

GENDER EQUALITY

Lesson 1

A classroom resource that covers both local and global gender equality issues.

Grades 8 - 12
Canadian Edition

AN INITIATIVE BY



SUPPORTED BY



Lesson 1:

Gender Equality

“It is time we all see gender as a spectrum instead of two sets of imposing ideals.” – Emma Watson

“A woman is human. She is not better, wiser, stronger, more intelligent, more creative, or more responsible than a man. Likewise, she is never less. Equality is a given. A woman is human.” –Vera Nazarian

“I didn’t realize who I was until I stopped being who I wasn’t.” – Anonymous

Objectives:

In this lesson, students will:

- Understand the meaning of gender, sex, and gender identity
- Understand ways gender norms and roles are used in society and their purposes
- Explore examples of gender stereotypes

Time:

Approximately 90 minutes – 120 minutes

Procedure:

1. Introduce students to the essential question that will be explored in this toolkit: Gender Equality: How can we foster gender equality in order to impact ourselves, others, and the world?

2. Use a “Think, Pair, Share” strategy to have students respond to these questions: What do you think the term “gender” refers to? Are “gender” and “biological sex” related to each other or are these terms fundamentally different? How would you define “gender identity”?

Resources/Materials:

- Laptop and LCD Projector
- Educator Handbook: Lesson One
 - Teacher Notes: Gender or Sex Quiz
 - Teacher Notes: Gender Norms and Roles Activity
 - Teacher Notes: Stereotypical Characteristics Activity
 - Teacher Notes: Gender Stereotyping Activities
- Student Handbook:
 - Gender, Sex, and Gender Identity Questions
 - Gender or Sex quiz
 - Gender Norms and Roles activity
 - Stereotypical Characteristics activity
 - Lesson 1 Exit Slip
- YouTube Video What is Gender? (1:15) <https://www.youtube.com/watch?v=3be9BY98pk4>
- YouTube Video Sex Assigned at Birth and Gender Identity: What’s the Difference? (3:45) <https://www.youtube.com/watch?v=Y19kYh6k7ls>
- (Optional) YouTube Video What is Gender? (Inspiring Quality in Education) (10:37) <https://www.youtube.com/watch?v=qlYtj0sf6ec>

Have students THINK individually about the answer to a question, PAIR with a partner to discuss the question, and then SHARE their ideas about the questions with the rest of the class. (*Students may jot down ideas in their Student Handbook.*)



3. Have students watch the following videos:

YouTube Video What is Gender? (1:15)

<https://www.youtube.com/watch?v=3be9BY98pk4>

YouTube Video Sex Assigned at Birth and

Gender Identity: What's the Difference? (3:45)

<https://www.youtube.com/watch?v=Y19kYh6k7ls>

- If teachers feel students should explore the diversity of gender further, have students watch the

4. Discuss the videos with the whole group. Elicit the following ideas.

- Gender is not the same as sex. Sex refers to the biological characteristics that determine whether an individual is male, female, and/or intersex. Gender refers to socially defined roles, behaviours, activities, and opportunities that any society considers appropriate for males and females. Gender interacts with, but is different from, the binary characteristics of biological sex.
- It is important to note that people can also identify to different genders. Gender identity refers to a person's deeply felt psychological identification as man, woman, or other which may or may not correspond to that person's physiology or designated sex at birth. Some people might be biologically born a male (sex) but feel more like a female (gender). People from all religions, countries, communities, families can identify themselves in a lot of different ways. For example:
 - Cisgender: People identify themselves as the sex they were born with.
 - Transgender: People identify themselves to the gender other than the sex they were born with.
 - Transsexual: People identify themselves to the gender other than the sex they were born with and have undergone a sex change. (Transsexual should not be mistaken with transvestite, a person who sometimes wears clothes traditionally worn by and associated with the opposite sex)



YouTube Video What is Gender? (Inspiring Quality in Education (10:37) <https://www.youtube.com/watch?v=q1Ytj0sf6ec>

- Teachers may wish to discuss in detail the topics covered in this video.

5. With a partner, have students take the quiz found in their *Student Handbook: Gender or Sex Quiz*.

When done, review answers and debrief with the whole group. *Teacher Notes – Gender or Sex Quiz*.

6. Ask students to follow in their handbook as you discuss that when society expects men and women to act in a certain way, just because they are seen as male or female, this is following gender norms

“Gender norms are ideas about how men and women should look, be, and act. Norms refer to the accepted attributes and characteristics associated with each gender at a particular point in time for a specific society or community.

Gender roles refer to the different socially ascribed attitudes, behaviours, work or responsibilities assigned to men and women, boys and girls, and third gender or transgender persons.”

(From “I Know Gender 1-2-3: Gender Concepts to get Started” UN Women Training Centre)

Ask students for their comments and questions on this information.

Then have students form groups of four and complete the activity in their handbook on Gender Norms and Roles.

Discuss student answers in the whole group, when done. *Teacher Notes – Gender Norms and Roles Activity.*

7. Discuss Gender Stereotypes. Explain that these are generalizations about the attributes, differences, and roles of men and women. These assumptions are not supported by science, but are part of how people are socialized to perform gender roles as men and women.

Once again in their groups of four, have students complete the Stereotypical Characteristics Activity in their handbook.

Discuss ideas generated in the whole group, when done. *Teacher Notes – Stereotypical Characteristics Activity.*

8. Post the Gender Stereotyping Activities on poster boards around the room. (*Teacher Notes – Gender Stereotyping Activities*). Let students have the opportunity to view each activity and then ask them to stand by the one activity that impacted them the most. With those standing with them, students should share, discuss, and complete the answers to the questions posed in each activity. Have one person in each group record the responses and then have each group share an important point learned with the whole group.

9. Have students answer Lesson 1 – Exit Slip questions in the Student Handbook and submit their responses.

10. As a homework assignment, ask students to look for examples of gender stereotyping in their school/community and think about what a definition of gender equality might look/sound like. Have students bring ideas to the next class.

