



LEICESTER,
LEICESTERSHIRE AND
RUTLAND

Introductory Session

3

SESSION PLAN

Preparation needed

- Projector / Pc if needed
- Flipchart / Whiteboard and marker pens if needed
- Allocate parts of session amongst mentors.
- Session be delivered in small groups are as part of larger assembly.

Introductions.

Introduce yourself to the group.

Tip – It's always good to quickly go over the previous session.

Ask group –

- What did we look at during our last MVP session?
- Has anyone experienced anything since then that made them think about this session.
- You may want to give an example yourself.

Tip – Don't forget that personal stories are a powerful way to cover any learning points. Don't forget only do so if you feel comfortable.

Mentor Notes:

Group Agreement

Quickly remind the group of the group agreement you completed during the previous session.

Tip – Get in the habit of quickly covering the agreement. Sometimes ask the group if they want to add to the list.

Mentor Notes:

Lesson Plan – The Gender Box

Background

The media is both the message and the messenger. Films, music, and computer games, often portray males and females in a particular way. Some of these stereotypes are harmful and have links to bullying and violent behaviour. This exercise provides an excellent and sometimes humorous opportunity to influence how young people observe mainstream media.

This exercise does not aim to suggest to young people not to watch certain movies but to be critical thinkers in the face of these media messages.

Aim

The aim of this session is to explore the representation of both males and females in society and mainstream media.

Learning Outcomes

At the end of lesson you will be able to;

1. Identify gender stereotypes within society and the media.
2. Discuss the links to bullying, violent and abusive behaviour.

Equipment - flipchart and pens and access to media.

Films -

Miss Representation - <https://www.youtube.com/watch?v=8ap2xnMcvpw>
(play first 2 mins)

Tough Guise - <https://www.youtube.com/watch?v=uOIIUQehzDI> (play all of clip)

Mentor notes -

Method

If running the session in a class you should break the group into smaller groups. You can split into small single or mixed gender groups.

Ask group to discuss what they find challenging as young men or women or just as young people growing up in the UK.

Ask what they feel influences them in how they behave, how they look and how they interact with their friends?

You are attempting to get the group suggest that the films they watch, the PC games they play, the music they listen to often defines how they behave.

Ask the group to raise their hands if they sometimes feel that they are often forced to behave in ways that are against how they actually feel.

Mentor Notes –

Ask the group to watch the films and identify words/phrases which could be used to describe men and women as portrayed in the films.

Ask - What messages are being sent to boys and girls, men and women about what is it to be a man or woman?

If films are not available you should consider newspaper or magazine articles.

Provide each group with some paper and give them 10 mins to discuss their ideas. Have them write their ideas on the paper and identify a person to feedback to the group.

Note – If delivering session in a larger assembly ask group to discuss responses with the person(s) sitting next to them.

At end of 10 mins facilitate discussion and get responses from all groups. Use flipchart or board to write down words/phrases identified. Use piece of paper for both male and female.

Note - It is recognised that some young people will not identify either as male or female. This activity isn't about saying we only have male and female gender. It's more about how society has created a male and female role.

The aim here, is at the end of the discussion to draw a box around these words. Suggest to group that society puts males and females in boxes.



Ask the group to start to identify words and phrases that are used to describe males and females who do not confirm to the box. This will expose such words as gay, fag, poof, lesbian, dyke etc.

Mentor Notes -

Ask 'What's the worst thing a boy can be called?' – A GIRL. Say if the worst thing a boy can be called is a girl – what message do you think this sends to boys about girls?

What links the words outside the box? They are all put-downs.

What harmful things do you think boys/men, girls/women may do to stay in these boxes? Responses will include things like use violence, have many sexual partners, use alcohol etc

You should connect the unemotional man to self-harm/suicide. If he doesn't talk about his feelings something may happen. If a girl tries to stay thin could this result in an eating disorder?

What about alcohol? Could a pressure to drink alcohol lead to poor health?

How might this box link to how men/women behave in relationships? – Behaviours may lead to abuse.

End discussion

Society can put males and females into dangerous boxes: They are dangerous for men, dangerous for women and dangerous for society. Ask the group to identify links to bullying and violence and suggest that we need to provide platforms to break down these boxes.

Mentor Notes –
