

Education Professions Supplemental Curriculum Lesson Plan

Diversity

Title of Lesson: Learning Social Roles: Boy/Girl Piece

Developed By: EdChange Multicultural Pavilion for their Awareness Activities; incorporated here by Julie Stockwell (with permission)

Objective: The student will continue the self-reflective process as participants write and share short pieces about how their gender identities were affected through childhood messages about what it meant to be a boy or a girl (but this activity is also adaptable for race, sexual orientation, socioeconomic class, religion, and other identifiers).

Essential Question: How does a student's gender affect his/her performance in school?

Activities:

Preparing and Assigning:

Ask participants to write a short (1 - 2 pages) reflective piece on their childhood memories and experiences which helped shape their gender identities. (You may need to assign this during a meeting or two prior to when you want to facilitate a conversation about it.) Ask them to address what messages they received as children about what it meant to be a "boy" or a "girl." Also, ask them to discuss who sent those messages (parents, teachers, coaches, other kids, etc.). Be clear that this is not to be an academic piece, but a reflective effort regarding their own experiences.

Facilitator Notes:

In order to ensure that everybody has an opportunity to share her or his story, break into diverse small groups of 8-10 if necessary. Give participants the option to either read their pieces or to share their pieces and reflections from memory. Ask for volunteers to share their stories.

Questions to facilitate a discussion after everyone has shared:

1. Have you ever systematically considered how you developed your gender identity?
2. How is your gender identity still informed or affected by your experiences growing up?
3. What messages do you send to others regarding what it means to be a "boy" or a "girl"?
4. How did (has) your schooling play into your understanding of what it meant (means) to be a boy or a girl?
5. Have you ever been ridiculed for doing or saying something that others didn't consider "masculine" or "feminine"? How did that make you feel? How did you react?
6. Have you ever ridiculed someone else for doing something you didn't consider "masculine" or "feminine"?

Points to remember:

Because some individuals will include very personal information, some may be hesitant to read their work, even in the small groups. It is sometimes effective in such situations for facilitators to share their pieces first. Consider sharing your piece when you give this assignment. If you make yourself vulnerable, others will be more comfortable doing the same. Be sure to allow time for everyone to be able to speak, whether reading their poems or sharing them from memory.

Technology Integration Ideas:

Have students write a reflection blog that summarizes some of the major points they've shared about how our society shapes gender identities. See attached reflection-blog rubric.

The blogs can be contained on a school website developed by the teacher and/or students for the class.

Materials:

None, unless you choose to keep track of key points on a whiteboard or flipchart

Assessment:

Students will write a reflection that summarizes some of the major points they've shared about how our society shapes gender identities. See attached reflection-blog rubric.

Time: One day

Standard(s):**8.0 EXPLAIN THE ISSUES RELATING TO DIVERSITY AND ITS IMPACT ON TEACHING AND LEARNING**

8.1 Identify the characteristics, the challenges, and the opportunities for learning in a diverse classroom

8.2 Explain the role of teacher expectations on student performance and its impact on teaching and learning in a diverse classroom

8.4 Describe how cultural and ethnic differences affect interpersonal interactions and communications within a group

Arizona Educational Technology Standard

Strand 1: Concept 4: PO 2: Use digital collaborative tools to synthesize information, produce original works, and express ideas.

Sources:

<http://www.edchange.org/multicultural/activities/boygirl.html>