

LEARNING ACTIVITIES/TEACHING STRATEGIES:**1. Relate myths about male and female roles.****1-1 Introductory Activity: Fairy Tales**

Display a group of fairy tale books in front of the classroom. Have the students work in groups and complete the **FAIRY TALES** student activity guide (page I-H-13), identifying the similarities and differences in the stories (e.g., Once upon a time..., lived happily ever after..., beautiful princesses, handsome princes, evil beings (black-haired), heroes (take princess away, etc.)). Have the groups compete to see who can come up with the most replies.

Some fairy tale books might include: Cinderella, Snow White, Rapunzel, Beauty and the Beast, Little Mermaid, Swan Lake, Sleeping Beauty, Aladdin, Peter Pan, Sleeping Beauty, etc.

1-2 Once Upon a Time...

After the introductory activity, have the students write their own fairy tales, using the **ONCE UPON A TIME...INSTRUCTIONS** (page I-H-15). Upon completion, ask the students if any would like to share their stories with the class. The teacher may choose to read some of the stories without revealing the names of the students who wrote them.

Discuss how fairy tales are not realistic for life expectations, using the quotation on page I-H-16 and the **UTAH STATISTICS** about the realities of life outside of fairy tales provided on page I-H-17.

1-3 Gender Awareness Terms and Tic-Tac-Toe

Define the following words and terms, explaining their pertinence today:

ROLE:	A part that you play
STATISTICS:	Facts collected on a subject
REALITY:	What is a fact; the way things are
GENDER ROLES:	Tasks assigned to one sex or gender
GENDER DISCRIMINATION:	To single out and take exception because of sex or gender
MYTH:	A fictitious belief or story
NONTRADITIONAL ROLES:	Those tasks not usually assigned to that sex or gender
SEXUAL HARASSMENT:	To torment in a sexual manner
STEREOTYPING:	To categorize people into specific groups

Overhead transparency patterns for these terms are provided on pages I-H-18 through I-H-26.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

Have the students play the **GENDER AWARENESS TIC-TAC-TOE** game provided on page I-H-27 to learn these terms.

NOTE: The teacher will need to print two copies of the term section for each copy of the definition board. It is easier to keep the terms sections separated if they are two different colors. The teacher will need to make one set for every two students.

a. **Identify traditional versus nontraditional roles for men and women.**

1.a-1 Introductory Activity: Doctor Riddle

Read the **DOCTOR** riddle below to the students and let them try to solve the riddle.

Riddle: Billy was riding his bicycle one day when he was hit by a car. The neighbor ran out to help Billy, who was hurt badly. The neighbor was only able to contact Billy's father about the accident. His father raced up to the hospital to be with Billy. The doctors decided that Billy needed emergency surgery. The surgeon arrived at the hospital, looked at Billy and then said, "I'm sorry, but I cannot operate on this child because he is my son."

How can this be? Who was the surgeon?

Answer = The surgeon was Billy's mother.

1.a-2 Traditional/Nontraditional Roles

Define the term *role*.

ROLE: A part that you play

(An overhead transparency pattern for this definition is provided on page I-H-28.)

Have the students identify some traditional and nontraditional roles for men and women on the **TRADITIONAL/NONTRADITIONAL ROLES** student activity guide (page I-H-29).

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

1.a-3 Mr. Mom or Princess Quarterback

Show an excerpt from the movie, Mr. Mom. Start where he is first left alone with the children and has to do the laundry, vacuuming, etc. Stop where he changes the baby's diapers.

or

Show the movie, Princess Quarterback. This is based on the true-life story of a teenage girl who wants to be a high school quarterback. She endures town and peer criticism to become a star player and homecoming queen. Discuss the importance of recognizing skill level, rather than genders, and the changes we are seeing in the workplace today as a result of this change.

b. Identify changes and trends in gender roles.

1.b-1 Gender-Related Tools

Have the students number from one to ten on a piece of paper. Give them a quiz on tools by showing five (5) traditionally male tools (hammer, crescent wrench, pipe cutter, etc.) and five (5) traditionally female tools (pastry blender, wire whip, metal spatula, etc.). Have the students write on their papers the proper name of each item and what the item does. Give the student with the most correct items a prize. Ask students if they knew the male or female tools better or both the same. Talk about the integration of roles in today's world. Discuss changes and trends in gender roles.

c. Identify how gender roles affect job opportunities.

1.c-1 Males and Females in the Work Force

Address the importance of both males and females having training for the future. Male or female guest speakers could be invited to the class who chose to enter a profession that was traditionally of the opposite gender (e.g. women as police officers, pilots, heavy equipment operators, linemen for the power company, etc., or men as administrative assistants, registered nurses, etc.) Have the female speakers emphasize that with a little training, they can make more money and have better benefits than clerks or waitresses generally do. Be sure to point out that there is nothing wrong with the traditional female jobs except that the pay is traditionally low, making it difficult to support families, and especially for single parents. Have the male speakers tell about their career choices and the difficulties they experience on the job.

NOTE: See teacher background information, **GENDER ROLES AND JOB OPPORTUNITIES**, (page I-H-30).

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

2. Analyze how myths influence future options for both genders.

2-1 **Nursery Rhymes**

Read the **NURSERY RHYMES** on page I-H-31. Then, using the **NURSERY RHYMES** student activity guide (page I-H-32), have the students analyze how myths can establish stereotypes and influence future options for both genders.

NOTE: Some of these nursery rhymes are quite old. Students today may not be familiar with them because they are getting unisex literature now. The teacher may need to deal with this from a historical perspective and perhaps compare these with some of today's rhymes.

or

Show the video, *The Fable of He or She*, a short, clever characterization of sexual stereotyping.

a. Identify how gender roles relate to social position.

2.a-1 **The Status of Women**

Using an overhead transparency of **THE STATUS OF WOMEN** (pages I-H-33 and I-H-34), discuss the information presented and some of its implications. Identify how the roles of men and women might relate to social position in each of these countries. How would the roles be alike? Different? Analyze what countries would offer a wide variety of opportunities for women and why. Discuss the importance of women taking advantage of such opportunities while they are young.

In many cultures, the prevailing male attitude is that females are lesser beings. These are the attitudes that perpetuate a lowered status for women throughout the world. Male domination stifles female creativity, opportunities, and productivity. It is only through education that these attitudes can be modified. It is the responsibility of the male students to see that this does not continue and to support equal opportunities for females in all the arenas of life.

b. Identify role changes throughout life.

2.b-1 **My Roles Throughout My Life**

Using the **MY ROLES THROUGHOUT MY LIFE** student activity guide on page I-H-35, have the students list all of the roles they play at this point in their lives (student, daughter, son, grandson, granddaughter, brother, sister, ball player, dancer, etc.) Then have the students list the roles that they will probably play at ages 20, 30, 50, and 65.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:

3. Evaluate how male and female roles can complement each other.**3-1 Complementary Roles**

Have a guest speaker (maybe a couple) who is (are) a good role model of complementary roles, either traditional or nontraditional, and practice sharing roles equally. Ask them to point out how sharing roles can help a household run more smoothly, ease the burdens traditionally assigned to a specific spouse, and strengthen the relationships of the family.

Complementary roles are not limited to husband/wife situations, but also occur between brother/sister, parent/child, etc.

4. Identify various types of gender discrimination and sexual harassment.**4-1 Gender Discrimination/Sexual Harassment**

Review the term sexual harassment (from activity 1-3), and assist the students in identifying various types of gender discrimination and sexual harassment, as well as inappropriate behaviors that are the underlying cause of these situations. Discuss how sexual harassment applies to students in a school setting. (Refer to teacher background information, **SEXUAL HARASSMENT**, on pages I-H-36 through I-H-37.)

Have the students complete the **ARE YOU HARASSED?** student activity guide (page I-H-38). In conjunction with this, use an overhead transparency of the **HOSTILE SCHOOL HALLS** resource (page I-H-39) and the teacher background information, **TEENAGE SEXUAL HARASSMENT**, on page I-H-40 to address the national scope and level of the problem.

NOTE: Refer to the Resource Guide for Parents and Teachers on Teaching Human Sexuality developed for junior high by the Utah State Office of Education, for guidelines in addressing these issues in the classroom.

4-2 Family TV Analysis

Assign the students to watch a television show that features a family situation. Then have them complete the questionnaire, **FAMILY TV ANALYSIS**, on page I-H-41. Allow the students some time to report and discuss their findings in class. This will probably be an excellent opportunity for the teacher to help the students develop an awareness of the gender stereotyping commonly depicted in television programs.

LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**4-3 Sexual Harassment in the Boys' Room**

Using the article from Choices in January, 1993 or the adaptation on pages I-H-42 through I-H-44, read the story of Katy and discuss it as a class. If it is appropriate for your class situation, community climate, and district guidelines, use the student activity guide, **SEXUAL HARASSMENT IN THE BOYS' ROOM**, on page I-H-45.

5. List ways to report and/or handle these situations.**5-1 Reporting and Handling Sexual Harassment**

Identify local individuals to whom sexual harassment situations can be reported and/or persons who can assist in the reporting of sexual harassment. Also discuss appropriate methods of reporting and handling these situations when they occur.

NOTE: Some of Granite School District's guidelines pertaining to this matter have been included on pages I-H-48 and I-H-49 for reference purposes only. It is recommended that each teacher obtain a copy of their local guidelines before addressing the subject.



RESOURCES:

Curriculum:

Resource Guide for Parents and Teachers on Teaching Human Sexuality, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111, Junior High Edition.

Guest Speakers:

American Civil Liberties Union

9 E. Exchange Place

Salt Lake City, Utah 84111-2709

801-521-9862 (They will address sexual harassment and gender discrimination.)

Business and Professional Women, Inc. of Utah

"Life After High School" presentation focuses on why it is necessary to develop skills to support yourself. (Look in the yellow pages under "Associations" to find local listing.)

Videos:

The Fable of He and She. (Very short, cartoon characters, 1980's.) Available from Utah State University and other public lending sites.

Mr. Mom, 1983. 92 min. Starring Michael Keaton and Terri Garr. Available through local video stores.

Princess Quarterback, 1988, Walt Disney Productions A wonderful story of a teenage girl who wants to be a high school quarterback. She endures town and peer criticism to become a star player and homecoming queen. Available at local video stores.

Mrs. Doubtfire, 1993. 125 min. Twentieth Century Fox. Starring Robin Williams and Sally Fields. Available at local video stores. A divorced father disguises himself and applies for the job as nanny and housekeeper for his ex-wife so he can spend more time with his children.

