**Recap and Gender Box**

Session Plan

**Learning Intentions**:

* to introduce the values of the MVP programme and to explore these through a number of key activities
* to discuss the stereotypes and expectations that media places on gender
* recognising the scope of violent and abusive behaviour

**Learning Outcomes:**

**HWB 3-13a / HWB 4-13a**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

**HWB 3-46b / HWB 4-46b**

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

**Children’s Rights:**

Article 2 states that children have the right to protection against discrimination.

Article 29 states that children have the right to an education which encourages them to respect other people’s rights and values.

**GIRFEC Wellbeing Indicators:**

Respected, Responsible, Included

**Preparation:**

* pre-written Flipchart Sheets

**Resources:**

* 2 pre-written Flipchart Sheets: Gender Box: one with female body outline and one with male body outline (stick person) inside a box (see powerpoint 6 & 7) .
* Film clips – Miss Representation <https://youtu.be/DvETO91_rqc> and Tough Guise <https://youtu.be/PjcqZEJC6bs> (also Breaking the Box <https://youtu.be/DvETO91_rqc>, Dash Cam <https://www.youtube.com/watch?v=8XFBUM8dMqw> can be shown if you have time) (Please note- the animations are not the same images as on the Slides. They may or may not be suitable for your learners. Educators should watch to decide)
* Marker Pens

**Introduction**

Recap key learning from the last session regarding what we mean when we talk about a Bystander, and different types of abuse and respect in relationships.

Recap the Group Agreement so you all remember how you have agreed to work together.

**Ice breaker**

Fun Agree / Disagree game to introduce the topic of Gender roles.

Place two signs- one with Agree , the other with Disagree, on opposite ends of the classroom.

Read out the statements. Ask students to move to the Agree or Disagree signs.

|  |
| --- |
| Boys are naughtier than girls in school. |
| Men can’t dance. |
| Girls can’t play football. |
| Men earn more money than women. |
| Woman are better drivers than men. |
| It is not safe for women to join the army. |
| Men don’t know how to look after a baby. |
| Boys shouldn’t cry. |

**Gender Box**

Use the Powerpoint.

we’re going to do an activity which illustrates how images and language can be used to control how we behave as boys and girls and place unfair and unrealistic expectations on us.

Using slide 2, ask the group:

**The world around us shapes how we behave and react.**

**Where do we get our messages about what boys and girls should look like?** Flipchart these.

They come from a wide range of people/things/parents/carers/friends/celebrities etc. You are looking for media to come through as one way in which these messages are delivered.

(Slide 3) **What are the messages we get about how boys and girls should behave?** Add any answers to the flipchart**.**

Explore ideas, e.g. girls playing with dolls, boys playing football, girls being quiet and polite, boys being noisy and cheeky etc.

**What types of media are there?** Music, TV, computer games etc.

Tell the group you’re now going to show a couple of short film clips which highlight how men and women are portrayed in the media.

(Slide 4) Play Miss Representation. Watch the film. Think about the ‘messages’ that are about how girls look or behave. Take feedback.

(Slide 5) Play Tough Guise. Watch the film. Think about the ‘messages’ that are about how boys look or behave. Take feedback.

(Slide 6) On a piece of flipchart, draw a stick figure of a girl in the middle. Draw a box around her (leaving room to write comments inside and outside of the box).

(Slide 7) On a piece of flipchart, draw a stick figure of a boy in the middle. Draw a box around him (leaving room to write comments inside and outside of the box).

(Slide 8)Ask the group **‘What do we expect boys or girls to look like?’** Record on male/ female flipchart , putting ideas INSIDE the box.

*\*You may have to do one idea at a time e,g ‘What do we expect girls to look like?’ ‘What do we expect boys to look like?’ And so on for each below.*

(Slide 9) When ideas have been exhausted, use the prompt words on slide 9 to add to the flipchart. Students can choose if they go on the male/ female or both flipcharts.

(Slide 10) **What interests and hobbies are boys or girls expected to have?\*** Record on male/ female flipchart , putting ideas INSIDE the box.

(Slide 11) When ideas have been exhausted, use the prompt words on slide 11 to add to the flipchart. Students can choose if they go on the male/ female or both flipcharts.

Do the same for the next questions:

(Slide 12) **How are boys / girls expected to behave?\***

(Slide 14) **What jobs are boys/ girls expected to choose? \***

There are prompt words on slides 13 and 15 to choose from. Encourage more from the group.

(Slide 16) **Look at the words the flipchart. The words inside the box are what is expected of girls and boys. This is a ‘Stereotype’**.

**Do all boys and girls fit the ‘Stereotype’?**

(Slide 17) Point out the ‘stereotypical words on the flipchart’ . I**f a girl wasn’t** (‘XYZ’) **what would people say about her?** I**f a boy wasn’t** (‘XYZ’) **what would people say about him?**

Write any suggestions OUTSIDE of the box.

(Slide 18) **If someone doesn’t fit the stereotype, what impact might it have on them?**

Flipchart them . Could include bullying, teasing, abuse, mental health, depression, self harm, fear of going out etc

Supporting Notes: