

## Lesson 3: Sexuality and Gender Roles



### Cluster of Learning Outcomes

Students will...

- ✓ **K.5.5.E.3a Identify influences** (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**
  - ✓ **K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles** (i.e., similarities and differences, such as cultural rituals and traditions).
  - K.4.5.A.1 Identify how one's self-concept and feelings are affected by others** (e.g., praise/success/encouragement build confidence, ridicule/insults hurt feelings...).
  - K.4.5.A.3 Identify the influence of self** (e.g., personal goals, emotions...) **and others** (e.g., expectations of family, teachers, friends; values and beliefs of home, religion, culture, community, society in general...) **on setting priorities and making responsible decisions** (e.g., academic achievement, leisure activities...).
- ✓ Indicates targeted learning outcomes.

### Lesson Focus



As a result of the learning activities within this lesson students will be able to

- define the term *stereotype*
- identify toys for boys, girls, or both
- find pictures or cartoons representing stereotypical and non-stereotypical males and females
- identify characteristics that make males and females stereotypical
- identify specific media messages regarding sexuality and gender roles
- recognize cultural influences on sexuality and gender roles

### Resources



#### Lesson Materials/Supplies

- pictures of stereotypical and non-stereotypical males and females (e.g., from print and electronic resources)

#### Blackline Master

- BLM 5-3.1: Looking Back at Childhood: Toys for Males, Females, or Both

#### Print/Publications

- For topic-related resources, consult Manitoba Education, Training and Youth. *Human Sexuality and Sexual Orientation: A Bibliography, September 2002*. Winnipeg, MB: Manitoba Education, Training and Youth, 2002. Available online at: <http://www.edu.gov.mb.ca/ks4/iru/publications/bibliographies/index.html>.

## Notes to Teacher



Treat the topic of sexuality and gender roles with sensitivity, showing consideration for others at all times. Encourage students to respect differences and to celebrate the rights and feelings of others, keeping in mind that not all families/cultures value the same things. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles. It is important to allow students to form their own opinions about what kinds of messages the media convey to youth.

A *stereotype* is a generalization about the way a group of people looks, acts, or behaves.

## Curricular Connections



### ELA:

GLO 1—Explore thoughts, ideas, feelings and experiences

GLO 3—Manage ideas and information

GLO 4—Enhance the clarity and artistry of communication

GLO 5—Celebrate and build community

### PE/HE:

GLO 5—Healthy Lifestyle Practices  
(K.5.5.E.3a)

### SC:

Cluster 1—Maintaining a Healthy Body

### SS:

Identity, Culture, and Community  
Historical Connections

## Family Involvement



- Encourage students to involve their parents in their search for stereotypical and non-stereotypical names, pictures, cartoons, animations, and so on.
- Students may also involve their families in searching for media messages.



## Suggestions for Instruction

1. Ask students to brainstorm definitions of the word *stereotype*. Record ideas on the classroom board.
2. Distribute pictures of various toys and have students identify who would typically play with each item: M (males), F (females), or B (both). Discuss responses as a class, helping students to understand that it is all right for both boys and girls to play with all toys.



Refer to BLM 5-3.1: Looking Back at Childhood: Toys for Males, Females, or Both.

3. Discuss stereotyping with respect to current media images of males and females (e.g., sports figures, actors, models). Explain that gender- or sex-role stereotyping can affect people by limiting their choices, their behaviours, or their feelings about themselves.
4. Have half the students bring to class names or pictures of “stereotypical” males or females. Ask the other half to bring names or pictures of people who are not stereotypical. (Teachers may choose to provide pictures.) Students may use cartoons or animated examples.
5. Have students work in pairs to list characteristics of what makes their selected people either stereotypical or not. Ask the pairs to share their conclusions with the class.
6. Ask students to brainstorm for media messages directed to young people regarding sexuality and gender roles.

7. Over the period of a week, have students record specific media messages they see or hear (e.g., TV, newspapers, magazines, videos, books) regarding sexuality and gender roles, using a chart such as the following:

Media Messages		
Message	Date	Media Source
		(e.g., TV, newspaper, magazine, Internet, video, poster, signage)

At the end of the week, have students volunteer their observations and reactions. Discuss responses as a class. Summarize the learning activity by explaining that being aware of media stereotypes helps young people to develop a positive lifestyle and a positive body image.

8. Arrange students in small groups and have the groups
  - choose three different cultures (including their own) to research
  - determine similarities and differences between the cultures regarding sexuality and gender roles
  - present their research to the class

Have class members keep a running list of different cultural influences affecting sexuality and gender roles, with the goal of celebrating diversity.

## Suggestions for Assessment

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### **Observation**

Teacher Assessment: Checklist

Observe whether the student is able to identify key influences on sexuality and gender roles.

- Yes
- No

### **Observation**

Teacher/Peer Assessment: Checklist

Investigations could be assessed using a student- or teacher-generated checklist that reflects appropriate learning outcomes from the English language arts and social studies curricula.