**PSHE Session 1 - 1 hour Gender Lesson 1 Title: What is meant by gender identity?**

|  |  |
| --- | --- |
| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **First Thoughts / Let’s get thinking 15 Minutes**  **Teacher explains:**  **Lesson Objectives** / **Key terms/ SDGS and gender**  **Key ideas to discuss: What is meant by gender identity? Why are gender roles often determined by a person’s culture?**     * **What is Gender? , explaining how gender and sex differ, looking at the development of gender roles and gender identity.** * **How gender roles are socially constructed?**   Pupils discuss in groups 2 adverts and discuss the question ‘What do you like or dislike about this advert?’  **Extend discussion: Developing Ideas : using back up slides**  Teacher develops this by defining key terms relevant to the lesson and introduces idea of gender, gender norms and the difference between gender and sex | In this lesson pupils will be introduced to the theme of women and gender equality. They will be able to start to explore terms and discuss in a safe situation gender norms and stereotyping. They will be able to start to evaluate where we get our idea from about our behaviour. There will be an opportunity to look at stereotyping in young children.  Older pupils have alternative activities at the end of the power point- use if appropriate to their needs.  They will start from a safe perspective and look at this issue from the point of view of young children growing up.  Resources: session 1  power point  **Adverts/ Images slides 7 and 9**  Teachers introduces pupils to the:  Big Ideas – number 1 – What is Gender? , explaining how gender and sex differ, looking at the development of gender roles and gender identity.  Big Idea number 2 – Looking at how gender roles are socially constructed |
| **Opening up Ideas 15 Minutes**  **Activity One How do young children think about identities?** Pupils have a template and add words that come to mind when you say woman/ man.  Teacher to use the following prompts to get them to add to this exercise. They can also add in the jobs they typically associate with men / woman.  **Teacher Question Prompts:** How are all girls and boys supposed to behave?  What are they supposed to like or dislike?  How are they supposed to look, think and feel?  What are they supposed to be good at? | **Resources:**  **Activity One**  **Gender Resource 1.1 – 1 per pupil**  The teacher may find that a lot of this lesson is spent on discussions either in small groups or as a class. Good to get pupils expressing their views as this focus has been in the news a lot recently with both the sensitive topic of ‘Me Too ‘and gender pay information that reveals many companies have gender pay gaps. |
| **Exploration and Consolidation 20 minutes**  **Activity Two Where does Stereotyping take place? [Slide 23 ]**  Pupils in groups list all the areas of society where they might pick up their ideas about gender roles.  Case study 1 – Let look at what young children think. Could discuss stereotypes…  Case study 2 – What about adverts? These are now changing due to a new rule about negative and stereotypical portrayal of men and women. Conclusion and Reflection What do I think? Responding: Summary- 10 minutes **Plenary- get pupils to reflect on the lesson.**  **Three things they have learnt on a post it note.**  **Additional Resources For older pupils: Optional exploration of how pupils feel as a boy/ girl Extension 6. With an older class**  These slides help explore in more depth questions around gender identity, stereotyping and how we define ourselves. This could lead to a further lesson that looks in more detail at gender related questions/ identity and issues around Transgender identities. | **Resources**  Activity Two  Paper / pens for responses  Clip- ADVERTISING AND CHILDREN   * <https://www.youtube.com/watch?v=Yo54SHy4IzY>   For older pupils Gender Resource 1.2 Activity 3 - Exploring our attitudes. What do we think about these statements? |