



**amaze**

# Sexuality Education Lesson Plans Southeast Asia



GENDER  
STEREOTYPES



## ABOUT THIS LESSON . . .



This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.

# GENDER STEREOTYPES

## amaze Sexuality Education Lesson Plans

### International Technical Guidance on Sexuality Education Alignment

#### Key Concept 3: Understanding Gender

- Topic 3.1: The Social Construction of Gender and Gender Norms, ages 9-12

### Prior Student Knowledge

Students have learned about reproductive anatomy, the difference between gender and sex and that these are influenced by many difference sources.

### Target Age-Range

Grades 7-8 (approximately ages 10-14)

### Time

45 minutes

### TEACHER PREPARATION:

- Print out, Homework: Talking about Gender Stereotypes - one copy per student.
- Access and preview the AMAZE Gender Role and Stereotypes video to be familiar with the content and sure that you are comfortable showing it in class.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an **AMAZE playlist**, or a downloaded version. Consider using the **YouTube Playback Speed Function** to adjust the speed of the video to what's best for your students.

### MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Video link:  
<https://bit.ly/genderrolesandstereotypes>
- Chalk (two different colors) and blackboard
- Homework: Gender Roles and Stereotypes - one per student



### LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Define gender stereotypes.** (Knowledge)
2. **Name at least two gender stereotypes typically associated with girls and two that are typically associated with boys.** (Knowledge)
3. **Examine how gender stereotypes can be harmful.** (Knowledge)
4. **Acknowledge that gender roles change over time.** (Attitudinal)



## PROCEDURE:

### Step 1

Introduce the lesson by saying, “Today we’re going to learn about stereotypes that are often attached to boys and girls (also known as gender stereotypes), how these affect us, and how they can change over time. Can anyone tell me what the word ‘stereotype’ means?” After a few students share their replies, acknowledge their contributions and share this definition while writing it on the board: A stereotype is an idea or image that people have about a particular type of person or thing. Go on to say, “And a gender stereotype is an idea or image about people based on their gender, or whether they are a boy or a girl.”



**Note to the Teacher:** Students may respond with examples of stereotypes rather than a definition. You can acknowledge that those are great examples of stereotypes and probe a bit more before sharing the definition.

Next, ask students, “When a baby is born, what is the first question we tend to ask?” Probe for, “Is it a boy or a girl?” Once you have heard this response, ask, “And to answer this question, where do we look – at the baby’s nose?” If students don’t feel comfortable responding (they may giggle because they know the answer but may not feel like they can say it), feel free to say, “We look at particular body parts. Remember when we learned about puberty and the differences and similarities between boys’ and girls’ body parts? Well, if we see a penis, people will say ‘it’s a boy!’ and if we see a vagina, people will say, ‘it’s a girl!’”. (6 minutes)

### Step 2

Say to the class, “Imagine for a moment that a group of aliens landed from outer space who are doing some research on humans on our planet. They are interested in learning about boys (write the word “Boys” on the blackboard and draw a box underneath). How would we describe what boys are like to someone who’s new to our planet and has never met a boy before?”

Ask the class to shout out answers to your prompt, “Boys are...,” telling them they shouldn’t worry about how any of them sound. Write all of the responses on the blackboard within the box. As you write, repeat the phrase, “Boys are...” to continue to prompt the students. Continue to write until you have filled the box with their answers.



Thank the students for creating the list. Then say, "The aliens appreciate all of the information that you have shared. They just need a bit more before they head back home. They would also like to be able to describe what girls (write the word "Girls" on the blackboard and draw a box underneath) are like. How would we describe what girls are like to someone who's new to our planet and has never met a girl before?" As before, ask the class to shout out answers to your prompt, "Girls are..." telling them they shouldn't worry about how any of them sound. Write all of the responses in the box for girls on the blackboard. As you write, repeat the phrase, "Girls are..." to continue to prompt the students. Continue to write until you have either filled the blackboard or have two columns filled with words that are as close to equal in length to what was generated by the class for the "Boys are" list.

Thank them for their work, and let them know that the aliens have left happy with all of the helpful information that they gave. (12 minutes)

### Step 3

Ask the students to look at both lists. Ask, "What do you notice about the two lists?"



**Note to the Teacher:** Since these lists are generated by the students, what is shared can be different each time you do the activity. In some cases, there will be all positive things about one of the genders, and all negative things about the other. In other cases, it will be a mix.

Possible responses depend on what is recorded on the sheets. For example, "There are a lot of negative things about girls and more positive things about boys," or "The stuff about boys seems to focus on \_\_\_\_\_, while the stuff about girls seems to focus on \_\_\_\_\_." As the students identify themes they have noticed, ask, "Are there things on these lists that are gender stereotypes, that is, an idea that many people have about a person because they are a boy or a girl?" The students will acknowledge that, yes, this is the case.

Ask students, "How do the gender stereotypes associated with boys affect boys? What about girls? "Are there things on the list for boys that can apply to girls?" An example of this might be, "be athletic." Ask, "Is it okay if a girl is [athletic; funny; strong]?" The class is likely to say it is. What happens to boys



who might act differently from the stereotype? How are they treated?

Ask students, "How do the gender stereotypes associated with girls affect girls? What about boys? Are there things on the list for girls that can apply to boys?" An example of this might be, "Be sensitive." Ask, "Is it okay if a boy is [sensitive; sweet; dramatic]?" The response to this will be mixed; girls may be more likely to say it is okay for guys to express themselves in different ways, while boys may be more likely to say certain things are not okay for boys to be or do.

Ask, "What about boys who might act differently from the gender stereotypes for boys...how are they treated? What about girls who might act differently from the gender stereotypes for girls...how are they treated? "What about LGBTQ people...how are they treated?" "Are there other persons who might be treated differently because they do not act according to what is expected behavior for girls or boys?." (15 minutes)



**Note to the Teacher:** If inappropriate language or humor that is stigmatizing of LGBTQ people is used by students, interrupt the situation, ask students to stop, explain that such language is hurtful, and address the inappropriate behavior with those students after class. Reinforce that gender stereotypes can be harmful and that all people should be able to express themselves in a way that is true to who they are and engage in activities that they enjoy, regardless of their gender or whether or not they are LGBTQ.

## Step 4

Next, ask students to go into pairs and each share one gender stereotype that they think has changed over time. After about 5 minutes, ask any volunteers to share a stereotype that they discussed and how it has changed over time. (8 minutes)

## Step 5

Conclude the lesson by noting that gender stereotypes are ideas or images about people based on their gender, such as whether they are a boy or a girl. Sometimes these stereotypes seem to make sense but sometimes they are hurtful and can even cause harm (it would be good to reference a couple of such examples raised by students in the discussion). All boys and girls should be able to be themselves and not have to act or not act in a certain way just because they are a girl or boy and gender stereotypes do change over time. (2 minutes)



**Note to the Teacher:** The most important question you can ask as you discuss these lists with students is, “Why do you think this is?” In asking them to reflect on what they generated on the lists, you help them to challenge the gender norms that have been taught to them from their earliest ages. In addition, learned homophobia is likely to come up – where boys in particular will say that doing something on the “girl” list means that a boy is “gay.” Again, challenge this idea by asking, “Why?” and pointing out that they didn’t say the same about girls doing something that was on the boy list.

## Step 6

Explain the homework assignment: to watch a short, animated video on gender roles and stereotypes and answer the questions in the worksheet. (2 minutes)

### KEY SUMMARY POINTS:

- Gender stereotypes are ideas or images that people have about people based on their gender, such as whether they are a girl or a boy.
- Gender stereotypes can be hurtful and even harmful and all girls and boys should be able to be themselves and not have to act or not act in a certain way just because they are a girl or boy.
- Everyone can contribute to changing gender stereotypes.
- Gender roles evolve over time and everyone can contribute to change as more and more people are less limited by gender stereotypes and are able to behave in ways that are true to who they really are.

### OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

At the end of class, distribute the Student Worksheet: Gender Stereotypes and ask students to answer the questions and submit upon leaving the room.

### ADAPTATION TIPS FOR VIRTUAL DELIVERY

In the event of virtual delivery, use a digital platform like Google Classroom or Zoom and consider using a tool like Jamboard to generate the lists of gender stereotypes.



## HOMEWORK (If any)

Talking about Gender Roles and Stereotypes, a worksheet they are to complete with a trusted adult in which they share reactions to the video and answer questions about gender stereotypes.



## Talking about Gender Stereotypes



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature of trusted adult: \_\_\_\_\_

**Instructions:** Together with a trusted adult, watch this two minute video from AMAZE called “Gender Roles and Stereotypes”: <https://bit.ly/genderrolesandstereotypes> . Discuss the video together by asking each other:

- **Did you like the video, why or why not?**
- **What came to your mind as you watched the video?**
- **How did it make you feel?**

After discussing the video, answer the following questions together.

### QUESTION 1: What were your reactions to the video?

**Student:**

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**Adult:**

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### QUESTION 2: For the adult, what is a gender role that was very common when you were growing up that has since changed/become less common?

**Adult:**

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**QUESTION 3: If you could change a gender role that exists today, what would it be and what could you do to help change it?**

**Student:**

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**Adult:**

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# Student Worksheet:

## Gender Stereotypes

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: Answer the questions below and submit the worksheet upon leaving the class.

**1. Check the correct definition of gender stereotype.**

- An idea or image that people have about a particular type of person or thing.
- An idea or image that people have about people based on whether they are a boy or a girl.
- An idea or image about people based on their age.
- An idea or image about people based on where they live.

**2. Describe two gender stereotypes that are typically associated with girls by finishing the sentence.**

- a. Girls should \_\_\_\_\_
- b. Girls should \_\_\_\_\_

**3. List two gender stereotypes that are typically associate with boys**

- a. Boys should \_\_\_\_\_
- b. Boys should \_\_\_\_\_

**4. Describe one way that a gender stereotype can cause harm.**

**5. Circle whether the statement is true or false.**

Gender stereotypes remain the same and cannot be changed.

**true**

**false**