

# Health Curriculum Lesson Planning

**Lesson Topic:** Gender Stereotypes

**Grade:** 1

**When lesson will be taught:** December or January

|  |  |
|--|--|
| <p><b>Students will know (content):</b></p>                        | <p>What a gender stereotype is and consider whether they're fair or unfair.</p>  |
| <p><b>Students will be able to (skills):</b></p>                   | <p>Discuss how it feels to not conform to socially defined gender norms, while reading the book <b>Who Are You? Written by Brook Pessin-Whedbee.</b></p> |
| <p><b>Understandings:</b><br/>Students will understand that...</p> | <p>Stereotypes are often untrue and unfair.<br/>Knowing about a certain stereotype doesn't necessarily mean you agree with the stereotype.</p>           |

# Health Curriculum Lesson Planning

**First read the book *Who Are You?* By Brook Pessin-Whedbee.**

Inform students that we will be talking about gender - what is gender? T&T Milk shares first.

Call on students with a raised hand and chart their responses. Tell students that none of their responses will be incorrect, that we are gathering data so we can make a definition together.

Next, ask students to define the word stereotype.

- If you think you know what a stereotype is, it doesn't mean you believe it's true.
- Stereotype : "too simple" of a term and belief that a group of people have certain things about them, and that all members of a group are the same
- Examples : women are good at cleaning and cooking - only men are good at making things - all tall people are good at basketball

Let's make a list of gender stereotypes together! We have a "girl" poster and a "boy" poster

- Girls - "love pink"
- Boys - "like race cars"
- How are girls and boys *supposed* to behave?
- What are they *supposed* to like or dislike?
- What are they *supposed* to be good at?

*Ask students:* Is there anything here that a girl is looking at on the "boy" chart that they're thinking - "hey! I like that stuff too though!" OR a boy who is looking at the "girl" chart and thinking that they like that too?

At the end, form a circle. Let students take turns and share on trait that he or she wishes to have or does have from a box that is not their gender. Students can pass or repeat others' comment, but emphasize that they should listen to others and respect each other's feelings.