

SOCIAL INFLUENCES

Lesson 2

7
GRADE

LEARNER OUTCOME¹ W-7.12:

Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture.



MATERIALS:

1. HANDOUT: Sexism and Sex Role Stereotyping
2. OVERHEAD: Gender Stereotypes
3. HANDOUT: Advantages/Disadvantages of Being Male
4. HANDOUT: Advantages/Disadvantages of Being Female
5. CARDS: Sex Role Stereotypes



INTRODUCTION:

Social influences on gender roles and equity need to be examined to ensure students develop skills to balance the messages received against the values they hold.



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

(5 min)

B. Me vs. TV Follow Up

Students who completed the Me vs. TV handout for homework can examine the discoveries they made.

1. Collect the handout Me vs. TV that students completed as a homework assignment.
2. Teachers may consider offering a reward to students who shared this activity with a parent or guardian.
3. Debrief questions include:

(10 min)

- What were some of the major differences between

your lives and the lives portrayed on TV?

Similarities?

- Do the messages about sexuality sent by TV match your values? Why or why not?
- If you were given an opportunity to create a sitcom that would reflect your life, what would it look like?

C. Stereotyping Exercise

Students examine common stereotypes.

1. Distribute the handout Sexism and Sex Role Stereotyping.
2. Have students complete the handout.
3. Ask the class to answer the following questions:

How can we define “stereotype?”

- A gender stereotype is something that people think is true about how others look, act, think, talk or feel because they belong to a certain gender. There are specific meanings associated with acting like a man and acting like a woman.

What does it feel like to be stereotyped? Why?

- Usually negative
- You aren't being seen the way you really are.
- You are being judged by what someone else thinks.

4. Display the overhead Gender Stereotypes.
5. Ask volunteers to read each stereotype from the overhead.
6. Ask the class to volunteer other examples of gender stereotypes.
7. Debrief this activity using the following questions:
 - How do stereotypes make you feel?
 - What are ways we can change these stereotypes?

D. Advantages/Disadvantages

Students examine the differences that exist between males and females.

1. Distribute the handouts Advantages/Disadvantages (male and female) randomly within the class, giving half the class the male handout, and half the class the female handout.
2. Use “Think-Pair-Square” Small Groups to complete the

(5-15 min)



Diversity Note:
Stereotypes can limit our potential. This is not to say that boys shouldn't fix cars and that girls shouldn't cook. The problem is that we are told that we must perform these roles in order to fit in. It is important for all of us to make our own decisions about who we are, what we do, and how we relate to others

(10 min)



Print Advantages/Disadvantages (male and female) handouts on different colored paper.

handout. Give students time to list advantages and disadvantages independently. After a period of time, ask students to pair up with another student who has the same gender handout as they do. Have them share their lists. Once this is complete, have the pairs join another pair (same gender), and share lists again.

3. Debrief this activity using the following questions:
 - What are the advantages of being a male? A female?
 - What are the disadvantages of being a male? A female?
 - What similarities exist between males and females?
 - What differences exist between males and females?
 - Why do you think people, society and the media portray or have different ideas about boys and girls?

E. Sex Role Stereotypes²

(20 min)

Students examine how sex roles affect the ways people deal with themselves and others. Students will identify how sex roles vary over time.

1. Divide students into six groups.
2. Distribute the scenario cards Sex Role Stereotypes.
3. Ask each group to discuss the following questions using their scenario:
 - How would you react to this situation now
 - How do you think people will react 20 years from now?
4. Ask each group to assign a spokesperson who can read the scenario to the class and briefly share the group's discussion.
5. Debrief this activity using the following questions:
 - What do you think the main differences will be between how we react to situations today versus how people might react in 20 years?
 - How can we explain the different ways people react to the same situations over time?
 - Do men and women react differently? Why?
 - Are sex roles changing?
 - If you were born a member of the opposite sex, what opportunities would you have that you feel you don't have right now?
 - What can we do to change the stereotypes?



QUESTION BOX:

(10 min)

If time permits, address student questions.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Define gender stereotypes?
 - Identify common gender stereotypes?
 - Identify differences and similarities that may exist between males and females?
 - Describe how sex roles change over time?
- Skills:**
- Examine how sex roles affect the ways people deal with themselves and others?
 - Develop strategies to react to situations that reinforce gender stereotypes?
- Attitudes:**
- Accept responsibility for challenging and changing negative gender stereotypes?

¹Alberta Learning. (2002). Health and life skills: Kindergarten to grade 9,

²Adapted from: ETR Associates (1991, Spring). The Family Life Educator.