

Activity: 9-10.7.1

Key Message

- Gender is shaped by society and is not a fixed construct.
- Beliefs about gender may influence our personal behaviour and values around sexuality.

Activity Details

Victorian Curriculum

Health & PE Evaluate factors that shape identities, and analyse how individuals impact the identities of others
VCHPEP142

Capabilities VCPSCSE043

Time 30 minutes

Levels 9 & 10

Equipment

- class set of *Gender statements stems* worksheets

Gender stem statements

Purpose

To encourage students to explore their beliefs about gender and gender roles.

Teaching notes

This activity requires students to provide endings for statements on gender and sexuality. It can be done individually and then shared as a class or in small groups. It is a great discussion starter. The activity can also be done in a more interactive way - for example, forming two lines or two circles, facing a partner. The pairs then discuss a statement before moving on to another partner to discuss a new statement.

Procedure

1. Hand out the *Gender stem statements* worksheet.
2. Explain that each student is to read the sentence stems and complete the sentence based on their own feelings and values.
3. Once students have completed the sheet, bring them together to discuss their answers.
4. Ask students to share their answers with the class and discuss whether lots of people have similar points of view or differ greatly.

Discussion

- Did the male students and female students differ greatly in their answers?
- If yes, why?
- If no, why?
- Were there any similarities across friendship groups?
- Would differences in opinion affect a couple if they were in opposite sex or same-sex relationships?
- How are our views of gender developed? Are they affected by family, culture, class, gender and/ or experience?

From Ollis, D and Mitchell, A 2001, *Talking sexual health: a teaching and learning resource for secondary schools*, ANCAHRD, Canberra. Used by permission of the Australian Government.

Gender stem statements

Complete the following sentence stems...

One of the things I enjoy most about being a girl/boy is...

My family would describe me as...

I act powerfully when...

Because I am a female/male I am expected to...

If I were a boy/girl, I would probably enjoy...

As a female/male, I strongly challenge the expectation that I should...

The most important things in my life are...

