

RELATIONSHIPS - ALL ABOUT GENDER STEREOTYPES LESSON OVERVIEW

In this lesson, students explore gender stereotyping and how this contributes to toxic relationships. They start to recognise the features of toxic relationships and compare them with healthy, positive relationships. In doing so, they explore their personal values in relation to gender and relationships.

WHAT YOU'LL NEED

- Relationships – All About Gender Stereotypes PowerPoint presentation
- Gender Roles & Stereotypes Video: bit.ly/3oPh2S6
- We Believe: The Best Men Can Be Video: bit.ly/bestmencanbe
- Toxic Relationships Activity Sheet (one per person)
- An Ideal Person Activity Sheet (one per person, if possible, printed on A3 paper)

OBJECTIVE

To know how stereotypical gender roles can damage relationships and to understand how to build relationships on mutual respect.

OUTCOMES

- Understand stereotypical views of masculinity and femininity
- Know why these gender stereotypes can be prejudicial and damaging
- Describe the features of toxic relationships and healthy, positive relationships
- Understand the importance of mutual respect in relationships
- Know where to get support if experiencing problems in relationships
- Consider personal values around gender and relationships

DELIVERY

The activities in this lesson have been designed for delivery in sequence.

Depending on time available and students' prior learning and needs, the content could be delivered in one lesson or broken down into two or more sessions, with flexibility to extend or cut discussion as appropriate.

Activity 4 is intended as an extension activity.

LESSON PLAN

Setting the tone

SLIDES 2 & 3



SLIDE 2: WHAT ARE WE GOING TO LEARN?

Share the purpose of the lesson with students.

SLIDE 3: RESPECT. YOUR RULES.

Show students the key words on the slide: HEAR, RESPECT, KIND, LISTEN, UNDERSTAND, SPEAK, SENSITIVITY, EMPATHY.

Ask them to write three positive rules they want everyone to follow when discussing sensitive topics. As a class, share and agree on the rules you all want to observe.

This lesson deals with sensitive topics where some students may need further support. Signposting to organisations that can help is included, and you may also wish to direct learners to other sources of support locally and in school.

This lesson covers:

- Gender stereotypes
- Gender and sexuality
- Toxic relationships

You may like to set up an anonymous question box, so that any questions students don't want to ask, or that remain unanswered at the end of the session, can be addressed in a future session.

Starter

SLIDES 4 & 6



SLIDE 5: WHAT COMES TO MIND?

Make sure students have a piece of paper and pen. Tell them that you want them to write down the first thing that comes into their head when the word appears on the slide. Click on the slide to reveal 'MASCULINITY'. Once students have finished writing, click on the slide again to reveal 'FEMININITY' and ask them to do the same again. Ask students to share their words. What do they reveal about their inbuilt views of men and women? Are they surprised by the findings?

SLIDE 6: DICTIONARY DEFINITIONS

Move on to look at the dictionary definitions of masculinity and femininity with students. Explain that in the next activity they're going to find out more about stereotypical views of masculinity.



Activity 1

SLIDES 7 - 19

GENDER ROLES & STEREOTYPES VIDEO

WE BELIEVE: THE BEST MEN CAN BE VIDEO

GENDER STEREOTYPING

In this activity students explore different views of masculinity and femininity and consider gender stereotyping and what gender really means. They watch and discuss the We Believe, The Best Men Can Be Video.



SLIDES 8 AND 9: MASCULINE AND FEMININE QUALITIES

Look at the quotes on the slides. Ask students for their reaction to each. Point out the dates of the people who are quoted. What does this reveal about how views of masculinity and femininity have changed over time?

SLIDE 10: GENDER STEREOTYPES

Talk through the examples of gender stereotyping on the slide. What do they show about traditional views of boys and girls? What assumptions do they make?

SLIDE 11: BOYS WILL BE BOYS - OR WILL THEY?

Encourage students to think about whether their views and behaviour are influenced by gender stereotypes.

LESSON PLAN



SLIDES 12 TO 15: UNDERSTANDING GENDER

Use these slides to introduce what gender really means using the definitions of biological sex, attraction, gender identity and gender expression. Watch the **Gender Roles & Stereotypes Video** to learn more.

The Genderbread Person on **slide 15** illustrates how we are all composed of a mix of these concepts. You could discuss with students examples of what these different aspects of gender could look like, or feel like, being careful to depersonalise examples. You can find out more at www.genderbread.org. Ask students to discuss in pairs what each of the four aspects of gender mean. Can you give an example of how each one would look or feel?



SLIDE 16: WE BELIEVE: THE BEST MEN CAN BE

Show students the **We Believe: The Best Men Can Be Video**.

If appropriate, watch the film twice and allow time for students to ask questions.



SLIDE 17: DIVIDED OPINION

Make students aware that this advert gained both praise and criticism using the examples of Tweets that Gillette received. Discuss both sides and ask students why they think Gillette made the film, and what it was trying to achieve.



SLIDE 18: TALKING POINTS

Use the prompts on the slide to get students talking about the issues raised by the film. Allow students to express themselves while making it clear that they should be respectful of other people. Refer back to **slide 3** if you need a reminder.



SLIDE 19: HAVE YOUR SAY

Students write their own Tweet using the hashtag **#TheBestMenCanBe**. You could ask some students to share their Tweets and explain their ideas.



Activity 2

**SLIDES
20 - 24**

TOXIC RELATIONSHIPS ACTIVITY SHEET

TOXIC RELATIONSHIPS

This activity gives students an opportunity to explore toxic characteristics and think about what makes a relationship toxic. They find out about sources of support for teenagers having problems with relationships



SLIDE 21: TOXIC – WHAT IS IT?

Discuss the definition of 'toxic' with students. The toxic icon displays on the first click as a clue. The definition appears on the second click.



SLIDE 22: TOXIC CHARACTERISTICS

Discuss the characteristics shown on the slide. Make sure students understand what the words mean. Can they think of more examples?



SLIDE 23: TOXIC RELATIONSHIPS

Explain to students what the phrase 'toxic relationships' means. Ask them if they can think of examples from TV shows.

Working in small groups, give students a copy of the **Toxic Relationships Activity Sheet** to complete. They will choose a type of relationship to focus on, then use the boxes to answer questions about the relationship. Display **slide 22** to help them as they work.

Give students an opportunity to share their thoughts on different types of toxic relationships.

LESSON PLAN



Activity 3

**SLIDES
25 - 27**

AN IDEAL
PERSON
ACTIVITY SHEET



SLIDE 24: SOURCES OF SUPPORT

Talk through the people and organisations shown on the slide who provide advice and help for teenagers having problems with relationships. If you have time, ask students to research the organisations and any others they can find.

AN IDEAL PERSON

In this activity, students spend time considering what characteristics they think would make an ideal person they would like to have in their lives.



SLIDE 26: THE BEST WE CAN BE

Use this slide to introduce the activity.



SLIDE 27: WHAT'S YOUR IDEAL?

In groups, give students a copy of the An Ideal Person Activity Sheet (if possible, print this out on A3 paper). Explain that they are going to spend time considering the ideal characteristics for a particular person they could have a relationship with (e.g. a friend, parent/child, sibling, partner). They could be a specific gender, or students may choose not to include this. Allow time for each group to provide feedback and present their ideas on their ideal person to the rest of the class. They should be ready to justify their choices.



Activity 4

SLIDES 28 - 30

WE BELIEVE: THE
BEST MEN CAN
BE VIDEO

THE BEST WE CAN BE ON FILM

This final activity gives students an opportunity to create a storyboard or film inspired by We Believe: The Best Men Can Be Video by Gillette.



SLIDE 29: WE BELIEVE: THE BEST MEN CAN BE - TAKE 2

Watch the film again and discuss whether students' views on it have changed as a result of what they've learned in this lesson.



SLIDE 30: WE BELIEVE: THE BEST WE CAN BE

Challenge students to create a storyboard or film for other teenagers.

Reflection

**SLIDES
31 & 32**

GENDER PLEDGE



SLIDE 32: IT'S ALL ABOUT RESPECT

Recap on what students have found out in this lesson and point out that behaving well in life is largely about showing respect for others. Ask students to come up with one thing someone could do for another as part of a respectful relationship and discuss this with another student.

To round off the lesson, talk with students about how they're going to start putting into practice some of the things they've learned today about positive behaviour and respect in relationships.

Remind students about the anonymous question box where they can post questions to be answered in another session.

CURRICULUM LINKS

Curriculum links: England

Relationships and Sex Education (RSE) RSE

Respectful relationships, including friendships

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

PSHE (PSHE Association programme of study)

Learning opportunities in relationships and sex education

Positive relationships

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

Relationship values

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

Bullying, abuse and discrimination

R30. to recognise when a relationship is abusive and strategies to manage this

Curriculum links: Northern Ireland

LEARNING FOR LIFE AND WORK

Personal development

Pupils should be enabled to:

- develop an understanding of how to maximise and sustain their own health and well-being;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- develop their understanding of relationships and sexuality and the responsibilities of healthy relationships.

Curriculum links: Republic of Ireland

SOCIAL, PERSONAL AND HEALTH EDUCATION (junior cycle, year 3)

Friendship

Boy-friends and girl-friends

- To help the students to come to an appreciation of the value of friends of both sexes

Relationships and sexuality education

Relationships: what's important?

- To help the students to identify the qualities they value in a relationship

The three R's: respect, rights and responsibilities

- To enable the students to identify their rights and responsibilities in a relationship
- To develop skills for protecting rights and promoting responsibilities in personal relationships
- To develop awareness of the importance of respect in relationships

Conflict

- To enable the students to identify possible sources of conflict in relationships

Personal safety

Recognising unsafe situations

- To enable the students to identify situations in which their safety might be compromised

Help agencies

- To promote an awareness of help agencies and to help the students develop skills for obtaining access to these if appropriate

CURRICULUM LINKS

Curriculum links: Scotland

HEALTH AND WELLBEING

Mental and emotional wellbeing

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

Relationships, sexual health and parenthood

- I understood the importance of being cared for and caring for others in relationships, and can explain why.
- I understand and can demonstrate the qualities and skills required to sustain different types of relationships.
- I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships.
- I recognise that power can exist within relationships and can be used positively as well as negatively.
- I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.
- I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.
- I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.

Curriculum links: Wales

PERSONAL AND SOCIAL EDUCATION

Health and emotional well-being

Learners should be given opportunities to:

- accept personal responsibility for keeping the mind and body safe and healthy
- develop a responsible attitude towards personal relationships

and to understand:

- the factors that affect mental health and the ways in which emotional well-being can be fostered
- the statutory and voluntary organisations which support health and emotional well-being
- how to access professional health advice and personal support with confidence.

PERSONAL AND SOCIAL EDUCATION – STAGE 4

Health and emotional well-being

- Accept personal responsibility for keeping the mind and body safe and healthy
- Develop a responsible attitude towards personal relationships and to understand the short and longer term consequences when making decisions about personal health
- The factors that affect mental health and the ways in which emotional well-being can be fostered
- The statutory and voluntary organisations which support health and emotional well-being
- How to access professional health advice and personal support with confidence.