



LESSON PLAN "ONLY FOR..."

Overview

Through a group activity, this lesson helps students develop an understanding of the negative effects of gender stereotyping and related behaviours on physical education.

Objectives

- A** To create awareness of common gender roles and expectations
- B** To consider the implications of these expectations on behaviours and opportunities
- C** To explore ways to respond to restrictive gender norms and expectations.

Facilitator(s): One or more teachers

Target group: Students aged 6-9

Time: 30-45 minutes

Materials: Big sheet of paper and markers

PROCESS

- A** Explain the objective of the exercise using simple words, such as the following: During this activity, we will discuss what type of activities boys and girls do differently, why this is so, and what you think about it.
- B** Establish ground rules (*or refer to existing class rules*). Explain to learners that during the lesson everyone's ideas will be valued, respected, and shared without interruption.

PROCESS CONTINUED

- C** Divide the sheet of paper into two columns 'girl' and 'boy' with a line between them.
- Ask students to give examples of what sports or games are 'only for' boys and girls.
 - Write down EVERY suggestion (such as 'dancing' for girls or 'hockey' for boys).
- D** After 8-10 minutes, or when suggestions begin winding down, ask who among the girls has done at least one of the things listed in the boys' column and vice-versa. Students can identify which, but should not be forced to share information that might make them uncomfortable. You can also ask if there are any disagreements on the items in the different columns.
- E** Ask students "how many have you been told that you shouldn't or couldn't do something because you were a boy or a girl?" (raise hands) "How did that make you feel? Ask students "What could you say to someone who tells you or someone you know that you cannot do something just because you are a boy or a girl?"
- F** To conclude the activity, the facilitator/teacher can remove the line between the columns. S/he can highlight that preconceived notions of how boys and girls should act are much different today than they were in the past and that they will continue to change. The facilitator can provide examples from Quebec society and from sports all over the world..

Optional extended learning: How you can extend learning beyond the lesson:

- Ask students to interview a family member about their own experience of being told they could not do something because of being a boy or a girl.
- Have students read books that are specifically about girls and boys exploring activities or interests that are often not associated with their gender.

