
UNIT I: Teenage Transitions**TOPIC H: Gender Awareness**

CONCEPT: Preparing for the future is one step in taking charge. More than ever, men and women have the opportunities to take charge of their lives in the home and workplace. Dissolving myths and stereotypes of the past opens the door to many options.

OBJECTIVE: The student will explore aspects of gender discrimination and stereotyping as it influences future options and will identify the dynamics of sexual harassment.

COMPETENCIES:

1. Relate myths about male and female roles. (1-1,1-2, 1-3)
 - a. Identify traditional versus nontraditional roles. (1.a-1, 1.a-2, 1.a-3)
 - b. Identify changes and trends in gender roles. (1.b-1)
 - c. Identify how gender roles affect job opportunities. (1.c-1)
2. Analyze how myths influence future options for both genders. (2-1)
 - a. Identify how gender roles relate to social position. (2.a-1)
 - b. Identify role changes throughout life. (2.b-1)
3. Evaluate how male and female roles can complement each other. (3-1)
4. Identify various types of gender discrimination and sexual harassment. (4-1, 4-2)
5. List ways to report and/or handle these situations. (5-1)

Developmental Task No. 2: Adopt a socially approved gender role.

In the past this has been easy due to well-defined roles for men and women. People could adopt the appropriate role for their gender. Today, gender roles are not carefully defined, so young people must carefully determine the roles they will adopt.

- Robert Havighurst

ACTIVITIES:

- 1-1 Introductory Activity: Fairy Tales
- 1-2 Once Upon a Time...
- 1-3 Gender Awareness Terms and Tic-Tac-Toe

- 1.a-1 Introductory Activity: Doctor Riddle
- 1.a-2 Traditional/Non-Traditional Roles
- 1.a-3 Mr. Mom or Princess Quarterback
- 1.b-1 Gender-Related Tools
- 1.c-1 Males and Females in the Work Force

- 2-1 Nursery Rhymes
- 2.a-1 The Status of Women

- 2.b-1 My Roles Throughout My Life

- 3-1 Complementary Roles

- 4-1 Gender Discrimination/
Sexual Harassment
- 4-2 Family TV Analysis
- 4-3 Sexual Harassment in the
Boys' Room

- 5-1 Reporting and Handling Sexual
Harassment

SUPPLIES NEEDED:

- Fairy tale books
- Copies of student activity guide (I-H-13)
- Overhead transparencies
(I-H-16 and I-H-17)
- Overhead transparencies
(I-H-18 through I-H-26)
- Classroom sets of Tic-Tac-Toe game
(I-H-27)

- None
- Overhead transparency (I-H-28)
- Copies of student activity guide (I-H-29)
- Videos
- Traditional male and female tools

- None

- Copies of student activity guide (I-H-32)
- Overhead transparencies
(I-H-33 and I-H-34)

- Copies of student activity guide (I-H-35)

- None

- Copies of student activity guide (I-H-36)
- Overhead transparency (I-H-39)
- Copies of student activity guide (I-H-41)
- Copies of student activity guide(I-H-45)

- None

