

LESSON 3

TOPIC: GENDER
SUB TOPIC: HOW DO GENDER ROLES WORK
LESSON 3: GENDER ROLES

SUBJECT: SPHE

CLASS LEVEL: 1ST/2ND CLASS (AGES 6-8)

LEARNING OBJECTIVES:

This lesson explores gender stereotyping of roles and jobs and looks at breaking these stereotypes.

Strand: Myself and the wider world

Strand Unit: Self-identity

Strand: Myself and Others

Strand Unit: My friends and other people

LESSON OBJECTIVES:

- Investigate if the class has any stereotypes around gender and jobs.
- Explore if the class thinks you have to be a certain gender and have specific traits to do different jobs.
- Understand that men and women can do whatever jobs they want; you do not have to be a certain gender or have specific traits to do a job.

LESSON PLAN



INTRODUCTION:

- Ask the children what they would like to be when they grow up.
- Get the children to have a lively discussion about what everybody would like to be. Use some dress up props to allow the children to act out what they want to be if you would like. For example: medical kit for a doctor, white coat for a scientist, hi-vis jacket for a Garda etc.
- Once they have decided, ask the children why they think they should have that job. What qualities do they think they would bring to the job? What kind of person do they think is needed for the job?
- Record the children's answers on the IWB or a big sheet of paper, separating the girls' and boys' responses.



CONCLUSION:

- Show the class the video 'Inspiring The Future Redraw The Balance' about gender stereotypes.
- Ask the children what happened in the video. When the teacher asked the children to draw pictures of the different jobs did the children draw men or women? Why did they do that? When the teacher introduced the real people in those jobs, were they men or women? Were the children surprised? Why? What do you think about this video?
- Now go back and look at what you wrote on the board for how many children in the class drew pictures of men or women for each profession in the slides. Did the children draw a lot of women for the dancer and the nurse? Did they draw a lot of men for the helicopter pilot? What do they think about this now that they have watched the video? Can men and women be any of these professions – dancers, nurses, helicopter pilots?



DEVELOPMENT:

Activity Time!

- Go through each of the slides in the USB presentation that describes a profession, e.g. I am a dancer....
- Read out the facts on each slide and ask the children to draw a picture of the person they imagine is being described.
- After the pictures have been drawn for each slide ask the children if the person they drew is a man or a woman.
- Record the number of children who said either man or woman on the board for each slide.

Reflection Time!

- Reflect as a class on what the children have learned today. Encourage them to think about the answers they gave in the earlier activities about whether men or women have certain jobs and what traits are needed for certain jobs.
- Have you changed your minds about what girls and boys can be when they grow up?
- Does it matter if you are a boy or a girl when deciding what job you want to do?
- Can girls and boys do the jobs discussed today equally? Are they as good as each other at doing the jobs?
- Do you think men and women around the world have the same opportunities to do different jobs?

LINKAGE AND INTEGRATION FOR THIS LESSON:

GEOGRAPHY

Strand: Human environments

Strand Unit: Living in the local community

ENGLISH

Strand: Competence and confidence in using language

Strand Unit: Developing cognitive abilities through language

DIFFERENTIATION:

- Allow enough time for the children to draw their pictures based on their individual abilities and needs.
- Some children might need extra help to understand the links between the video and what they discussed at the beginning of the class about what they want to be when they grow up, and the pictures they drew themselves.

ASSESSMENT:

- The teacher can assess during reflection time how much the children's opinions of gender roles have changed since the beginning of class.
- During reflection time the children can also self—assess if their opinions have changed since the beginning of class and if they have learned anything new.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB Presentation
- Optional: dress-up props

GENDER: HOW DO GENDER ROLES WORK

LESSON 3 Gender Roles

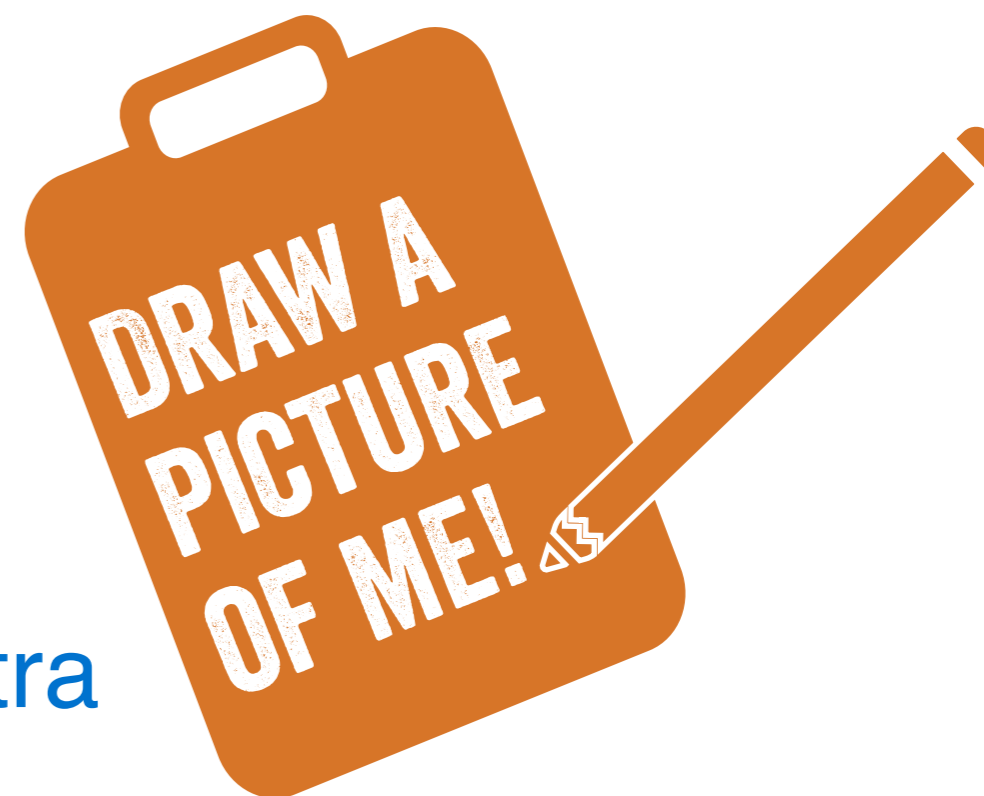
What do you want to be when you grow up?

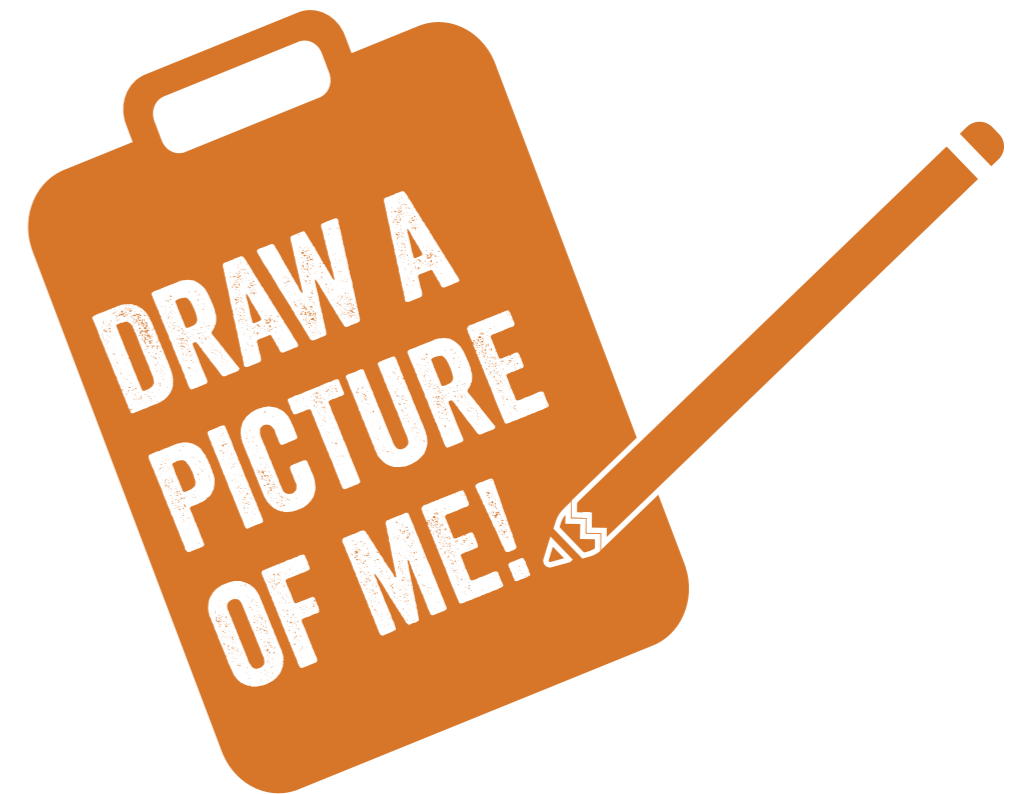




I am a dancer

- I work in Russia
- I have been dancing since I was 4 years old
- I like all kinds of dance but ballet is my favourite
- I love to dance on a big stage with an orchestra
- I like making people feel happy when I dance





I am a nurse

- I work in Germany
- When people are sick they come into the hospital where I work
- Once the doctor knows what is wrong, I help the patient
- I give them medicine and change their bandages
- An important part of my job is making sick people feel safe and happy



I am a helicopter pilot

- I work in Canada
- I fly a special rescue helicopter
- If people are sick and need to get to a hospital far away my job is to fly them there
- Sometimes people are a bit scared in the helicopter
- Flying a helicopter is very exciting





What have you learned?

Have you changed your mind about what girls and boys can be when they grow up?

**REFLECTION
TIME...**

GENDER ROLES