Assessment



You could try asking students to write some simple sentences before and after completing the lesson. Introduce the lesson and topic but, before going further, ask students to write these sentences down: 'Before the lesson I feel.../' 'I think.../' 'I know.../' 'I believe...'

At the end of the lesson, get them to repeat the sentences and reflect on whether any of their positions, understandings, thoughts and feelings about gender have changed during the course of the lesson.

Evaluation



Collect these before and after responses and use them to identify any gaps that might be helpful to address with your class.



OPTIONAL EXTENSION OR HOMEWORK ACTIVITIES

LEARNING METHOD: **Drawing, collage and comics**

Ask students to create collages of male and female celebrities. Ask them to compare and contrast the collages (generally the female collages will have a lot more flesh on show). Discuss how messages from celebrity culture can affect how young people feel about themselves or influence their behaviour.

LEARNING METHOD: **Independent learning**

Ask students to look up Genderbread Version 3 and bring back to the next lesson some thoughts about how it portrays an understanding of sex, gender and sexual orientation:

- Genderbread 3:
www.itspronouncedmetrosexual.com/2015/03/the-genderbread-person-v3

It may be helpful for students to look at Genderbread 1 and 2, as well as the associated blog posts, to understand some of the background and rationale:

- Genderbread 1:
www.itspronouncedmetrosexual.com/2012/01/the-genderbread-person
- Genderbread 2:
www.itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0

LEARNING METHOD: **Independent learning**

Ask students to choose and reflect on an activity or behaviour that society tells them 'is not for them', for example boys wearing nail polish. Ask them to think about how it might feel to carry out this activity in real life, how people would react to them, and whether they would feel comfortable to address any negative responses. Ask them what the impact of this behaviour might be, both on them personally and on society. Discuss their reflections in the next lesson.



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